UPHOLD'S INTEGRATED EDUCATION STRATEGY

Uganda Programme for Human and Holistic Development

Draft Document

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List of Abbreviations

ABEK	- Alternative Basic Education
AIM	- The HIV/AIDS Integrated Model District Programme
CBO	-Community Based Organisations
CCTs	- Coordinating Center Tutors
CDA	- Community Development Assisstant
CDO	- Community Development Officer
CDW	- Community Development Workers
CHW	- Community Health Workers.
CIE	- Community Involvement in Education
CORP	- Community Resource Persons
CPCs	- Community Participation Coordinators
CSO	- Civil Society Organisations
DEO	- District Education Officer
DIS	- District Inspectors of Schools
ECD	- Early Childhood Development
EMIS	- Education Management Information Systems
EOs	- Education Officers
FABE	- Family Basic Education
FBO	- Faith Based Organisation
GO	- Gender Officers
HOP	- Heads of Programmes
HTs	- Head teachers
ICI	- Intensive Community Involvement
ISs	- Inspectors of Schools
LABE	- Literacy and Adult Basic Education
LCs	- Local councils
MoES	- Ministry of Education and Sports
MSS	- Management Support Systems
NFE	- Non Formal Education
NGO	- Non Governmental Organisation
PIACSY	- Presidential Initiative on AIDS Strategy for Communication to Youth
PTA	- Parents Teachers Association
PTC	- Primary Teachers Colleges
QA	- Quality Assurance
SAVE/N	- Save the Children- Norway
SAVE/US	- Save the Children US
SHN	- School Health and Nutrition
SMC	- School Management Committee
SWOT	- Strengths, Weaknesses, Opportunities and Threats
T E	- Teacher Effectiveness
TBD	- To be determined
TDMS	- Teacher Development and Management System

UPE   - Universal Primary Education
UPE   - Universal Primary Education
UPHOLD   - Uganda Program for Human and Holistic Development
VCM   - Voluntary Community Mobilisers
VHTs   - Village Health Teams

1. INTRODUCTION

The Uganda Programme for Human and Holistic Development (UPHOLD) is a five-year program funded by the United States Agency for International Development (USAID) and supported by the Government of Uganda. The Programme works to strengthen capacity at decentralized levels for the improved delivery, planning, management, monitoring and effective use of social services in three main sectors: 1) Primary School Education; 2) Health; and 3) HIV/AIDS prevention and mitigation. UPHOLD supports twenty districts in Uganda to achieve results within the life of the program by fostering efficient synergies and effective partnerships leading to a strategic integration of social services.

This document contains nine sections. Section 1 provides an introduction to UPHOLD's integrated education strategy. Sections 2 – 8 describe UPHOLD's approach for each core intervention in education, which is based upon an analysis of key national policies and priorities, and the strengths, weaknesses, opportunities and threats (SWOT) of current strategies and interventions, as well as its interventions in cross-cutting technical areas. Section 9, the Appendixes, provides a detailed matrix presenting the "SMART" (Specific, Measurable, Achievable, Relevant and Time-Bound) Objectives, Annual Targets, Key Interventions and Selected Indicators for each core intervention. This section also provides further details on the strategy components.

1.1 UPHOLD's Integrated Education Component

Figure 1 below shows the seven domains of UPHOLD's integrated approach to supporting core interventions in the three sectors. As an integrated social services program, UPHOLD's interventions in education services entail those interventions that lie solely within the Education sector (domain 2) as well as those interventions that are strategically integrated with the Health sector (domain 4), with the HIV/AIDS sector (domain 5) or with both the Health and HIV/AIDS sectors (domain 7).

Figure 1: UPHOLD's Seven Domains of Intervention in Integrated Social Services
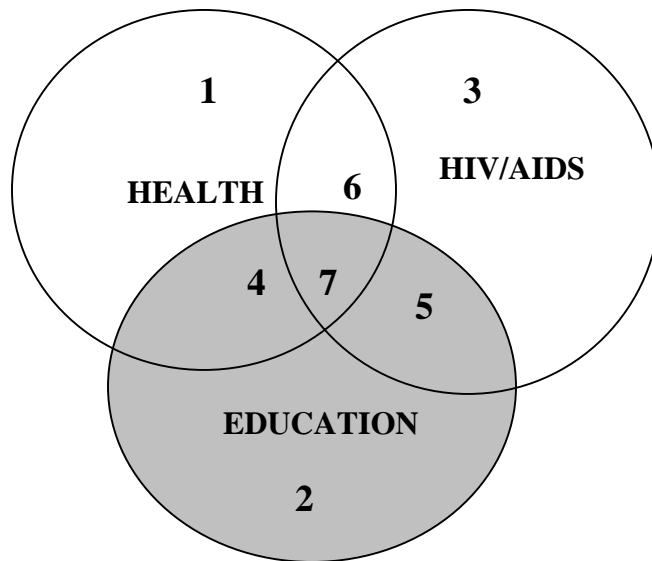
UPHOLD's core areas in the integrated education component are:

- Teacher effectiveness;
- Management support systems;
- Community involvement in education;
- School Health and Nutrition;
- HIV/AIDS prevention and management.

Four cross-cutting technical areas that are components of all of the core education areas are:

- Quality Assurance;
- Strengthening the Private Sector and Public-Private Partnerships;
- Behaviour-Change Communication; and
- Community Involvement.

1.2   KEY OBJECTIVES

UPHOLD's integrated education strategy is results-oriented and based upon an approach to achieving intermediate results in its integrated education component in three broad areas:

1. Improved quality of education services through their increased access and availability, and their effective use through the promotion of positive behaviours.

2. Increased capacity to sustain integrated education services through improved decentralized planning, management and monitoring of

education services and the strengthened role of the private sector in their delivery.

3. Strengthened enabling environment for the delivery and use of sustainable quality education services through the implementation of effective policies and increased community involvement.

UPHOLD's strategy focuses on *Intermediate Results* ("IRs"): those results that can be achieved during the five year life-span of the Program.

1.3   UPHOLD's Behavior-Centered Approach

UPHOLD will use a behaviour-centered approach in many of its interventions to promote the delivery and effective use of quality education services. A behaviour-centered approach is based on the understanding that people's behaviors often have the most direct influence on their health and learning, as well as on the quality of services. UPHOLD will therefore strategically focus on the behaviours of different actors' (e.g. elected officials, opinion leaders, parents, primary school students, family members, teachers, and communities education managers) by:

- identifying behaviours that are beneficial to the effective use of education services, the improved quality of education services, and the improved planning, management and monitoring of education services-- as well as behaviours that may be detrimental;

- identifying motivations and barriers to adopt and sustain these behaviours, and

- strategically promoting the adoption of new beneficial behaviours or strengthening the practice of existing beneficial behaviours.

1.4 Overview and Strategy Development

1.4.1 Overview

Since the implementation of Universal Primary Education (UPE) in 1997, Uganda has made great strides in primary school enrollment. Current estimates indicate that 87% of primary school-aged children are enrolled, with numbers increasing from 2 million pupils in 1996 to over 7 million in 2003. This surge in enrollment has been accompanied by a number of challenges to the Ugandan education system, including overcrowded classrooms; a shortage of teachers, especially qualified teachers; issues related to transitioning from a centralized to a decentralized delivery system; unequal and/or insufficient distribution of instructional materials and other resources; armed conflict in increasing scope and intensity; and low parental and community involvement.

These and other challenges result in the major issue facing Uganda's schools: poor learning. The size of the classes swamps teachers' attempts to organize instruction in a meaningful way. It is clearly unacceptable to cut class sizes by sending children away, and though the Ministry of Education and Sports is making strides in recruiting, radically increasing the supply of teachers in sufficient numbers to change the classroom environment faces both time and resource constraints. Therefore, the only answer is to change what happens in classrooms. Uganda has not yet found the complete solution to this problem, but isolated experiments, such as Breakthrough to Literacy, have shown success and others, such as IPAQUAL, show early promise. Uganda has also established a strong policy framework which can be a foundation for improvement. To address the problem of poor learning, UPHOLD aims to help Uganda improve policy implementation at the district level and below, scale up best practices and forge creative solutions. UPHOLD proposes to undertake a series of interventions which recognize what is already working in the Ugandan context, innovate to build upon that success and, ultimately, improve student learning.

1.4.2 Overview of National Policies

The development of UPHOLD's education component strategy was guided by three basic elements in government policy environment--*Education Strategy Investment Plan (ESIP) policy framework*, *National Programs promoting quality* and the proposed *School Health Policy*--as well as USAID's Strategic Objective (SO) 8 Framework, an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) of the education sector, a situational and stakeholder analysis undertaken at Central and District levels, and a review of JSI's Technical Application to USAID/Uganda's Request for Applications.

UPHOLD will develop its objectives in line with the ESIP II priorities through a variety of strategic approaches for quality improvements in teacher effectiveness and children's learning and the systems that support these improvements.

National Systems Promoting Quality: TDMS and ESA
Two key Quality Assurance initiatives within the Education sector include the Teacher Development Management System (TDMS), which has been institutionalised as the main MOES delivery system for teacher training and support, and the establishment of the Education Standards Agency (ESA).

Introduced in 1992, TDMS has greatly increased the number of trained and certified teachers in Uganda through two main functions. First, TDMS provides support to the education system in the form of pre-service and in-service training. Second, TDMS provides the outreach services of Coordinating Center Tutors (CCT) who link the training colleges to schools. CCT's outreach activities include

on-the-job Teacher and Head Teacher training, continuous professional development, and community mobilisation.

ESA has developed a number of education standards which are assessed annually by inspectorate staff, but the agency is still in formative stages.

School Health Policy: UPHOLD's strategy will also support the Government of Uganda's newly drafted School Health Policy (SHP) which focuses on a number of priorities, including health education; sexual responsibility and life skills; protecting pupils from abuse; and providing iron supplementation and medical care services in schools. UPHOLD will support the SHP through a multi-sectoral coordination structure and which incorporates the participation of children, parents and communities. Children's development and learning is critically affected by health status and children's access to adequate nutritious foods. Stunting remains an issue both in urban and rural areas. Over a third of children in school attend on an empty stomach (SHP, 2003). Intestinal parasitic infections also remain a problem with an estimated 50% of all school-aged children infected with intestinal helminths (SHP, 2003).

1.4.3 Overview of UPHOLD's strategy

UPHOLD will support and empower district decision makers, head teachers, teachers, and parents to facilitate greater student learning at the primary level. UPHOLD's educational work will focus on deepening the impact of key quality assurance initiatives within the education sector, such as the Teacher Development Management System (TDMS), and on fostering greater school/community linkages and accountability. UPHOLD will implement integrated and mutually reinforcing activities across four intimately connected and interdependent areas: 1) Teacher effectiveness, 2) Educational management systems at the district and school levels, and 3) Parental and community involvement in education.

Further activities will improve school health and nutrition (SHN), including the prevention of HIV/AIDS, increase the involvement of the private sector and public-private partnerships, and seek to improve educational access and quality for disadvantaged areas and groups. The education strategy aims to improve the lives of Ugandans through the combination of these interlinking interventions to promote the increased use of higher quality services.

SWOT analysis of the primary education sector

Strengths	Weaknesses
- Uganda's high investments in education (esp. primary level) - With UPE policy Uganda has reached 87% enrollment - Teacher Development and Management System (TDMS) institutionalized in MOES - Decentralized system in place - Strong education policy environment - Complementary Basic Education (CBE) (e.g. ABEK, COPE, MNFE, ELSE, CHANCE, EUPEK, BEUPA) for disadvantaged groups	- Overcrowded schools and classrooms - Too few teachers, many untrained teachers - Pedagogy not child-centered. - Coordinating Center Tutors (CCTs) overloaded with responsibilities - Low capacity at the District level for planning, monitoring, reporting, and accounting - Poor supervision and inspection by head teachers, and District staff - Little community participation in the school; weak PTAs and SMCs - Poor distribution of text books and instructional materials - Underage children entering P1
Opportunities	Threats
- Response to UPE: demand from families high - ESIP II planning process - Coordinating Centers, CCTs and cluster system - SMC and PTA roles and responsibilities defined in Local Government Planning Guidelines - BEPS pilot activities: UPE Advocacy, ECD, ARH/RS and PLA training - Establishment of ESA as Quality Assurance body - Policy on Education for Disadvantaged Groups - MOES' policy on early childhood development - School feeding programs (Title II) - President and Ministry's commitment to teach HIV/AIDS prevention in schools	- Continued instability in conflict areas - Decentralization program does not fully devolve power and responsibility to Districts and lower levels - Loss of capacity within the sector due to impact of HIV/AIDS - Lack of training on HIV/AIDS prevention and Life skills curriculum - Instructional materials not delivered to or used in schools - Eligible candidates not attracted to the teaching profession

1.5 Cross-cutting Themes

1.5.1 Girls' education

It is well established that better educated girls grow up to raise healthier children and families, but girls' enrollment and retention rates vary greatly across Uganda's 56 districts. The issue of girls' retention and completion of school remains a serious challenge, with girls' survival rate to primary 7 at only 55% nationwide (The Republic of Uganda, Ministry of Education and Sports, 2002). There is much anecdotal evidence about the reasons for this: early marriage, lack of perceived relevance of education to girls' lives, parents' and girls' fear that they will suffer abuse by teachers or peers, and lack of hygiene facilities, among others.

The UPHOLD education strategy will increase girls' retention and success in school by integrating this concern in all its proposed interventions. The community involvement component will focus on empowering parents to provide equal opportunities to both girls and boys. Through the use of the proposed active, participatory pedagogies, teachers will increase the use of gender sensitive examples, exercises and equitable distribution of tasks and roles in the teaching and learning process. This will also enhance girls' experience in schools by engaging them more fully in their education and ultimately improving their learning. Education leaders and managers will be trained to address equity as a prerequisite in planning for quality improvement at both district and school levels. Improved use of data, improved monitoring and supervision as well as better personnel management will also help to ensure school environments that are conducive to girls staying in school and learning.

Among the four areas of focus in the SHN "high impact package" to be implemented in partnership with NGOs in five districts are promotion of girls' retention and completion and responsible sexuality of boys and girls. Girls' retention and completion will be promoted by exploring public-private partnerships for the provision of sanitary materials in schools. These programs will also work to mobilize communities to establish separate latrines for girls with washing facilities and initiate activities to protect girls from abuse.

The risks of adolescent sexual activity have a greater effect on girls than on boys not only through pregnancy, but also through girls' greater likelihood of contracting a sexually transmitted infection through contact with an infected partner. The SHN package will help to protect girls through training and materials development activities designed to support the PIASCY program. These efforts, support for peer education programs, guidance and counseling for adolescents and community/adult mobilization aim to increase sexually responsible behaviors

among adolescents and increase the likelihood that adolescents, particularly girls, will remain in school.

1.5.2 HIV/AIDS and education

Schools are one opportune place to deliver HIV/AIDS education to children and adolescents. However, cultural mores often make speaking of sexuality and HIV/AIDS a taboo, and evidence suggests that many Ugandan teachers are uncomfortable with the topic, poorly educated in the area, or both. Some efforts, such as print and radio communications produced by the Straight Talk Foundation, have made progress in this area.

Schools and the systems that support them are also greatly impacted by HIV/AIDS. While the Ministry of Education and Sports in the process of determining exact figures of teachers who are affected, the premature mortality rate of teachers anecdotally appears to be quite high. Education's large management workforce is not immune to possible infection. In order to meet these challenges, UPHOLD will apply best practices in both prevention education and skills building and mitigation to assist districts and schools to address HIV/AIDS.

Through its School Health and Nutrition program and its teacher training program, UPHOLD will contribute to the fight against HIV/AIDS through educational channels. UPHOLD aims to inculcate responsible sexual behaviors in pupils through:

- *Training on PIASCY & life skills:* Teacher training activities will include sample lessons using the PIASCY manual, with a focus on teaching life skills.
- *Peer education:* UPHOLD will explore the possibility of peer education programs to provide information and create positive images among upper primary.
- *Guidance and counseling:* The SHN component will explore opportunities to increase guidance and counseling in schools, either through training Senior Men and Senior Women teachers to play this role or by piloting an initiative to place and support recent college graduates in internships to serve as guidance counselors in schools.
- *Community/adult involvement:* UPHOLD will work with parents and communities to ensure that adults have adequate information and skills to guide youth in making choices related to their sexuality.

HIV/AIDS and managing its impact on the sector will be highlighted as a cross cutting theme in all capacity building activities with education managers. District education officers, inspectors, CCTs, head teachers and SMCs will be asked to critically access how HIV may be affecting the quality of education. These groups will also be given the tools to plan for mitigating these impacts (e.g. data sources which can be used for better planning, strategies for ensuring classroom

coverage for when teachers are out sick, innovative support schemes for children who are orphaned which can be piloted within a district).

1.5.3 Sustainability

UPHOLD is well-positioned to provide for the sustainability of the expected improvements in pupils' learning in primary schools, teacher effectiveness in classrooms, education management systems, and community involvement in education. Continued adherence to three principles will ensure that efforts in this area are successful.

Responsiveness to stakeholder needs

The current education intervention proposals are based upon UPHOLD situation analyses and the needs and views of district and ministry officials as obtained through initial consultations. Further research will be conducted through continuous monitoring and assessment. The proposals outlined above must and will be adjusted during implementation according to the findings and information gathered through monitoring and continued dialogue.. The resulting interventions, tailored not only to Ugandan needs in general but to needs on a more local level, will aim to inspire continued action on the part of all stakeholders.

A systems approach

Teaching does not happen in a vacuum. Teachers are much more likely to use a particular approach, especially a new approach, when they feel supported in its use by parents, supervisors and inspectors. Further, teachers can be most effectively supported by supervisors and inspectors who are trained and knowledgeable in the target approach. The proposed interventions address not only individual teachers, but the system within which they function, in order to produce performance enhancement and to sustain that enhancement after the completion of UPHOLD.

By many accounts, the Teacher Development and Management System has great potential to provide a quality teacher management system for Ugandan primary education (see, for example, Government of Uganda, Ministry of Education and Sports, 2003). The proposed interventions will work within and strengthen that system and create stronger systems of support between TDMS and the district education office. The system's primary liaisons with the schools, Coordinating Center Tutors, are currently responsible for in-service training and on-going guidance, counselling and support to the teachers and head teachers in instruction and school management. By involving CCTs and inspectors in training events and empowering them to supervise and support teachers in the use of quality, research-proven teaching methods and head teachers in effective management, the proposed interventions will increase their capacity. The result will be that approximately 230 CCTs and their colleagues in the inspectorate will continue to disseminate and encourage these methods even after the close of UPHOLD's term. Moreover, bringing the TDMS and district education systems

together, UPHOLD also expects to leave behind more effective collaborative systems for teacher, learner and school support.

The CCTs and other regional level trainers will train the head teacher and one other representative from each school in UPHOLD districts. The head teacher will train all teachers in the school, resulting in a culture that rewards efforts to incorporate student-centered and participatory teaching rather than isolated classrooms in which teachers may stop trying after encountering a setback or two. Teachers will understand that they are encouraged, not penalized, by their immediate supervisors when they use the target methods. When inspectors arrive at a school, they, too, will have been trained in the target methods, further reinforcing their use. UPHOLD will work with all of the above-named education managers to develop or adapt assessment and monitoring tools to help them measure teachers' success in using target methods and recommend paths to improvement as well as giving teachers means for self-assessment so that they can recognize their continued growth and remaining needs. These tools will be used well beyond the duration of UPHOLD by supervisors who have been trained and have experience in their use.

These same school representatives (one head teacher plus a deputy or head of department) will also be training in management. The training cascade has been designed to instill the same core management competencies to district education officers, inspectors, CCTs, head teachers and SMCs. By targeting all points of the system with the same skills and bahaviour change messages, it is expected these actors will mutually reinforce one another to promote a sustainable systems change towards quality.

Beyond training, other interventions in the area of education management systems will build capacity through professional development and support activities which build on the competencies targeted in the trainings. Recognizing that schools, their leaders, and teachers are only supported if the systems put in place to support them are functioning, UPHOLD will assist districts to better harness resources available to them for supervision and monitoring and will facilitate district education offices and their PTC counterparts to plan together and better coordinate their school support activities.

Parents and communities are critical actors in this system. Communities will be invited to seek and to support quality educational practices and encouraged to form a synergistic relationship with their schools. This relationship will provide one more source of support for teachers and another voice seeking the continuation of enhanced children's active performance in school. UPHOLD will leave behind not only quality training systems, but more importantly effective supporting structures that involve parents and other education stakeholders and increase collaboration for quality improvements.

Holistic nature of proposed interventions

 UHPOLD's proposed interventions will address issues that cross-cut several areas of the education system and the sectors of health and HIV/AIDS in a coherent manner, providing sustainability through their holistic approach. As noted above, for example, teacher effectiveness training will not be narrowly aimed at teachers; rather, school-level instructional leaders, CCTs, and inspectors will learn to support cooperative learning and inquiry teaching. Further, the training will include the use and development of instructional materials that reinforce those approaches. The same methods will be linked to the new Ugandan curriculum and to important behaviour change messages in health and HIV/AIDS.

2. TEACHER EFFECTIVENESS

2.1 Context and Challenges

Teachers are the gateway to learning in a school setting. In the current Ugandan context, with extremely overcrowded classrooms, teachers face genuine barriers to good teaching. UPHOLD believes that the existing TDMS system has made progress in providing instructional support to teachers, but that this system, like the teachers it supports, is stretched to its limit and overburdened.   CCTs are few in relation to the number of teachers in the system and inspectors, who also have a role in providing positive instructional supervision, are, likewise, few in number. While exceptionally motivated or brilliant students might learn in spite of poor instruction or challenging learning environments, most students need the mediation of a teacher to explain concepts, connect new knowledge to existing knowledge and organize learning activities that promote understanding of ideas and retention of skills and information. UPHOLD aims to support the primary school teachers in UPHOLD districts by empowering them to improve instructional practice in the classroom and by strengthening the quality of the instructional supervision provided them.

2.2 Objectives

UPHOLD identifies the following as the main objectives of the teacher effectiveness component:

a. By the end October of 2007, 100% CCTs, EOs, and ISs in at least 12 UPHOLD supported districts will be competent trainers of trainers in interactive and participatory methods in teaching and competent providers of instructional supervision.
b. By the end October of 2007, at least 50% of primary schools in at least 12 UPHOLD supported districts will have at least one competent instructional leader who regularly supports teachers in their use of interactive and participatory methods.
c. By the end October of 2007, at least 50% of the teachers in UPHOLD supported schools will be using interactive and participatory methods in their teaching as a means of improving learning and attendance.
d. By the end of October 2007, 50% of pupils in UPHOLD supported primary schools will be effectively using available learning materials.
e. By the end of October 2007, at least 6 tutors in each of the PTCs in UPHOLD supported districts will be trained in integrated cooperative learning and inquiry teaching as a means of improving learning and attendance

2.3 Strategy: Teacher effectiveness training cascade

The above objectives will be achieved through the use of a training cascade. With the cascade as a delivery mechanism, knowledge and skills will flow to three levels of the education system:

1. UPHOLD trainers will train CCTs, inspectors of schools, and education officers
2. CCTs, inspectors of schools, and education officers will train head teachers and other school leaders
3. Head teachers and school leaders will train teachers

Besides providing training, the cascade has a second function: to monitor and evaluate the impact of that training. Actors at each level of the cascade will visit a sampling of events at the next lower level in order to assure quality and evaluate impact. In this way, though UPHOLD cannot directly train the thousands of teachers in participating schools, each teacher will receive quality training in effective methods.

2.3.1 Training Content
UPHOLD aims to train teachers and their supervisors in the following:
- Cooperative learning
- Inquiry teaching
- Development and use of supporting instructional materials

These three areas are embedded within the context of the student-centered teaching method, of which all three topics are examples. Student-centered teaching is an approach which actively engages students in their own learning by using students' natural curiosity, referring to their prior knowledge and experience from the outside world to introduce lessons and clarify concepts, and encouraging the students to learn through interacting with each other. Furthermore, teachers will be encouraged to engage in reflective practice, the process of creating and clarifying the meaning of an experience either past or present in terms of "self". Reflective practice is a rich source of both professional and personal growth. It involves teachers not only questioning their current methods, but coming up with new solutions in order to achieve more effective teaching.

Cooperative learning, a cluster of instructional strategies that involve students working together to reach common learning objectives through group activities structured and guided by the teacher, will help to address issues of severe overcrowding. Inquiry teaching is a method which leads students to pose questions, suggest possible answers, and arrive at the best answer through exploration and investigation, all the while challenging and learning from each other. It will dovetail nicely with UPHOLD's work in the health sector. The development and use of supporting instructional materials will help to address

the lack of instructional resources in the classroom. These topics are not singular techniques to be applied to one lesson or one kind of lesson; rather, they are broad approaches that can be adapted to fit various curricular subjects and varied classroom environments. As teachers master these approaches, they will be able to reduce the burden on themselves as the only source of knowledge and structure among many pupils; well-planned and well-structured participatory activities will create opportunities for pupils to learn from their peers and instructional materials with guidance from the teacher.

Sample lessons and exercises in teacher training events will be contextualised, using subject matter from the national curriculum directly applicable to the classroom. The curriculum presents rich opportunities for use of the pedagogical approaches UPHOLD advocates, though the broad subject matter presents a challenge to some teachers. After discerning which subject areas have been especially difficult for teachers, UPHOLD will embed selected curricular content in the training modules. Since initial research shows that HIV/AIDS and health are among the difficult subject areas, content on those topics will be incorporated in the sample lessons. In this way, teachers will experience firsthand the applicability of cooperative learning and inquiry teaching to material they themselves must teach.

Finally, training will go beyond issues of methodology and curricular content to the involvement of parents and the community in contributing to and monitoring the quality of their children's education. The training will also address very prominently issues regarding gender balance in classroom management strategies.

This same cascade will be used to train the school representatives, head teachers and their deputies or one head of department, in management. See Education management systems support section for details.

2.3.2 Sequencing and Development of Training Modules

UPHOLD education staff, with home office support, will design 8 training modules and/or build upon modules already existing in Uganda. Eight modules will provide CCTs, DISs and HTs with three years worth of training programs, with two programs piloted in 2004 and three per year for the next two years. They will also provide a model for the design of subsequent school based trainings. CCTs, DISs and HTs will be encouraged to use the first three modules and then to improvise with the others, depending on their abilities and the needs of their HTs and teachers. The ultimate goal is for CCTs, DISs and HTs to be able to assess what their constituents need and to design training modules appropriately so as to meet those needs. UPHOLD feels that this is especially important at the school level as it establishes a firm ground for school;-based professional development.

The first two modules will feature an in-depth study of cooperative learning, with some time devoted to developing materials for cooperative learning. In year two, the first two modules will focus on inquiry teaching, with the third module related to making and using instructional materials to use with these methodologies. The third year's modules will extend the study of these topics, responding to teachers' ongoing needs and requests. Beyond these eight, UPHOLD expects that CCTs, DISs and HTs will have begun to identify their own topic areas and to design their own modules for school-based training.

2.3.3 Monitoring and Evaluation
In addition to training, the cascade described above will also be utilized to monitor implementation of these training activities and, most importantly, to continuously assess the impact of the training activities on CCT and school Inspectors' instructional supervision and leadership skills, teachers' use of cooperative learning, inquiry teaching and instructional materials. The participants who provide the training at one level will collect data on impact at the next level down in the cascade and feed this information back to UPHOLD staff, USAID and the MOES. In addition, the monitoring and assessment functions of the cascade will build the skills of the CCTs, DISs and head teachers to observe instructional supervisors and teachers in the classroom and collect good quality data, resulting in excellent documentation and sustainability of the teacher effectiveness program.

More specifically, UPHOLD education staff, with home office support, will develop or adapt monitoring and assessment instruments to accompany modules, at each tier of the cascade, such that the goals of the training modules are clearly reflected in the monitoring and assessment instruments to be utilized. In addition, UPHOLD, together with other stakeholders, will work out a sampling plan to follow some teachers--ideally one or two from each school--as they participate in the program. This data will provide case examples that show how participants learn, develop and apply skills over time.

2.3.4 District Phase In Strategy
UPHOLD intends to phase in the training cascade over three years using a 6-7-7 approach to arrive at the full 20 districts. Most interventions in Management Support Systems and Community Involvement will be phased in these same districts. UPHOLD outlined the following criteria for the identification of the six initial pilot districts: An active district education team where it is reasonable to expect that regular monitoring will be done; Existing favorable partnership between the district education team and the Core PTC; Easy access by UPHOLD regional officers for close monitoring; Perceived as less troubled areas for implementation to start; Large number of primary schools considered to need a longer duration of coverage; Existing human resources that are substantially appointed at the district level; Large numbers in enrollment in schools as indicated by EMIS 2000; and Expressed need for improving the teachers'

performance. The comparison was limited to districts within each region, not across the 20 districts, thus ensuring start-up in each region during the pilot year. Activities of other education programmes were also taken into account.

The cohort of districts proposed to pilot the implementation of the teacher training cascade will include Bushenyi for Western; Mayuge for Eastern; Lira for North East; Arua for Northern; Bundibugyo for Mid-West; and Luwero for Central Region. Seven more districts will be chosen for start-up during 2005, with the remaining seven beginning in 2006, enabling all 20 districts to begin the training cycle within the next 3 years and leaving 2007 for enhancing good practices across the districts and strengthening sustainability of the training that should be inbuilt into the district plans.

Some districts with unique conditions will require UPHOLD to use a different approach which will likely involve working through partners. For example, UPHOLD proposes to work in partnership with SAVE/Norway in Nakapiripirit to support the scaling up of the ABEK programme.

2.3.5   Selection of schools

In the 20 UPHOLD districts there is a total of more than 5,000 primary schools including private and community schools. While responsible speed implies reaching many of those schools quickly, it also demands that interventions must retain high quality. With this in mind, UPHOLD proposes to select clusters of ten schools, all affiliated with the same coordinating centre, with which to work in year one of the cascade. Three such clusters will be chosen in each of two counties per district, yielding 60 schools per district. With six districts selected, this means the UPHOLD cascade will be active in 360 schools in 2004. UPHOLD anticipates that approximately eighty percent of schools chosen will be public schools, ten percent private schools, and ten percent community schools. UPHOLD expects that in each subsequent year every district with its already established cadre of trainers will progressively cascade (horizontally) to more schools following a similar formula, as illustrated in Table 1. (These same schools and their communities will targeted for management training and community involvement.)

Table 1: Rollout of the training cascade to the 20 UPHOLD districts.

	Year1	Year 2	Year 3	Year 4	Total	%
A. Schools *10						
6 districts	360	360	360	360	1440	
7 districts		420	420	420	1260	
7 districts			420	420	840	**More than 50%**
Total	**360**	**780**	**1200**	**1200**	**3540**	
B. Teachers *8						
360	2880	2880	2880	2880	11520	
420		3360	3360	3360	10080	
420			3360	3360	6720	
Total	**2880**	**6240**	**9600**	**9600**	**28320**	
C H/Trs& Dept*2						
360	720	720	720	720	2880	
420		840	840	840	2520	
420			840	840	1680	
	720	**1560**	**2400**	**2400**	**7080**	
Grand Total (B&C)					**35,400**	**Approx 60%**
D. CCTs					**230**	**100%**

3. Education Management Systems Support

3.1 Context and Challenges
The UPHOLD teacher effectiveness strategy seeks to improve inputs and behaviours at the school level including effective teaching; the supply and use of sufficient, applicable instructional materials; and effective instructional leadership by school leaders, CCTs, and school inspectors. However, these inputs and behaviours are regulated, supported and encouraged by policies and actions from the central and district levels and by the concomitant systems put in place to make those policies operational and actions possible. Recognizing that teachers are part of this wider system that regulates and influences their work (and the choices they make in planning and delivering their lessons in the classroom), UPHOLD will provide management support to districts, the Teacher Development Management System (TDMS) and school level management systems, in order to increase their ability to support quality teaching and learning at the classroom level.

3.2 Objectives
The following are the main objectives of the management support systems component:

a. By October 2007, increase by 100% the proportion of district and sub-county annual education plans developed through a participatory/collaborative process towards improvement of quality in education

b. By October 2007, 780 primary schools and their SMCs will conduct participatory planning, and implement, monitor, and evaluate School Development Plans in at least 12 districts where UPHOLD is operating.

c. By October 2007, 50% of professional education managers (education officers, inspectors and CCTs) in at least 12 UPHOLD supported districts will effectively use client friendly and participatory approaches in their management and supervision activities and roles.

d. By October 2007, there will be a 50 % increase in support supervision visits per term from district education officials (ISs, EOs, CCTs) in primary schools in at least 12 UPHOLD districts.

e. By October 2007, 75% of head teachers and deputies (or heads of department) in at least 12 UPHOLD districts will have their capacity to plan, supervise, manage personnel strengthened as evidenced by improvement in Best Practice in School Effectiveness Instrument

f. By October 2007, 50% of primary school pupils in at least 12 UPHOLD supported districts will be effectively using available learning materials.

g. By October 2007, at least 60 % of the district and sub-county education teams will have established and functional systems of collecting, analyzing and using data in their decision making processes.

h. By October 2007, 780 primary schools in at least 12 UPHOLD supported districts will have effectively functioning School Management Committees

as evidenced by their active participation in planning, implementing, and monitoring school development programmes.

3.3 Cross cutting themes

Focus on quality

UPHOLD will support initiatives in the education sector, which focus on getting stakeholders to dialogue on quality concerns leading to participatory definition, monitoring and evaluation of quality standards, while strengthening support systems for Quality Assurance, in particular supervision, and sharing of information for informed decision making. Through the Planning for Quality process, action research on what constitutes quality will be used to further refine quality standards in education and improve service delivery..

UPHOLD will build on Uganda's education management information systems to strengthen managers understanding of the value of good information and data, increase their knowledge of its availability and their use of information and data in decision making. In addition to training on using data for decision making, under the Quality Assurance strategy, quality review meetings for working groups of education stakeholders will be promoted at all levels to ensure the use of information for decision making. These working groups will be assisted to incorporate the private sector in all their activities and promote sharing of experiences to effect a balanced improvement of quality of services in both public and private sector.

HIV/AIDS

Uganda's primary education sector faces both an enormous challenge and presents a huge potential in relation to HIV/AIDS. The sector is seriously impacted by HIV/AIDS, both in terms of loss of human resources (teachers as well as education managers) and the needs of learners who may be orphaned or are otherwise made vulnerable due to HIV/AIDS. This sector is also counted on to provide the "vaccine to HIV/AIDS" in the form of education and information dissemination.

Education managers and school leaders need to understand the impact HIV is having on their workplaces and on the learning environment. They also need to be given the skills to plan and implement interventions to mitigate these impacts (e.g. ensuring children are being taught even if their teacher is out sick). These same managers are a valuable resource for protecting the sector if they are given knowledge and skills to protect themselves and school children from infection.. Planning for quality and improving supervision and monitoring are just two ways of ensuring healthy, safe learning environments for children.

Girls education

Strategies and trainings will address the issue of retention of girls' in school and assist managers to appreciate the challenges they face, develop supportive behaviours and plan and implement steps to ensure their successful completion

of P7. Gender issues will be built into the development of core competencies in Planning for Quality, using information for decision making and personnel management, to name a few

3.4   Strategy

UPHOLD proposes a behaviour centered communication approach to strengthening management systems. The major elements of this approach will include:

1. **Performance improvement** for education managers consisting of training and other capacity building interventions, such as professional development conferences for education officers and inspectors, and promoting innovations in incentives for teachers; and
2. **Joint planning and team building** at district and PTC level for improved supervision and monitoring

These strategies will build competencies and promote behaviour change in the following areas:
- Planning for Quality;
- Using good information for decision-making;
- Personnel management and performance improvement;
- Coordinating and collaborating to improve supervision and monitoring of schools;
- Managing and using instructional materials;
- Increasing community and parental involvement in the education of their children.

The targets for Management Support Systems intervention are at two levels:
a. 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 Department for Outreach, Management, and Community Mobilization) and coordinating centers (Coordinating Center Tutors).
b. The school level and school-community level includes head teachers and School Management Committees (SMCs), and all education stakeholders (teachers, parents, community leaders etc.) to the extent that they are empowered to plan for quality improvements in their schools and to monitor these improvements.

3.4.1 Performance improvement: Training of education managers

UPHOLD proposes to conduct its management training for education officers and inspectors, their PTC counterparts (this group will be referred to as district education managers below) and head teachers through a three-tiered cascade

system, with head teachers at the lowest tier. This training cascade will follow the same schedule as the Teacher Effectiveness cascade. SMC management training will be carried out by NGOs specializing in SMC strengthening and community involvement in education.

District education managers and head teacher training
The training for these two groups will be carried out in conjunction with the Teacher Effectiveness cascade described above. Head teachers will be trained in groups of not more than 40 by pairs of CCTs and school inspectors in trimesterly training events. The CCTs and school inspectors will be trained to deliver these once-per-trimester trainings to the head teachers by "UPHOLD trainers", a group of excellent trainers that UPHOLD will recruit as consultants from Ugandan institutions such as the MOES, PTCs, Universities, training institutions and or firms, etc. UPHOLD will seek out consultants with whom we can develop an ongoing relationship, such that we have a stable cadre of consultants to implement the training of CCTs and school inspectors three times a year. UPHOLD staff (international and local) will prepare and train the UPHOLD trainers.

SMC training
School Management Committees (SMCs) are mandated by the government as a school management organ as stipulated by the *UPE Guidelines on Policy, Roles and Responsibilities of Stakeholders* and *SMC Roles and Responsibilities*. UPHOLD will support the dissemination of these guidelines to 20 UPHOLD districts. However, the guidelines alone will not ensure the existence of effective, representative, active SMCs.

Currently the capacity of these bodies varies widely and strengthening SMCs' skills in management and community and parental mobilization is greatly needed. UPHOLD will develop a SMC training program based on review of existing training materials and programs in Uganda and elsewhere and action research in community involvement in education. Capacity building for SMCs will begin with the dissemination of Guidelines and roles and responsibilities to SMCs and orientation of SMCs to these materials. Management training to 780 SMC will follow this activity. Timing of the roll out of this training depends upon the ratification of SMC rules and regulations currently pending at Cabinet level.

Given SMCs' varied levels of effectiveness and community and parental involvement, management training will at least in the first phase target functioning SMCs that either have good parental involvement or show the potential for true community and parental participation. Lessons learned from these more effective SMCs will be applied to a smaller number of SMCs targeted for roll out in the program's third or fourth year. The program will also explore opportunities for peer training or other capacity building strategies carried out between strong SMCs and their weaker counterparts engaged in the training program. The Management Support Systems component and Community

Involvement in Education component will work together to develop criteria to assist districts to chose SMCs for training based on the above as well as other criteria spelled out in the Community Involvement in education component strategy.

While the training will be carried out by NGOs, UPHOLD will lead the process of training module development to ensure that the overall focus on quality be carried forward and to harmonize the content and messages in the two training modalities.

Training content
UPHOLD will develop trainings to be delivered to district education managers, head teachers and SMCs. The target competencies and behaviours to be strengthened are as outlined above; specifically:
- Planning for Quality;
- Using good information for decision-making;
- Personnel management and performance improvement;
- Supervision and monitoring of schools;
- Managing and using instructional materials;
- Increasing community and parental involvement in the education of their children.

Additional Training Content for SMCs
In addition to training content outlined above, SMCs will receive training in their roles and responsibilities as stipulated in the MOES Guidelines. They will be assisted to strengthen their organizational structures to make them more effective in monitoring their schools, supporting school improvement and increasing true parental involvement in education. They will also be trained in financial management, including setting up accounts, developing and tracking budgets and proposal writing.

In a targeted number of schools, 330 school management committees will be given additional training under tier three of the Community Involvement in Education component to mobilize parents through the creation of parent/guardian groups and associations.

Formative evaluation approach to training
UPHOLD will rely on a formative evaluation approach to refine its strategies and targets for performance improvement during implementation. It will develop a strong monitoring and evaluation strategy to ensure that lessons and information critical to program success are incorporated quickly and effectively into the existing strategies. Formative evaluation of trainings will likely lead to the identification of additional skills/behaviours that need to be strengthened. These gaps in skills and behaviour change objectives can be integrated into subsequent training modules and or performance improvement activities, such as the professional development conferences.

Monitoring and Evaluation Overview
Once trained education managers at the district/county level and at the school level will need to be monitored and the effectiveness of the trainings evaluated. Monitoring allows the program to see the effects of its investments and make necessary adjustments, but perhaps more importantly its provides additional capacity building to those being monitored as well as the person conducting the monitoring. In most cases managers view monitoring and evaluation as a concept in which they are participants to have it done on others. They do not consider that their own performance calls for review. UPHOLD intends to extend peer mentoring and coaching to the education managers where they will participate in monitoring their performance. UPHOLD considers the purpose of the monitoring and evaluation exercise as not only focused on comparing what has happened with what was thought would happen but also as an opportunity to identify areas for continuous improvement.

Monitoring and Evaluation Structure
During trainings district education officers and inspectors will be asked to develop plans for monitoring the use of the skills developed and processes introduced in the trainings. Some examples of results of the trainings to be monitored include the district's development of a district education plan reflecting quality, the gathering and use of information and data and its application to decision making, and the institutionalization of the MOES' performance appraisal system at the district and county level.

Training participants at one level will collect data on impact at the next level down in the cascade and feed this information back to UPHOLD staff, USAID and the MOES. In addition, the monitoring and assessment functions of the cascade will build the skills of the CCTs, and DISs to observe head teachers and monitor management practices at the school level and collect good quality data, resulting in excellent documentation and sustainability of the management program.

UPHOLD also intends to use their master trainers and staff to periodically monitor a sample of districts and their officers to provide follow up support, collect data to feed up to the MOES and USAID, and to formatively evaluate the training strategy. Finding from these visits will be used to revise existing and or develop new modules and or strategies for performance improvement.

SMC management training will be monitored by district level staff and monitored and evaluated by NGO implementers.

Phase in strategy to the districts
The training component of the management support systems strategy will be phased in on the same schedule as the Teacher Effectiveness training (six districts in year one, seven in year two and the final seven districts in year three).

Table 1: Rollout of the management training cascade to the 20 UPHOLD districts

	Year1	Year 2	Year 3	Year 4	Total	%
District education manager/CTT and head teacher training						
A. Schools *10						
6 districts	360	360	360	360	1440	
7 districts		420	420	420	1260	
7 districts				420	840	**More than 50%**
Total	**360**	**780**	**1200**	**1200**	**3540**	
B. District/PTC ed. Staff (includes CCTs)*						
6	60					
7		70				
7			**70**			
Total					**200**	
* This is a rough figure based on an average of 10 managers/CCTs per district, actual figures will be calculated						
C. H/Trs& Dep'ty or HOD						
6	720	720	720	720	2880	
7		840	840	840	2520	
7			840	840	1680	
Total	**720**	**1560**	**2400**	**2400**	**7080**	
SMC Management Training						
E. SMCs						
6 Districts (20 per year)	120	120	120	0	360	
7 Districts	0	140	140	0	280	
7 Districts	0	0	140	0	140	
Total	**120**	**260**	**400**	**0**	**780**	**14%**

3.4.2 Performance improvement: Management capacity building

Training is not sufficient to ensure change of behaviour or even uptake of skills learned in the training context. Systems to ensure on the job continuous learning and development also need to be put in place. UPHOLD will build on the successful systems education managers and head teachers currently use

enforce what they have learned in off site trainings as well as introduce some innovations where appropriate. One example of an existing strategy is co-inspection and monitoring, where head teachers travel to neighboring schools to observe progress. UPHOLD will strengthen and or form working teams among education managers on which they will continue to network even after the programme to constantly review their performance. Mentoring and peer support will be built through periodic cluster meetings where head teachers will be encouraged to report on progress and management strategies they have found useful. on the basis of mentoring and coaching each other. Working teams can also be brought together for team performance reviews and to form agendas that determine what kinds of capacity building they need as groups or individuals.

3.4.3 Performance improvement: Professional development conferences for education officers and inspectors

District education managers receive little support, guidance and training from the central level. This lack of professional support has left education officers and inspectors feeling isolated and alone and yet much of the success in primary education relies upon this cadre of education staff. To fill this gap, UPHOLD will facilitate twice yearly Professional Development Conferences for education officers and inspectors at the district and sub-county level from all 20 UPHOLD districts. The meetings will provide an opportunity for education officers in UPHOLD districts to share experiences, including best practices, challenges, strategies, and innovations. Content for the conferences will focus on the competencies and behaviours focused upon in the trainings above and needs identified through focus group discussions conducted early in year one. Data gathered from trainings in Planning for Quality will also be used to develop the content of these workshops.

3.4.4 Performance improvement: Promoting innovations in incentives for teachers

The motivation for good performance is another area that needs to be explored by UPHOLD and an incentive system developed. There is a need to determine what motivates supervisors and providers to work effectively and promote it. Innovations in incentives/disincentives for providers to improve performance will be piloted in a few districts and scaled up accordingly to contribute to the development of an effective incentive system in the education and health sector.

3.4.5 Joint planning and team building at district and PTC level for improved supervision and monitoring

"TDMS is an integrated delivery system for primary education reform services focusing on improved pupil learning." (*TOR for CCT Performance within the Context of Decentralization, 2003*)

The coordinating center tutors (CCTs) trained under TDMS provide professional support to both teachers and head teachers and are responsible for community mobilization for education. Strategies for increasing TDMS' capacity to provide instructional support and supervision are outlined in Component One: Teacher Effectiveness. There are a number of existing organizational and management challenges to TDMS, including poor coordination and planning with other education managers, a lack of clarity regarding roles and responsibilities between CCTs and their partners in the district, and CCT work overload. UPHOLD will offer support to all 20 districts to address these challenges. UPHOLD will work with districts to assess their readiness to undertake this activity. By 2007 it is expected that all 20 districts will have accessed UPHOLD support in this area. (This activity does not follow the 6-7-7 phase in schedule.)

Management support to TDMS and districts will focus on how instructional supervision, monitoring and evaluation can best be achieved by education officers and inspectors and their PTC counterparts. UPHOLD will support district planning workshops to develop joint work plans, revise and/or harmonize job descriptions as needed between CCTs and inspectors and or officers, revisit reporting structures, and employ processes to rationalize schools and CCs within the district to improve supervision and monitoring coverage. A few districts have undertaken some of the above activities with positive results. These experiences will be documented and used to inform UPHOLD's work in this area.

The activities will build the capacity of DEOs, DISs, CCTs, PTC Deputy Principal-Outreach and Heads of Programs for In service, Management and Community mobilization to work as a team, to understand each others' roles, and to ensure that all education management and monitoring and supervision responsibilities are fulfilled and coordinated. Through this education officers and PTCs will be enabled to leverage resources such that more supervision is available to more schools and teachers. Outcomes could include: greater mutual understanding and appreciation of the role played by CCTs and inspectors, recommendations for the revision or harmonization of job descriptions as needed between CCTs and Inspectors, joint planning, increased accountability by all team members, rationalization of coordinating centers, the development of school visit charts that eliminate the concentration of resources in one area (i.e. one school receiving many instructional supervision visits and another receiving none).

Monitoring and supervision are critical to supporting teachers in implementing the skills they have learned in training. The above activity will build districts and PTCs capacity to carry out more effective monitoring and supervision. Many districts, however, report very low inspection coverage due to a lack of fuel and or transport for inspectors. Pending discussions with the MOES regarding possible additional sources of funding for school inspections becoming available to district, where a lack of funding for inspection is evidenced, UPHOLD may provide support to facilitate inspections. Such support, however, will only be given once districts have undertaken the joint planning and coordination activity

described above thereby ensuring a thorough examination of the constraints to inspection services in the prospective district.

4. Community Involvement in Education

4.1   Challenges and Context

A community is defined as; "a stratified group of people living in an area and are bound together by some common norms, culture, values, interests; and often share resources as well as challenges." In a community we find all categories of people ranging from children, adolescents, adults, parents, elders, leaders, teachers, peer groups, community resource persons, Community based institutions like CBOs, FBOs, and CSOs and so on. For purposes of clarity of focus the target community is the community within and surrounding the primary school selected/the school catchment area. Primary targets are Children and Parents/Guardians whose children are in primary schools. The Secondary targets are: Teachers, SMCs/PTAs, Community leaders (religious leaders, local councils, clan leaders, traditional healers, cultural leaders), local artisans, drama groups, retired teachers, PLWHA individual/Groups, CDOs, CDAs, GOs, NGOs/ CBOs/ FBOs, CBHWs, VCMs, etc The wide secondary target is cognizant of the fact that what works as good community mobilization initiative may not work in another community, hence it is to provide room for creativity.

Initiatives to improve all aspects of society from community governance to Social Services including education, health, HIV/AIDS are most effective when people at the local level are part of the process. Communities must be part and parcel of programme design, implementation, monitoring and evaluation, since they know the problems are therefore in the best position to describe them and outline possible solutions. Indigenous knowledge, skills and experience regarding the roots of problems, lie with communities. Priorities, solutions and realistic targets can only emerge where communities are fully engaged in the program design and implementation process.

Research confirms that when families and communities work together with schools, student achievement rises. However, throughout Uganda, most primary schools currently have low parental and community involvement in the education of their children, which hinders the development and provision of education.

Given the significance of the community, the National Policy on Universal Primary Education (UPE) identified groups through which communities can be mobilized to effectively participate in promoting quality primary education, health and management of HIV/AIDS. These include parents, children, teachers, and community leaders, among others.   However, the overarching goal of parental/community involvement is improving children's learning. Special emphasis will be placed on issues related to girls' retention in school. In districts where UPHOLD school health and nutrition community mobilization efforts are taking place, efforts will be made to link them with education sector initiatives.

4.2. Objectives

a. By October 2007 in at least 12 districts, Where all the 3-tiers of UPHOLD's community involvement activities are taking place; 50% of the local council 111 Secretaries for children will be effectively participating in the promotion of education programmes.

b. By October 2007 in at least 12 districts, Where all the 3-tiers of UPHOLD's community involvement activities are taking place; SMCs/PTAs /Parents/Guardian Association Boards will have improved operational procedures & improved capacity to develop & implement school improvement /development plans (1st Tier 20%, 2nd Tier 30%,3rd Tier 60%).

c. By October 2007 in at least 12 districts, Where all the 3-tiers of UPHOLD's community involvement activities are taking place; 30% of the Primary schools will have strong and functional school-private sector partnerships established.

d. By October 2007 in at least 12 districts; parents/ guardians whose children are in primary schools will meet their teachers at least once a term to review performance of their children (1st Tier 20%, 2nd Tier 30%,3rd Tier 50%).

e. By October 2007, in at least 12 districts, children in primary schools will be in active groups that meet regularly to discuss issues related to child development and learning, health and HIV/AIDS (1st Tier 20%, 2nd Tier 30%,3rd Tier 50%).

f. By October 2007 in at least 12 districts; Children in primary schools will have their parents/Guardians in active groups that meet regularly to discuss issues related to child development and learning.

4.3 Cross-cutting themes

Linking with Private Sector

The private sector will participate in UPHOLD community involvement activities in a variety of ways. As indicated earlier training and ICI will be carried out in collaboration with NGO/CBO/FBO partners. Additionally, ICI will take place in 330 schools, including public, private, and community schools. Training of CDOs, CDAs, SMCs, and PTAs/Parent/Guardian Associations will include techniques for involving the private sector in education. For example, they will be encouraged to make contact with members of the business community in efforts to engage them in contributing time and resources to schools (e.g., building a library, contributing books, etc.) Local businesses may be willing to provide apprenticeships or mentoring opportunities. Additionally, other community members, such as retired teachers may prove to be a valuable resource as volunteers in the schools or for outside tutoring. The UPHOLD grants is a mechanism that can be used to provide funding to NGOs/CBOs to carry out innovative programs such as developing videos or drama groups to convey messages intended to promote parental involvement in their children's education.

Use of Information for Decision Making
A cross-cutting theme of the work carried out at all levels of UPHOLD's education sector is the importance of defining and planning for quality improvement in education. The use of data for decision making is central to all aspects of UPHOLD and will be emphasized throughout these strategies and training. All three tiers of community involvement activities will be linked to and build on data collected in Educational Management Information System (EMIS), as well as other data available through secondary sources, such as data routinely collected by head teachers / teachers. UPHOLD training at al levels will emphasize the importance of accurate information in decision-making.

PTA Boards (and SMCs) will receive training in conducting Participatory Needs Analyses of school-level requirements, as well as in designing school development/improvement plans. The issues and discussions raised during this exercise will be synthesized and incorporated in the plans, which are discussed, prioritized and endorsed by community stakeholders. The plans will be implemented and regularly reviewed as part of the stakeholder participation process in support of quality education. Children's Clubs will initiate their own activities to promote quality in education, health and HIV/AIDS prevention. UPHOLD will support their initiatives to participate in drama, debates, materials development, dissemination and use to help them take informed decisions and become agents of change in their schools and communities.

Training of SMCs and PTAs/Parent/Guardian Associations will emphasize carrying out continuous self-assessment; at the beginning of their work and at various intervals SMCs, PTAs/Parental Associations/groups. Using a structured Rapid Organizational Assessment instrument to assess their strengths and weaknesses. They will use this information to improve the functioning of their organizations. and it will provide valuable feedback to help target other training that they may require.

School Health and Nutrition and HIV/AIDS
There is considerable overlap between the between the technical domains addressed by UPHOLD, thus providing many opportunities to develop mutually supportive activities across sectors. In order to strengthen the President's call, UPHOLD will incorporate HIV/AIDS messages in line with those developed for PIASCY. Work with Children's Clubs and PTAs/Parental Associations/groups will stress messages related to HIV/AIDs prevention and care. BCC strategies and the intensive work with parents through PTAs/Parental Associations/group will include messages related to improving children's health and nutrition. Parents will be sensitized on the importance of providing their children with lunch.

Parents are important to pupils' success in schools. For children to take certain health actions, parents need to take actions themselves, such as accompany children to medicine distributions, set up hand-washing facilities with cleansing agents at home and pack lunches. UPHOLD Community Involvement staff will

confer with SHN committees to ensure ICI activities incorporate activities supportive of health actions that parents need to support children and schools.

Parents will be supported to acquire skills to support and guide their children. Parents need to clarify their own values and expectations of their children. Parents also need to learn the skills to counsel and guide their children through adolescent years. CPCs and other UPHOLD Education Sector staff will encourage district to include SHN activities in their plans.

Early childhood Development

UPHOLD proposes to support early childhood education through provision of grants to existing NGOs that have the comparative advantage to provide early childhood education services like Madrasa. This is cognizant of the fact that MoES has not yet put in place a structure to effectively implement ECD and the management of ECD is still in the hands of the private sector and NGOs.

4.4 Strategy

The broad aims of UPHOLD's community involvement strategies are:
- improved parent-child dialogue and teacher-parent dialogue
- increased dialogue in schools, families and communities about the role of parents and communities in children's learning
- showcased role models of parents and Parent Teacher Associations/Parent Guardian Associations
- children's voices and point of view highlighted
- parents' and communities' active involvement in primary education increased

Community involvement in education will be achieved through a three-tiered approach.

1. **Large Scale Campaigns and Training.**
   The first tier comprises two components implemented in 3,540 schools/communities (60%) in 20 districts.

   a. *Behavioral Change Communication (BCC) Strategy.* This component is aimed at reaching a large audience with innovative BCC strategies targeted to children, parents, community leaders and teachers in 3,540 schools/communities. Techniques to be employed include newspapers, calendars, posters, radio and video.

   b. *Teacher training to encourage parental involvement in schools and children's participation in learning and in Children's Clubs.* Training will be implemented through modules presented as part of the Teacher Effectiveness/Management Training Cascade. Teachers are the primary

target; secondary targets are parents and children. This will increase the number of teachers who are trained to encourage and mobilize parents' participation in schools. Parents will benefit indirectly as these teachers begin to implement lessons learned in the training; children will benefit from improved learning.

2. **School Management Committee (SMC) Training.**
   Second tier training will focus on the role of head teachers, teachers, and SMCs in community mobilization and the need for creative parental community involvement to ensure quality of children's education. Training will also teach SMCs how to mobilize parents to become involved in their children's education through active participation in PTAs/Parent/Guardian Associations. The training will be directed at SMCs in 780 schools (14%) in 20 districts. Training modules will be provided through the Community Involvement element with UPHOLD's MSS Component for increasing SMCs' capacity to perform more effectively. Parents will benefit indirectly from SMC efforts to mobilize parents and improve the effectiveness of PTAs/Parent/Guardian Associations; children will be the indirectly beneficiaries from improved learning.

3. **Intensive Community Involvement.**
   The third tier in the approach will be to carry out intensive community involvement in 330 schools/communities through NGO/CSO/FBO partners, CDAs, GOs and CDOs. Capacity-building activities and training will be provided to SMCs and PTAs/Parent/Guardian Associations in each of these schools. PTAs and parent/guardian groups will receive training in developing organizational structures that are transparent, accountable, and inclusive, as well as in mobilizing community members to become active in their children's education. Additionally, BCC Strategies will be used that can be implemented on a smaller scale, such as theater/drama, story charts and video, to initiate community based discussions on education, health, HIV/AIDS prevention and mitigation issues. Intensive work in these communities will include consultation with Local Councils, religious leaders, opinion leaders, and cultural lleaders. UPHOLD will provide assistance as appropriate to Local Councils in developing grants to carry out specific tasks in their district plan, such as training, special activities, or events.

   The schools at each tier level will be sub-sets of those under the preceding level. Hence, those in the second tier will have been involved in the large scale campaigns and teacher effectiveness/management training; those in the third tier will have been participated at all the three levels.

   This approach strikes a balance between large-scale coverage and intensive community involvement. It is based on the knowledge that

gaining community commitment, contribution and ensuring quality and sustainability in education, health and HIV/AIDS services is crucial, but that time and resources do not permit the development of intensive community involvement in all schools where UPHOLD is working. This model allows us to ascertain the impact of varying levels of community involvement. UPHOLD provides opportunities for sharing information across districts. For example, we expect CDAs, CDOs, GOs, SMCs, etc. who are trained to carry knowledge and skills back to their districts and share it with their colleagues. This model provides a systematic approach to capacity building and will provide lessons learned for the scaling up process. Additionally, this three-tier approach will result in the production of materials (videos, handbooks, documentation of best practices) emerging from intensive community development that will be shared with other communities. Activities to be carried out at each tier are described in greater detail in a later section. Recognizing that the same level of community involvement is not possible across all districts, especially in conflict areas, UPHOLD expects to achieve across the three tiers, different targets in at least 12 districts.

4.4.2 Selection of Schools/Communities

The phased work plan for the education component will follow a 6-7-7 strategy of six districts in the first year, seven in the second, and seven in the third year.

Table (1) on the next page depicts the rollout of community involvement work over the next four years.

Table 1: Rollout of Community Involvement Strategy

	Year 1 Schools/ Com-munity.	Year 2 Schools/ Com-munity.	Year 3 Schools/ Com-munity.	Year 4 Schools/ Com-munity.	Total
BCC/TT (60%)					
6 Districts	360	360	360	360	1,440
7 Districts	0	0	420	420	840
7 Districts	0	0	420	420	840
Total BCC	360	780	1,200	1,200	3,540
SMC Training (14%)					
6 Districts	120	120	120	0	360
7 Districts	0	140	140	0	280
7 Districts	0	0	140	0	140
Total	**120**	**260**	**400**	**0**	**780**
Intensive Community Involvement (2%)					
6 Districts	30	30	30	30	120
7 Districts	0	35	42	42	119
7 Districts	0	0	42	49	91
Total Intensive Community Involvement	**30**	**65**	**114**	**121**	**330**

The sample of schools selected will include a mix of: 1) rural and urban locations; 2) public and private schools (including religious schools); 3) non-conflict and conflict areas. Existing data from MoES, MGLSD, the UPHOLD EMIS, as well as information from District Officers, Community Development Assistants (CDAs) will be used to examine factors such as student achievement scores and girls' enrollment ratios. Schools where student performance is low in comparison to other areas, as well as schools with low girls' enrollment are also priorities.

Ideally, schools selected will have a strong SMC willing to work with an existing PTA or Parent/Guardian Association to promote community involvement. However, schools will also be considered where promising SMCs/PTAs are willing to take the lead in mobilizing parents to become involved in their children's education. Criteria for involvement should also include SMC and PTA/Parent/Guardian Association expressed interest and willingness to participate in UPHOLD's community involvement activities.

To effectively carry out viable capacity building and ensure these organizations are fully engaged with the community, at least one NGO/CSO/FBO field staff will be needed to provide technical assistance and monitoring for each eight to ten

schools (depending on the distance between schools and the level of capacity building required).

UPHOLD will work with parents who have children in schools to strengthen the linkage between parents and schools, as well as to act as a peer pressure group to encourage other parents to send their children to school. Emphasis will be on reaching these groups by working with existing formal structures such as School Management Committees (SMCs), Parent Teacher Associations (PTAs), Parents/Guardian Associations, Community Development Officers (CDOs), and Community Development Assistants (CDAs), Gender Officers (GOs) as well as with small community based groups such as Women's Councils, Women Groups, Mothers' Unions and Fathers' Unions.   UPHOLD will also work with local community leaders including religious leaders, Local Councils III Secretaries for Education.

4.4.3 Partnerships with Actors at the national, District and Community Levels

Non Government Organizations (NGOs),Civil Society Organizations(CSOs), Faith-Based Organizations (FBOs), and Community Groups
To achieve greater impact with reasonable speed, UPHOLD will work through NGOS/CSOs/FBOs and community groups (where such organizations are not strong) to build the capacity of existing structures such as SMCs, CDOs, GOs, CDAs, PTAs, and Parent/Guardian Associations. These efforts will promote education and improved educational quality, health and nutrition at the school level. In each of the 20 districts where strong organizations exist, UPHOLD will form partnerships to work closely with schools and these existing structures in order to increase parental / community involvement.

Work with local organizations and groups is an integral part of UPHOLD's integrated education strategy. Organizations will be selected in collaboration with partners in all UPHOLD supported districts, using information gathered through the CSO mapping exercise. Input will also come from UPHOLD's central and regional staff. Not only is NGO/CSO/FBO partners' experience in education desirable, organizations with a strong background in community involvement, and health, and/or HIV/AIDS will also be engaged.

Criteria on selection of organizations can be found in appendix 2

Government Decentralized Structures
1. Community Development Worker (CDW)
The Ministry of Gender, Labour and Social Development, Directorate of Gender Community Development is responsible for mobilisation and empowerment. Community mobilisation is the responsibility of Community Development Workers (CDWs): Community Development Officers (CDOs) and Gender Officers (GOs) at the district level and Community Development Assistants (CDAs) at the sub-

county level. An additional function of CDWs is to act as the local level interface between NGOs/CBOs and the government. The CDW is expected to support and guide CBO/NGO programmes, making them responsive to community priority needs and to ensure that such programmes are coherent with and reinforce the message and objectives of national development programmes, priorities and policies

Recognizing that CDWs have other demands on their time from crosscutting as well as line ministries, UPHOLD will involve these CDOs, CDAs, and Gender Officers in the community mobilisation process to the extent that they are available. Their involvement is critical to ensure MGLSD support and commitment to community mobilisation efforts and to increase he long term sustainability of UPHOLD programmes. CDAs will work closely with schools in the communities, and thus, will be enlisted to assist UPHOLD community mobilisation efforts. CDOs, CDAs and Gender Officers will be included in capacity building workshops taking place in each district. Their inclusion will be especially important, since strong NGO/CSO/FBO partners with trained staff and field offices may not be available in each of the 20 districts where UPHOLD plans to work.

2. School Management Committee (SMC)/Parent Teacher Association (PTA)

The SMCs, under the MoES, are legal bodies mandated by law to manage primary schools. Official policy is that each school will have a School Management Committee comprising nine members. Among these nine members is a chairperson, vice chairperson, treasurer and six other members. In addition to these nine members, the head teacher acts as the secretary.

In some districts, confusion exists over the number of members making up an SMC. Additionally, SMCs are intended to play an active role in monitoring educational quality by participating in the planning, maintenance and management of the school and through their involvement in budget control and accountability of school funds. However, the participation of SMCs has generally been low, and in most schools, only the chairperson is active. These committees work on a voluntary basis and have limited knowledge of their roles and responsibilities due to insufficient training and orientation.

PTAs are voluntary associations that assist with school management, but they have no statutory authority. Although PTAs were once strong in Uganda, they are now inactive or nonexistent in many areas. Until Universal Primary Education (UPE) many PTAs took on the role of collecting fees from parents for their children's schooling. They often charged membership fees, thus disenfranchising parents who could not afford to pay. After UPE was enacted, PTAs were banned from raising money or charging membership fees. As a result, many people mistakenly believe that PTAs are now illegal. While this is not true because PTAs still function in some schools especially the private

schools, PTAs have no legal standing and are not part of the official MoES structure. Currently, they operate as informal structures.

As the legal management structure of a school, SMCs must be part of all school-level community mobilisation activities. However, to be effective, the parents themselves and the children must be the focal point of these efforts. Community mobilisation efforts will take place with both SMCs and PTAs, where they exist and are active. If no PTA exists, SMCs will work with Parents/Guardian Associations to involve the community in children's education. If no parents' group or association has been organized, the SMC, with assistance from UPHOLD, will mobilize parents to create one. Alternatively, where there is neither an active SMC nor PTA, UPHOLD will work with other existing groups or organisations in the community to involve parents.

SMCs will receive training in techniques for improving school supervision, inspection and management, and promoting community involvement. UPHOLD will strengthen the capacity of SMCs to effectively mobilize parents and communities in identifying needs, choosing among alternative strategies for addressing problems; writing proposals for funding, and planning and managing school-level interventions.

3. Community Health Workers (CHW)
Decentralization of the public health system resulted in a recent shift in service delivery which now predominantly lies with health sub-districts. Community health workers will be contacted to sensitize parents/guardians and teachers on the importance of referring children to available health facilities / resources, such as Community Health Workers for support. CHW will be encouraged to work hand in hand with teachers and parents to promote the implementation of the school health and nutrition policy

4. Local Councils
The Local Government system is based on the policy of decentralization defined in the 1995 Constitution of Uganda and further detailed in the 1997 Local Government Act. Through the policy, five levels of Local Councils were created. Statutory functions exist for participatory development planning at each level. The highest are at the District and City Council level. These are followed by County/Municipal Councils; Sub-County/Division/Town Councils, Parish/Ward Councils and village councils.

Local leaders and Local Council members emphasize that they are very willing to support developmental programmes (whether by government or NGOs/CSO/FBOs) and to play a role in mobilizing parents and other stakeholders at local levels. UPHOLD will take advantage of these commitments by involving Local Council 111 secretaries for education in community mobilizing efforts. Assistance will be provided to Local Councils to develop grants for

carrying out specific tasks in their district plans. These grants may cover training, special activities, or events, as appropriate.

4.4.4. Monitoring and Evaluation Structures

UPHOLD proposes to use existing structures like the SMCs, PTAs, Parents, Children and Area Inspectors of schools for monitoring and evaluating school-based activities; Community Development Assistants, Community-based monitoring committees, at the household level to monitor. Therefore, where they exist, they will be strengthened through training in participatory community based monitoring to participate in monitoring quality improvements in education. SMCs and PTAs/Parent/Guardian Associations will be trained in carrying out self-assessments. Parents and children will be empowered to take active part in monitoring and evaluation of the interventions in education, as well by sending representatives to the SMC/PTAs/Parent/Guardian Associations as well as visiting schools as individuals to monitor and evaluate progress of their children's learning. Parents will also be encouraged to support their children's learning at home and monitor their performance.

5.   SCHOOL HEALTH AND NUTRITION

5.1   Background

School Health and Nutrition (SHN) makes contributions to primary school education, health and HIV/AIDS programs.   SHN can improve the educational performance of school children, the health of school children and the health of their communities.   SHN is quite possibly the most strategic area of UPHOLD's results-oriented approach to improving the quality, use, planning, management and monitoring of social services because of its holistic and integrated approach of building effective synergies between improving health and improving learning and performance in primary schools.

Despite recognition of its importance, comprehensive program implementation generally remains limited to pilot programs, select districts, or specific topics. UPHOLD's commitment to support a comprehensive SHN program at decentralized levels should help Uganda to develop one of the first large-scale initiatives in Africa.

Success in reducing child mortality has resulted in increased numbers of children who reach school age. Due to Universal Primary Education in Uganda, seven and one-half million people, 30 percent of the population, are now enrolled in primary school.[1]   Children of school age continue to face serious health problems. These problems can keep them from school altogether, decrease their attendance, and even hold back their performance by forcing them to miss school or lose concentration.   SHN interventions have proven to improve their academic performance, enrollment, retention and absenteeism.[2]

SHN interventions also improve the health status of children, teachers and communities. Schools provide structures to easily access and bring services to a majority of school-age children.   Interventions such as iron supplementation, immunization and nutrition education can improve their current health status and future health. Teachers can benefit from some of services and the reduction in illnesses among pupils.   Treating school children for communicable illnesses helps to lower the level of disease in the entire community, particularly for intestinal worms and schistosomiasis. In addition, children can act as change agents for their families and peers.

Finally, SHN has long-term benefits for children. SHN can prepare children to make responsible and healthy life choices through life skills education.   In

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[1] School Health Programme and the Role of Health Promotion and Education Department presentation by Dr. J.M. Twa-Twa, Principal Medical Officer, MOH, August 26, 2003.
[2] World Education Forum Education for All 2000 Assessment. School Health and Nutrition. UNESCO, 2000.

addition, SHN can help girls to stay in school. It is now well established that better educated girls grow up to raise healthier children and families.

International organizations have developed several frameworks for implementing SHN:

- WHO has a health-promoting school framework that is characterized by schools that are constantly strengthening their capacity as health settings for living, learning and working;
- UNICEF has child-friendly school framework that are characterized by being healthy for children, effective with children, protective of children, and involved with families and communities and children;
- The World Bank has a FRESH framework: a concerted effort to Focus Resources on Effective School Health that includes health-related policies in schools, safe water and sanitation facilities, skills-based health education and school-based health and nutrition services.

International organizations adopted the FRESH framework at the Education For All conference in Dakar in 1997.

5.2   Overview of National Policies, Priorities and Current Interventions

The ultimate goal of Government of Uganda is to reduce mass poverty. To this aim, the Government has a National Health Policy, a Health Sector Service Policy and an Education Policy among others.

To address the inter-sectoral issue of school health and nutrition, the Ministry of Health and the Ministry of Education & Sports have drafted a School Health Policy that lays out the full range of interventions that can improve the education and health status of school-age children, including physical, psychological and emotional aspects. The vision of the Government is to promote healthy minds in healthy bodies for better school performance.

The package of interventions listed by the policy includes health education, physical education, medical and dental care services, nutrition services, water and sanitation, adolescent reproductive health, promotion of safety and good lifestyles, promotion of immunization, management and control of communicable diseases and epidemics in schools, health promotion for staff and school-parent-community partnerships.

The policy calls for multi-sectoral committees at every level, from the national level to the school level.

The implementation mandate lies mainly with the Ministry of Education & Sports with participation of the Ministry of Health. The Ministry of Health will provide technical input on health content and help to monitor and evaluate implementation of the policy.

To date, the policy has been approved by the Ministry of Health and is under consideration by the Ministry of Education & Sports.

5.2.1 SWOT Analysis of SHN interventions and programs

Strengths	Weaknesses
▪ A committed national government ▪ Large percentage of children enrolled in primary school ▪ A draft SHN policy developed with multi-sectoral stakeholders, particularly MOH and MOES ▪ Experience in Uganda working in primary schools on health education, HIV/AIDS prevention, hygiene ▪ Experience and commitment in Uganda to the child-to-child approach	▪ Lack of district-level scientific data on health problems ▪ Lack of qualitative information about primary school pupils and their families
Opportunities ▪ Chance to bring health and education sectors together for a common goal ▪ Ability to integrate health education into education materials development ▪ Build on existing activities and interest in HIV/AIDS prevention for pupils ▪ Strong national support and mobilization for PIASCY ▪ Revision of the PIASCY Manual	**Threats** ▪ The MOES may not approve the school health policy in the near future

5.2.2 Assumptions & Risks

- There will be sufficient funding for implementing partners to service 1,600 schools.
- The MOH will be able to train partners in basic SHN service provision.
- Partners without prior experience in areas of school health will work to develop strengths and expertise in these areas just as they have in more familiar topics.
- Partners will be able to procure medicines and drugs that are fundamental to providing SHN services. Partners will ask for medicines and drugs from other donors or work directly with district health units to procure and distribute necessary amounts.
- Partners will be able to mobilize commitment from and partnership with district education and health teams.

- The PIASCY initiative will continue to be the governments' focus for responsible sexuality education.

5.3 UPHOLD's Goals, Objectives and Priorities for SHN

The goals of School Health and Nutrition (SHN) activities are to:

1. Contribute to improved educational outcomes of primary school children;
2. Contribute to improved health outcomes among the primary school-aged population;
3. Prepare school-age children to make healthy and responsible life choices; and
4. Support integration of health, education and HIV/AIDS at every level.

UPHOLD is mandated to bring the sectors of health, education and HIV/AIDS together. Many SHN activities sit at the intersection of all three sectors – section 7 in the UPHOLD diagram-- such as responsible sexuality, life skills, and HIV/AIDS education and mitigation-- while others represent section 6, such as health education and treatment of common illnesses and injures.

PIASCY and SHN: While the Presidential Initiative for the AIDS Strategy for Communication to Youth (PIASCY) was conceptualized independently of the SHN Policy, there is a strong strategic link between the two. Where ever strategic analysis indicates the potential for efficient and effective synergies between PIASCY and the SHN interventions promoting responsible sexuality and life skills, UPHOLD will support the integration of PIASCY within its SHN component.

SHN will directly contribute to the following indicators:

- *Primary School daily attendance at target facilities*: Average daily attendance of children enrolled in primary school at target facilities, by gender and by grade improved (P1-P7);

- *Retention rate to form four*: Improved retention rates to primary four disaggregated by gender; and

- *Quality learning*: Increased proportion of pupils achieving at least 75% of set of quality learning education standards.

SHN will also contribute to:

- *Number of higher risk sex partners*: Decreased percentage of respondents aged 15-49 who have had sex with a non-marital, non-cohabiting partner in the last 6 months

- *Individuals treated in STI program*: Increased number of individuals who present for and receive STI treatment at target facilities.

Objectives: The objectives of UPHOLD's interventions in SHN by 2007 include:

a. By the end of 2007, 1/3 of primary school children in the 20 UPHOLD-supported districts will receive at least 3 of the 4 components (including anemia) of the high impact package of SHN services.
b. By the end of 2007, 60% of primary school pupils in private schools in the 5 target districts will receive the high-impact package of SHN interventions.
c. By the end of 2006, at least 1 district wide or national level business / association will support SHN activities in each of the 5 target districts.
d. By the end of 2007, 60% of schools and their communities in the 5 target districts will incorporate SHN into their annual school development plans.
e. By the end of 2007, 100% of schools in all 20 UPHOLD-supported districts will have access to the SHN policy and information.

Priority Approaches

SHN activities will follow each of the UPHOLD principles. In addition, UPHOLD SHN activities will pay particular attention to innovative approaches specific to success:

1. Integrate sectors at every level:

The SHN policy calls for multi-sectoral committees at the national level, the district level and the sub-county level. The policy also recommends that each school and class form an SHN committee. UPHOLD will support implementation of the policy and effective programs by brining together health, education, agriculture, community development, water and other related sectors at each level.

2. Emphasize parent/guardian and community participation:

Parents/guardians are critically important to pupils' success in schools. For children to take certain health actions, parents/guardians need to take actions themselves, such as accompany children to medicine distributions, set up hand washing facilities with cleansing agents at home and pack or prepare lunches. For other health actions, parents need to support and children and schools. SHN programs will start by forming SHN committees made up of parent, school official and pupil representatives. Then input from parents/guardians will be necessary to design strategies to reach and work with them. Finally, each activity will need to involve parents at some level.

In UPE schools, programs need to work with parents need to change their perception of responsibility – to promote the idea of teachers and parents

working together to make education effective.   This will be done through image/branding as well as by actively engaging parents in each activity.

3. Use innovative approaches to ensure adolescent participation:

In addition to promoting parent and community participation, SHN activities will promote children's participation at every stage. Programs will start by forming SHN committees in schools – that will include pupil representatives – and SHN groups in each class.

Programs will then gather input from pupils of all ages on their perceptions, beliefs, needs and options for improved practices. Special techniques can be used to gather input from younger adolescents whose voices are often not heard regarding program design.

During implementation, activities will ensure adolescent participation through child-to-child, peer education and collaboration with SHN groups in each classroom to implement and monitor activities.

4. Provide information as well as support to healthful practices:

Studies show that knowledge and attitudes are easiest to change, but behaviors are much more challenging.[3] Behavior change often requires information and skills-based education as well as other inputs to develop internal will and external support. Designing program strategies around behaviors, or behavior-centered programming, will ensure some impact.

Negotiation will be a key element in the content design as well as activity implementation. Negotiation will be the central approach in materials for counseling and guidance for pupils (e.g. risk reduction plans or goal-setting plans) and counseling for parents or relatives. This will help to make actions realistic and meaningful to participants.

5. Consider teacher motivation at the school level:

As teachers will be the primary change agents and service delivery force for each of the activities – in addition to their teaching responsibilities -- will be critical to assess and address their motivation through non-monetary incentives.

Wherever possible, implementing partners will use alternative delivery mechanisms when they seem effective and sustainable. When teachers are used, their motivations need to be considered.

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[3] Gallant, Melanie and Eleanor Maticka-Tyndale. School-based HIV prevention programmes for African Youth. Social Science and Medicine, August 2003.

Priority Activities:

UPHOLD has prioritized activities that will have the largest impact in the shortest amount of time, using the criteria of magnitude of the problem, impact on educational outcomes, ability to impact and building on best practices. Each of these will be supported with health education in the curriculum and sensitization and activities for communities.

The emphasis will be on primary schools – the focus of the Education Sector of UPHOLD and where the majority of school-age children can be reached, both public and private schools. Pre-primary services will be done wherever possible given limited facilities for children in preprimary years.   Secondary school services will be limited to key elements and only in districts where implementing partners already work with secondary schools or if the districts particularly emphasize secondary schools.

These activities will be linked with district health systems and services by training health workers to supervise teachers in health service delivery from the beginning of activities. In addition, a strong referral component will be part of the services at school.

The districts that choose to work on SHN will then prioritize based on these areas and their pressing local needs, within the national SHN policy. UPHOLD will support districts to:

1) Orient district officials and below on SHN;
2) Collect local data on the key health problems that affect school-age children and their educational performance;
3) Gather input from pupils, parents, teachers and health workers where needed;
4) Develop strategies for school health and nutrition that reflect local needs and describe how to phase in activities; and
5) Implement in partnership with national ministries and/or local organizations.

Pre-Primary Years

Since the World Bank-sponsored CHILD Project is ending in December 2003, few activities are being implemented in terms of health and nutrition for pre-primary children. The CHILD Project helped communities to develop and implement action plans that could include food security initiatives, day care centers for pre-primary children and child health days every six months with deworming, among other services.

UPHOLD will work with local organizations and the Ministry of Education and Sports (MOES) and the Ministry of Health (MOH) to pilot activities in a small area. The pilot will provide lessons to replicate activities more widely.

The goal will be to prepare children to attend school by improving their health and nutritional status. SHN activities for pre-primary children will include:

- Hand washing promotion in day care centers and to parents;
- Nutritional supplements with fortified snacks in centers that are providing food;
- Nutrition education of parents (in coordination with community-based growth promotion);
- Deworming for intestinal worms and schistosomiasis where needed (in coordination with community-based growth promotion); and
- Immunization promotion to parents (in coordination with community-based growth promotion).

Primary Schools

High Impact Package of Activities	Additional Activities
Anemia prevention: • Malaria treatment and prevention • Helminth treatment and prevention • Micronutrient supplementation	School feeding: • Information on packed lunches • Community organized snacks or lunches • (*boarding*) Policies and support for diversified diet
Responsible sexuality: • Training on PIASCY & life skills • Peer education • Guidance and counseling • Community/adult involvement	Vision & hearing screening: • Screening and remedial measures for pupils with vision or hearing problems
Promotion of girls' retention & completion: • Sanitary materials • Separate latrines for girls with washing facilities • Protection from abuse	Immunization promotion & safety: • Support for routine vaccinations and immunization campaigns • Injection safety

Hygiene:	HIV/AIDS stigma reduction and OVC support:
• Handwashing promotion • Safe drinking water promotion • Water source & latrine construction • Latrine cleanliness	• Education and communications to address stigma of infected and affected people for schools and communities • Protection of orphans • Memory books

ANEMIA PREVENTION

Malaria treatment and prevention:

Key Behaviors:
• Seek treatment from teacher when sick with fever
• Adhere to treatment schedule
• Sleep under or next to a treated net every night

Key Behaviors for Teachers:
• Use diagnosis chart to assess and treat pupils with fever
• Give children clean drinking water to take medicine
• Observe children swallowing medicine
• Send note home to parents that explains what and how child was treated, specifying treatment schedule
• Refer cases of fever that do not improve within 36 hours
• Refer complicated cases to health facility without delay

Approach:
Malaria is the most common health problem in school age children throughout the country. It contributes to absenteeism, poor performance and high rates of anemia.

Service delivery through Homapaks or first aid kits at school: National protocol recommends a one-time dose of Fansidar (SP) and three doses of chloroquine to treat malaria.

Due to success in a pilot area, the Government, with the support of WHO, UNICEF and USAID, is expanding Homapaks for home-based treatment of fever. Schools are a natural extension of community-based delivery of malaria treatment. The Homapak initiative can train teachers as dispensers of the medicine at the same time community agents are trained. If expansion of Homapaks is not feasible, first aid kits can be established according to the SHN policy.

Schools can nominate two to three teachers per school to be trained. Districts might add other medicines to treat minor injuries and illnesses at school such as gauze, bandages and panadol. Panadol will serve the extra benefit of relieving girls' menstrual cramps when needed.

The medicines in the First Aid Kits can be offered to teachers as well as pupils in order to keep teachers motivated and healthy so they can continue teaching in school.

Links with net delivery programs: Although UPHOLD is not able to provide bednets to pupils, the program and partners can work with those projects distributing nets to promote at least one treated net and preferably two nets in households with school age and younger children.

Retreatment of bed nets (mosquito nets) at schools: Malaria programs around the world have recommended using schools as centers for retreatment. Many communities in Uganda traditionally operated treatment centers for cattle. These are now defunct but the concept could be reinstated with nets through schools or communities each quarter.

Education in the curriculum: Where possible, UPHOLD will support partners to supplement the curriculum to support inquiry and participatory teaching related to malaria treatment and prevention.

Helminth treatment and prevention:

Key Behaviors:
- Go to school health day for treatment
- Take medicine
- Bring all non-enrolled siblings and friends for treatment
- Avoid urinating and defecating in water (river or lakes)
- Wear shoes or slippers outside the house and classroom
- Wash hands with water and a cleansing agent after using the toilet and before eating

Approach:
The Ministry of Health states that helminth infections are another leading health problem of preprimary and primary school children.

Service delivery: BILHARZIA: In schools with prevalence of bilharzia over 30%, mass treatment is recommended on an annual basis. In schools with prevalence under 30% but over 10%, mass treatment is recommended for each child in grade 1 and in grade 7 (upon entry and exit). 40-milligram per kilogram of body weight of Praziquantel each year is effective, safe and inexpensive. Prevalence can be assessed by teachers administering selective treatment questionnaires to their pupils. INTESTINAL WORMS: In schools with more than 70% prevalence or more than 10% heavy infections, WHO recommends treatment of school-age

children 2 to 3 times each year. In places where more than 50% but fewer than 70% are infected, treatment of school-age children once a year is recommended. Selective treatment is sufficient when fewer than 50% of school-age children are infected. The treatment is Mebendazole (500 milligram single dose) or Albendazole (400 milligram single dose).

Schools are ideal centers to deliver mass treatment since WHO has found that treating 75% of all school aged children between 6 and 15 years will reduce the level of parasites in the entire community.[4] This requires outreach to out of school children through peers and parents but teachers can treat all children at school.

Vitamin A can be distributed at the same time to children under 10 years of age. Children under 10 receive the greatest benefit from vitamin A supplements.[5] In addition, pregnant girls and women should not receive vitamin A; children 10 and under will not risk any danger from taking vitamin A.

Programs can organize school health days or open days to deliver helminth medicines as well as provide education, dramas, awards for health contests and/or sports to attract pupils, out of school children, parents and other community members. Alternatively, programs can deliver medicine on one day of the school year.

Education in the curriculum: Where possible, UPHOLD will support partners to supplement the curriculum to support inquiry and participatory teaching related to helminth treatment and prevention.

BCC:

To supplement information and education in the curriculum about worms, including bilharzia, behavior-centered communications can be used to support children to take medicine and practice preventive behaviors. Programs can gather basic input from pupils, non-enrolled children and parents regarding their beliefs, perceptions, current practices and alternative practices about helminth treatment and prevention.

Micronutrient Supplementation:

Key Behaviors:
- Take iron supplements at school
- Take vitamin A supplements during school health days
- In areas of iodine deficiency, test salt at home for iodine
- Eat iron and vitamin A-rich foods

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[4] Prevention and Control of Schistosomiasis and Soil-transmitted Helminthiasis: report of a WHO Expert Committee. WHO Technical Report Series: 912. Geneva 2002.
[5] Personal communication with Dr. Keith West, Johns Hopkins University, 2001.

Approach:
It is generally acknowledged that malnutrition is a serious problem in school pupils, anemia, vitamin and undernutrition. In addition, pupils in day schools often stay hungry during the school day and go without lunches or snacks. The current political climate is not conducive to supporting schools to prepare lunches.

Service delivery: To combat anemia, UPHOLD SHN activities will supplement primary school boys and girls with iron each year-- once a week for 10 weeks. Teachers are able to distribute the iron supplements after reading motivating messages to the pupils.

Vitamin A can be distributed at the same time as deworming medicine to children under 10 years of age. Children under 10 receive the greatest benefit from vitamin A supplements and face no risk of pregnancy.[6]

Education in the curriculum: Where necessary, UPHOLD will work with the Ministries and partners to modify or supplement the curriculum to make the life skills specific to developmentally appropriate behaviors and contextual needs.

BCC: UPHOLD SHN activities will include working with partners in mass communication such as Straight Talk, to add behavior-centered communication about anemia prevention, iron and vitamin A diet diversification.

RESPONSIBLE SEXUALITY

Key Behaviors:
- Delay sexual debut until physically and mentally ready
- If sexually active, use condoms or abstain
- Seek services from a senior teacher or health worker with any questions or problems
- Report sexual abuse to senior teacher or head teacher

Approach:

Responsible sexuality promotion is critical to preventing HIV/AIDS and developing healthful attitudes and practices related to reproductive and sexual health. Studies around the world have demonstrated how much more effective it is to help younger adolescents develop healthy practices than to change older adolescents' practices. This is particularly relevant for sexual activity and shows the unique opportunity SHN can play in HIV/AIDS prevention.

Life skills to supplement PIASCY: The presidential initiative to provide age-appropriate messages regarding HIV/AIDS prevention to primary school children

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[6] Personal communication with Dr. Keith West, Johns Hopkins University, 2001.

during assemblies twice a month provides an excellent basis for classroom lessons after school clubs. Discussions can build upon the themes presented during assemblies with discussions and skill-building exercises.

International evaluations of skills-based education have shown that life skills can effective in forming or changing behaviors when specifically linked to certain behaviors or health decisions, and when pupils learn by doing.[7] UPHOLD should work with partners to develop a training course for teachers in how to use and teach from the PIASCY manual with a focus on life skills.

The topic of stigma will be addressed through the PIASCY manual and supplement, both stigma against HIV infected persons and HIV affected persons.

Peer education: Older school children often prefer to learn from their peers. Peer education provides this channel of information and empowers the peer educators themselves to take initiative and leadership. However, international evaluations have shown that peer educators themselves often benefit more than others who participate in the programs.[8] In addition, evaluations have identified close supervision of the peer educators as a critical component. Peer educators need adults to support and guide them, as well as to answer sensitive and complex questions that can arise. Peer educators also need locally appropriate materials that address the specific needs of their context.

UPHOLD will build on lesson learned in Uganda and elsewhere and use peer education programs to provide information and create positive images among upper primary and secondary school pupils.

Parent /adult involvement: Younger adolescents often trust their parents or relatives (aunts and uncles in the Buganda culture) and want their input most. Parents, relatives or other concerned adults are in the unique position to provide support and guidance to younger adolescents as they grow. To do this, adults often need to clarify their own values and expectations for children. Then, adults need to learn the skills to counsel and guide children through adolescent years. This can be done through Parent Teacher Associations (PTAs) / School Management Committees (SMCs) or other community-based organizations or individuals. Parents will need specific materials to support communication with their younger adolescent children.

For all adolescents, the program may want to work with parents and community groups to discuss issues about sexuality and generate solutions to collective

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[7] WHO Information Series on School Health Document 9, Skills for Health: Skills-based Health Education including Life Skills: An Important Component of a Child Friendly / Health Promoting School, 2003

[8] Intervention Strategies that Work for Youth: Summary of FOCUS on Young Adults End of Program Report. YouthNet Youth Issues Paper 1, Family Health International for USAID, 2002

problems adolescents face such as abuse by teachers or other older men and lack of use of health center services.

Counselling: Boys and girls need counselling for particular difficulties and general concerns as they grow. UPHOLD and partners will support training in guidance and counselling of Senior Men and Senior Women teachers or other concerned adults in the areas of puberty, menstruation, abuse and responsible sexuality: delaying and abstaining from sex, condom use, partner reduction and care-seeking. Materials will assist teachers to tailor their advice to individuals' needs.

Alternatively, an internship program to place and support new college graduates as guidance counsellors in primary schools could support pupils and build the capacity of Senior teachers in counselling at the same time.

As part of the action research recommendations (see attached), power dynamics between girls and boys will be explored with the aim of developing materials and activities that address this important factor in sexual relationships.

PROMOTION OF GIRLS' RETENTION AND COMPLETION

Sanitary materials:

Key Behaviors:
- Ask Senior Woman Teacher for sanitary materials or toilet paper each month
- OR make alternative materials for menstrual periods
- Ask teacher or nurse for Panadol when cramps are severe
- In boarding schools, allow girls to carry bags for sanitary materials or put pockets in uniforms

Approach:
Without good practices, UPHOLD partners will work with select SHN committees to test feasible and appropriate options. Options could include provision of toilet paper and a piece of soap to each girl every month, banana fiber made into pads or other local solutions. UPHOLD is in dialogue with a private sector specialist regarding the possibility of collaborating with toilet paper production companies to package toilet paper and soap together and lower prices for schools.

Construction of separate latrines with washing facilities:
Key Behaviors for School Officials:
- Construct separate latrines for girls with doors that lock, water source and incinerators

Approach:
Although UPHOLD cannot fund construction, partners can ask for assistance from other donors or provide basic solutions. SHN committees could explore

options such as a bucket with water, soap or another cleansing agent such as laundry soap or local alternatives and a bucket with a lid for waste. If possible and necessary, committees could construct simple thatch walls around a stall for girls.

Protection from abuse:

Key Behaviors for Girls:
- Take a friend or "buddy" whenever around a teacher
- Refuse overtures by teachers
- Report abuse immediately to a friend, Senior Woman Teacher or SHN committee
- Seek health care from an adolescent friendly provider if abused

Approach:
Without best practices in this area, UPHOLD will work with select communities and SHN committees to feasible test options. Options to test include contracts between pupils and schools that specify never being with a teacher alone, committees to investigate misconduct by teachers, and fining teachers who have relations with a pupil.

Community mobilization:
SHN committees will be sensitized on girls' education and the importance of community involvement to increase enrollment and attendance. They will be asked to consider what actions to take to mobilize their communities to send girls to school and to include these actions in the annual school plans.

Education in the curriculum: Awareness about abuse by teachers and key behaviors to take will be included in the supplement to PIASCY Message 23.

HYGIENE

Key Behaviors:
- Wash hands with water and a cleansing agent before eating and after using the toilet at school and at home
- Drink clean water at school and at home
- Use a toilet to defecate at school and at home
- Keep nails clipped short
- Eat cooked and heated foods and wash fruits and vegetables

Approach:
The Ministry of Health has determined that diarrheal disease also significantly contributes to illness in preprimary and primary school pupils.

Education in curriculum: Where possible, UPHOLD will support partners to supplement the curriculum to support inquiry and participatory teaching related to hygiene, particularly hand washing, toilet use, water cleanliness and wearing slippers. In addition, the benefits of adequate washing and cleanliness will be included to promote good practices. Pupils will be encouraged to share the information and possible actions to take with their families.

District level policies: UPHOLD will support districts to develop and enforce policies in schools regarding toilets, hand washing facilities and drinking water at schools. School administration will also be encouraged to monitor food hygiene in schools were vendors sell food on school grounds.

Coordination with school & community health work: In terms of hygiene, the key participants are often the teachers at school and parents at home. Providing the facilities and support to drink clean water, use toilets and wash hands with a cleansing agent is often the most important action.

School Management Committees (SMCs) will be encouraged to include hygiene activities in their annual plans on school quality through PTAs and/or SHN team.

In addition, UPHOLD SHN activities will link with community-based hygiene promotion by mobilizing families to boil their drinking water, set up hand washing facilities, provide cleansing agents for hand washing, constructing and maintaining toilets, and disposing of young children's feces appropriately. SHN may link with CORPS or Community Development Assistants to monitor hygiene issues in communities and schools.

BCC: In addition to information and education, behavior-centered communication to support improved practices for families and pupils may be needed for certain hygiene practices such as treating drinking water, using alternative cleansing agents for hand washing, and ensuring that children wear slippers or shoes. These can be shared through community theatre, school drama and arts, radio and community meetings.

ADDITIONAL SHN ACTIVITIES

SCHOOL FEEDING
Guidelines on packed lunches

Key Behaviors for Parents:
- Send a snack from home of groundnuts, fruit, cassava or other food that will not spoil

Approach:

UPHOLD and partners can develop basic guidelines to assist parents to pack foods that will not spoil. Parents may need to be encouraged to think about types of food they can send for snacks or lunch other than staple foods. To support this dissemination, teachers and community health workers will convene community meetings to discuss options with parents.

Community-based organization of snacks or lunches

Key Behaviors for Parents:
- Contribute food and/or money and time to the school for communal preparation of snacks

Approach:
Without best practices in the new political environment, UPHOLD will work with select communities in districts that include SHN in their plans to test options for parents and schools.

Policies and support for diversified diet

Key Behaviors for Boarding School Officials:
- Prepare and serve animal protein to pupils at least once a week
- Prepare and serve fruit to pupils at least three times a week

Key Behaviors for District and Farm School Officials:
- Provide farm equipment to school farms and farm schools during planting and harvesting time

Approach:
Without best practices in this area, UPHOLD can work with select boarding schools in districts that include SHN in their plans to test feasible options.

For farm schools, without best practices in this area, UPHOLD can work with select farm schools in districts that include SHN in their plans to test feasible options.

IMMUNIZATION PROMOTION & SAFETY

Key Behaviors:
- Ask parents to take younger siblings to health center for immunizations
- Girls: Attend immunization day at schools or health centers for tetanus toxoid (TT)
- Avoid sharing needles with family members
- Avoid playing with needles

Approach:
UPHOLD SHN will promote immunization in schools for pupils and through pupils to their families and siblings at home. The program will also provide communications support to delivery of TT immunizations for girls to protect them from maternal neonatal tetanus in the future. In addition, education and communication for injection safety is also needed.

Education in curriculum: Pupils will be informed and encouraged through inquiry teaching to mobilize their families to take all children for routine immunizations and to use injections safely. UPHOLD will work with partners to supplement the curriculum where possible.

Coordination with community health work: To avoid misconceptions about immunizing only girls with tetanus toxoid, the program will work with local government, community groups and community health workers to inform, educate and discuss the benefits and side effects of the vaccine.

BCC: Injection safety needs to be addressed in schools and in communities: to reduce the demand for injections, to use needles safely (not to share with family members) and to dispose of them properly (not to play with needles). Pupils will be encouraged to share these points with their families and siblings. Comic books that address commons perceptions and practices could be used for this purpose.

VISION & HEARING SCREENING

Key Behaviors:
- Participate in vision and hearing screenings
- If found to have deficiencies, sit at the front of the classroom

Approach:
SHN activities can include training teachers to conduct basic vision and hearing screening at the same time they are trained to dispense medicines. This can be done during the first term for P1 pupils to start. Pupils with any problems can be seated in the front of the classroom. Teachers can discuss the deficiencies and appropriate care with their parents.

HIV/AIDS STIGMA REDUCTION & OVC SUPPORT

Key Behaviors for Pupils and Parents:
- Accept HIV infected teachers and pupils at school
- Show kindness and caring toward HIV infected teachers and pupils
- Show kindness to pupils affected by AIDS
- Protect orphans and vulnerable children if abused or taken advantage of
- Make a memory book with parents or guardians

(These need to be made more specific according to local needs and contexts)

Approach:
These behaviors and their context will be incorporated into teaching materials and community mobilization efforts.

Secondary Schools

ANEMIA PREVENTION
Malaria treatment and prevention:

Key Behaviors:
- Seek treatment from teacher or nurse when sick with fever
- Adhere to treatment schedule

Approach:
Malaria is the most common health problem in school age children throughout the country. It contributes to absenteeism, poor performance and high rates of anemia.

Service delivery through Homapaks at school: National protocol recommends a one-time dose of Fansidar and three doses of chloroquine to treat malaria.

Due to success in a pilot area, the Government, with the support of WHO, UNICEF and USAID, is expanding Homapacks for home-based treatment of fever. Schools are a natural extension of community-based delivery of malaria treatment. The Homapak initiative can train teachers as dispensers of the medicine at the same time community agents are trained. Schools can nominate two to three teachers per school to be trained. Schools might add other medicines to the Homapaks to treat minor injuries and illnesses at school such as gauze, bandages and panadol. Panadol will serve the extra benefit of relieving girls' menstrual cramps when needed.

Indoor Residual Spraying (IRS): In boarding schools, UPHOLD and partners will promote spraying indoors at the start of each term. Private schools will be encouraged to organize and fund this activity without outside financial support.

Education in the curriculum: Where possible, UPHOLD will support partners to supplement the curriculum to support inquiry and participatory teaching related to malaria treatment and prevention.

Iron Supplementation and Nutrition:

Key Behaviors:
- Take iron supplements at school
- Eat iron and vitamin A-rich foods

Approach:
It is generally acknowledged that malnutrition is a serious problem in school pupils, anemia, vitamin and undernutrition.

Service delivery: To help combat anemia, particularly in older adolescent girls, UPHOLD SHN activities will supplement primary school girls and boys with iron each year-- once a week for 10 weeks.   Teachers are able to distribute the iron supplements after reading motivating messages to the pupils.

Education in the curriculum: Where necessary, UPHOLD will work with the Ministries and partners to modify or supplement the curriculum to make the life skills specific to developmentally appropriate behaviors and contextual needs.

BCC: UPHOLD SHN activities will include working with partners in mass communication such as Straight Talk, to add behavior-centered communication about anemia prevention, iron and vitamin A diet diversification.

Policies and support for diversified diet: Without best practices in this area, UPHOLD will work with select boarding schools in districts that include SHN in their plans to test feasible options.

Support for large-scale cultivation of foods for lunches: Without best practices in this area, UPHOLD will work with select farm schools and school farms in districts that include SHN in their plans to test feasible options.

RESPONSIBLE SEXUALITY

Key Behaviors:
- Abstain until mentally and physically ready
- Use dual protection if sexually active, particularly condoms
- Practice "zero grazing" if sexually active
- Seek immediate treatment for STIs from an adolescent friendly health worker
- Report sexual abuse to head teachers or SHN committee

Approach:

Peer education: Older school children often prefer to learn from their peers. Peer education also empowers the peer educators to take initiative and leadership. However, international evaluations have shown that peer educators themselves often benefit more than others who participate in the programs. In addition, evaluations have identified close supervision of the peer educators as a critical

component. Peer educators need adults to support and guide them, as well as to answer sensitive and complex questions that can arise. Peer educators also need locally appropriate materials that address the specific needs of their context.

UPHOLD will build on lesson learned in Uganda and elsewhere and use peer education programs to provide information and create positive images among upper primary and secondary school pupils.

Community involvement: Adults – parents, relatives or guardians-- need to learn the skills to counsel and support adolescents through adolescent years. In particular, adults need to support adolescents to use health services. This can be done through adult peer educators, Parent Teacher Associations (PTAs), CORPS or other community-based agents. Adults will need specific materials to support communication with adolescents.

For all adolescents, the program may want to work with community groups to raise issues about sexuality and generate solutions to collective problems they identify such as abuse by teachers or other older men or promote health center services for adolescents.

Counselling:

Boys and girls need counselling for particular difficulties and general
Concerns as they grow. UPHOLD and partners will support training in guidance and counselling of Senior Men and Senior Women teachers in the areas of puberty, menstruation, abuse and responsible sexuality: delaying and abstaining from sex, condom use, partner reduction and care-seeking. Materials developed by the Uganda Counselling Association will assist teachers to tailor their advice to individuals' needs.

6. Basic Education for Disadvantaged Areas/Groups

6.1 Overview
The Ministry of Gender, Labor and Social Development is in the process of finalizing policy guidelines on gender, orphans & other categories of vulnerable children. UPHOLD's interventions in this area will support the policies stated in this document and seek to support successful education initiatives which support these groups.

6.2 Target groups
For purposes of this strategy, disadvantaged areas/groups of children include the following:
- Children affected by armed conflict,;
- Children affected by HIV/AIDS, including orphans & other vulnerable children, and;
- Children in unique social, economic and cultural situations.

6.2.1 Children affected by armed conflict
With eight of UPHOLD's twenty districts directly and significantly affected, the armed conflicts within Uganda and the Eastern Congo region seriously threaten UPHOLD's effectiveness. In many of these areas, the formal education system has experienced major disruptions due to abductions, primarily of children, and the displacement of large numbers of citizens, both children and adults. UPHOLD's Northern strategy outlines a commitment to maintaining an active profile in conflict areas and to developing strategies that account for the special needs of these regions. Accordingly, UHPOLD will design methods for supporting current education activities taking place in conflict regions. UPHOLD will partner with local governments to identify opportunities for support and methods to enable NGOs, CBO, FBOs, schools, and community initiatives to operate effectively despite the disruptions.

It is likely that the activities planned will involve non-formal education in order to deliver educational services, especially in areas where schools are no longer operating on a consistent basis. These interventions could work through NGOs now active in the area and through Interactive Radio Instruction (IRI). Educational radio has proven successful in Uganda, with the popular Straight Talk program providing sexual health messages to adolescents and others. IRI has been used in other countries for in-school and out-of-school audiences, providing lessons to students in various subject areas while giving teachers or facilitators real practice in research-proven educational methods. UPHOLD will evaluate these and other innovations in order to deliver much-needed educational services to conflict areas.

6.2.2 Orphans and vulnerable children

According to the 2002 <u>Situation Analysis of Orphans in Uganda,</u> 14.6 % of Ugandans between 0-14 are orphans. If one includes orphans aged 15-17, the overall orphan population in Uganda numbered more than 2 million in 2001. 25% of Ugandan households care for orphans with the number increasing (Sit. Analysis). Orphaning has a number of causes in Uganda, however given Uganda's high infection rates in the mid 1990s, AIDS is now the major cause of orphaning. In additions to those who have been orphaned, many primary school aged children affected by AIDS may be caring for ill parents or siblings or working to provide for their family's livelihood. Whether orphaned or not, children made vulnerable due to the impact of HIV/AIDS are removed from school either for lack of sufficient funds, to care for other siblings, or to engage in petty trade. Others attend school but on a sporadic basis. Still others experience stigma at school and may choose to not attend to avoid harassment from their peers.

The Government of Uganda, through its Ministry of Labor, Gender and Social Development is in the process of finalizing policy guidelines on Orphans and Vulnerable Children. District officials are similarly concerned with the plight of these children, especially their lack of educational opportunity. Through its grants mechanism, UPHOLD will support effective basic education programs which serve orphans and other vulnerable children. As the plight of these children becomes better understood throughout Africa, a number of innovations are being tried to ensure the education of OVC. In addition to supporting effective, sustainable local initiatives, UPHOLD will work with interested districts to apply lessons from other African countries and document results in order to increase Uganda's understanding and capacity to address the educational needs of OVC.

6.2.3 Children in unique social, economic and cultural situations

UPHOLD proposes to support non-formal education in order to deliver educational services, especially in areas like Nakapiripirit; which have unique social, economic and cultural situations where children who have to cater for the livelihood of their families do not attend formal schools. In such communities the formal schooling system is seen to deprive families of the labour provided by the children. In pursuing their families' cultural traditions and livelihood, children find they cannot cope with the formal school timetable and at the same time support their families. The parents/communities in this area also want their children to undergo education that is relevant to their social, cultural and economic circumstances instead of learning what is within the formal school curriculum, which they perceive as examination-oriented and non-practical. These interventions could work through NGOs now active in the area, such as Save the Children Norway-Uganda that is currently involved in successful work in the non-formal education in the area.

UPHOLD also proposes to support the expansion of other effective NFE programmes being implemented by NGOs to successfully address the needs of children in such unique circumstances.

7. QUALITY ASSURANCE

7.1 Definition

Quality Assurance (QA) can be simply defined as a system to support performance according to standards. It implies a systematic way of establishing and maintaining quality improvement activities as an integral and sustainable part of systems or organisations. In the education and health systems, this includes all activities that contribute to the design, assessment, monitoring of standards agreed upon by all stakeholders and improving quality of service delivery, client satisfaction and effective utilisation. In most cases, managers and supervisors tend to limit the standards to professional or technical ones, but in social services, client focused or "customer service" standards are very important determinants of utilisation of the services.

7.2 Current Policy Priorities and Interventions the Education Sector

The Education Sector Investment Plan outlines quality enhancement as a broad policy priority, specifically to enhance the quality and relevance of instruction especially at primary level. Strategic objectives for quality improvement include: improving access to appropriate basic textbook requirements in primary education; increasing teacher effectiveness through better selection of trainees, reducing untrained teachers and developing a teacher training master plan; raising the quality and relevance of programmes in higher education institutions and incorporating QA mechanisms; development of district-level inspectorate led in-service strategies with integration of resource centres, project initiatives and refresher courses. In addition, the delivery of services is to be strengthened by creating community-school partnerships and improving local government planning for the sector.

Current QA initiatives include the Teacher Development Management System (TDMS) which started as a project, but has been institutionalised as the main MOES delivery system for teacher training and support and the establishment of the Education Standards Agency (ESA). TDMS is centred on reformed primary training colleges (PTC) where pre-service training has been revitalised and in-service training developed. Outreach services by Centre Coordination Tutors (CCT) include teacher and head teacher training, refresher courses and community mobilisation activities. ESA on the other hand has developed a number of education standards which are assessed annually by inspectorate staff, but the agency is still in formative stages and needs to be strengthened in areas of: skills development in participatory development of standards especially at community level; monitoring of standards; and developing linkages and information flow systems beneficial to all stakeholders.

Other initiatives to enhance education quality include the Improving Education Quality (IEQ) I & II Projects (1995-1999) and Integrated Participatory Approaches to Quality Learning (IPAQUAL). Under IEQ, formative research findings contributed to policy decisions on guidelines for use of textbooks in teacher training and the establishment of minimum education standards. Further, IEQ II began a system of utilising participatory action research as a tool to inform policy makers about the complexities and use of community participation to improve pupil learning. IPAQUAL is a pilot project to improve the learning dynamics in schools focusing on classroom processes. It began in February 2003 and covers two classes (P.4 and P.6) in four schools and preliminary results show enthusiasm for the methodologies, which should be scaled up if effective

The mid-term review of ESIP (draft) recommends that ESIP II will have to focus more on quality interventions because UPE has stretched the capacity of teachers and the systems they work in to provide quality learning experiences for their pupils. In particular the reviewers recommend interventions to improve quality for: Supervision and professional teacher support; Teacher welfare (mainly housing and timely wages); Development and implementation of an integrated and relevant teacher training curriculum; and Inculcation of professional ethics derived from their code of conduct and technical training. The supervision system is weak and ill defined with both CCT and inspectors conducting supervision activities. However, the inspectorate staff is facilitated much less and CCT have stepped in to undertake some of the inspector's responsibilities, stretching their capacity to the limit since their geographic coverage is large with 10-25 schools per CCT.

UPHOLD will support initiatives in the education sector, which focus on getting the stakeholders to dialogue on quality concerns leading to participatory definition, monitoring and evaluation of quality standards, while strengthening support systems for QA, in particular supervision and sharing of information for informed decision making. Action research into what constitutes quality will be used to further refine quality standards in education and improve service delivery and effective innovations to improve education quality will be supported or scaled up.

7.3   Developing a Culture of Quality
There is need to inculcate a culture of quality at all levels of the primary education system. The concepts of QA are not yet known by most stakeholders and need to be disseminated at all levels. This will entail promoting institutional changes in systems to reward or sanction certain behaviour/practices and also promoting positive role models i.e. those who adhere to standards and have good work ethics. Improving the performance of service providers will be a key objective of UPHOLD and action research to establish the motivating factors for good performance will be carried out and the results used to determine incentives for better performance. In the education sector the Education

Standards Agency (ESA) has developed some standards, but the standards have not been disseminated to all stakeholders and there is a need to design a participatory approach in assessing and monitoring quality education and learning.

7.4 Objectives in Quality Assurance (QA)

The overall purpose of QA is to improve the quality of social services in primary school education in the 20 UPHOLD-supported districts of Uganda. Specific objectives of the QA component of UPHOLD's interventions in integrated education strategy include the following:

a. By October 2007, 30% of schools in UPHOLD supported districts show an increase of at least 30% in a set of quality education standards as defined by stakeholders.
b. By October 2007 all UPHOLD supported districts will have established and functioning monitoring and evaluation systems at district and lower levels.
c. By October 2007, 30% of targeted schools will have active community – facility partnerships.
d. By October 2007, an incentive system for better teacher provider performance will be established in at least 2 districts.

7.5 Priority Areas for UPHOLD's Interventions in Quality Assurance

7.5.1 Strengthening Quality Assurance in the Education Sector
Formative research on perspectives of quality by all stakeholders will be conducted to start the process of defining quality in education. As part of the Education Component, school based quality reform activities will be held and these will comprise developing partnerships between parents, pupils, teachers and administrators which promote defining and monitoring quality as well as participating in quality improvement activities.

7.5.2. Building the Capacity of Districts to Sustain QA Initiatives
Existing community and organisational structures (including the private sector) will be an important focus of intervention to ensure consensus, ownership and sustainability of QA initiatives. Therefore interventions will be designed to increase the awareness and skills of managers and providers in QA methods in all sectors, as well as strengthen support systems to monitor performance according to standards and improve feedback mechanisms to inform stakeholders about achievements and quality gaps. Supervisors have poor supervisory skills and UPHOLD will support districts to strengthen their skills as well as increase the motivation for effective supervision. Quality review meetings for working groups of different stakeholders will be promoted at all levels to ensure the use of information for decision making. These working groups will be

assisted to incorporate the private sector in all their activities and promote sharing of experiences to effect a balanced improvement of quality of services in both public and private sector.

The motivation for good performance is another area that needs to be explored by UPHOLD and an incentive system developed. There is a need to determine what motivates supervisors and providers to work effectively and promote it. Innovations in incentives/disincentives for providers to improve performance will be piloted in a few districts and scaled up accordingly to contribute to the development of an effective incentive system in the education and health sector.

7.5.3 Strengthening Community Participation in QA

The existing structures for community involvement in social services (Health Unit Management Committees, School Management Committees and Parent Teachers Associations) are currently weak. In most districts these structures have disbanded because of poor motivation and many are not functional because they do not know their roles and responsibilities or are not facilitated to perform them. UPHOLD will therefore strengthen them through training and provision of means to carry out their roles and responsibilities. UPHOLD will also use proven methods of arriving at partnership-defined quality (PDQ) for better social services. We will support work with through organisations in all sectors and community based organisations (CBO), to promote dialogue between communities and service providers. These fora for dialogue will be used as a means of gathering and disseminating information about quality as well as gaining commitment to participate in quality improvement activities in social services.

District based NGOs and CBOs will be facilitated through the grant strategy to mobilise communities to participate in QA activities. CBOs will be encouraged to use PDC to mobilise communities for PDQ activities, and where they do not exist, UPHOLD will provide for their training. In addition, grant awardees will be provided with training in QA and management skills to ensure that interventions they implement are conducted effectively and will be sustained.

The planning and management capacities of decentralised levels and NGOs/CBOs will also be increased by providing support for management and QA skills development in the form of training, supervision, study trips and incentives.

8. PRIVATE SECTOR

8.1 Definition
The private sector includes all organisations, efforts and individuals other than Government. It includes Private For Profit (PFP) and Private Not For Profit (PNFP). For the education sector the PFP is made up of private schools. The PNFP can be non facility based (like Non Government Organisation -NGO, Civil Society Organisations -CSO and Community Based Organisations –CBO) or facility based like community-run and faith based schools.

8.2 Background
Although Universal Primary Education provides for most of the education needs (through the public sector) for primary school going children, nevertheless the private sector particularly private schools, community schools and informal education initiatives are making very significant contributions as well. The early childhood development and education initiatives are entirely provide by the private sector.

Included in UPHOLD's holistic approach is a commitment to strengthening effective partnerships and dialogue between the public and private sectors. Conceptually the private sector in education has four main elements: the private schools, the community and NGO schools, the public private partnerships (either in the private or public schools) and the private sector (individuals, groups or companies) for public education. While it is known that the majority of primary school children are going to Universal Primary Education (UPE) schools, there are still a unknown proportion of children who are schooling either in community schools or private schools. Similarly the reasons why the parents take their children to private schools when there are free UPE schools in their neighbourhood and the cost implications are also not known. UPHOLD is mandated to have effective interventions in this complementary sector, therefore, it is very crucial to have information on which to make decisions regarding strategies and interventions for private sector participation in education.

8.3 Objectives
  a. *Private sector delivery of core interventions:* this objective will be achieved through identifying, developing and scaling out best practices that will improve and expand private sector participation in health, education and HIV core interventions. The specific objectives are:
      a. By October 2007 12% of all school in UPHOLD districts will be private schools that deliver a set of education core interventions
      b. To increase to at least *40%* the proportion of all private schools in UPHOLD districts that are involved in the delivery of set of core interventions to improve the quality of primary education by 2006
  b. *Strengthen public private partnerships at district and sub county level:* through this objective, UPHOLD will implement an integrated approach to strengthen public private partnerships at district and sub-county level to

plan and implement strategies and activities in health, education and HIV. The specific objectives are:

      a. By 2006 at least *50%* of UPHOLD supported districts will have activities that demonstrate Public Private partnerships in education

  c. *Pilot and explore options for improving quality standards in private facilities:* this will be achieved through integrated approaches including target performance contracts and introducing yellow star like quality improvement initiatives in private facilities. The specific objectives are:

      a. To increase from by 30% by 2006 the proportion of private schools which meet a set of quality standards as defined by stakeholders

8.4 Priority Areas for UPHOLD's Interventions in Private Sector involvement

In the coming year, UPHOLD will conduct Action Research to better understand the qualitative, quantitative and cost analysis issues surrounding the private schools. UPHOLD's Private Sector Strategic Framework includes several additional opportunities for activities in this area which are summarized here.

UPHOLD's interventions for school quality will benefit private (for-profit and non-for profit/community schools) as well as public schools. UPHOLD aims to help improve the supervision of schools both in coverage and in quality. When the PTCs and district officials coordinate and plan to ensure coverage for supervision and inspection of all schools, for example, private schools will be included and the frequency of visits to those schools is expected to increase. Meanwhile, school inspectors, who are obligated to visit private schools, will have their capacity built through the teacher effectiveness and management training programs and will provide higher quality supervision on those visits. Finally, UPHOLD anticipates that approximately 20 percent of the schools chosen to participate in the teacher effectiveness training and head teacher training programs will be private schools.

UPHOLD will seek out and select non-governmental organizations to deliver or help deliver interventions in the education sector. For example, an NGO or NGOs will be employed to implement a training program for school management committees (SMCs). Private community members, including parents, will be involved in community mobilisation for education and in the school planning for quality process. Where possible, NGOs and will help carry out the activities. These interventions will both increase private sector contributions to education and build capacity among private sector NGOs and individuals.

In remote and/or disadvantaged areas, UPHOLD will need to support non-formal education initiatives. UPHOLD will seek partnerships between government and those private sector NGOs already active in these areas in order to address access and quality issues. The continued development of this strategy will be supported by the Action Research activity. Based on the information yielded in that study and throughout its activities, UPHOLD will continue to seek

opportunities for public-private partnerships to enhance the quality of services in education and related domains.

Appendix 1
a. TECHNICAL STRATEGIC FRAMEWORK MATRIX FOR Teacher effectiveness

INTERMEDIATE RESULTS	SMART Objectives	TARGETS				KEY ACTIVITIES	INDICATORS
		9/2004	9/2005	9/2006	9/2007		
8.2 Increased capacity to sustain social services							
8.2.1 Improved decentralized planning, management and monitoring systems.	**Objective 1:** By the end of October 2007, 100% CCTs, EOs, and ISs in at least 12 UPHOLD supported districts will be competent trainers of trainers in interactive and participatory methods in teaching and competent providers of instructional supervision.	8 trainers trained as national ToTs 36 trainers trained as a carder of regional/district trainers 100%of the CCTs,IS &PTC tutors in the 6 pilot districts trained as ToTs 2 training modules on cooperative learning will have bee developed	42 trainers trained as a carder of regional/district trainers 100% of the CCTs,IS, & PTC tutors in the 2nd cohort of 7 districts will be trained as ToTs. 3 training modules on Inquiry teaching will have been developed. 3 training modules on making and	42 trainers trained as a carder of regional/district trainers 100% of the CCTs, ISs, & PTC tutors in the 3rd cohort of 7 districts will be trained as ToTs.	100 % of the CCTs IS, & PTC tutors in UPHOLD supported districts will be trained as ToTs and will be able to train and provide school-based support to head teachers & teachers. 8 training modules developed. (3 in cooperative learning, 3 in Inquiry	• Conduct a needs assessment • Recruit trainers • Design and develop training modules in the areas of cooperative learning and Inquiry teaching • Conduct training of trainers at national, district and county/sub county	% of trainers competent in demonstrating cooperative T&L techniques # of ToTs in UPHOLD districts providing school based support to head teachers and teachers in their districts. 9 training modules will have been developed that can be adapted to school based needs.

			use of Instructional materials will have been developed.		teaching and 3 in making and utilization of instructional materials.	levels. • Conduct training of trainers sessions in cooperative learning and inquiry	
IR 8.1 Effective use of social services							
8.1.1 Improved Quality of social services.	**Objective 2:** By the end of October 2007, at least 50% of the teachers in UPHOLD supported districts will be using interactive and participatory methods in their teaching as means of improving learning attendance	20% of the teachers in the 6 UPHOLD pilot districts will using cooperative learning techniques in their lessons	20% additional teachers in the pilot dist, & 30% in the 2nd cohort of 7 districts will be using cooperative learning 30 % in 1st cohort will be using Inquiry teaching techniques	20% additional teachers in the 1st cohort will be using cooperative and inquiry teaching approaches. 30% of the teachers in the 2nd cohort will be using cooperative learning and 30% using Inquiry teaching 30% of	60% of the teachers in the 1st cohort will be using cooperative learning and Inquiry teaching approaches. 60% teachers in the 2nd cohort will be using cooperative learning and inquiry teaching approaches.	• Conduct training of school representatives at county and or sub county levels/ clustered decided on by the CCTs & Inspectors in charge. • Training of teachers by school representatives. (this training will be school-based)	. % of school-based trainers able to provide support to at least 3 teachers (times) every week at school level % of teachers in the UPHOLD districts conducting at least 3 lessons a week using the cooperative T&L technique and Inquiry teaching techniques.

				teachers in the 3rd cohort of 7 districts will be using cooperative learning techniques in their lessons.	20% additional teachers in the 3rd cohort will be using cooperative learning and 30% inquiry teaching approaches.	• Monitor training of teachers and their supervisors by the CCTs and ISs • Monitoring of the teacher training cascade	
8.1.2 Improved access and availability	**Objective 3:** By end of October 2007, 50% of primary school pupils in 20 UPHOLD supported districts will be effectively using available learning materials**.**	10% of the lessons in the 6 pilot districts will demonstrate effective use learning materials regularly.	20% additional lessons in the pilot districts will illustrate effective use of learning materials. 30% of the lessons in the 2nd cohort of 7 districts will as demonstrated in the lessons illustrate effective use of learning	20% additional lessons in the pilot districts will illustrate effective use of learning materials. 20% additional lessons in the 2nd cohort of districts will illustrate effective use of learning materials.	50% of the lessons in the pilot districts will be using learning materials effectively. 50% of the lessons in the 2nd cohort of districts will illustrate	• Train teachers in development and effective use of instructional materials (use consultancy-Mango tree) • Encourage the setting up reading corners and clubs	# of lessons in which teachers and children actively use instructional material. % of classrooms with learning corners/ class libraries

| | | | materials. | 30% of the lessons in the 3rd cohort of 7 districts will demonstrate effective use of learning materials. | effective use of learning materials.

20% additional lessons in the 3rd cohort will illustrate effective use of learning materials. | (involve children)

• Encourage the setting up of learning corners/cen ters in the classrooms. | |

IR 8.3 Strengthened Enabling Environment for Social Services

8.3.2 Effective sectoral policies implemented	**Objective 4:** By the end of October 2007, at least 6 tutors in each of the PTCs in UPHOLD supported districts will be trained in integrated cooperative learning and inquiry teaching as a means of improving learning and attendance	Each of the core PTCs in the 6 pilot districts will have 6 tutors involved in the teacher training cascade as trainers of trainers. (36 tutors)	42 PTC additional tutors in the 2nd cohort of districts will be trained as trainers	42 additional PTC tutors from the 3rd cohort will be trained as trainers of trainers	120 tutors from PTCs will be trained as trainers in cooperative learning and Inquiry teaching.	• Training tutors and CCTs in cooperative and inquiry teaching methods • Training of tutors and CCTs in course design and training techniques	# of PTC tutors trained in participatory learning of cooperative learning and Inquiry teaching.

Objective 5: By the end October of 2007, 50% of primary schools in at least 12 UPHOLD supported districts will have at least one competent instructional leader who regularly supports teachers in their use of interactive and participatory methods	60 head teachers in each of the 6 districts will be trained and competent in providing regular instructional support to teachers in their schools.	70 head teachers in each of the 7 districts will be trained and competent in providing regular instructional support to teachers in their schools.	70 head teachers in each of the 7 districts will be trained and competent in providing regular instructional support to teachers in their schools.	7,080 head teachers in the 20 UPHOLD districts will be trained and competent in providing regular instructional support to teachers in their schools.	▪ Training of head teachers/school representatives.	# of head teachers/school representatives trained to provide support supervision to teachers at school level

b. TECHNICAL STRATEGIC FRAMEWORK MATRIX FOR Management Systems Support

INTEMEDIATE RESULTS	SMART Objectives	TARGETS				KEY ACTIVITIES	INDICATORS
		9/2004	9/2005	9/2006	9/2007		
IR 8.1 Effective use of social services							
8.1.1 Improved Quality of social services	Objective 1: By October 2007, increase by 100% the proportion of district and sub-county annual education plans developed through a participatory/collaborative process towards improvement of quality in education	3 districts with annual work plans meeting criteria	8 districts with annual work plans meeting criteria	14 districts with annual work plans meeting criteria	20 districts with annual work plans meeting criteria	• District and sub-county level training for in Planning for Quality • District and sub-county education plans developed	20 UPHOLD districts with annual education plans that are developed in a collaborative manner, reflect the plans generated at sub-county level and address quality.
	Objective 2: By October 2007, 780 primary schools and their SMCs conduct participatory planning, implement, monitor, and evaluate School	SMC strengthening in 120 schools	SMC strengthening in 380 schools, with school development plans which	SMC strengthening in 780 schools with school development plans which meet criteria	780 schools with school development plans which meet criteria	• SMCs trained in Planning for Quality at school/community level with support	700 primary schools have received training to develop School Development

	Development Plans in the 20 districts where UPHOLD is operating. *(Activity to be carried out in conjunction with Community Involvement in Education activities.)*		meet criteria			from NGO • Developmen t of school developmen t plan with schools and communities • Grants provided to support plans	Plans for quality. Number of target schools in pilot areas that have joint plans on quality that show school staff and community member cooperation. SMCs systematically monitoring school development plans.
	Objective 3: By October 2007, 50% of professional education managers (education officers, inspectors and CCTs) in at least 12 UPHOLD supported districts will effectively use client friendly and participatory approaches in their management and	2 professional development workshops held Training needs identified 100%of the CCTs,IS &PTC tutors in the 6 pilot	2 professional development workshops held 100%of the CCTs,IS &PTC tutors in the 7 pilot districts trained as ToTs	2 professional development workshops held 100%of the CCTs,IS &PTC tutors in the 7 pilot districts trained as ToTs	2 profession al developme nt workshops held 100 % of the CCTs IS, & PTC tutors in UPHOLD	• Twice yearly Professional developmen t workshops for Education Officers and Inspectors of Schools • Conduct performance improvemen tneeds	# of professional development conferences conducted # of ToTs in UPHOLD districts providing school based support to head teachers

	supervision activities and roles. *(Some activities in this area will be carried out as part of the Teacher Effectiveness component)*	districts trained as ToTs			supported districts will be trained as ToTs and will be able to train and provide school-based support to head teachers. CCTs and ISs increase # of supervision visits by 40% in 6 yr. 1 districts, 30% in 7 yr. 2 districts, and 20% in 10 yr. 3 districts	assessment • Review of on-going / existing training programs and materials • Train Eos, ISs and CCTs in instructional supervision training cascade • Disseminate relevant literature on effective professional practices	in their districts.
	Objective 4: By October 2007, 50% of primary school pupils in at least 12	Management training modules on management			3540 HTs trained in management of IMs	• HT training in managemen t of	# of lessons in which teachers and children

	UPHOLD supported districts will be effectively using available learning materials. *(Some activities in this area will be carried out as part of the Teacher Effectiveness component)*	and use of instructional materials developed.				instructional materials as part of Management training cascade	actively use instructional material % of classrooms with class learning corners and libraries.
8.1.2 Improved access and availability							
8.1.3 Positive Behavior Change Adopted							
8.2 Increased capacity to sustain social sector services							
IR 8.2.1 Improved decentralized planning, management and Monitoring systems	Objective five: By October 2007, 75% of head teachers and deputies (or heads of department) in at least 12 UPHOLD districts will have their capacity to plan, supervise,	Management training programs and modules reviewed and revised as necessary	780 HTs trained in management through training cascade in 13 districts	1200 HTs trained in management through training cascade in 20 districts	3540 HTs trained in management through training cascade in 20 districts	• Conduct Performance Improvement assessment • Review and revise (as	# of EMIS forms reported by HTs to DEOs on time # of schools submitting

	manage personnel strengthened as evidenced by improvement in Best Practice in School Effectiveness Instrument *(Instructional supervision capacity will be built through the Teacher Effectiveness cascade)*	Performance improvement assessment conducted HT management training modules developed 360 HTs trained in management through training cascade in 6 districts				necessary) HT training materials • Review and finalize Best Practice in School Effectiveness Instrument • Conduct baseline using instrument. • TOT CCTs, ISs and PTC staff in management training • Conduct management training	accurate and timely records # of schools which improve as 'effective school environments' as measured by Best Practice in School Effectiveness Instrument # of HT trained in management
	Objective 6 By October 2007, there will be a 50 % increase in support supervision visits per term from district education officials (ISs, EOs, CCTs) in primary schools in at least 12 UPHOLD districts Objective six:	CCTs and ISs increase # of supervision visits by 10% in selected districts Selected districts have held joint planning and coordination work shops	CCTs and ISs increase # of supervision visits by 20% in selected yr. 1 districts and 10% in selected new districts Selected districts have held joint	CCTs and ISs increase # of supervision visits by 30% in selected yr. 1 districts, 20% in selected yr. 2 districts, and 10% in selected new districts	20 districts have held joint planning and coordination work shops	• Conduct joint planning and coordination workshops between district and CPTC • Conduct CC rationalization workshops with districts	% of districts with coordinated planning between Core Primary Teachers' College and DEO (as shown by diverse membership in planning

			planning and coordination work shops	Selected districts have held joint planning and coordination work shops		• Inspectors facilitated to carry out supervision activities at school level in selected districts	meetings, diversity reflected in annual work plan)
		Selected districts have rationalized CC coverage	Selected districts have rationalized CC coverage	Selected districts have rationalized CC coverage			No. of districts that have held meetings to clarify roles and responsibilities (among TDMS, DEO, etc.)

% of districts with clear roles and responsibilities defined at district level as evidenced in district ed. work plans

% of primary schools in target districts receiving one or more support supervision visits per term |

							from district education officials (ISs, EOs, CCTs).
	Objective seven: By October 2007, at least 60 % of the district and sub-county education teams will have established and functional systems of collecting, analyzing and using data in their decision making processes.	Training needs and facilities assessment conducted Management training carried out in 6 districts	Management training carried out in 13 districts	Management training carried out in 20 districts		• Review of existing data collection and management systems at school, community and district level. • Develop training module on use of information for good decision making • Conduct data management trainings	% of EMIS forms reported by HT to DEO on time. % of schools submitting timely and acceptable accounts to districts. Number of district education managers trained.
	Objective eight: By October 2007, 780 primary schools in at least 12 UPHOLD supported districts will have effectively functioning School Management	120 SMCs trained (20 per district)	260 trained SMCs	400 trained SMCs	780 trained SMCs	• Review existing documents/ programs on SMC training • Conduct	% of primary schools in UPHOLD districts with effectively functioning SMCs as evidenced by

	Committees as evidenced by their active participation in planning, implementing, and monitoring school development programmes.					action research on SMCs on their roles & responsibilities in management and mobilizing communities for education • Design strategy & develop training materials for SMC • Produce and disseminate copies of SMC guidelines to stakeholders • Training of SMC in management and mobilizing & supporting	their active participation in planning, implementing, and monitoring school development programmes. No. of target schools in pilot areas that have joint plans for quality that show school staff and community member cooperation.

						community involvement for quality in education. • NGOs work with SMCs to develop School Development Plans for Quality • SMCs write proposals to fund SMC action plans for quality.	
8.2.2 Increased private sector role in service delivery							
IR 8.3 Strengthened enabling environment for social sector services							
8.3.1 Increased community participation and advocacy							
8.3.2 Effective sectoral policies implemented							

c. TECHNICAL STRATEGIC FRAMEWORK MATRIX FOR for Community Involvement in Education

Intermediate results	Smart Objectives	Targets				Key Activities	Indicators	Assumptions
		9/2004	9/2005	9/2006	9/2007			
IR 8.2 Increased capacity to sustain social services								
8.2.1 Improved decentralized planning, management and monitoring system	*Objective 1:* *By October 2007 in at least 12 districts, Where all the 3-tiers of UPHOLD's community involvement activities are taking place; local council 111 Secretaries for children will be effectively participating in the promotion of education programmes*	360 schools 3rd Tier 50%	780 schools 3rd Tier 50%	1,200 schools 3rd Tier 50%	1,200 schools 3rd Tier 50%	1) Conduct dialogue meetings on the roles and functions of local government and councils in community mobilization in education programmes	Number of meetings, categories & issues discussed	

						2) Conduct participatory mobilization meetings for village and school communities to support education		
						3) Participatory development of mobilization plans to support education programmes.	Plans in place with evidence of participatory design	
						4) Lobby for funds from S/C, district, UPHOLD & other development partners to implement education programmes	Amount of funds received in each school	Grants will be provided by UPHOLD to implement local council educational mobilization activities
						5) Participate in review meetings to discuss educational issues	Proportion of improvement resulting from additional funds raised	

| | Objective2: By October 2007 in at least 12 districts, Where all the 3-tiers of UPHOLD's community involvement activities are taking place; SMCs/PTAs/Parents/Guardian Association Boards will have improved operational procedures & improved capacity to develop & implement school improvement /development plans | 360 schools

1st Tier 20%

2nd Tier 30%,

3rd Tier 60% | 780 schools

1st Tier 20%

2nd Tier 30%,

3rd Tier 60% | 1,200 schools

1st Tier 20%

2nd Tier 30%,

3rd Tier 60% | 1,200 schools

1st Tier 20%

2nd Tier 30%,

3rd Tier 60% | 1) Review existing documents on SMC/PTA training

2) Conduct needs assessment on the roles of SMCs as mobilizers of parents/communities for educational programmes

3) Design strategy and materials for SMCs/PTA training on parental/community mobilization

4) Produce & disseminate SMC guidelines on community mobilization to stakeholders

5) Training of SMC/PTA in community mobilization

6) NGOs work with SMCs/PTAs to develop school improvement/development plans | % of primary schools with plans developed with parental/community involvement | Activity will be jointly implemented with TE and MSS components. |

8.2.2 **Improved Private sector role in Service delivery**	*Objective 3:* *By October 2007 in at least 12 districts , Where all the 3-tiers of UPHOLD's community involvement activities are taking place; 30% of the Primary schools will have strong and functional school-private sector partnerships established*	360 schools 3rd Tier 30%	780 schools 3rd Tier 30%	1,200 schools 3rd Tier 30%	1,200 schools 3rd Tier 30%	1) Hold discussions with district Officials, S/C & CBWs on existing community structures 2) Develop community profiles from secondary data 3) Identify existing structures that can support schools (NGOs/CBOs/FBOs, Cultural Groups, Community Groups etc) 4) Assess their potentials, gaps & select those to work with, 5) Build their capacity in relevant skills to be able to support SMCs/PTAs/Parents/guardian groups, children'	No. of existing structures identified by type of support to the school,	

							6) Organize partner's fora for information sharing & dialogue on Primary school issues	Partners present at the last meeting & issues discussed	
							7) Involve partners in participatory designing, implementation and monitoring of school activities	No. of partners involved in school activities & roles of each	
							8) Conduct fundraising activities to mobilize resources for the school	Amount of resources raised by type	Funds raised will be properly utilized & accounted for.
							9) Link the school with other support agencies	Types of organizations supporting schools	
							10) Network with other stakeholders to promote school-private partnerships	No. of school-private partnerships & improvements realized over time	
							11) Document good practices share with partners & scale up	Reports in place	

IR 8.3 strengthened Enabling Environment for Social Services

8.3.1 Increased community participation and advocacy	Objective 4: By October 2007 in at least 12 districts; parents/ guardians whose children are in primary schools will meet their teachers at least once a term to review performance of their children	360 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	780 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	1,200 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	1,200 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	1) Develop a behaviour change strategy campaigns to get parents more active in promoting quality of their children's education	i) BCC campaign strategies developed by type and % of parents targeted by the BCC Campaign strategies	
						2) Carry out behaviour change campaigns to get parents actively involved in promoting the quality of their children's education	% of parents reached by BCC strategy campaigns	

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						3) Organize parents meetings to discuss & plan for activities that promote education quality for their children		Parents will turn up for the meetings & discuss ways of improving their children's performance & embrace their roles
						4) Follow up meetings with parents to review support to children	% of children whose parents/Guardians visited primary schools to discuss the performance& behaviour of their children with the teachers last term	Parents, teachers & children are committed to address issues raised to improve performance & quality in education
						5) Documentation of experiences by parents & project staff	Action plans in place & concrete actions taken to address issues raised in follow-up meetings	

						6) Organize school parents' days or Open days for children, teachers & parents to share experiences on the performance of their children both academic & co-curricular activities	Reports in place Changes in the performance of children whose parents give them support both at school and at home to promote quality in education % of school-parents/Guardians days conducted in the last term	Resources will be available including time for the parents to attend School open days Supportive environment for free discussions & parental involvement in schools
						7) Exchange visits by parents to share experiences with other parents in Schools that have registered successes due parental involvement	% of parents who participated in exchange visits last term Transfer of good lessons to improve performance in own schools	Resources will be available to facilitate exchange visits
8.3.1 Increased community participation and advocacy	**Objective 5** By October 2007 in at least 12 districts; *children in*	360 schools 1st Tier 30% 2nd Tier 50%,	780 schools 1st Tier 30% 2nd Tier	1,200 schools 1st Tier 30% 2nd Tier	1,200 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	1) Conduct community dialogue meetings to discuss children's rights & responsibilities & their roles in fulfilling them	Number of parents who attended the community dialogue meeting	Parents have the time to attend meetings

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	primary schools will have their parents,/gua rdians in active groups that meet regularly to discuss issues related to child developmen t	3rd Tier 60%	50%, 3rd Tier 60%	50%, 3rd Tier 60%			
						2) Formation of Parents/Guardians' groups	Number groups formed by parents/Guardians to discuss issues related to child development and learning	
						3) Identification of projects Parents/Guardians' groups to improve child development & learning	Number & type of projects identified by parents/Guardian Groups	
						4) Designing of project proposal/plans by parents/Guardians' groups to promote	Number of plans developed by Parents/Guardian groups to promote child development	

						child development & learning	& learning	
						5) Funding of project proposals developed by children & parents groups through grants scheme within UPHOLD's mandate & Linking parents/Guardians to other support agencies for areas outside UPHOLD's mandate	% of parents/Guardians' plans to promote child development & learning funded	
						6) Experience sharing meetings with parents'& children's groups regarding project processes & outcomes		Funds will be provided to implement proposals of parents/Guardians ' groups Other support agencies will fund those outside UPHOLD's mandate
						7) Identification of resource persons to provide counseling and guidance on good		

						Verifiable indicators	Assumptions
					parenting to parents' groups		
						8) Conduct Training for parents' groups on counseling & good parenting	Documents available Training report & attendance lists in place	Competent Resource persons will be found
						9) Follow up meetings with parents' groups who have been trained in counseling and good parenting to share experiences on parenting.	% of parents who have utilized the skills to counsel their children and or fellow parents by issue & outcome	
						10) Documentation of experiences and scaling up of good practices		
8.3.1 Increased community participation and advocacy	*Objective 6 By October 2007, in at least 12 districts, children in primary schools will be in active groups that*	360 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	780schools 1st Tier 30% 2nd Tier 50%, 3rd Tier	1,200 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier	1,200 schools 1st Tier 30% 2nd Tier 50%, 3rd Tier 60%	1) Develop a behaviour change strategy campaigns to get children more active in promoting quality of their own education and development	Competent consultant will be found

			60%	60%				
	meet regularly to discuss issues related to child development and learning, health and HIV/AIDS							
						2) Carry out behaviour change campaigns to get children actively involved in promoting the quality of their children's education	% of children targeted by the BCC campaign strategy Appropriateness of the BCC campaign strategy as reflected by the positive attitudes adopted by S/Hs on children's participation	Competent partners will be found with skills in child participation
						3) Conduct dialogue with children & other S/Hs to discuss children's participation in promoting child development & learning	Number & category of S/Hs involved in the dialogue meetings Issues discussed documented	

						4) Training of Teachers on formation, management of children's clubs & Child participation techniques	Number of teachers trained in Children's clubs formation, management & child participation techniques	
						5) Formation of Children's groups/clubs to discuss issues related to their participation in promoting their own development & learning/ quality education	Number of children's clubs formed & functional	
						6) Prioritization of issues & identification of projects by children's groups/clubs to improve their own participation, development and learning	Key issues identified by children that affect quality of education	Issues identified will be within UPHOLD's mandate to support
						7) Designing of project proposal/plans children's groups/clubs to promote child	Number of Proposals designed by children's clubs submitted to UPHOLD for grants	

							development & learning		
							8) Funding of project proposals developed by children's groups/Clubs through grants scheme		Other funding partners will be found to fund other activities beyond UPHOLD's mandate
							9) Identification of resource persons to provide life skills, counseling and guidance to children' groups/clubs on issues related to HIV/AIDS prevention, peer pressure, goal setting, etc	Resource person identified	Competent consultant will be found
							10) Conduct training of Children's 'groups/clubs in life skills	Number of children trained	
							11) Provide Counseling and guidance to children's groups /clubs	Number of children supported by the counselor	
							12) Conduct follow		

						up activities for 10, 11 above.		
						13) Link the children's groups/clubs to other support agencies where UPHOLD may not have the mandate to provide such support)		

d. TECHNICAL STRATEGIC FRAMEWORK MATRIX for School Health and Nutrition

INTERMEDIATE RESULTS	SMART OBJECTIVES	1 TARGETS			KEY ACTIVITIES	2 INDICATORS
		9/2004	9/2005	9/2006		
IR 8.1 Effective Use of Social Services						
8.1.1 Improved Quality	Covered by Education					

8.1.2 Improved Access and Availability	By the end of 2007, 1/3 of the primary schools (both public and private) (1,600) in UPHOLD supported districts will provide at least 3 of the 4 components (including anemia) of the high impact package of SHN services.	By the end of 2004,100% of UPHOLD supported districts will be oriented on SHN	By the end of 2005, 500 schools will provide at least 3 of the 4 components (including anemia) By the end of 2005, 80% of P3-P7 teachers will be trained to use PIASCY in class By the end of 2005, 30% of P3-P7 teachers in SHN schools (1,600 schools) will teach PIASCY in class at least once a month By the end of 2005, 40% of schools will implement 2 out of 3 components of Anemia Prevention, inc	By the end of 2006, 1000 schools will provide at least 3 of the 4 components (including anemia) of the package By the end of 2005, 100% of P3-P7 teachers will be trained to use PIASCY in class By the end of 2005, 50% of P3-P7 teachers in SHN schools (1,600 schools) will teach PIASCY in class at least once a month By the end of 2005, 60% of schools will implement 2	• Hold orientation meetings with district officials • Support adoption of the SH policy • Provide grants to SHN partners • Develop a life skills supplement to the PIASCY manual • Develop a TOT for training teachers to teach PIASCY • Train teacher trainers • Train teachers • Train teachers in PTCs and CCTs • Test / pilot feasible options for providing sanitary materials • Test / pilot feasible options for protecting pupils from sexual abuse • Document & disseminate • Orient SMCs & communities at district, sub-county and school levels	% of primary schools in the 5 districts that implement at least 3 of the 4 components: *Anemia prevention:* % of primary school age children 5-15 years in 5 target districts who take deworming medicine annually % of primary school pupils in 5 target districts who take iron supplementation annually % of primary school pupils 10 years and younger in 5 target districts who take vitamin A annually % of schools in 5 target districts with first aid kits stocked with SP and chloroquine on day of observation OR % of pupils in 5 target districts who seek malaria treatment at school immediately upon noticing symptoms *Responsible sexuality:* % of P3-P7 teachers in SHN schools who teach PIASCY in class at least 1x month

| 8.1.3 Positive Behavior Changes Adopted | By the end of 2007, increase the average age at first sex among those surveyed by gender by 1 year OR By the end of 2007, improve pupils' abilities and environment to make responsible choices | By the end of 2004, formative research on adolescents will be conducted and disseminated

By the end of 2004, strategies for involving community members/ guardians in support of delaying sexual debut will be identified

By the end of 2004, the PIASCY life skills supplement, TOT and training manuals will be developed

By the end of 2004, TOT, training manual and materials for counselors will be developed | By the end of 2005, 80% of P3-P5 teachers will be trained to teach PIASCY in class

By the end of 2005, 50% of Sr Women and Men teachers will be trained in counseling skills

By the end of 2005, 50% of schools in the 5 districts will form Young Talk clubs | By the end of 2005, 100% of P3-P5 teachers will be trained to teach PIASCY in class

By the end of 2005, 80% of Sr Women and Sr Man teachers will be trained in counseling skills

By the end of 2005, 80% of schools in the 5 districts will form Young Talk clubs | • Gather input from pupils on feasible ways to delay sex
• Develop programs and materials for those who influence lower primary and upper primary pupils (relatives, health workers and or peers)
• Train teachers to use PIASCY
• Disseminate PIASCY manuals
• Supervise teaching
• Form Young Talk clubs
• Train counselors to support children
• Develop and disseminate materials for counselors
• Supervise counseling | • % of pupils who can name 3 ways to avoid risky situations

• % of pupils who feel positively toward delaying sex by gender

• % of schools in 5 target districts with Young Talk clubs

• % of schools in 5 target districts with counseling and guidance services available

• % of schools in 5 target districts with community involvement activities in supporting adolescents to delay sex |

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IR8.2 Increased Capacity to Sustain Social Services						
8.2.1 Improved decentralized planning, management and monitoring systems	By the end of 2007, five districts will integrate at least 3 out of 4 elements of the high-impact package of SHN into district plans, management and monitoring systems	By the end of 2004, 5districts will develop plans for SHN based on current health problems in primary school pupils	By the end of 2005, five districts will set up management and monitoring systems for SHN activities	By the end of 2006, five districts will develop plans to continue SHN services beyond the end of the project	• Orient districts in the SHN policy and the high-impact package • Help districts collect secondary (or survey) data on current health problems • Conduct a needs assessment for training in monitoring at the district offices • Develop training materials according to the needs assessment • Train district planning teams in monitoring • Develop tools as part of the training • M&E (with supervision)	# of districts with SHN plans # of districts with monitoring tools for SHN # of districts that regularly asses their monitoring system # of districts that have made a financial commitment to SHN # of meetings with local CBOs held to disseminate successes and encourage uptake

					• Documenting and disseminating successes to local NGOs	
8.2.2 Increased private sector role in service delivery	By the end of 2007, 60% of the private schools in the 5 target districts will implement the high-impact package of SHN interventions		By the end of 2005, 40% of the private schools in the 5 target districts will implement the high-impact package of SHN interventions	By the end of 2006, 70% of the private schools in the 5 target districts will implement the high-impact package of SHN interventions	See activities for 3rd objective above (with instructions about tailoring to their own context and needs)	% of schools visited by the health department to supervise SHN activities
	By the end of 2007, at least 1 business / association will be involved in SHN activities	By the end of 2004, at least 3 possible private sector partners will be identified	By the end of 2005, at least 3 meetings will be held with a business or association regarding SHN activities		• Identify businesses and associations that could participate in SHN activities with Godfrey • Mobilize the businesses / associations • Set up meetings	# businesses / associations per district will support SHN activities # of meetings with companies on their potential involvement in SHN
8.3 Strengthened Enabling Environment for Social Services						

| 8.3.1 Increased community participation and advocacy | By the end of 2007, 60% of primary schools in the 5 target districts will have functioning PTAs that are active in SHN | By the end of 2004, 100% of schools in 5 districts will be oriented on SHN

By the end of 2004, 10% of primary schools in the 5 target districts will revitalize their PTAs | By the end of 2004, 30% of primary schools in the 5 target districts will revitalize their PTAs

By the end of 2005, 50% of PTAs in the 5 target districts will be active in SHN

By the end of 2005, 30% of schools and their communities in 5 districts will incorporate SHN into their annual school development plans, including hygiene & prevention of abuse | By the end of 2006, 60% of primary schools in the 5 target districts will have functioning PTAs that are active in SHN

By the end of 2006, 90% of PTAs in the 5 target districts will be active in SHN

By the end of 2006, 60% schools and their communities in 5 districts will incorporate SHN into their annual school development plans, including hygiene & prevention of abuse | • Orient schools and communities on SHN
• Integrate SHN representation into PTAs
• Gather input with communities and schools about feasible ways to prevent abuse by teachers
• Develop and disseminate materials to share options
• Encourage PTAs develop plans for working with parents & organize activities at least once a term
• Encourage SMCs to include recommendations in annual plans
• Praise parents / guardians for participation on a regular basis at community meetings or other forums | # of functioning PTAs

# of PTAs that contribute to SHN

# of annual school action plans that include SHN |

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8.3.2 Effective sectoral policies implemented	**See 8.1.2**					

Appendix 2: Teacher Effectiveness Details

A.   Objectives, Targets and Content of Activities

Objective A:

By the end of October 2007, 100% CCTs, EOs, and ISs in at least 12 UPHOLD supported districts will be competent trainers of trainers in interactive and participatory methods in teaching and competent providers of instructional supervision.

Target Group

In order to achieve this first objective, the following groups are targeted:
- Coordinating center tutors (CCTs)
- Education officers (EOs)
- Inspectors of Schools (ISs)

Content of Activity

UPHOLD proposes the skills enhancement of the current group of instructional supervisors (CCTs EOs and ISs) in the following areas:

- training delivery
- clinical supervision
- classroom monitoring/impact assessment

UPHOLD trainers[9], prepared and trained by international and local UPHOLD staff, will deliver the above trainings to the instructional supervisors. These instructional supervisors will consequently have the capacity to train one to two instructional leaders per school in the 20 districts in which UPHOLD works. They will also monitor and assess the impact of their training.

As part of their monitoring and assessment training-in-practice, CCTs and DISs will regularly visit an agreed upon, representative sample of head teachers, watch them train teachers at their schools and collect information on how they have been developing their skills as instructional leaders. This information will also be fed up to the UPHOLD staff[10]. Ideally, they will use the same instrument to collect information about all the head teachers whom they visit, but UPHOLD will only analyze a sample of the data they collect as part of their normal duties.

Lastly, UPHOLD trainers will regularly visit an agreed upon sample of CCTs and DISs, with a similarly developed and agreed upon research instrument, and

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[9] UPHOLD trainers are expert consultants recruited from Ugandan institutions such as the MOES, PTCs, Universities, etc. UPHOLD will seek out consultants with whom we can develop an ongoing relationship, such that we have a stable cadre of consultants to implement the training of CCTs and school inspectors three times a year

[10] The fact that UPHOLD will need to sample does not mean that the head teachers who are not part of the sample will not receive CCT and DIS support. CCTs and DISs are mandated to visit teachers in their catchment areas by their districts and PTCs and will continue to do so.

watch them train head teachers, as well as accompany them on some of their school visits, to observe them interact with and coach the head teachers. This information will be fed up to the UPHOLD staff in-country.

Expected Outcomes
District & County Inspectors of Schools (number?)
- Knowledge of co-operative learning, inquiry teaching and the making and use of instructional materials increased
- Training skills improved
- Classroom monitoring and impact assessment skills improved

Coordinating Centre Tutors (~ 230 CCTs in 20 districts)
- Knowledge of co-operative learning, inquiry teaching and the making and use of instructional materials increased
- Training skills improved
- Clinical supervision- (coaching and mentoring skills improved)
- Classroom monitoring and impact assessment skills improved

Objective B:
By the end of October 2007, at least 50% of primary schools in at least 12 UPHOLD supported districts will have at least one competent instructional leader who regularly supports teachers in their use of interactive and participatory methods.

Target Group
In order to achieve this second objective, two school-based instructional leaders will be identified from the participating institutions. More specifically, UPHOLD advocates that the head teacher be one of the two designated school-based instructional leaders, as this is part and parcel of the role of a head teacher and it is a skill that many head teachers are lacking. In addition, securing head teacher involvement is often a gateway to really bringing about school level reform in instructional practice and other areas, as the head teachers are school leaders and often the decision makers. In addition, UPHOLD proposes that the school elect one of the excellent teachers within the school community to serve as a second school representative and participate in the UPHOLD training. The head teacher[11] will therefore have a colleague to team with, offer support, and provide accountability.

Content of Activity
In order to maintain the training cascade, training components for this level remain the same:

- training delivery

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[11] For the sake of brevity, we will refer to participants in the second tier of training as "head teachers".

- clinical supervision
- classroom monitoring/impact assessment

School-based instructional leaders will be trained in groups of approximately 40 by pairs of CCTs and/or school inspectors in trimesterly training events. These head teachers will, in effect, act as extension agents for the CCTs and school inspectors, forming a TDMS "tier" that operates at the school level. Having an instructional leader or two based at each school, liaising with CCTs and school inspectors and drawing on their expertise, will allow teachers to more readily access support and will help the school organize and facilitate regular in-service, professional development events as needed.

As regards monitoring and evaluation, HTs, having trained teachers at their schools, will regularly visit those teachers and collect information on their instructional practice using the monitoring and evaluation instrument learned in the classroom monitoring/impact assessment activity. The HTs will submit copies of the observation forms for those teachers to their CCT or DIS, who will forward all of the forms they collect to UPHOLD for analysis by UPHOLD head office. In addition, it is anticipated that the trained school representatives will meet monthly to share their experiences and challenges in providing school based teacher training and instructional support and reflect on their progress.

Expected Outcomes
Head teachers (~3,540 head teachers in 20 districts) and additional instructional leaders (one per school-3,540)
- Knowledge of co-operative learning, inquiry teaching and the making and use of instructional materials increased
- Skills improved for instructional leadership at school level, including ability to serve as methodological tutor in student-centered approaches
- Liaison relationship with CCTs and inspectors of schools strengthened in order to support teachers
- Ability established to organise regular in-service professional development opportunities for teachers
- Classroom monitoring and evaluation skills improved

Objective C:
By the end of October 2007, at least 50% of the teachers in UPHOLD supported schools will be using interactive and participatory methods in their teaching as a means of improving learning and attendance.

Target Group
In order to meet this third objective, teachers from UPHOLD supported schools are the target group.

Content of Activity

The focus now shifts to *empowerment of teachers* to improve instructional practice in the classroom. The interventions listed above will give teachers the tools to practice participatory, student-centered teaching techniques in order to improve student learning--even in overcrowded classrooms. These teacher training activities will take place at the school level, conducted by two already trained instructional leaders at each school. The overall purpose of teacher effectiveness training is to improve the quality of teaching in the classroom, including greater involvement of the learners in the teaching and learning process. UPHOLD intends to focus on three major factors within the teacher's control that significantly influence pupil progress:

- teaching skills, including the use of cooperative learning and inquiry teaching
- professional characteristics
- classroom climate

Furthermore, by engaging in reflective practice, teachers who are trained through the cascade will be empowered to recognize how they can best use the acquired techniques, each in his or her particular classroom. Finally, the teacher effectiveness cascade will encourage peer coaching and mentoring among teachers at the school level. In each school, the teachers will be advised to choose a partner according to their own defined need for support. UPHOLD envisages that through this process teachers will grow to consider collegiality as a strong way to develop their own teaching skills and will maximise the expertise and creativity of all those who work in the school.

Expected Outcomes
Teachers (~28,320 teachers in 20 districts)
- Knowledge of co-operative learning, inquiry teaching and the making and use of instructional materials increased
- In-classroom use of co-operative learning, inquiry teaching and the production and use of instructional materials increased in frequency and quality
- Reflective practice and seeking of professional development increased

Students
- Learning increased due to increased quality of instruction by teachers
- Increased confidence and ability to express themselves
- Increased interest in learning and therefore reduced absenteeism

Objective D:
By the end of October 2007, 50% of pupils in UPHOLD supported primary schools will be effectively using available learning materials.

Target group
In order to achieve this objective, the target group is the learners as beneficiaries of improved teaching and learning. This particular objective will be achieved as a

result of objective B and C In addition, the support given by the focus of the management support system

Content of Activity
The overall purpose of teacher effectiveness training is to improve the quality of teaching in the classroom, including greater involvement of the learners in the teaching and learning process. UPHOLD envisages that there will be increase in the participation of students in their learning. In addition they will regularly have opportunities to interact with and among each other as they pursue tasks given in the learning process. This will to a great extend develop their communication skills and their reasoning abilities hence building in them the confidence they need to be able to learn and most especially the interest to learn.

Expected Out comes
Students
- Learning increased due to increased quality of instruction by teachers
- Increased confidence and ability to express themselves
- Increased interest in learning and therefore reduced absenteeism

Objective E:
By the end of October 2007, at least 6 tutors in each of the PTCs in UPHOLD supported districts will be trained in integrated cooperative learning and inquiry teaching as a means of improving learning and attendance.

Target Group
To achieve this objective the following group of tutors are targeted:
- Deputy principals outreach
- Head of programme In-service Training (PTE)
- Head of programme Management training and Community Mobilization.
- Head of programme Continuous Professional Development.

Content of Activity
- UPHOLD proposes to enhance the capacity of these group of tutors majorly because they are directly concerned with the out reach activities of the PTCs and especially the operations of the CCTs.It is envisaged that they to will be part of the trainers at both national and district levels. Their participation is particularly crucial for the fact that they provide support to the CCTs in the field. Their capacity will therefore be enhanced in the areas of
- training delivery
- clinical supervision
- classroom monitoring/impact assessment

Ultimately UPHOLD proposes that these tutors will participate in the training and monitoring cascades.

Expected Outcomes
PTC tutors of the colleges in UPHOLD supported districts.(*80 tutors*)
- Knowledge of co-operative learning, inquiry teaching and the making and use of instructional materials increased
- Training skills improved
- Clinical supervision- (coaching and mentoring skills improved)
- Classroom monitoring and impact assessment skills improved

B.   Teacher Effectiveness Training Cascade: Implementation Schedule

Preparation
Development of training modules:
UPHOLD will recruit consultants/a team of material developers/experts to participate in development of training modules in cooperative learning and Inquiry teaching. These will include experts from MoES, NCDC, Universities and PTCs. UPHOLD together with home office support will facilitate the development of the training modules.

Orientation planning: In February and March, UPHOLD education staff members, with home office support, will plan and prepare orientation activities for officials and trainers in the six pilot districts, including the selection of venues and writing of orientation manuals.

Orientation of district officials in pilot districts: The District Education Officers and principals of Primary Teachers' Colleges in the pilot districts of Bushenyi, Wakiso, Mayuge, Lira, Arua and Kyenjojo will be oriented in the training cascade plans as well as the target teaching methods and how to support them. DEOs will be asked to write invitation letters to the regional/district level trainers, who will consist of the CCTs, school inspectors and assistant inspectors and PTC instructors. This is a two-day event scheduled for April 2003

Orientation of regional/district level trainers: UPHOLD education staff will take approximately two days to orient the regional/district level trainers (CCTs, school inspectors and assistant inspectors and PTC instructors) in the six pilot districts to the project, the philosophy of UPHOLD, the design of the training cascade and their role in it, etc. This orientation will take place in April 2003.

First Training Cycle
Training of trainers; In May of 2004, the approximately 36 regional/district level trainers in the six pilot districts will be gathered for a three -day event to begin the first cascade (six from each district). They will be trained by the UPHOLD trainers (eight drawn from MoES, KYU, PTCs/CCTs, NCDC & DISs) in co-operative learning, with curricular content embedded in the activities. Trainers will leave prepared to hold a similar training event for their school representatives, including

having received requisite materials. Another level of training will be incorporated where 6 trainers per district with support from 1or 2 national trainers will train other trainers of their own level at the district. This will ensure a larger repertoire of ToTs in each district. This level of training will be repeated at the entry of every new cohort of districts.

Training of school representatives; The CCTs, DISs and PTC instructors will deliver the training on co-operative learning to school representatives. Two individuals from each school in the six pilot districts, totalling about 3220 school representatives, will attend this one week's training in May of 2004.

School level training; Head teachers or their representatives will schedule school-level workshops in co-operative learning. Scheduling will be flexible and determined by each school, but the training must be completed within the course of the term. All teachers in the individual schools will be expected to attend the training event.

Monitoring and evaluation of school-level trainings and teacher behaviour change. Through the sampling method described above, UPHOLD will monitor and assess the outcomes of the training cascade. Classroom level data collection and analysis for the first cascade will take place primarily in April and May. The data will be collected, analyzed and used to inform continuing activities throughout the life of the intervention.

Second Training Cycle
Training of trainers on further applications of cooperative learning, will be held in late August of 2004. This two-day event will begin the second training cascade in the six pilot districts.

Training of school representatives will take place in September of 2004.
School level training will take place in late September and October of 2004.
Monitoring and evaluation will continue, with data collection in late October and November.

Third Training Cycle
Training of trainers on making and using local materials for co-operative learning will be held in January of 2005. This two-day event will begin the third training cascade in the six pilot districts.

Training of School representatives will take place in January of 2005.
School level training will take place in late February and early March of 2005.
Monitoring and evaluation will continue, with data collection in March and April.

Scale Up
Using the experience and information gathered through monitoring to improve performance, UPHOLD will work with the Districts to choose the 2nd cohort of

seven districts in which to hold training modules #1-3 in 2005. In the same year, the six pilot districts will move on to training modules #4-6, two modules on inquiry teaching and one on making and using materials for inquiry teaching. In 2006, all UPHOLD districts will be active in the cascade. The remaining seven districts will begin with training modules #1-3, while previously active districts will continue in the process. UPHOLD staff together with the district teams will plan and implement systems to ensure the sustainability of the activities.

Appendix 3: Management Systems Support Details

A.   Content of training for managers

Performance improvement: Management Training

Training Content I:
Planning for Quality
Education leaders and managers and their PTC partners will be trained to collaboratively identify inputs and processes to quality learning, agree upon their role in ensuring quality and develop district education plans for quality improvements in the education sector. The purpose of this activity is to generate agreement on what elements are necessary, in the given contexts, to promote quality learning. Through this process decision makers and managers will examine their beliefs and attitudes about what factors must be present in a school for learning to happen, for example, and then to examine actual data on what resources exist in the school. The training will sharpen decision makers' perceptions about the direct impact they can have, through decisions they make "on the job" on student learning.

At the end of this exercise, a group of education stakeholders should reach some agreement on what inputs and processes, which they can impact upon, are important for quality learning and revise their annual education plans to attain quality. The training will include theory on "What is quality" and facilitation in a participatory process on defining quality and planning to monitor, evaluate and improve quality. Trainees at the district level include education officers and inspectors, CCTs and other PTC partners such as Heads of Program. Once they are trained and go through the process themselves these trainees will be prepared to deliver the training to the head teachers at the next level of the cascade.

Information from this exercise will serve as formative research to inform UPHOLD regarding districts' additional needs for training and or professional development as well as incentives/disincentives for improved performance. Data gathered will be used to develop further training modules and content for professional development workshops.

At the school management level, once trained by district education staff, head teachers will be supported to put their skills in Planning for Quality into practice by facilitating schools and their communities to identify the necessary inputs to quality learning and each actor's role in ensuring quality. Through this process education stakeholders at the school and community level (including teachers, SMC members and parent representatives) will clarify individual and collective beliefs about what conditions are necessary in a school for quality teaching and hence real student learning, to occur.

The SMC management training strategy will include Planning for Quality as one of the training modules to the 780 SMCs. In those schools where SMCs have been trained in Planning for Quality, head teachers and SMCs will be supported by NGOs to mobilize the school and its community to develop or revise existing School Development Plans using the Planning for Quality process.

Training Content II:
Using good information for decision-making
Uganda has a number of good systems in place for collecting and analyzing information and data. The Annual School Census and Education Management Information System (EMIS) provide a mechanism for translating school level information to the district and central level. The EMIS is potentially a very powerful tool for improved decision making at the school level. The continuous assessment model similarly potentially presents education managers with consistent, classroom based information for assessing the quality of learning in classrooms and to plan for improved teaching and learning. These two systems combined with written reports from inspectors and CCTs can provide education managers with a wealth of information to be used to improve quality.

Capacity is weak at the district and school levels, however, for using these systems to inform education stakeholders and assist them in making decisions. Many stakeholders, including district managers, head teachers, teachers, SMCs, parents and other community members are not aware of the many sources of data available to them. UPHOLD will support districts and schools to strengthen their capacity in using information and foster managers' an appreciation of Uganda's rich data sources and the importance of data in making decisions.

The MOES is committed to enabling districts not only to gather data, but also to input it and to use computerized reports to better manage activities. In support of this commitment and of improving the planning capacity at the district level, UPHOLD will provide training to education managers in charge of data at the district and county levels in data collection, management, analysis and usage. These managers will then build the capacity of head teachers through the head teacher management training cascade.

SMCs will be targeted as major stakeholders in the use of information and data for decision making and monitoring. Data is key to their ability to monitor the use of school funds, the progress of school development, and the quality of learning occurring within their schools. SMCs, for example, can make a major impact on schools just by monitoring the attendance of head teachers at schools, which is often cited as a critical weakness in primary schools as well as a critical element to a school's success.

Training Content III:
Personnel management and performance improvement

District education officers and inspectors and head teachers are responsible for effectively supervising and managing their staff. These managers need to understand the importance of personnel management to ensuring quality and supporting job satisfaction. The Ministry of Education and Sports has recently introduced a new performance appraisal system based upon professional development objectives and peer and self reflection on performance. UPHOLD will develop training modules to support the effective introduction of this system at the district and school levels. The module will also cover skills gaps such as running staff meetings, motivating staff, staff development and discipline as well as strategies to maintaining proper personnel records. Particular emphasis will be placed on improving professional ethics of teachers and head teachers in order to ensure safe, healthy and effective environments for children's learning.

District education managers and head teachers' skills in clinical supervision will be built through the teacher effectiveness cascade.

Training Content IV:
Supervision and monitoring of schools

Some of the content in this area, such as clinical supervision, will be covered through the teacher effectiveness cascade. However, the module will provide an opportunity to strengthen district and school level education managers' at understanding of effective supervision and monitoring. Specific emphasis will be put on building head teachers' leadership and financial management skills.

Once they understand their roles and responsibilities and are given the skills, SMCs can play an important role supervising school development and improvement and monitoring head teacher performance. The SMC training seeks to empower all members to effectively monitor what is happening in their school and act on what they find. Special emphasis will be put on SMCs' capacity to monitor school finances, teacher and head teacher attendance, performance and behaviour, pupil attendance, and other public school records.

Training Content V:
Management and use of instructional materials

UPHOLD will support improved management of instructional materials and the use of these materials through training of education managers. Teachers' skills in the use of existing materials (and development of locally made materials) will be strengthened through the teacher effectiveness cascade. Head teachers' capacity to manage these materials in schools and support teachers in their use will also be built through the head teacher management training. Similarly, SMCs will be trained to appreciate the role of instructional materials in learning and their role and responsibility for ensuring materials are available and used by children.

The Planning for Quality module will also provide an opportunity for education managers at district and school levels to critically assess the role instructional

materials play in achieving quality learning and plan for increasing children's access and use of these materials.

Training Content VI:
Increasing community and parental involvement in education
UPHOLD believes that the efficacy of education systems and their ability to increase children's learning is directly proportional to the level of true involvement of all stakeholders in the system. One of its core components, increasing community and parental involvement in education, seeks to exploit and strengthen the participation of two of the most critical groups of stakeholders whose voice is often weakest: parents and community members.

District and school level managers, including SMCs will be sensitized and trained on why parental involvement is critical to improving learning and learning environments and their role in fostering this involvement. They will also be given skills on how to increase parental and community involvement in education.

B.   Expected outcomes in Management Systems Support
The management support systems strategies will lead to improved systems and environments to support children's learning. It is expected that schools will be better managed by their head teachers and SMCs and that more community members (including parents) will monitor what is happening in their schools. Education decision makers, managers and CCTs in UPHOLD's 20 districts will work together more effectively thereby improving supervision of teachers and monitoring of schools.

20 districts will have annual education plans developed through a participatory/collaborative process towards improvement of quality in education. School Development plans for quality will be developed by 780 schools and their communities.

Specific outcomes by target group:
Education decision makers and managers (EOs, ISs, and CCTs)
- Education decision makers and managers will have their skills increased in the areas of Planning for Quality; using good information for decision-making; personnel management and performance improvement; supervision and monitoring of schools; managing and using instructional materials; and increasing community and parental involvement in the education of their children.
- Education decision makers, managers, CCTs and other PTC staff will be trained to identify inputs to quality and how to plan for and monitor quality in education.
- Education managers and CCTs will work together more closely; developing joint plans for supervision and monitoring and determining how to achieve quality improvements through improved collaboration.

- Schools will receive more frequent and effective supervision from CCTs and inspectors.
- Education managers and CCTs will train head teachers in developing school development plans for quality and will monitor the implementation of these plans.

Head teachers (3540 head teachers)
- Head teachers' skills in instructional supervision (through teacher effectiveness cascade), Planning for Quality; using good information for decision-making; personnel management and performance improvement; supervision and monitoring of schools; managing and using instructional materials; and increasing community and parental involvement in the education of their children will be increased.
- Head teachers will be trained to identify inputs to quality and how to plan for and monitor quality in education.
- Head teachers will more effectively manage their schools.

School Management Committees (in 780 school communities)
- School Management Committees' (SMCs') skills in planning, supervision, monitoring, financial management and meeting facilitation will increase.
- SMC will be trained on their roles and responsibilities, including ways of increasing parental and community participation, and their organizational structures will be strengthened.

Education stakeholders at the school level (In 780 schools)
- Education stakeholders (community members, parents, children, teachers, head teachers and community leaders) will be trained by their head teachers and SMCs to identify inputs to quality and how to develop school development plans for quality.

Primary school children in 3540 targeted schools
- Primary school children will experience improved learning environments.
- Primary school children's learning will increase.

Appendix 4: Community Involvement in Education Details

A.   Detailed Description of Community Involvement Strategy

The Three Tiered Strategy

1.   Large Scale Campaigns and Training (First Tier)
a) Behaviour Change Communication (BCC)

Misconception and misinterpretation of government policies amongst parents regarding their roles and responsibilities in providing for their children's health/education needs and information to protect their children against HIV/AIDS infection is noted in the MoES report by Business Synergies (March 2003). The report further indicates that this is due, in part, to poor communication where sensitizations are conducted in languages that are not understood by the majority of the people at the grassroots.   Many parents, teachers, head teachers and members of the society continue to hold to attitudes, behavior and practices which hamper efforts to engage them in addressing children's health/education needs.

It is, therefore, important for UPHOLD with and through its partners to adopt "behaviour change communication" as a key strategy to help shift the attitudes, behaviour, knowledge and skills of parents, teachers, head teachers and communities.

A variety of media, including newspapers, radio, and video will be used to convey stories and messages concerning the importance of keeping children in school (especially girls); the role that parents play in their children's education (e.g., visiting schools, talking to teachers, participating in PTA/Parent/Guardian Associations, providing proper nutrition, etc.); as well as conveying information about HIV/AIDS and other health issues. Additionally, theater/drama videos performed in communities may also be used. Calendars may be designed with messages that can be used as advocacy tools. Different community groups can help to produce these (e.g., children, adolescents, women, men) to reflect issues pertinent to them and how these issues are being addressed. Calendars and visual demonstration posters can be produced with messages on roles of communities in improving quality of education, health and HIV/AIDS prevention and circulated to all the twenty districts and UPHOLD's partners. These media will enable UPHOLD to disseminate information to wide areas at relatively low cost. These communication techniques will be particularly important in areas or conflict.

 b) Teacher Training on Community Involvement
As described in the Interventions for Teacher Effectiveness/Management Training Cascade, UPHOLD education staff, with home office support, will design eight training modules and/or build upon modules already existing in Uganda.

CCTs, DISs and Head Teachers (HTs) will be trained in these modules three times per year for three years. These modules will also provide a model for the design of subsequent school based training. The Education Community Involvement Component of UPHOLD will collaborate by developing modules to be delivered during this training on how teachers can involve parents and children in education. Teachers will be trained to strengthen dialogue between teachers and pupils, and between teachers and parents. This emphasis will help to develop strong partnerships supporting children's learning both at school and at home. More specifically, training content will include how to:

- interact with parent and cultivate their participation in children's education.
- involve parents, children and other community members in planning for quality education and interventions that are responsive to community needs, placing particular emphasis on mobilizing parents and encouraging their involvement in PTAs/Parent/Guardian Associations.
- parents organize themselves into parent groups or to contribute as individuals where no formal structures exist.
- help children to engage in experience sharing fora and be practically involved in the development, care and use of learning materials and engage them to support each other's learning by working in groups.
- support Children's Clubs, peer-to-peer counseling, older child-to-younger child mentoring, etc. (These organisations provide children with opportunities to voice their concerns and develop life skills. They are also a means for conveying information about HIV/AIDS prevention and support to those already infected, and strengthen personal and environmental hygiene and nutrition education.)

Monitoring and evaluation will be an integral part of the training. Using continuous assessment instruments, participants who provide the training at one level will collect data on impact at the next level down in the cascade and feed this information back to UPHOLD staff, USAID and the MoES. As noted in the description of Teacher Effectiveness activities, CCTs, DISs and head teachers will be trained to observe instructional supervisors and teachers in the classroom as well as to collect quality data and document lessons learned. Information collected through the cascade will enable UPHOLD to track the progress of an agreed upon, representative sample of CCTs, DISs, head teachers and teachers, in order to make sure that the UPHOLD training is having an impact on instructional supervisory abilities and instructional practice, as well as teachers' ability to involve parents and children in the educational process.

For the 20 districts where UPHOLD first tier community involvement is taking place, objectives to be achieved by 2007 include:

1) In at least 12 districts where UPHOLD,s first tier community involvement activities are taking place, at least 20% of parents/guardians whose children are in primary schools will meet with teachers at least once a term to review performance of their children.

2) In at least 12 districts where UPHOLD's first tier community involvement activities are taking place at least 30% of the parents/guardians with children in primary schools in the will: ask their children about how they are doing in school; help their children with their homework and/or check to see that their children are doing their homework; encourage their children to remain in school.

3) 30% of primary schools in at least 12 districts where UPHOLD's first tier community involvement activities are taking place will have active PTAs/Parent/Guardian Associations that meet regularly to discuss issues related to child development and learning.

4) In at least 12 districts where UPHOLD's first tier community involvement activities are taking place, at least 20% of children in primary will be active in children's groups/clubs that meet regularly to discuss issues related to child development and learning, health, and HIV/AIDS.

Activities to achieve these objectives are:

- Develop large scale behaviour change strategy messages covering all the 20 districts to get parents /guardians more active in promoting quality of their children's education (emphasizing importance of schooling, school visits, checking progress, assisting with school work, etc.)
- Carry out behaviour change communication strategy campaigns
- Develop SOW & Contract TA to design community involvement training modules for head teachers & teachers' training
- Monitor and evaluate behaviour change communication results
- Monitor and evaluate the impact of training in community mobilization skills in conjunction with Teacher effectiveness.
- Participate in the development of SOW for master trainers for TE to ensure community involvement is incorporated
- Develop community involvement training content
- Pre-test modules on Community Involvement skills
- Revise training modules and materials on Community Involvement skills
- Participate in the launching of training on community involvement in the districts
- Conduct TOT for master trainers (in conjunction with teacher effectiveness training)
- Train School representatives
- Evaluate effectiveness of training on CI

2. SMC Training (Second Tier)

UPHOLD's Management Systems Support Component, working through NGOs/CSOs/FBOs will take the lead in enhancing the capacity of SMCs to perform their roles effectively. Sessions on school management, supervision, monitoring and financial management will be included in the training of SMC's for

all 780 schools. All these SMCs will receive training on the role of head teachers, teachers, and SMCs in community mobilization and the need for creative parental community involvement to ensure quality of children's education. Modules will cover why and how to mobilize parents to become involved in their children's education through active participation in PTAs/Parent Guardian Associations.

Monitoring and evaluation will be built into training and capacity building activities. Workshops will be evaluated, using formal evaluation instruments and resulting information will provide feedback to trainers. Additionally, the effectiveness of SMC's work with PTAs will be evaluated in a representative sample.

For the 20 districts where UPHOLD second tier community involvement is taking place objectives to be achieved by 2007 include:

1. In 780 primary schools, SMCs will conduct participatory planning and implement, monitor, and evaluate School Development Plans in at least 12 districts where UPHOLD is operating. *(Activity to be carried out in conjunction with MSS activities.)*

2. In at least 12 districts where UPHOLD second tier community involvement activities are taking place, at least 30% of parents/guardians whose children are primary schools will meet with teachers at least once a term to review performance of their children.
3. 50% of primary schools in at least 12 where UPHOLD second tier community involvement activities are taking place will have active SMCs/PTAs/Parent/Guardian Associations that meet regularly to discuss issues related to child development and learning.

4.   In at least 12 districts, SMCs/PTAs/ Parent/Guardian Association Boards will have
    improved operational procedures and improved capacity to develop and implement school   improvement/development plans as evidenced by a self assessment instrument.

Activities to be undertaken to achieve the above objectives include the following:
- Develop SOW for TA to support the development of community involvement training modules for SMC training and contract TA for community mobilization modules development in liaison with MSS Advisor and TE Advisor
- Develop SOW for Master trainers in Community mobilization in liaison with TE and MSS Advisor
- Develop master plan of training content for community mobilization
- Revise training modules and materials
- Pre-test modules

- Conduct TOT for master trainers (in conjunction with teacher effectiveness and Management Support Systems
- Evaluate effectiveness of training in community mobilization skills
- Make revisions to training modules based on feedback

3. Intensive Community Involvement (ICI) (Third Tier)

Intensive community Involvement (ICI) will involve all the three tiers of community involvement taking place, and the objectives to be achieved by 2007 include the following:

1. In at least 12 districts where all three tiers of UPHOLD community involvement activities are taking place 60% of the PTAs/Parent/guardian Association Boards will have improved operational procedures and improved capacity to develop and implement school development/improvement plans as evidenced by a self assessment instrument.
2. In at least 12 where all three tiers of UPHOLD community involvement activities are taking place at least 50% of parents/guardians whose children are in primary school, will meet with teachers at least once a term to review performance of their children.
3. In at least 12 districts where all three tiers of UPHOLD's community involvement activities are taking place at least 50% of the parents/guardians with children in primary schools will: ask their children about how they are doing in school; help their children with their homework and/or check to see that their children are doing their homework; encourage their children to remain in school.
4. In at least 12 districts where all three tiers of UPHOLD's community involvement activities are taking place 60% of the primary schools will have active PTAs/Parent/Guardian Associations that meet regularly to discuss issues related to child development and learning.
5. In at least 12 districts where all the three tiers of UPHOLD's community involvement activities are taking place, 50% of local council 111 secretaries for education will be effectively participating in the promotion of primary education programmes
6. In at least 12 districts, where all the three tiers of UPHOLD's community involvement activities are taking place, there will be strong ,functional school private partnerships in at least 30% of the primary schools.

ICI activities to achieve the above objectives will include several key components: a) the development of community profiles and presentations of the information to the local community; b) development of behavioral change strategies; c) PTA/Parent/Guardian Association Board workshops and ongoing capacity building; d) capacity building on school development/improvement plans and grants; e) capacity building and interaction with community leaders; f) networking and collaboration; and g) linking with the private sector.

a) Community Profile Development and Data Presentation

Under the SO8 results framework, UPHOLD is to improve the quality, utilization, and sustainability of services delivered in three areas: health, education and HI/AIDS prevention and mitigation. UPHOLD is also to promote sustainable capacity of community structures by complementing government education, health and HIV/AIDS services.

While we do not have specific information about each community in which UPHOLD will work, the findings of the *Final Draft Report of Consultancy to Review the Progress of UPE Implementation* (March 2003) submitted by Business Synergies indicated that participation of parents, local leaders and community members in primary education is generally low, with very few of the parents visiting schools. In all communities surveyed, it was reported that parents and community involvement in school development activities since UPE inception. The perception among parents is that under UPE "education is completely free, and the Government must do everything." Preliminary interviews by UPHOLD staff with district officials generally confirmed the following observations reported in the draft report:
1. Many parents do not appreciate the value of education
2. Many people believe that parents' are not supposed to have a role in their children's education Government must provide everything
3. Most parents are unable to provide lunch, uniforms or exercise books to their children
4. Districts, sub-county and village level leaders seldom undertake supervision and mobilization activities

We assume that the randomly selected sample in the above study is representative of the communities in which UPHOLD will work and that the overall level of community participation is low. However, to measure progress, it is imperative that additional baseline information be collected. Thus, for each school where community involvement activities are to take place, NGO field staff, with assistance from the UPHOLD Community Participation Coordinator (CPC) will compile a school/community profile by the following actions:

1. Compile available MoES/EMS, MOH, and MoLG statistics (disaggregated by gender) on education; HIV/AIDS rates; DHS health indicators, etc.).
2. Hold discussions with District Education Officers, Regional and District UPHOLD staff, Community Development Officers (CDOs) at the district-level and CDAs at the sub-county level, Volunteer Community Mobilisers (VCMs), and Community Health Workers (CHWs) to:
    - identify existing community initiatives/structures and their functions
    - determine their level of understanding of selected schools in their region/district
    - identify key stakeholders and community leaders

- establish the level of awareness of different stakeholders in the community about their roles in improving the quality of education, health and HIV/AIDS prevention services
- identify existing constraints that hinder stakeholders from contributing to quality education in the community

3. Based on data gathered from secondary sources and from regional, district and school level discussions, evaluate the school environment.
4. Hold a one-day community forum to describe the current educational environment in the community (condition of the buildings, student/teacher ratio, student performance, etc.) relative to that of the district and the nation, outline specific needs identified during the community profile exercise, and seek input from community members. Additionally, UPHOLD staff and its partners will provide concrete examples of how to use this information to plan for quality. This forum will also provide an opportunity to convey information about school health and nutrition and HIV/AIDS, as well as to deliver messages about how community members can help to improve education, the role of parents, and the importance of educating girls as well as boys. It will also help gain a better understanding of how the PTA/Parent/Guardian Association and SMC are perceived by the community. Facilitators will use music, dance and drama as tools to captivate interest and make the event entertaining, as well as informative.

b) Behavioral Change Strategies

As indicated earlier, in the areas where UPHOLD is carrying out intensive community involvement activities, BCC strategies that can be implemented on a smaller scale, such as theater/drama, story charts and video, to initiate community based discussions on education, health, HIV/AIDS prevention and mitigation issues.

Through the BCC Strategy, children will be encouraged to participate actively as agents of health and education improvement campaigns in schools and communities. Children will also be empowered with information on prevention against HIV/AIDS. As noted earlier, PTAs/Parent/Guardian Associations will be encouraged to involve Children's Clubs and grants' proposal process. They will be involved in materials development, maintenance and use for HIV/AIDS prevention campaigns. Children will disseminate these materials in schools and communities, with emphasis on parents as their first community targets. Children will also be empowered to participate, develop and implement child to child initiatives as agents of change both in school and in the community to improve quality in education, health and HIV/AIDs prevention activities. Activities on HIV/AIDS will be linked to the PIASCY initiatives.

C) PTA and Parent/Guardian Association Workshops and Capacity Building

Families are the first custodians of children's development; family practices and home experiences are a major factor behind to children's readiness for school and later success. Intensive community involvement activities will be developed for a variety of stakeholders, including teachers, community leaders, parents, children, with a primary focus on parents and children. Experience in other countries has shown that formal groups or associations are the most effective means of reaching parents, providing mechanisms through which parents can channel their energies. They create a sense of connection and purpose and result in greater accountability.

To the extent that these PTAs/Parent/Guardian Associations exist in target schools, UPHOLD will work to build the capacity and confidence of parents to improve the quality of their children's education through interaction with teachers and Ministry officials. With its partners, UPHOLD will provide assistance in developing organizational structures that are transparent, accountable, and inclusive, providing a strong foundation in self-governance. Once these associations are equipped with the tools to function effectively, they will become a powerful and sustainable tool for advocating for changes addressing the needs of children.

A key function of an effective PTA is to ensure the quality of their children's education. NGOs/CSOs/FBOs will assist PTAs/Parent/Guardian Associations in understanding the role parents can play in monitoring educational quality. NGO/CSO/FBO capacity building with the PTA/Parent/Guardian Association Boards at each school will be designed to help them mobilize their members (through General Assemblies) to become active participants in their children's education. Parents will be taught how to assess the quality of their children's educational environment, how to interact with teachers and school officials, and how to advocate for needed changes. They will also be encouraged to play an active role in supporting education by providing their children with the necessary requirements and materials, sending them to class with adequate food, and volunteering their services to help improve schools.

UPHOLD will build the capacity of PTAs/Parent/Guardian Associations by providing three workshops in the initial year and follow-up training in subsequent years.

1. Orientation Workshop

NGO/CSO/FBO field staff and UPHOLD staff will hold a week-long district-wide orientation/training in each district (for 6 districts in year one, 7 districts in year two and 7 districts in year three) for PTA Board members. Two representatives of the SMC, one community leader, and the Head Teacher from each school/community will also be invited to attend. Two children from each school

will be invited to participate in relevant portions of the training. Topics to be discussed will include the roles of SMCs/PTAs in mobilizing parents/communities to support the education of their children by providing their children with the necessary supplies and materials, sending them to class with adequate food, and volunteering their services to help improve schools.

Key issues addressed in training will also include awareness of gender issues both at school and at home which contribute to girls' dropout (e.g., teachers calling on boys rather than girls in class, lack of separate latrines for girls, lack of sanitary pads, parents keeping girls out of school to do household chores, etc.); health and nutrition; and HIV/AIDS. In summary, the first training will focus on:

- the importance of parents' involvement in children's education and how, specifically, parents can be involved
- the importance of involving children in planning for quality and how, specifically schools and parents can involve their children (e.g., Children's Clubs/groups, peer-to-peer mentoring, conveying messages to their parents about HIV/AIDS, health and nutrition, etc.)
- challenges facing the community in improving the quality of education and how to effectively address them using information in planning for quality
- past problems with PTAs/Parent/Guardian Associations and how to overcome them
- developing an inclusive, accountable, and transparent operational structure respecting by-laws by holding General Assemblies

2. Workshop on Assessment of Progress, Lessons Learned and School Improvement/Development Plans

NGO/CSO/FBO field staff and UPHOLD staff will hold a second district-wide training for PTA Board members (and other representatives as described above). Training will focus on the following:

- success in each school on mobilizing parents and barriers encountered
- parents' experiences in efforts to interact with school officials and teachers
- lessons learned
- assessing needs and planning for quality
- developing school development/improvement plans

3. Workshop on Mobilizing Resources and Writing/Tracking Grants

NGO/CSO/FBO field staff and UPHOLD staff will hold a third district-wide training for PTA Board members (and other representatives as described above). Training will focus on the following:

- mobilizing resources in the community (e.g., businesses, retired teachers, etc.)
- developing grant proposals and assessing progress toward goals and objectives
  monitoring and tracking funds

d) Capacity Building on School Development/Improvement Plans and Grants

UPHOLD will provide training and capacity building follow up visits to enable the development of school development/improvement plans by PTA/Parent/Guardian Association Boards in collaboration with the SMC, parents and other community stakeholders. This planning process is to be coordinated with the Planning for Quality (PQ) under the Management Support System (MSS), so that one school improvement plan is produced.

Additionally, through PTA/Parent/Guardian Association participation, parents will organise activities to promote greater involvement such as parents' days or open days for children, teachers and parents to share experiences on the performance of their children and exchange visits to other schools.

In the *UPHOLD Grants Strategy* (April 14, 2003), UPHOLD identified and described six type of grants designed to respond to the articulated needs of parents and communities: 1) operational grants; 2) technical assistance grants; 3) community grants; 4) innovation grants; 5) special area grants; and 6) local council grants.

Community grants are specifically targeted to local community-based organisations (such as PTAs/Parent/Guardian Associations, Children's Clubs, and other groups) to improve the delivery and utilization of social services at the community and family level. The grants are to help strengthen the capacity of existing structures in the communities that increase community participation in education, health and HIV/AIDS interventions. These grants offer an excellent opportunity for community-school improvement projects that can be designed based on the issues related to quality of education and support quality improvement in education, health and prevention of the spread of HIV/AIDS.

To ensure that the grants are effectively planned for and administered, PTAs/Parent/Guardian Associations will need a strong foundation in management practices, with the following requirements:
- existence of a bank account
- existence of an annual education plan and budget (the school literacy agenda)
- an annual budget and plan for the Association
- existence of an accounting system
- regular financial reporting to board and membership
- written procedures for financial management
- participation of women in leadership
- acceptable literacy levels for board members

Past experience demonstrates that it is critical that control of school-level decision-making must be at that *level.* For grant-making processes to be effective schools must develop ownership of the interventions. Grants must be

planned, administered and monitored by those who will be benefiting from them. Members of the community at large, including religious leaders will have an opportunity to participate in the process through their involvement within the formal structure of the PTA/Parent/Guardian Association. NGOs/CSOs/FBOs will need to work with PTAs/Parent/Guardian Associations to broaden and expand their membership. To ensure adequate management and control of funds, they will need to be administered through these formal organizations after they receive extensive training in governance and management.

e) Community Leaders (Local Councils, Religious Leaders, Opinion Leaders, Cultural Leaders)

Leaders with the mandate of the people will be enlisted to solicit community support for the programme. They are to receive training in participatory processes, resource mobilization, planning, monitoring, and evaluation. Initial dialogue meetings will be held to engage them in discussions about their roles, and to encourage them to actively participate in the planning, implementation and monitoring of education programmes. They will receive assistance in developing plans to support mobilization activities and educational programmes under the UPHOLD grants scheme.

f) Networking and Collaboration
Through information sharing fora and information networks, parents, teachers, children, PTAs/Parent/Guardian Associations will be supported to share and learn in order to improve quality in education and health services and reduce the spread and impact of HIV/AIDS in the communities. Exchange visits, review meetings, joint planning, monitoring and evaluation programmes are some of the ways in which different stakeholders will be supported by UPHOLD to network and share information for improving quality in education, health, and reducing impact of HIV/AIDS. To build local capacity in community mobilization and to provide UPHOLD staff and district officials (CDOs and CDAs) with positive examples of effective models of community parental involvement in their children's education (through active PTAs and Parent/Guardian Associations). UPHOLD will sponsor study tours to other African countries where World Education is working.

B.   Training of Trainers Cascade for Community Involvement

The Community Involvement component will employ a training cascade in which:

- UPHOLD and WE and local consultants will train CPCs (12), CDOs(20), and CDAs (443);
- UPHOLD and WE and local consultants will train teachers in 3,540 schools in involving parents and children in planning for quality education,

- CPCs/CDOs and CDAs will train (no.TBD after CSO mapping) NGOs/CBOs/FBO;
- NGOs/CBOs/FBO and CDAs will train 780 SMCs (7,800 people) and 330 PTA Boards/Parent Associations/groups (2,970 people).
- PTA Boards/Parent Association Boards will train general PTA membership and community members.

This is depicted graphically in Figure 2 below:-

Figure 2: Community Involvement in Education 3rd Tier Strategy Training Framework
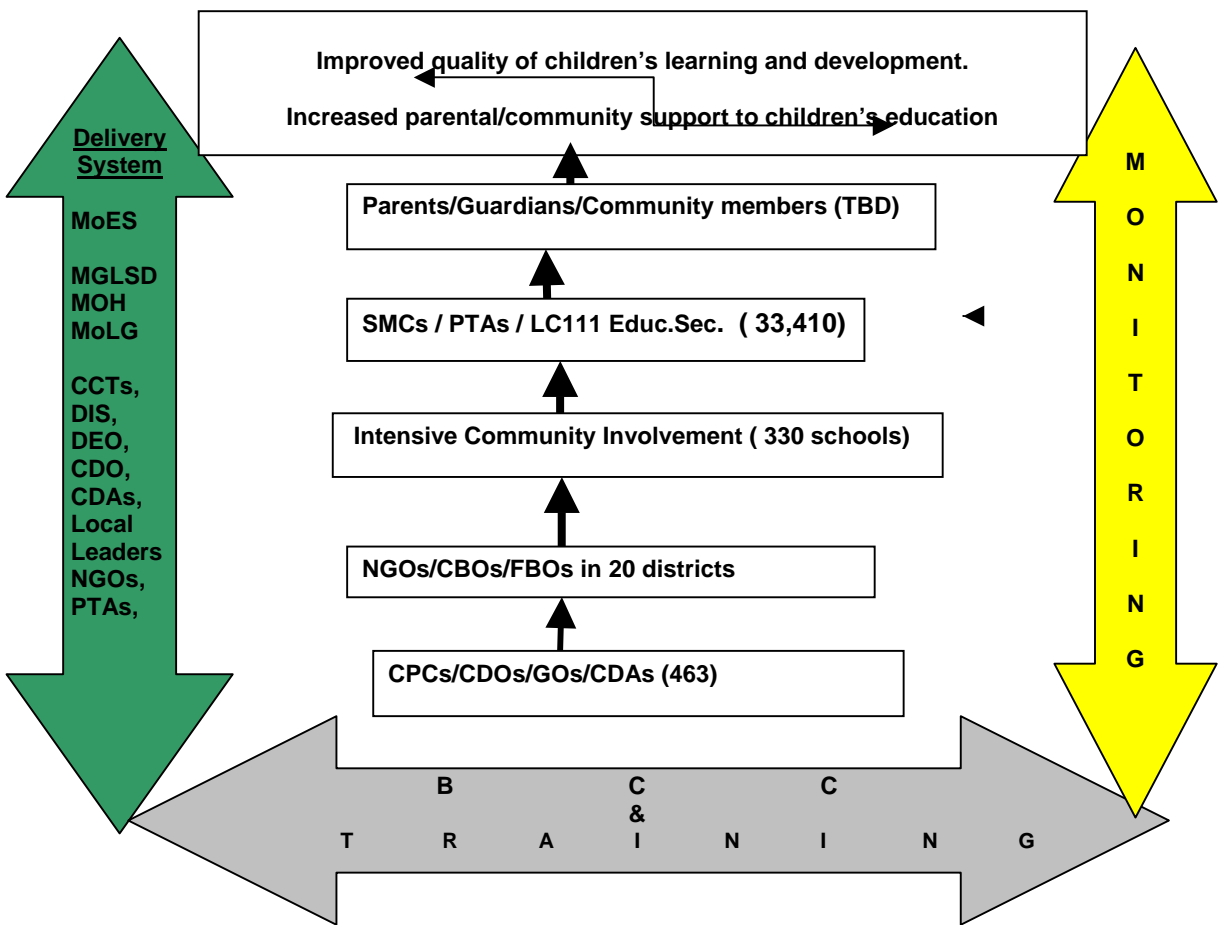
C. **Criteria for Selection of CSO partners**

Selection of organizations for Community Involvement in Education will be based on the following requirements:

- A letter of introduction to UPHOLD from the district. The letter should be signed by the Chief Administrative Officer and include recommendation based on the reliability of proven record of transparency and accountability of the NGO/CSO/FBO and its Directors.
- An established office with substantial experience in the district/region where they will be working.
- A written mandate supports the national development interests and priorities.
- Experience working in health, HIV/AIDS, education and/or substantial experience in working with communities and building local ownership.
- Proven grant management (technical, financial and administrative) capacity, preferably with USAID-funded grants, validated through a pre-award audit.

Additionally, NGOs will be expected to be registered with the national NGO board.

D. Expected Outcomes in Community Involvement in Education

- 3,540 schools have basic information and skills in community mobilization improved
- 410 local council 111 Secretaries for education actively participate in mobilizing communities to participate in education programmes, empowered through training in community mobilization
- 12 CPCs, 20 CDOs, 20 GOs and 410 CDAs trained in ToTs skills in community mobilization
- 330 PTAs/Parent/Guardian Associations (Approximately 33,000 members) empowered with skills in planning, implementation, monitoring and evaluation of their children's education, group formation and management, basic financial, good parenting and counseling skills.
- X number of NGO staff trained in community mobilization skills
- 780 schools will have school improvement plans that have been developed with participation of the school administrators, communities and private sector.
- Behaviour change communication developed and implemented by UPHOLD and her partners resulting in positive behaviour changes and attitudes adopted by the targeted population for effective use of social services including education
- 9,900 children trained in goal setting and life skills and supported with counseling both at school and home by parents who would have received training in counseling and good parenting skills resulting into the improvement in their performance grades, behaviour and interest in schooling.
- 9,900 children able to voice their concerns both at school and at home, more recognition of children's ideas by adults

Appendix 5: School Health and Nutrition Details

A.   Timeline of interventions for SHN

During the first year, UPHOLD and partners will orient district teams to SHN, develop plans, help support the formation of SHN committees at the district level and below, train teachers, parents and peer educators sub-county by sub-country. At this point, input gathering, behavior change strategy development, material development and supply procurement will be done for all sub-counties. During the second year, partners will begin implementation.

At the end of 2007, at least one-third of the primary schools in the 20 UPHOLD-supported districts, or 1,600 schools out of the total 4,800 schools, will provide the high-impact package of school health and nutrition services. It is likely that at least five districts will become strong partners in SHN in year one of the grants: Katakwi, Luwero, Rukungiri, Pallisa and Wakiso. Special strategies will be developed for Gulu and Kitgum.

These districts have been targeted for SHN activities from the first year of grants because potential implementing partners are active and interested in scaling up their activities there.

B.   Implementing Partners

UPHOLD will work with select NGOs and other partners to achieve SHN goals and objectives.

- AMREF will implement the package described below in three districts: Katakwi, Pallisa, and Rukungiri. This program will test feasible ways to provide girl pupils with sanitary materials each month and community-based interventions to protect pupils from abuse by teachers. AMREF will also submit plans for a basic set of SHN activities in Gulu and Kitgum.

- Africare will implement anemia prevention, hygiene and promotion of girls' retention in Rukungiri. They will partner with AMREF who will implement the responsible sexuality component in Rukungiri. Africare will also test feasible ways to mobilize communities to provide food for primary school pupils.

- Save the Children Federation/US (SCF) will implement the package in Wakiso and Luwero districts in the Central region. SCF will conduct qualitative research on feasible ways to support adolescents with a particular focus on gender socialization and younger adolescents' needs.

- Straight Talk Foundation (STF) will develop and implement a training course for the Primary Teaching Centers (PTCs) in the 20 UPHOLD-

supported districts in adolescent reproductive and sexual health (ARSH). The training will include information and support for healthful behaviors among the pre-service teachers themselves and training in how to teach ARSH to pupils, including the revised PIASCY manual.

- The Ministry of Education & Sports and the Ministry of Health plan to support district implementation of the school health policy by orienting all 20 UPHOLD-supported districts in SHN, developing a training of trainers workshop for implementing partners and district staff in the five target districts and providing monitoring and supervision assistance.

- Madrasa will provide nutrition and hygiene education in their community-run day care centers for pre-primary children in Wakiso and Luwero Districts.

- Child-to-Child Uganda could develop a training of trainers program for implementing partners in the five target districts on appreciation of child participation, with particular emphasis on the Tippy Tap. This may also be incorporated into UPHOLD's inquiry teaching module which would reach all 20 UPHOLD-supported districts.

- The Ministry of Gender, Labour and Social Development's PEARL Project and Child-to-Child Uganda could train UPHOLD district officials and partners in adult peer education.

- The Uganda Counseling Association could develop a training of trainers program for guidance and counseling and material development related to responsible sexuality. In addition, the Association may support an internship program for recent college graduates to serve as guidance counselors in primary schools in select districts among the five target districts.

C. Implementation strategies

UPHOLD can support program activities in two ways: funding district plans that include SHN activities and giving grants directly to organizations that will work with districts.

It is expected that at least five districts will be partners in SHN from year two of the UPHOLD program (year one of the grants). Partners should at least implement the high-impact package and add additional activities based on needs and interest.

The remaining UPHOLD–supported districts will be encouraged to consider incorporating SHN in their annual plans. If these districts are not able to

implement the full high-impact package, they can be supported to incorporate specific components based on needs, described below in the high-impact package and additional activities.

Creative solutions are required to provide some components of SHN to the North and other areas of conflict. Partners, including districts, will be encouraged to incorporate basic services in their programs wherever possible. AMREF now supports nighttime centers for children between 10 and 18 years. These offer the institutional structure to provide basic services.

Appendix 6: Diagrams for education components

      a. **Education priority areas**
      b. **Training strategy for Teacher Effectiveness, Management Support Systems, and Community Involvement in Education**
      c. **Teacher Effectiveness Cascade Model**
      d. **Community Involvement in Education**

a) Uganda Program for Human and Holistic Development

Education Sector Priority Areas and Interventions
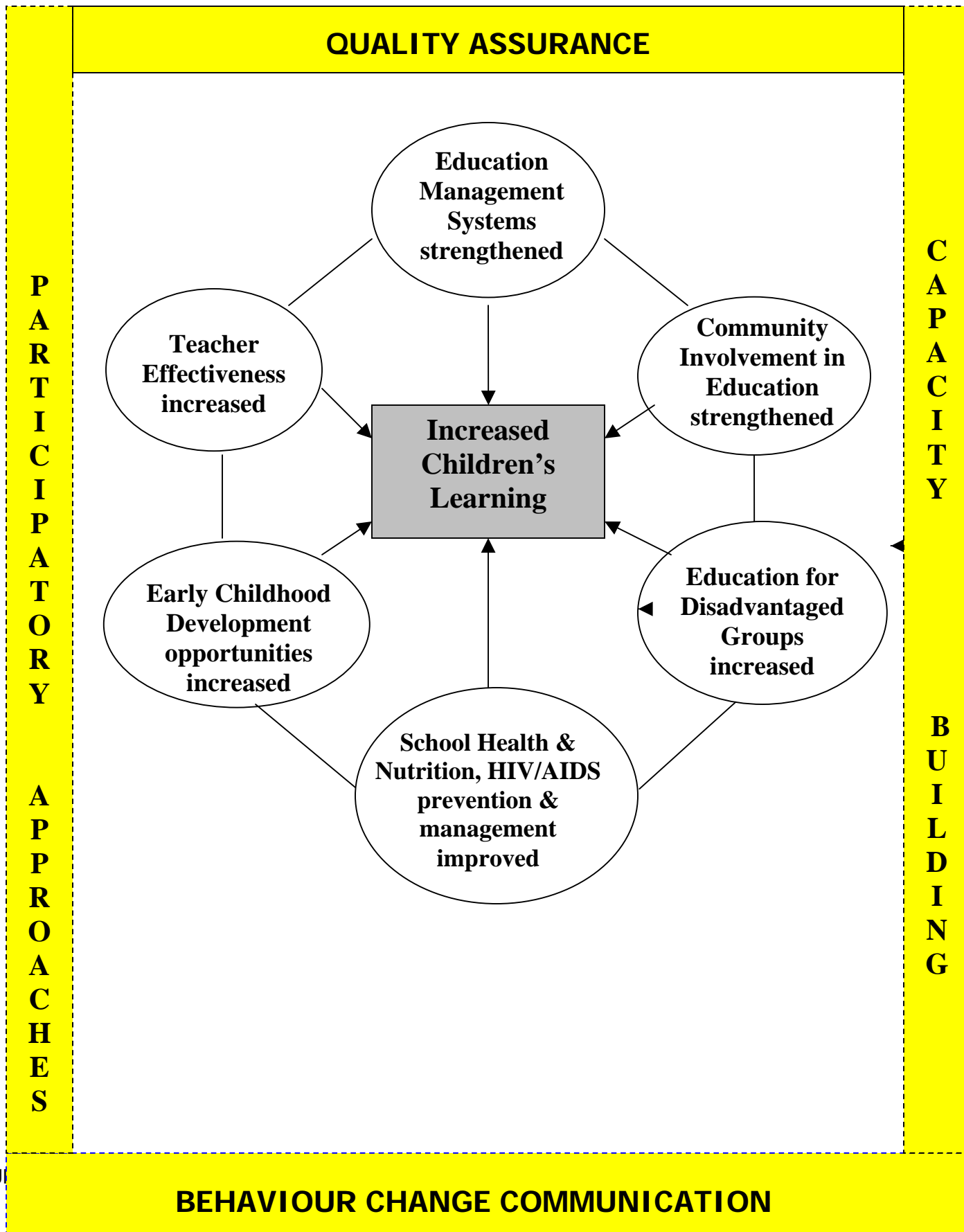
Expected results/outcomes: *Improved children's learning*; improved learning environments; increased community/parental involvement in education; improved school development plans and district education plans

School-Community Level

330 School Improvement Plans and 780 School Development Plans developed & submitted for funding

35,400 teachers using Cooperative Learning and Inquiry Teaching in their classrooms

NGOs train 780 SMCs in management & 330 SMCs/PTAs in community involvement

3,540 School representatives implement improved management strategies at school level

School representatives train teachers in teacher effectiveness

District Level

District trainers train School representatives (HTs & Deputies)

Regional/District trainers train Fellow district trainers

National trainers train 36 Regional/district trainers (CCTs, IOs, PTC Tutors)

National Level

UPHOLD staff train NGOs in SMC & PTAs in community involvement

UPHOLD staff train 12-15 National Trainers in Teacher Effectiveness & Management Training

SMC & PTA Training

Teacher Effectiveness and Management Cascade

UPHOLD Integrated Education Strategy.doc

UPHOLD
Teacher Effectiveness Training Model: Year 1

Orientation: UPHOLD staff to DEOs, PTC heads
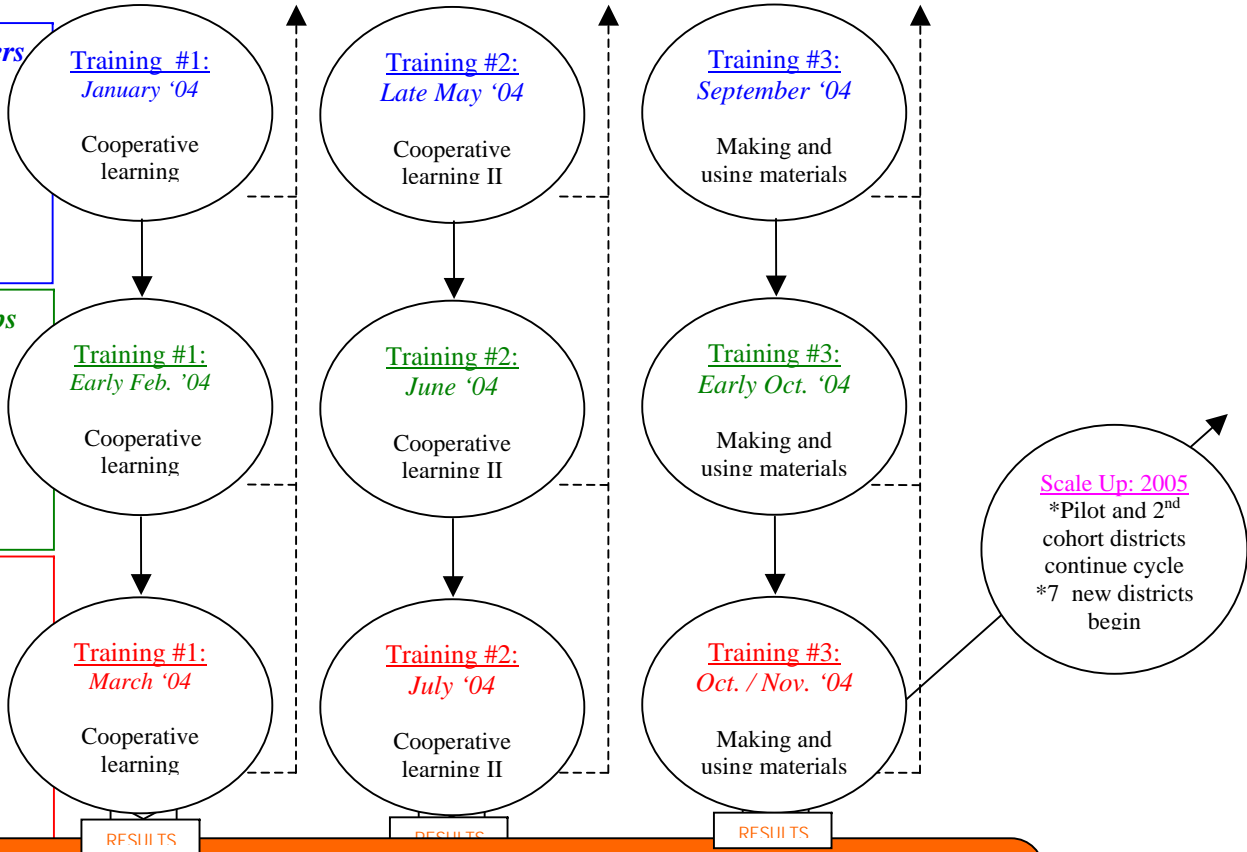6 pilot districts, 2 days
October 2003

Orientation: UPHOLD staff to national trainers
6 pilot districts, 2 days, ~36 trainees
November 2003

M O N I T O R I N G   A N D   E V A L U A T I O N
successes and problem areas identified; corrective action taken

Blue level: UPHOLD staff training *national trainers*
CCTs, inspectors, assistant inspectors, PTC instructors, etc.
Year 1: ~36 + 64 trainees per cycle
　　3 to 4, two-day events in six pilot districts
Year 2: ~230 trainees per cycle
　　8 to 10, two-day events in approximately 12 districts
Year 3: ~230 CCTs, ~400 trainees total per cycle
　　12 to 16, two-day events in 20 UHPOLD districts

Green Level: National trainers training *school reps*
Head teachers or other reps—one per school
Year 1: ~1570 trainees per cycle
　　~60 two-day events, in four pilot districts
Year 2: ~ 3250 trainees per cycle
　　~ 130 two-day events in approximately 12 districts
Year 3: ~5000 trainees total per cycle
　　~200 two-day events in 20 UPHOLD districts

Red Level: School reps training *teachers*
All teachers in school plus a few community members
Year 1: ~19,700 trainees per cycle
　　~1570 events in four pilot districts
Year 2: ~ 39,000 trainees per cycle
　　~ 3,200 events in approximately 12 districts
Year 3: ~59,000 trainees per cycle
　　~5000 events in 20 UPHOLD districts
Flexible schedules determined by schools

Training #1:
January '04
Cooperative learning

Training #2:
Late May '04
Cooperative learning II

Training #3:
September '04
Making and using materials

Training #1:
Early Feb. '04
Cooperative learning

Training #2:
June '04
Cooperative learning II

Training #3:
Early Oct. '04
Making and using materials

Training #1:
March '04
Cooperative learning

Training #2:
July '04
Cooperative learning II

Training #3:
Oct. / Nov. '04
Making and using materials

Scale Up: 2005
*Pilot and 2nd cohort districts continue cycle
*7 new districts begin

RESULTS　　RESULTS　　RESULTS

* CCTs, inspectors, and other education officials know and support target methods
*More teachers using participatory, student-centered methods
Improved student learning

* UPHOLD will work with districts and the MoES to create a set of 9 training modules to be implemented through the cascade
* Three training modules will be implemented per year
* The full cycle of 9 modules will be implemented over a three-year period
* Districts are encouraged to create their own training modules or adapt UPHOLD modules to fit local needs
*Year one pilot districts: Arua, Lira, Luwero, Bushenyi, Mayuge and Bundibugyo.

d) Community Involvement in Education Conceptual Framework

Increased parental involvement & improved quality of children's learning

Delivery System

MoES

MGLSD
MOH
MoLG

CCTs,
DIS,
DEO,
CDO,
CDAs,
Local
Leaders
NGOs,
PTAs,

NGOs/CBOs/FBOs

School

- **Teachers**
- **Children**
- **Clubs.**

SMC/PTAs

Parents/guardians

Community

- **Leaders,**
- **Parents**
- **Groups**

B C C & Training

MONITORING