

MOBILISING FOR QUALITY EDUCATION FOR A BETTER UGANDA



Our learners deserve quality Education. Are you playing your role?

About the Campaign

This is a global campaign that was launched on 4th October 2013 in New York and Paris by Education International (EI) and other partners under the theme “Unite for Quality Education: Better Education for a Better World”. EI is the world’s largest federation of Unions representing thirty million education employees in about 171 countries, Education employees of Uganda inclusive.

We have customized our theme to “Mobilising for Quality Education for a Better Uganda

Purpose of the Campaign

- The major thrust of this campaign is to ensure that Universal and quality public education remains at the top of the political agenda for a sustainable future for the existing critical issues in education to be addressed.
- The campaign also calls for mobilization of all stakeholders: parents, learners, teachers, civil society, Education Development Partners, school Boards, school administrators, foundation bodies, government to play their roles effectively for quality education to be achieved
- The Campaign specifically calls on inter-governmental agencies, governments and public education Authorities to put in place the 3 essential elements of a quality education which are:
 - Universal and free access to quality teachers;
 - Modern teaching tools and resources and ;
 - Supportive, safe and secure environments for teaching and learning.



Justification of this campaign in the context of our education system

The government of Uganda is commended for increasing access through the programs of Universal Primary Education (UPE) and Universal Secondary Education (USE) with enrolment rising in the primary subsector from 2.5 million learners in 1997 when the program was initiated to over 8 million learners currently. In addition, the government of Uganda has introduced a number of education initiatives such as the Curriculum reforms, Quality Enhancement initiative, skilling Uganda and infrastructural development.

Despite all these initiatives, Uganda is still faced with a number of challenges, some of which were well articulated at the recent Education & Sports Sector Review meeting of October 2013, they include the following;

- **Budget constraints:** The share of the Education and Sports Sector as a proportion of the national budget has continued to decline despite the increasing demand for education services. This has continued to critically impact on the implementation of various education policies.
- **Budget monitoring on funds allocations, disbursements and utilization:** There is inadequate monitoring of the funds allocation and utilization. The 2011/12 Government Annual report (GAPR) reveals that the education sector was the second worst performing sector, with a performance rate of 20%, implying that 80% of the targets were missed out much as 96% of the budgeted resources were released and 95 % was actually spent.
- **Declining standards over the years and low completion rates.** Uganda's completion rate in UPE stands at around 30% as compared to 84% in Kenya, 81% in Tanzania and 74% in Rwanda. The children also complete the basic education cycle without mastering the required competence levels in literacy and numeracy. The government policy on automatic promotion of children from one class to another also needs to be re-examined.
- **Persistent phenomenon of "ghost" schools, teachers and learners** which is draining the sector of the scarce resources. It is estimated that 8000 ghost teachers exist within the database of government ministries with Namutumba alone having 89 ghost teachers that were unearthed recently saving the country an equivalent of about 423 million shillings annually. (<http://ugandaradionetwork.com/a/story.php>)
- **Limited community participation in UPE** on account of a misconception that being a public funded program, only government is responsible for its implementation.

In addition, there are many political pronouncements made that make it very hard for citizens and other education stakeholders to meaningfully participate in education service delivery.

- **Shortages of critical infrastructure** especially classrooms and sanitation facilities occasioned by rapid expansion of enrolment that outstrips capacity to provide this infrastructure. Children study in overcrowded classrooms meant for a capacity of 40-50 but currently accommodating over 100 learners. In addition about 35% of the learners under UPE study under trees
- **Inadequate payroll management** that leaves a number of teachers deleted from the payroll every now and again and this contributes greatly to teacher de-motivation. An average of 2,000 teachers is deleted without genuine cause while another 1,500 ghost teachers added annually (Transparency International Report 2012)
- **The late release and inadequacy of the UPE grant** which has stagnated in the last 15 years; each pupil is entitled to UGX 7,000 shillings per year and not all the 7,000/= reaches the target schools.
- **Inadequate school inspection services** which are exacerbated by limited collaboration between schools inspectors, the schools communities and primary teacher training institutions. The immediate supervisors of the teachers, the headteachers need to be supported to play their roles. Although every school should be inspected at least three times a year, it was reported that schools were on average inspected once (ESSR Report 2013).
- **The dynamic policy environment which necessitates frequent policy reviews** which the sector is currently unable to cope with. The Government White Paper 1992 which constitutes the main policy framework is now 20 years old and is no-longer able to provide effective policy framework to fit the current environment.
- **Absence of a clear policy on quality assessment at all levels.** Current assessment methods do not measure innovations and only require learners to reproduce what they have crammed.
- **Persistence of Socio-cultural barriers to girls education** which are contributed to by Gender-based discrimination; Early marriages and teenage pregnancy; Poverty and Unsafe school environments among others.
- **Child Labour:** In Uganda over 2 million children are in child labour and yet they ought to be in school. Many more children including those in school totaling to about 4.3 million are also engaged in some form of economic activity which makes them vulnerable to ending up in full time child labour.

- **The impact of HIV and AIDS** on the supply of qualified teachers and participation in education by those infected and affected by HIV/AIDS. HIV/AIDS has left many school-age children as orphans. Most of these children are out of the school system and even, after enrolling, they normally drop out of the system;
- **The growing attrition rate of primary teachers** is currently estimated at 4% per annum. This has been especially exacerbated by the low teacher motivation. About 10,000 teachers leave teaching on an annual basis and 84% of the teachers want to quit within the next 2 years majorly due to the low remuneration.
- **Rapid population growth estimated at 3.5% per annum** that puts pressure on the existing resources and facilities.
- **Head teacher and teachers' absenteeism estimated at 20%.** On the average, a primary teacher is estimated to be absent for at least 2 days a week;
- **Inadequate teacher accommodation,** which also contributes to teacher absenteeism and late coming.
- **Mismatch between our training content** and the actual skills required in the labour market which has created a large number of graduates of formal skills development system who continue to be unemployed because the skills they have acquired fall short of those required by the labour market. As a result, the employment rates of graduates from formal education and training institutions is low, and is currently estimated at 53%.
- **Inadequate staffing of teachers** to fill the required numbers per school leaving the parents to recruit "Parent teachers", who may not be well qualified and may be paid less than the other teachers on government pay roll. We need to note that the draft budget for 2014/15 does not cater for any teacher recruitment, an implication that this problem will worsen and we shall have the pupil: teacher ratio soar to even higher levels.
- **The issue of school feeding** affects learning and school enrolment especially in drought prone and nomadic areas such as Karamoja.
- **Inadequacy of qualified teachers** at all levels particularly mathematics and science teachers at secondary school level;
- **Inadequate Special Needs Education (SNE) teachers and equipment.**
- **Inadequate instructional materials-** Teaching and learning aids are limited and there is limited innovativeness from the teachers to use locally made materials, use of ICT, child centered methodologies and other contemporary teaching techniques.

Against this background, UNATU has planned to launch the campaign as one of the initial steps of re-awakening

all the key education stakeholders to respond to the critical issues affecting our education system for the sake of our learners and the future of our country.

UNATU will work in partnership with the other key actors to mobilize all stakeholders to play their respective roles and to convince the policy makers at all levels that quality education matters and that education is too important to be undermined by cutbacks in state support.

UNATU will build on her experience from the on-going Citizens action for Quality Public Education and other related campaigns, make use of our nationwide structures, support her members, the teachers on issues of professional accountability and work closely with the major actors to influence policy and to cause structural changes.

Project Scope: It will be a national intervention hinged on research, advocacy and policy influencing on education issues. It will be implemented for 3 years (2014 -2016).

Purpose To mobilize stakeholders in the teaching and learning process to participate effectively in their roles and to engage with government and other the key actors to influence policy and cause structural changes that will contribute to achievement of quality education.

Objectives

1. To promote awareness on the importance of education and popularize the roles of each stakeholders with intentions of mobilizing all stakeholders to play their rightful roles effectively.
2. To contribute towards enhancement of teachers' competency, professional accountability, facilitation and motivation for enhanced quality learning outcomes.
3. To promote the establishment/enhancement of mechanisms that will increase the participation of key actors in policy processes so as to positively influence education & related policies and actions towards achievement of quality education.

Objective 1: To promote awareness on the importance of education and popularize the roles of each stakeholder with intentions of mobilizing all stakeholders to play their rightful roles effectively

Activities

- 1.1 Develop and print and disseminate materials spelling out the roles of each of the stakeholders and how the roles complement one.
- 1.2 Conduct district level orientation meetings to popularise the roles and responsibilities to generate strategies of that will enhance the quality of education.
- 1.3 Develop and run media messages on radio and TV on the importance of education and the roles of the different stakeholders.

1.2 Expected results/Outcomes

- The different education stakeholders are well exposed to their roles and are supporting the teaching and learning process.
- Parents are playing their roles in terms of providing the scholastic needs to their children and sending them to school.

Objective 2: To contribute towards enhancement of teachers' competency, professional accountability, facilitation and motivation for enhanced quality learning outcomes.

Activities

1. Print and disseminate copies of the teacher competence profiles, professional code of conduct
2. Conduct training sessions for head teachers on performance management (target setting, support supervision, appraisal and timely and positive feedback)
3. Conduct action based research on issues of professional accountability, facilitation and engage in evidence based advocacy.
4. Lobby government for increased welfare for the teachers and support and expose teachers to opportunities of appropriate teacher support mechanisms.

Expected results/Outcomes

- An informed teaching force in terms of rights, responsibilities and obligations and the teachers playing their roles effectively and exhibiting professionalism
- There is marked progress in terms of learning achievements in terms of competences in literacy and numeracy.
- The head teachers are supporting teachers at school level
- There is reduced absenteeism from the current 20% to below 5% by end of 2016

Objective 3: To promote the establishment/enhancement of mechanisms that will increase the participation of key actors in policy processes so as to positively influence education & related policies and actions towards achievement of quality education

Activities

- 3.1 Disseminate existing literature on laws/policies and guidelines in regard to the teaching and learning processes. (develop popular versions and disseminate-school feeding/lunch
- 3.2 Develop policy briefs and position papers.

- 3.3 Train some Union leaders on skills in budget analysis, policy analysis and influencing and negotiation.
- 3.4 Lobby and work with others to influence education financing towards learners capitation grants, teachers salary enhancement and other barriers to effective teaching and learning.
- 3.5 Hold dialogues with members of Parliament- Education Committee, Budget Committee, and Parliamentary Forum for Education. Hold meetings with civil society organizations- FENU, UICC, Education development Partners among others
- 3.6 Compile data related to government aided schools and the corresponding staffing with intentions of supporting the education system to eliminate ghost teachers and schools. Updates of this information to be done twice during the project life time.
- 3.7 Documentation, publication and shared learning- Hold a national workshop
- 3.8 The Unions will include key aspects that affect education in their Collective Bargaining agenda.

Expected results/outcomes

- The education sector budget is increased; Capitation grants towards learners enhanced and disbursed timely; infrastructure and other aspects of the teaching and learning environment improved
- Ghost teachers and schools are reduced to less than 5 % and the wastage of resources hence reduced
- Education sector Budget tracked right from allocation, disbursement and utilization is being done and the performance in the education sector improved from the 20% in 2011/12 to about 75% at the end of the 2016.
- Politicisation of education reduced and negative aspects within the existing policies reviewed such as the guidelines on school feeding, the automatic promotion policies among others.
- Government exhibits re-commitment to making education one of the priority items on the government agenda.

All the above will eventually contribute to achievement of quality education.

Implementation Strategy

This campaign will be implemented in partnership with the line government Ministries- Ministry of Education and Sports, Ministry of Local Government, Ministry of Public Service, current members of the Citizens Campaign for Quality Education- (Uganda Joint Christian Council, Uganda Muslim Education Association, Action Aid Uganda, National NGO Forum, and Forum for Education NGOs in Uganda (FENU), other civil society organizations, Education Development Partners among others.

About UNATU

UNATU is one of the leading education stakeholders in the country that has contributed greatly to the education agenda. UNATU is a statutory representative Teachers organization for all levels; primary, secondary and tertiary. It was registered in 2003 under the Trade Union act to promote and protect the social, intellectual, economic and professional interests of her members to deliver quality education through active negotiation, capacity development, policy advocacy and influencing, research, documentation and shared learning. UNATU has also developed deliberate actions that contribute to learners' access, retention and improvement of learning results.

Structure & organization

It has nationwide structures that run from the school through sub-county, district, region to national level. Current subscribing membership of UNATU stands at an average of 100,000 teachers out of a potential of 160,000 teachers in public schools.

UNATU has a National Secretariat, the main implementing organ that is headed by a General Secretary with 40 full time staff, 20 of whom are based in 10 regional offices across the country. UNATU owns premises that serve as the headquarters that are situated on Plot 28/30 Bombo Road in the Uganda Capital city- Kampala.

UNATU has a National Executive Council that is tasked with giving the strategic direction of the Union and supporting in monitoring of the on-going programs.

UNATU's experience in advocacy and mobilization of other stakeholder

Since her inception, UNATU has been engaged in advocacy and the success of the advocacy work is through partnership, research and evidence based advocacy. A number of interventions have been implemented, some of which have led to major education reforms, key among them is the Customised performance targets, Thematic Curriculum intervention, advocacy on school feeding, child labour interventions, education of the girl child, teachers' salary enhancement and other negative aspects in the education policies.

Therefore UNATU has the experience and structures to be able to effectively mobilize other stakeholders to address the critical education issues in Uganda.

Call for support

UNATU calls upon stakeholders to join this Quality Education campaign for a better Uganda.

Uganda National Teachers' Union (UNATU)
Teachers' House, Plot 28/30, Bombo Road,
P, O Box 377, Kampala-Uganda.
Tel/Fax: +256414346917.
Email: headoffice@unatu.org,
Website: www.unatu.org