



Global Partnership for Education (GPE) funding **Draft May 2013**

The Global Partnership for Education (GPE) is a collaboration of developing country partners, bilateral and multilateral development agencies, CSOs and members of the private sector who support education in developing countries.

The GPE aims to support progress towards the 'Education for All' goals and Uganda is applying for a grant of \$100 million to be spent on education over the next 3 years.

This document summarises some of the key points in the latest draft, which outlines what activities GPE money could be spent on. This briefing pulls together information about the three main components and does not claim to summarise the full document.

The full document is the *'International Development Association project appraisal document on a proposed grant in the amount of US\$100 million to the Government of Uganda for the Uganda teacher and school effectiveness project May 15, 2013'*.

Component 1: Effective teachers – \$40 million

1.1 Improving teacher competencies

What activities?

- Training to in service teachers – Uganda already implementing the Early Grade Reading Assessment (EGRA) program to support regular assessment, provide learning materials, encourage time spent on basic skills and support instruction in native language. GPE will enable EGRA to be scaled up.
- Training ECE instructors - The project will support the roll out of two existing child care training programs. These are Community Child Program for community ECD providers and Early Childhood Education Instructors' proficiency program for post primary leavers engaged in the provision of pre-school education programs for children 3-5 years.

Who will be in charge of implementation?

The Teacher and Instructor Education Training department

How will success be measured?

% of teachers showing pedagogical improvements, % of ECD instructors showing pedagogical improvements – measured through annual classroom observations

1.2 Providing instructional material

What activities?

- Provision of instruction material on the new thematic curriculum – non-textbooks for grades 1-3 and textbooks for grades 4-7, teacher reference materials, brail and other learning

materials for children with disabilities, skills development among teachers, school inspectors etc on effective utilization of learning materials for improved learning.

Who will be in charge of implementation?

Primary and Pre-primary department – in particular Instructional Material Unit

How will success be measured?

% of students using textbooks during unannounced visits – measured through annual unannounced school visits

1.3 Rewarding teachers for good performance

What activities?

- Support for the implementation of the scheme of service (SoS) that rewards high-performing teachers. GPE will generate inter agency coordination and consensus on SoS, review SoS criteria and process to make it more merit based, undertake comprehensive communication strategy on SoS, support the implementation of SoS in targeted districts.

Who will be in charge of implementation?

The Education Service Commission and local government in particular the District Service Commissions

How will success be measured?

% of teachers who perceive that performance has links to rewards – measured through teacher interviews during unannounced school visits

1.4 Enhanced teacher supervision

What activities?

- Strengthen support through more effective inspections – design and implement new ICT-based system to enable more effective and timely recording and dissemination of inspector reports, provision of motorbikes for district inspectors, support for ‘Associate Assessors’ model (individuals from the community trained to inspect).
- Regular and objective assessments of teacher time-on-task and pedagogical practices undertaken by Uganda National Examination Board

Who will be in charge of implementation?

Guided by Directorate of Education Standards and primarily undertaken by District Inspectorate of Schools with local government

How will success be measured?

% of teachers who have received direct mentoring from CCTs – measured through annual teacher interviews during unannounced school visits

Component 2: Effective Schools - \$50 million

2.1 Enhancing school leadership and management

What activities?

- Training to head-teachers on leadership, training and awareness program for SMCs, increased participation of parents in SMCs

Who will be in charge of implementation?

Primary and Pre-primary department

How will success be measured?

Number of schools for which minutes are available for SMC meetings held over last six months – measured through annual unannounced visits. Number of schools with SMC approved SIPs.

2.2 Enhancing school accountability

What activities?

- Increase availability and use of credible information on student teacher and school performance – disseminate data on student performance, teacher and head-teacher absenteeism, school budgets and expenditure. This will include school cards, pamphlets and mobile based SMS communication.

Who will be in charge of implementation?

The Education planning department through it's M&E unit will implement the school reporting cards program

How will success be measured?

Number of districts where real time data on school functioning is being used for planning – measured through key informant interviews. Number of schools where school report cards have been disseminated – measured through annual SMC interviews

2.3 providing school grants

What activities?

- 600 relatively well managed and good performing schools that fall below the minimum BRMS for learning environment will be selected to benefit from the grant. They will get support for improved infrastructure.

Who will be in charge of implementation?

Coordinated by Primary and Pre-primary department – in cooperation with District Education Office and School Management Committee.

How will success be measured?

Number of schools meeting selected infrastructure-related BRMS indicators – measured through annual unannounced visits.

Component 3 Technical Assistance - \$10 million

There is much less detailed information on the implementation and monitoring of this component in the current draft.

3.1 ECD policy

What activities?

- Evaluation, review and dissemination of the education sector Early Childhood Development policy and operational standards (including associated capacity building and awareness raising activities)

Who will be in charge of implementation?

Primary and pre-primary department – specifically the pre-primary unit

How will success be measured?

Number of focal points, CMCs and District Education Officers trained on the reviewed education sector ECD policy – measured through key informant interviews

3.2 Capacity building for monitoring and evaluation

What activities?

Not clear from draft

Who will be in charge of implementation?

Not clear from draft

How will success be measured?

Not clear from draft

3.3 Educators excellence awards

What activity?

- Strengthen design and implementation of educators excellence awards

Who will be in charge of implementation?

Not clear from draft

How will success be measured?

Not clear from draft

3.4 Teacher payroll

What activity?

Technical assistance to improve the functioning of the current teacher payroll system

Who will be in charge of implementation?

Not clear from draft

How will success be measured?

Number of days needed to capture information on teacher deployment and transfer in the payroll system

3.5 Communication strategy**What activities?**

Technical assistance for a strong and well-crafted communication strategy relating to different aspects of the program

Who will be in charge of implementation?

Not clear from draft

How will success be measured?

Not clear from draft

3.6 Generating ESSP**What activities?**

Technical assistance for generating ESSP for the next cycle

Who will be in charge of implementation?

Not clear from draft

How will success be measured?

Not clear from draft