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**Effective Schools and Quality
Improvement**

**Parallel Session B-1
Characteristics of Effective
Schools**

**Critical Characteristics of Effective
Primary Education in the Rwenzori
Region of Uganda
A Study of 30 Schools in 5 Districts in
Uganda**

by a Research Team of Educators from the Five Districts

**Working Document
DRAFT**

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Contents

1. ABSTRACT	7
2. EXECUTIVE SUMMARY	8
3. INTRODUCTION	10
3.1 PURPOSE OF THE STUDY	10
3.2 THE CONTEXT	10
3.3 THE DESIGN OF THE STUDY	11
3.4 THE FRAMEWORK OF CHARACTERISTICS THAT DEFINE AN EFFECTIVE SCHOOL: FINDINGS	12
4. CONCLUSIONS	18
5. RECOMMENDATIONS	19
6. ANNEXES	20
6.1 CHARACTERISTICS AND INDICATORS THAT INFLUENCE PUPIL PERFORMANCE	20
6.2 CASE STUDY OF SCHOOL ONE	27
6.3 STATUS OF EDUCATION IN THE FIVE RWENZORI DISTRICTS...	30
6.4 MEMBERS OF THE RESEARCH TEAM	36
7. BIBLIOGRAPHY	37

List of Tables

Table 1:	Primary School Enrolment: 1996-2003	30
Table 2:	Summary of PLE Performance : 2000 - 2003.....	31
Table 3:	Primary School Enrolment: 2000-2003	31
Table 4:	Teachers in Primary Government Aided Schools : 2003-2004	32
Table 5:	Summary of PLE Performance: 2000-2002.....	32
Table 6:	Primary School Enrolment: 2000-2003	32
Table 7:	Summary of PLE Performance : 2000- 2002.....	33
Table 8:	Primary School Enrolment: 1997-2003	33
Table 9:	PLE Performance: 2000-2002	34
Table 10:	Total Primary School Enrolment by Gender: 1996- 2003	34
Table 11:	Summary of PLE Performance : 1998-2002.....	35

List of Figures

Figure 1	The Relationship Among Characteristics that Influence Primary School Leaving Examination Results in Five Rwenzori Districts in Uganda.....	19
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Acronyms and Abbreviations

CCTs	Coordinating Centre Tutors
NAPE	National Assessment of Primary Education
NER	Net Enrolment Ratio
P1-7	Primary (Level) 1-7
PLE	Primary Leaving Examination
PTA	Parent Teacher Association
PTE	Primary Teacher Education
SMC	School Management Committee
UPE	Universal Primary Education

1. ABSTRACT

1. Today, Uganda's primary schools are much more attractive settings for learning than they were ten years ago. They have more and better constructed classrooms. Textbooks and materials are available to most pupils. Teachers are better trained, more disciplined, and better paid. These improvements have occurred as part of the country's commitment to Universal Primary Education (UPE) which has also increased enrolments significantly. However, as national assessments in mathematics, english, and science have shown, the learning results of pupils have not improved significantly. Reasons for this failure to improve learning include the fact that the system has focussed on infrastructure without enough emphasis on improving learning outcomes.

2. Recognising this problem, Irish Aid as part of its ongoing support to the Rwenzori region of Western Uganda, commissioned a study which has enabled a team of District-level education supervisors and school heads in the five Rwenzori districts to analyze why some primary schools are performing better than others. For this study a Research Team of 20 local school heads, supervisors, and education officials, assisted by two consultants, sought to examine the extent to which selected school characteristics contribute to pupil learning in a sample of thirty aided primary schools. The research was carried out over seven months and focussed on an in-depth qualitative and quantitative analysis of locally-identified indicators at the school level.

3. The findings of the research suggest that the critical characteristics found most consistently in schools with good Primary Leaving Examination (PLE) results centre around the interactions within the school and the classroom. The role and performance of the Head Teacher in teachers' preparation and coverage of the syllabus and on pupil participation in the classroom was highly significant. Teachers' preparedness for class, regular assessment of pupils' work and emphasis on the use of instructional materials and on pupils' reading and writing are critical to stimulating pupil participation.

4. The paper concludes by outlining the findings of the study and makes six recommendations which should play a significant role in guiding the planning and implementation of education in the Rwenzori region and nationally.

1. EXECUTIVE SUMMARY

5. Uganda's Universal Primary Education (UPE) policy since 1997 has increased enrolments from 2.9 million children in 1996 to 7.6 million children in 2003 with a growth in the Net Enrolment Ratio (NER) from about 60% to 90%. However, in terms of achievement, the standards of numeracy and literacy among primary-level pupils have been found unsatisfactory according to the 1999 National Assessment of Primary Education (NAPE) Study. The five Rwenzori districts reflect the national pattern.

6. Recognising this problem, a team of District-level education supervisors and school heads in the five Rwenzori Districts (Bundibugyo, Kabarole, Kamwenge, Kasese, Kyenjojo), supported by Irish Aid, has analysed why some primary schools in the region are performing better than others.

7. The Research Team carried out the study over a seven months period between September 2003 and February 2004. A sample of 30 schools was selected (six from each District) with three schools from a District having had good PLE results over the last three years and three having had poor results. Each school was visited for two days by a team of two or more of the researchers. The main research instruments used in the fieldwork were a framework of factors, characteristics, and indicators for the characteristics and an accompanying field guide, both of which the Research Team designed; school-level and district-level data forms; and a reading and writing test for class P3. In the analysis of the data each school was rated "high" or "low" on each characteristic in the study, as they had been rated on PLE results when being selected. Then relationships of the characteristics to PLE results and to each other were analysed by examining the data from each school, running statistical tests of association between variables, and by discussing the implications of all the information that was collected and analysed.

8. The school characteristics that were studied and compared to pupil outcomes included:

- The Head Teacher's monitoring and supervision of the teachers' schemes of work, lesson plans, and teaching;
- The teachers' preparation for teaching and coverage of material in class as indicated by using schemes of work, lesson plans, and varied teaching methods;
- Pupil participation in class through punctuality and regular attendance and through regular classwork, particularly practical work, and homework;
- The use of instructional materials, particularly textbooks, by teachers with pupils;
- Frequent assessment by teachers of pupils' work in their exercise books, homework, and monthly tests with meaningful feedback and remedial work;
- Explicit teaching of reading and writing, particularly in the early grades, including use of the library, reading cards, and timetabled lessons;
- The regular (at least 3x/term) external supervision of the school, particularly of the Head Teacher;
- Community involvement in terms of a) financial and in-kind support, to the school, including basic learning materials, and b) direct parental support (attendance and lunches).

9. The study has found that some characteristics of a school contribute more to pupil learning, but overall, learning outcomes are not what they could be, as evidenced by the PLE results and completion rates. There are key learning-related school characteristics that define a “critical path” for improving a school’s pupil outcomes. The critical path includes a Head Teacher who supervises teachers’ preparation and coverage of the curriculum and pupil participation in the classroom; teachers who are prepared for class, regularly assess pupil work, and emphasise the use of instructional materials (especially textbooks) and pupils’ reading and writing; and high pupil participation through regular attendance, homework, and work that is regularly assessed. The study found that classroom availability, the availability of teacher housing close to the school, and external supervision do not differentiate high-performing schools from low-performing ones. The research team believes that a clear focus on Head Teachers’ supervision and monitoring in each school could make external supervision more effective in contributing to pupil learning. Although school-community relationship was not explicitly studied, the field visits and analyses convinced the Research Team that this school characteristic also deserves attention in the future.

10. After considering a range of obstacles to overcoming the issues raised by the study’s findings, the Research Team arrived at six recommendations:

- Strengthen the capacity of Head Teachers to monitor and supervise teachers;
- Increase the amount and quality of teachers’ planning, coverage, pupil assessment, teaching of reading and writing, and use of materials;
- Improve the schools’ environment for and teaching of reading and writing;
- Empower communities to actively pursue improved school performance through school-based projects;
- Conduct an experiment with providing teacher accommodation, including a formal study of the impact of the interventions;
- Conduct a formal study of the pre-service Primary Teacher Training programs in the Rwenzori region in terms of how well they prepare teachers in the areas this study has identified as important.

11. More details on the findings are provided in the body of this report.

3. INTRODUCTION

3.1. Purpose of the Study

12. Today, Uganda's primary schools are much more attractive settings for learning than they were ten years ago. They have more and better constructed classrooms. Textbooks and materials are available to most pupils. Teachers are better trained, more disciplined, and better paid. And there is some level of professional discipline in the way schools are run. These improvements have occurred as part of the country's commitment to UPE which has also increased enrolments significantly. However, as national assessments in mathematics, English, and science have shown, the learning results of pupils have not improved. Reasons for this failure to improve learning include the fact that the system has focussed on infrastructure without enough emphasis on improving learning outcomes. Also, in Uganda there is limited reflection on which school characteristics influence learning the most and very little school-level research to clarify these characteristics. Recognising this problem, Irish Aid commissioned a study which has enabled a team of District-level education supervisors and school heads in the five Rwenzori Districts of western Uganda (Bundibugyo, Kabarole, Kamwenge, Kasese, Kyenjojo) to analyze why some primary schools are performing better than others. Between September, 2003, and February, 2004, the Team designed a 30 school sample study, defined characteristics to study and selected indicators of those characteristics, collected and analysed the data, and prepared the report that is presented here.

3.2. The Context

13. Uganda's implementation of its UPE policy since 1997 has improved the access and inputs to primary schooling greatly. Enrolments have grown from 2.9 million children in school in 1996 to 7.6 million children in 2003 with a growth in the Net Enrolment Ratio (NER) from about 60% to 90%. A sustained programme of classroom construction, teacher training and the provision of instructional materials has increased the inputs going into the primary education sector, but the 250% increase in enrolments has put strains on the system. The official pupil-teacher ratio has grown to about 100:1. Teaching conditions and the quality of the teachers have not supported the demands of enrolment growth. Textbook supplies now approach the targeted ratio of one book for three pupils, but utilisation of the available books is apparently low. The national outcomes for pupils have suffered during this period. Recent figures show that of the cohort of students, who enrolled when the UPE programme was started in 1997, only 22% reached Primary Seven (P7) in 2003. In terms of achievement, in each of the last three years between 40% and 50% of those who sat the PLE examination have passed it in Divisions I and II, the level passes considered acceptable for secondary school. Moreover, the 1999 National Assessment of Primary Education (NAPE) Study found the standards of numeracy and literacy at specific levels of the primary cycle unsatisfactory, and they have not improved since then.

14. The five Rwenzori Districts reflect the national pattern. Enrolments in Bundibugyo District which is isolated behind the Rwenzori mountains and next to the Congolese border have grown almost three-fold since 1996, to almost 65,000 pupils. Because of its isolation, the District has a significant quantity of unqualified teachers, and communications are difficult. This District's pupil performance on PLE has been among the weakest in the country in the last few years (e.g. about 21% in Divisions I and II in 2003). Kabarole District's enrolments have increased nearly 125% in the same period, to about 225,000 pupils when the old District boundaries are considered (including Kamwenge and Kyenjojo which separated in 2000). The District, seat of the Toro Kingdom, has mostly qualified teachers, and its PLE pass rate in 2001 was 60% in Divisions I and II of the PLE in 2001. Kamwenge and Kyenjojo Districts' PLE results have been more similar to Bundibugyo's, reflecting the pressures of enrolment growth in underserved areas. In 2003, 33% of Kamwenge's P7 exam-takers passed in

Divisions I and II, while the same figure in Kyenjojo was only 27.4%. The quality of primary schooling in the five districts may be considered in need of attention.

3.3. The Design of the Study

15. For this study a Research Team of 20 local school heads, supervisors, and education officials, assisted by three consultants, sought to examine the extent to which selected school characteristics contribute to pupil learning in a sample of 30 aided primary schools. The study was carried out over seven months and focussed on an in-depth qualitative and quantitative analysis of locally-identified indicators at the school level. The sample schools included six from each of the five Rwenzori districts with three schools from a district having had good PLE results over the last three years and three having had poor results.

16. The study's main research instruments were a framework of school factors, characteristics, and indicators for the characteristics that the Research Team defined for the region (See Annex 1). The framework was developed through discussion and a day's practice visit to schools. The Team selected to study only about one-third of the characteristics in the framework because of the time and complexity of the work to be done, selecting those that it hypothesised are critical for Rwenzori primary schools now. Also, the Team prepared a field guide for data collection on the visits to the 30 schools. In addition, the researchers collected quantitative data using a school level data form, a district level data form, and a reading and writing test for class P3 which an external consultant had designed. During the two-day school visits, the researchers interviewed the Head Teacher and teachers; they observed classes and exercise books and talked with pupils; they examined school and teachers' records and the school environment; and they administered the reading and writing test to a randomly-selected group of ten P3 students per school.

17. The analysis of the data was carried out in two workshops. First, the Research Team finalised the data in the individual school data files and discussed the findings across schools on the characteristics for which data had been collected. Using the school data files, researchers who had visited the schools then wrote eleven case studies describing their findings at these schools. An example of one of these case studies is included in Annex 2. As a result of the discussions about each school and across all of them, each school was rated "high" or "low" on each characteristic in the study, as they had been rated on PLE results when being selected.

18. Second, in another week-long workshop, the Team analysed the hypotheses about which characteristics were most important and about how they related to each other and arrived at conclusions on the significance of each characteristic. Relationships of the characteristics to PLE results and among them were analysed by examining the data from each school, running statistical tests of association between variables, and by discussing the implications of all the information that was collected and analysed. When conclusions had been reached on all of the characteristics, the Research Team used the relationships among them, and to PLE results that had been determined, to prepare a diagram showing how the significant characteristics relate to each other in contributing to pupils' PLE results (see Figure 1). The Team then brainstormed recommendations on actions based on the study's findings that could improve pupil learning. The remainder of the report presents these findings, conclusions, and recommendations.

3.4. The Framework of Characteristics that Define an Effective School: Findings

19. The school characteristics that were selected from the framework that the Team developed included:

- The Head Teacher's monitoring and supervision of the school's teachers' schemes of work, lesson plans, and teaching;
- The teachers' preparation for teaching and coverage of material in class as indicated by using schemes of work, lesson plans, and varied teaching methods;
- Pupil participation in class through punctuality and regular attendance and through regular class work, particularly practical work, and homework;
- The use of instructional materials, particularly textbooks, by teachers with pupils;
- Frequent assessment by teachers of pupils' work in their exercise books, homework, and monthly tests with meaningful feedback and remedial work;
- Explicit teaching of reading and writing, particularly in the early grades, including use of the library, reading cards, and timetabled lessons;
- The regular (at least 3 visits per term) external supervision of the school, particularly of the Head Teacher;
- Community involvement in terms of a) financial and in-kind support, to the school, including basic learning materials, and b) direct parental support (attendance and lunches).

20. The general hypothesis was that schools with high PLE results would rate higher on the selected characteristics than schools with poor results. The following paragraphs indicate what the research found with respect to both pupil outcomes and the studied characteristics.

21. ***Pupil Outcomes:*** The first significant finding of the study is that the current school operations do not produce desired learning levels among pupils. First, completion rates for the 24 schools for which time-series, class-wise data turned out to be available show that, on average 24% of the original P1 students from 1997 sat for the PLE exam seven years later in 2003. Second, the PLE pass rates of schools in the region over the last three years have not been very good. The overall pass rates (Divisions I to IV) in 2002 for all schools in each of the five districts were 51% in Bundibugyo, 87% in Kabarole, 66% in Kamwenge, 67% in Kasese and 56% in Kyenjojo compared to the national average of 74.5 %. When compared in terms of the percentage who passed in Divisions I and II in 2003, the national pass rate was 42.6%, but the corresponding results in the five Rwenzori districts ranged from 6.4% to 41.6%.

22. ***The Head Teacher's Monitoring and Supervision of Teachers:*** In the sample schools, the Head had checked schemes of work in 16 of them, but the researchers only found a daily programme available in five schools. Seven schools provided evidence that the Head had observed half or more of the teachers teaching, and six had completed supervision forms (four schools had both). Head Teachers had checked pupils' exercise books in only four schools, though in seven schools it was found that Head Teachers were checking subject coverage by looking at pupils' work. There was a marked difference between the best-performing and the worst-performing schools on these indicators with the high PLE schools doing better on them. The Team also looked at a mix of indicators that Heads paid attention to their teachers' professional life and welfare – external supervision, frequent in-service training, and availability of teacher accommodation – but little evidence was found for this relationship, both qualitatively and statistically. These findings lead to the conclusion that when a Head Teacher monitors and supervises his or her teachers, particularly through observing classroom teaching and feedback, better student learning may be expected. It may also be that when he or she

provides other support that enhances professionalism (training, external supervision, housing) that may help learning as well, but the study's evidence on this point is not conclusive.

23. ***The teachers' preparation for teaching and coverage of material in class:*** The study found variations among the 30 schools on teachers' use of current schemes of work, teachers' use of lesson plans that cater for individual pupil differences, classes on schedule with respect to the curriculum, and teachers' use of appropriate and varied methods in the classroom. The analysis also considered other indicators related to teaching such as teacher qualifications, classroom wall displays, and the use of English. In all but two schools, schemes of work were available and written lesson plans were usually available but with almost no sign that they catered to individual pupil differences. Most of the teachers observed came to class prepared for the lesson and checked on how well lesson objectives were achieved before the lesson was over. Sixty-one of the 103 classes observed in the study (59%) were on schedule with respect to the curriculum. On the other hand, the Team observed very little variety in the 30 schools, even though in all but two schools pupils were generally interested and responded to the questions and activities set for them. However, most teachers did not enrich their lessons with additional details and content. The teachers interacted with pupils almost solely through question-and-answer and chalk-and-talk methods. Student-centred work was only observed in three schools, and pupils' work was displayed on classroom walls in just four schools. More positively, the teachers' use of English during the observed lessons was not an issue, nor was the level of teacher training since 80% of the teachers observed were Grade III or V. However, the researchers observed very little difference between trained and untrained teachers' preparation (schemes of work and lesson plans), variety of teaching methods, and teaching of reading and writing, pupil assessment, and use of books. The Research Team concluded that the teachers' preparations (schemes of work and lesson plans) and covering the syllabus are helpful for student learning. In fact, the analysis suggested that these preparations are probably helpful for pupils only to the extent to which the preparations have an impact on a teacher's mastery of the content to be taught and thoughtfully influence the methods he/she chooses to use with pupils.

24. ***Pupil participation in class:*** The indicators of pupil participation that varied across schools enough to differentiate them included, pupil punctuality and attendance, whether homework and class work are regular, and whether there is practical work for them. Seven schools had signs that homework is being given regularly, but only four schools provided any evidence that pupil assessment is occurring regularly. Based on the observation of exercise books, it appears that pupils' work is checked fairly regularly, but there is little sign that the pupils are receiving feedback, only checks for work done. The pupils' books in five schools, all of them with high PLE results, had evidence that teachers took marking seriously and provided feedback. Finally, pupils' participation in practical work is very limited, and the few times the researchers saw it the activities were on handwork and demonstration gardens and not related to core subjects. They found no examples of practical work in a science class. The actual attendance observed during school visits ranged from below 50% of the "official" enrolment in a class being present when the researchers visited to nearly 100. The statistical association between pupil participation as judged by these indicators and the school's PLE results is very strong. This suggests that when pupil participation in a school is high, the school's PLE results will be better from year to year. In addition, pupil participation was also found to have a statistically significant association with teacher preparation and coverage, the teaching of reading and writing, the assessment of pupils and community support. The Research Team concluded from this analysis that pupil participation, even as simply defined as it has been in this study, is a very critical characteristic that may be expected to achieve student learning, as measured by PLE results.

25. ***The use of instructional materials:*** The research design posited that instructional materials would be effective when learning aids are displayed and pupils can answer questions about them and when library records, pupil exercise books, and the condition of available textbooks show that pupils and teachers are using them. Thirteen of the 30 schools had learning aids available for use, but the aids were not often on display. All schools have some textbooks for the core subjects (at least in the

storeroom or the School Head's office), but library records in the schools did not show that the books were being used. During the field visits, the researchers only found textbooks actually in use in the classroom in five schools, and apparently no schools allowed students to take textbooks home. The statistical estimations of the association of the use of instructional materials with PLE results and pupil participation are not strong. The Research Team believes that this lack of support for the importance of instructional materials for pupil participation and for successful examination results may be due to the current very limited use of materials in the classroom and to the ineffective teaching methods that accompany their use when some teachers do use them. On the other hand, the use of instructional materials is correlated statistically with teacher preparation, pupil assessment, and reading and writing taught. As might be expected by the low use of books with pupils, seventeen of the thirty sample schools scored low on both the use of instructional materials and the teaching of reading and writing. The study's findings on the use of instructional materials make it difficult to draw general conclusions about how critical they are. However, the findings do suggest that there is a complex relationship among all the school characteristics that influence learning.

26. ***Frequent assessment of pupils' work by teachers:*** The research design hypothesised that schools with better PLE results would be schools where teachers assess pupils' work regularly by giving homework and assignments, by marking the pupils' exercise books (with feedback), by keeping progress records, and by conducting remedial classes based on feedback. Assignments are given in most schools and most of the pupils' exercise books have red teacher marks in them. However, the study found written feedback in the exercise books in only seven schools, and specific responses to individual needs were rare. Eleven schools reported giving homework regularly. Two schools that were among the few that had the most consistent high PLE results in the last three years were the only schools that reported that they give regular monthly tests. All of the seven schools that satisfied the criteria for a "high" rating on pupil assessment also had high PLE results, and no school with low PLE results received a high rating on this characteristic. The most influential indicators of pupil assessment by teachers seem to be whether teachers give meaningful feedback to students and whether there is regular homework.

27. ***Explicit teaching of reading and writing:*** The association between the teaching of reading and writing and P3 reading and writing test results were both found to be strongly associated with PLE results. The most striking finding on this characteristic, however, was the extremely poor reading skills of P3 students. Only three schools obtained an average score of more than 40% for the ten P3 students who were tested (one of them with an average score of 79.7%), and 19 of the schools had average scores of less than 20%. The disappointing conclusion from the finding is that reading and writing are not emphasised in the schools studied. While reading in either or both English and the local language is timetabled in all but six of the sample schools, it is taught without much use of material for the pupils to read. Textbooks are rarely used in classes, and there appears to be almost no reading done by students. None of the schools visited have classroom libraries. Only eight schools had library records of the borrowing that had occurred. Reading cards and work cards for learning reading were displayed in the lower classes of six schools. Overall, eight out of nine high reading and writing schools were also high users of instructional materials.

28. ***The external supervision of the school:*** A startling finding in this study is the strongly observed and statistical evidence that external monitoring and supervision are not currently related to a school's PLE results, nor is it related to the Head Teacher's supervision of teachers. Schools are visited, and a broad range of areas are observed and commented on during these visits. It was found that the breadth of areas covered by supervisors and their tendency to supervise both the school and individual teachers may cause their attention to be too thinly spread to have an impact on pupil learning.

29. All but four schools have had at least three visits by Coordinating Centre Tutors (CCTs) and Inspectors in the year preceding the study with five schools having eight to ten visits. The purpose of

visits included nine inspection visits, thirteen “official” visits, eleven monitoring visits, nine supervision visits, six Continuous Professional Development visits, and four visits to assess a Head Teacher’s financial management. These general categories suggest the general nature of the supervisory visits. Ten schools reported that they had done needs assessments with an external supervisor, but the researchers did not find work plans in any of the thirty schools. Schools reported that they had had their records monitored (three schools), that they had received advice on good sanitary practices (14 schools) and on discipline problems (five schools), and that classroom instruction had been observed and post-observation conferences held with teachers (12 schools). Eighteen schools reported that there had been externally-organised refresher courses on fourteen different topics during the last year. Five schools had had 3, 4 or 5 courses, and the other 13 schools had had one or two courses. Using these observations, schools were rated high or low based on external supervision, and no significant relationship was found. Based on its analysis, the Research Team now believes that a lack of focus in external supervision may, in fact, be the reason that no association was found between a school with “high” external supervision and PLE results. In particular, it may be that the external supervisors’ direct supervision of teachers may intrude in or substitute for the supervisory role that the Head Teacher should play. More focussed external supervision is needed.

30. ***Community Involvement:*** Sixteen schools in the sample are receiving *financial and material support* from their communities, mostly through regular payment by parents. In three schools, a local employer makes a significant contribution. The parental contributions range from USH 500/term (3 per year) to USH 2000/term. Twenty-one schools have received in-kind community contributions of building materials, firewood, food, or land in the last three years, and nineteen schools receive community contributions to employ extra staff. Finally, in all the schools most of the pupils have exercise books, pens and pencils, and math sets.

31. ***Direct parental support*** is reflected in pupil attendance which, on the days the schools were visited, ranged from 44% to 91% across the 30 schools. It is also reflected in whether parents provide lunch. Nine schools reported that more than 80% of the pupils have lunch at school, and ten reported less than 50% having lunch at school. The finding as to how financial and material support and direct parental support relate to PLE results poses an interesting dilemma. First, a community’s financial and material support to the school has a strong relation to PLE results and to pupil participation, but parents’ direct support in terms of assuring attendance and school lunches does not seem to be associated with either PLE results or pupil participation. It may be that the community contributions are due to a responsive atmosphere in the community to school requests for them, while attendance and lunches are individual daily family concerns that are less influenced by expectations outside the family.

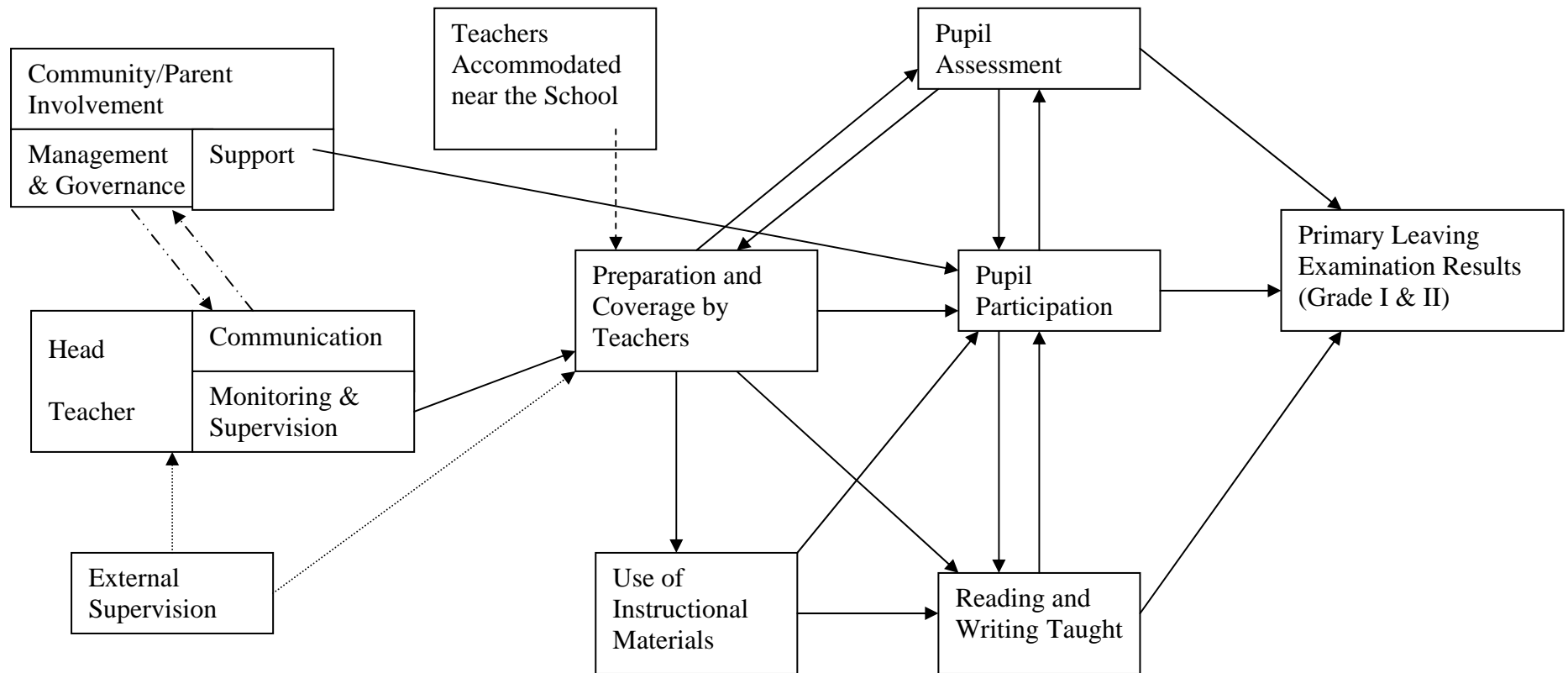
32. ***Community-school relationships in the management and governance of the school:*** Although this factor was not studied, the field visits convinced the Research Team that a school-community relationship that invests authority in the community is significant for a school’s success, and this role appears to be very weak. In fact, had community authority in school affairs been studied, it probably would have been impossible to differentiate among schools on this characteristic because community participation is so weak. The link between school and community has been sufficiently proven in other settings and in Uganda before 1989 that the Research Team believes its improvement should be pursued through monitored pilot incentives that give communities authority over some school governance and management decisions.

33. ***The Physical Environment of the School:*** The study looked at two characteristics of the school physical environment: classroom accommodation and teachers’ accommodation. The findings do not support the hypotheses that classroom accommodation and teachers living near, or at, the school are critical in influencing a school’s learning outcomes. Efforts have been made in all but two of the sample schools to provide enough *classroom accommodation*. 91% (259/286) of the

classrooms in the 28 sample schools for which there are data are of permanent construction. The research team judged that the pupils in seven schools lack space to move around in the classroom, mostly because the pupils were too many but also because some classrooms constructed by communities are small. Also, in 22 schools some or all of the classrooms cannot be locked. And the desired desk per pupil ratio of one desk for three pupils was only found in five schools and in the upper classes in one other school. If one considers the reported enrolment and the actual attendance, “real” enrolment as indicated by regular attendance may be sufficiently lower than the official enrolment figures. That reduces the need for more classrooms if and until more children attend the school regularly. Two-thirds of the sample schools do not provide *teachers’ accommodation*. Ten schools reported that one or more teachers were accommodated at the school, but only four schools were found to house more than half of the teachers at the school. Fourteen schools reported that all the teachers lived 2 kilometres or more from the school. In analysing whether the availability of housing was associated with PLE results, it was noted that all four schools that house more than half of their teachers were “high” PLE schools. However, there is not a significant statistical association between teacher accommodation and PLE results. On the other hand, teacher housing is significantly associated with teacher preparation and teacher assessment of pupil. It may well be that if teachers stay near to the school they will spend more time on preparations for teaching and on monitoring pupil learning. Even though this study has not shown teacher accommodation to be as important as other school characteristics, further exploration and experimentation with this issue is warranted.

Figure 1

**THE RELATIONSHIP AMONG CHARACTERISTICS
THAT INFLUENCE PRIMARY SCHOOL LEAVING EXAMINATION RESULTS
IN FIVE RWENZORI DISTRICTS OF UGANDA**



4. CONCLUSIONS

34. The major conclusions of the study are that in general pupils do not learn much in school. However, there are schools with good PLE results. These schools demonstrate the learning-related school characteristics that could improve the results of all schools. The critical characteristics that were found more consistently in the schools with good PLE results centre on the role and performance of the Head Teacher in teachers' preparation and coverage of the curriculum, and on pupil participation in the classroom. The study found that critical to stimulating pupil participation are the teachers' preparedness for class, their regular assessment of pupil work, and emphases on the use of instructional materials (especially textbooks) and on pupils' reading and writing. The Head Teachers role and their relationship to each other and to student outcomes has been summarised in a diagram of these relationships (Figure 1). The characteristics in the diagram indicate the priority areas that need attention if the region's poor results in pupil learning are to improve.

35. The study found that classroom availability and the availability of teacher housing close to the school do not differentiate high-performing schools from low-performing ones. Similarly, the supervision of schools as it is now done and the community's support for the school do not seem to be strongly associated with a school's results. The research team believes that its analysis of the relation between external supervision and PLE results offers insights into shortcomings in how supervision and monitoring are done now. Addressing these shortcomings and getting Head Teachers to focus on the priority characteristics for pupil learning could make external supervision itself more effective in contributing to pupil learning. The school-community relationship was not explicitly studied, but the field visits and analyses convinced the Research Team that this school characteristic deserves attention as well.

5. RECOMMENDATIONS

36. After considering a range of obstacles to overcoming the issues raised by the findings of the study, the Research Team arrived at six recommendations with suggestions on activities that could carry out each recommendation. The recommendations are presented below with the ideas for activities.

- a) ***Strengthen the capacity of Head Teachers to monitor and supervise teachers*** by offering a course for teachers aspiring to be School Heads to take as preparation for being considered for a headship; by requiring newly appointed School Heads to participate in an induction orientation; by offering a structured, regular program of professional development for School Heads; by focusing external supervision on School Heads and their internal school supervision of the priority characteristics for pupil learning; and by instituting a regular annual performance assessment of each School Head, to be conducted by the District Inspector.
- b) ***Increase the amount and quality of teachers' planning, coverage, pupil assessment, teaching of reading and writing, and use of materials*** by producing teacher-friendly materials in these priority areas. Then, provide a comprehensive programme of dissemination, training, in-school assistance, and follow-up to ensure that these materials are actively used. Head Teachers, Tutors, and Inspectors will need to focus on facilitating implementation, including an incentive programme that rewards teachers for performance in these areas.
- c) ***Improve the schools' environment for, and teaching of, reading and writing*** by implementing policies and guidelines that encourage reading and writing in schools; by providing schools with more interesting, relevant, and level-appropriate readers for pupils to read and insisting that they are used; and by implementing an in-service programme on the teaching of reading and writing for teachers.
- d) ***Empower communities to actively pursue improved school performance through school-based projects*** by designing, and experimenting with, a region-specific approach to giving communities a greater role in school management and governance using a model of school projects that has successfully influenced pupil learning in other countries.
- e) ***Conduct an experiment with providing teacher accommodation, including a formal study of the intervention's impact.*** Four options could be tested: a stipend to support accommodation in the community, with or without community contributions, and construction of teacher housing on school grounds, with and without community participation.
- f) ***Conduct a formal study of the pre-service Primary Teacher Training programs in the Rwenzori region*** in terms of how well they prepare teachers in the areas this study has identified as important.

37. The findings of the study and the recommendations should guide future programming to improve primary education in the Rwenzori region, drawing upon combinations of resources from local government, school communities, the Government of Uganda, and external donors.

6. ANNEXES

Annex 1 : Characteristics and Indicators that Influence Pupil Performance

Factor: Effective Teaching and Learning

Definition: Teaching (and learning) is considered effective when: <ol style="list-style-type: none"> 1. Pupils participate in learning activities. 2. All subjects are covered in an integrated manner in relation to the whole curriculum. 3. Pupils participate in co-curricular activities. 4. Classes are disciplined. 5. Relevant instructional materials are available and put into use. 6. Timetable is followed. 7. Reading and writing lessons are planned and taught. 8. The number of students taught by a teacher in a given space is manageable. 	
Characteristics	Indicators
1. Pupils participation	a. Pupils respond to teachers' questions and instructions. b. Progress chart displayed in class. c. Pupils regularly do homework and assignments. d. Records of continuous assessment are available. e. Pupils present their work for marking. f. Pupils participate regularly in practical work. g. Pupils are punctual and regular in attendance.
2. Subject coverage	a. Teacher has schemes of work and lesson plans which are used in class. b. Pupils' work displayed and other signs of "a talking classroom" with relevant subject coverage and updated. c. Record of work seen matching with pupils' activities in their exercise books and also in relation to syllabus coverage.
3. Co-curricular activities	a. Pupils' participation in co-curricular activities. b. Sports equipment available and being utilized. c. Timetables showing games and sports periods. d. Terms programme showing co-curricular activities.
4. Disciplined classes	a. All children in school uniform. b. Smooth transition from one period to another. c. Positive response to the teacher's instruction by pupils. d. Availability of school rules and regulations and implementation.

5. Instructional materials	<ul style="list-style-type: none"> a. Learning aids displayed and pupils able to answer questions about them. b. Library records showing usage of textbooks by pupils and teachers. c. Textbooks in the hands of pupils. d. Evidence of textbook use in pupils' exercise books. e. Condition of the textbooks. f. Pupils are provided with basic scholastic materials.
6. Timetable	<ul style="list-style-type: none"> a. Wall clocks and timetables in classrooms. b. Timekeeper with a bell and teachers and pupils responding to it.
7. Reading and Writing	<ul style="list-style-type: none"> a. Schools and class libraries being used. b. Reading cards and work cards displayed in class. c. Pupils being able to read and write. d. Reading and writing timetabled. e. Pupils' reading and writing work displayed.
8. Manageable class size	<ul style="list-style-type: none"> a. Teacher/pupil ratios of 1:40 so that teacher caters for individual differences.

Factor: Effective Teacher

Definition: A teacher is considered effective when he or she:

1. Has mastery of the content and methodology he/she is teaching.
2. Prepares what to teach.
3. Carries out timely assessment and evaluation of learning.
4. Makes and uses instructional materials appropriately.
5. Is a role model.

<i>Characteristics</i>	<i>Indicators</i>
1. Content and Methodology	<ul style="list-style-type: none"> a. Ability to interpret the curriculum. b. Adequate training (GIII, GV) (see personal files). c. Ability to deliver material accurately and fluently in English. d. Uses appropriate and varied methods, e.g., discussions, dramatizations, role plays, group work. e. Positive response of learners in class.
2. Preparation	<ul style="list-style-type: none"> a. Schemes of work are with the teacher. b. Lesson plans that cater for differences of learners. c. Making and use of instructional materials.
3. Assessment	<ul style="list-style-type: none"> a. Marks learners' work (exercise books) and gives feedback. b. Keeps progress records (e.g., cumulative records cards, class progress charts, etc.). c. Gives homework and assignments. d. Gives feedback and conducts remedial classes.

4. Resourcefulness with instructional materials	<ul style="list-style-type: none"> a. Models, puppets, wall-charts seen in class. b. Educational corners (e.g., nature corner, shop corner, our forest, interest corner). c. Vocabulary tree; Abacus, flash cards. d. Drawings, paintings, prints by learners.
5. Role Model	<ul style="list-style-type: none"> a. Clean and decently dressed. b. Consistent in his/her duties. c. Manages time (he/she is punctual). d. Adheres to the master timetable, class timetable, and personal timetable. e. Good chalkboard handwriting. f. A well-organized sitting arrangement of the class. g. Controls and manages the class (learners respond to instructions). h. Assigns responsibilities to learners in the class (rota), e.g., sweeping class, carrying books from library.

Factor: An Effective Head Teacher

Definition: A Head Teacher is effective when:

1. He or she communicates regularly and effectively with teachers, parents, the DEO's office and others in the community.
2. He/she monitors and supervises school activities.
3. He/she is a role model.
4. He/she plans for the school.
5. He/she motivates staff and pupils.

Characteristics	Indicators
1. Regular and effective communication	<ul style="list-style-type: none"> a. Frequent and productive staff meetings with lists of resolutions and actions taken afterwards. b. Minutes of meetings held. c. Community mobilisation file and number of sessions held. d. Teachers report collaboration with the Head Teacher.
2. Monitors and supervises	<ul style="list-style-type: none"> a. Approves teachers' schemes of work and lesson plans. b. Hold pre-conferences, visits classrooms to assess the teaching learning process and consistency of lesson preparation and holds post conferences with teachers. c. Holds regular staff meetings. d. Carries out regular staff performance appraisal. e. Checks on the teachers' coverage of topics. f. Follows up the planned pupil activities in the pupils' exercise books. g. Carries out practical teaching.
3. Role Model	<ul style="list-style-type: none"> a. Decently dressed. b. Organised office: filing system, display of important information.

	<ul style="list-style-type: none"> c. School buildings and grounds are maintained attractively and water is available. d. Displayed school rules and regulations. e. Consistent in his duty, especially in his/her attendance. f. Manages time well. g. Adheres to the master timetable, class timetable, and personal timetable.
4. Plans for the school and keeps school records	<ul style="list-style-type: none"> a. General Work Plan for the school displayed (budgets). b. Minutes of planning meetings with stakeholders. c. List of teachers' responsibilities. d. Progress reports on the plans made. e. Attendance lists for the planning committee members. f. Availability of a general school timetable. g. Keeps school records, e.g., financial, teacher and pupils' records, store and library records.
5. Motivates staff and pupils	<ul style="list-style-type: none"> a. Organises refresher courses for staff. b. Delegates duties. c. Regular appraisal of staff. d. Organises exchange visits. e. Team work f. Provides lunch for staff. g. Guides and counsels teachers and pupils.

Factor: Monitoring and Supervision

<p>Definition: Monitoring and Supervision is effective when:</p> <ul style="list-style-type: none"> 1. The Head Teacher supervises teachers. 2. External supervisors make regular visits to schools and give guidance and counselling services to the Head Teachers and teachers on classroom instruction and other activities in the school. 	
Characteristics	Indicators
<ul style="list-style-type: none"> 1. Head Teacher supervises 2. External Supervision 	<p>See "Monitoring and Supervision" under the Head Teacher Factor</p> <ul style="list-style-type: none"> a. Both Inspectors and CCTs make frequent/regular visits to a school. b. Ensure school work plan is available and give relevant advice. c. Give advice on use and storage of instructional materials. d. Carry out needs assessment and recommend relevant remedies. e. Check on records management to ensure availability of: financial records, attendance registers, teachers' personal files, pupils' progress records.

	<ul style="list-style-type: none"> f. Give advice on good sanitary practices in the school and ensure availability of water supply, bathrooms for girls, enough latrine stances for both sexes, neat compound with flower gardens. g. Give advice on discipline in the school. h. Observe classroom instruction and provide feedback to the teacher. i. Organise refresher courses for Head Teachers and teachers. j. Guides and counsels Head Teacher and teachers.
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Factor: Physical Environment

Definition: The infrastructure of a school will enhance the effectiveness of a school when:

1. The school owns the land.
2. There are structures, which are well maintained and repaired.
3. Enough classrooms are constructed to accommodate the enrolment.
4. All teachers are accommodated at/near the school premises.
5. There are other furnished structures, e.g., Head Teacher's office, staff room, book store/library.
6. There are adequate sanitary facilities: water, toilets, washing rooms.

<i>Characteristics</i>	<i>Indicators</i>
1. Landownership	<ul style="list-style-type: none"> a. Land title. b. Clearly demarcated.
2. Well-maintained Structures	<ul style="list-style-type: none"> a. Well maintained classrooms with: iron roofs, firm painted walls, concrete/cemented floors, lockable shutters.
3. Classrooms	<ul style="list-style-type: none"> a. One classroom per class/stream. b. Pupils accommodated in each classroom comfortably. c. Classes constructed in: permanent materials. d. Classrooms have shutters. e. Furniture: Desk/pupil ratio enough to seat pupils comfortably. e. Teachers have a chair and a table in the classroom.
4. Teachers' accommodation	<ul style="list-style-type: none"> a. Teachers accommodated at/near the school. b. Enough rooms per house.
5. Other Structures:	
A. Head Teacher's Office	<ul style="list-style-type: none"> a. A sizable room to accommodate important school records/assets to be easily accessed. b. Furniture: office table, chair, chairs, cupboards, and pin boards.

B. Staff Room	<ul style="list-style-type: none"> a. At least the size of a classroom with adequate sitting/writing facilities. b. Well-ventilated and lockable. c. Furniture: same as office with table & chair for every teacher.
C. Store/Library	<ul style="list-style-type: none"> a. Strong iron roof and firm walls. b. Well-ventilated and lockable. c. Furniture: Chairs, tables, shelves, cupboards, pin boards.
6. Adequate sanitation facilities:	
A. Water	<ul style="list-style-type: none"> a. Clean, safe water supply within at least 500 m. of the school. b. Save water sources, e.g., gravity flow scheme, water tanks, boreholes, etc.
B. Toilets	<ul style="list-style-type: none"> a. Built of permanent materials. b. Toilets and stances according to GOU regulations, including accessibility for special needs pupils. c. Separate for girls, boys, and staff. d. Well-ventilated (e.g. VIPs) and with shutters. e. Hand washing facilities.
C. Washing rooms	<ul style="list-style-type: none"> a. Built in secure premises for privacy. b. Shutters and proper drainage.

Factor: Community Involvement

Definition: Community involvement is effective when:

1. The community provides financial and material support for the school's operation.
2. There is frequent communication between school and community.
3. The community is involved in the school management and governance.
4. The children come to school healthy, and meals are provided.
5. The community provides resource persons in the teaching learning process.

Characteristics	Indicators
1. Financial and material support	<ul style="list-style-type: none"> a. Contributions in finance or in-kind (e.g., building materials and land are evident). b. Building constructed and site preparation evident. c. Parents/guardians provide pupils with basic scholastic materials.
2. Frequent communication between school and community	<ul style="list-style-type: none"> a. School-public events are attended by the community, i.e., open days, speech days and Education week (attendance lists and visitors books could be seen). b. Joint school-community meetings, eg LCS, church meeting evidenced by records of minutes and visitors books.

<p>3. Community role in management and governance</p>	<p>a. The committees meet frequently and make constructive resolutions, e.g., joint PTA and SMC meetings evidenced by records of minutes, attendance lists and visitors books.</p> <p>b. SMC and PTA monitor policy implementation.</p> <p>c. SMC approves plans and budgets of the school.</p>
<p>4. Children come to school healthy</p>	<p>a. Hunger, malnutrition and illness signs are not evident.</p> <p>b. High enrolment and regular pupil attendance is evidence by the school register.</p> <p>c. Mid-day meals are provided by parents/guardians.</p>
<p>5. Community as resource persons</p>	<p>a. The community's monitoring and support of the idea of pupils' homework is evident in the pupils exercise books where they sign.</p> <p>b. The community provides teachers and other informed personalities who serve as information sources (evidence could be found in the school log books, visitors book, and school weekly reports).</p> <p>c. Community members visit the school and check on the child's attendance and class work as evidenced by the visitors book.</p>

Annex 2 : Case Study of School One as Per a Two Day Visit

School Number One is one of the academically outstanding rural primary schools in one of the districts in Rwenzori region. It is located near a trading centre 1½ km from the highway main road running through the Districts of Kasese and Kabarole to the capital of Uganda.

Started in 1935, it has over time acquired new site/building leaving the old one to a secondary school with which they now share the hill. Separated by a fence of barbed wire and a hedge, the primary school occupies the eastern side while the secondary school covers the western part of the hill.

My colleague and I spent two days in this primary school with a view of establishing characteristics that make the school perform well at PLE. During our stay at the school, we carried out classroom teaching observation, on spot checks of the school structures and held informal interviews with the Head Teacher, teachers, pupils and the auxiliary staff members.

The first day when we arrived at the school we found the first lesson just starting at 8.30 am. The whole school was quiet and in the mood to study. We proceeded to meet the Head Teacher for introduction after which we moved to the classrooms to see the teaching / learning.

Teacher Preparation and Teaching

The school has a staff of 32 qualified teachers of which 15 are male and 17 are female.

In one of the P7 classes, a Mathematics lesson was in progress. The teacher employed a combination of chalk and talk method, group work discussion, and pupils doing demonstration. The pupils who had understood how to draw and locate position and movement of a given object would come up to demonstrate to the class. This was very interesting and made the pupils learn better. This seems to have lured the teacher to stay longer teaching one subject at the expense of other subjects.

When asked why he was taking long, the teacher said he found it impossible to carry out such topics in the scheduled time, because they were rather challenging to learners and hence needed a longer time.

Pupil Participation

In the five classes where teaching was observed, the learners were seen doing their work in their exercise books, responding to oral questions: pupils who understood the concept demonstrated or explained to others. While the pupils were doing the work given, the teacher moved around the class marking the work, providing oral comments and assisting those with difficulty in carrying out the tasks.

Instructional Materials

Generally learning aids were seen displayed in the classroom but mostly two dimensional- charts and drawings. In the lower classes there were reading cards and charts given by the Ministry of Education & Sports displayed. The school has some books for each class. For example, P3 has 80 primary school mathematics books used by 254 at a ratio of one book to three pupils.

Reading and Writing

The school has a bookstore, which was well stocked with a variety of titles. The library periods were indicated on the timetable and from the records there was evidence of pupils borrowing books.

A reading and writing test was conducted in the P3 class on the second day of the visit. Ten pupils were randomly selected for the test. Only one pupil had a problem with most of the sections of the test,

whilst the others did quite well. They were able to say the sounds, make sentences read words and spell the words to a good extent.

Subject Coverage

The teachers in this school were all trained and qualified, had schemes of work and lesson plans to the standard level of the class. Teachers seen had schemes of work for those subjects that they teach and were in line with the curriculum and on schedule.

Pupil Assessment

Teachers assess the performance of their pupils on a daily basis. For example, in P7 pupils books were marked on the daily basis, monthly tests were given to the class and each pupil had a file of marked scripts.

Head Teacher Monitoring and Supervision

The Head Teacher maintains a file on supervision and monitoring of teaching which are compiled from different sources of supervision.

The school has two deputy Head Teachers who have been empowered to supervise teaching and provide reports to the Head Teacher. In the same vein, the heads of subjects as well as the class teachers supervise teaching and learning in their respective areas/classes and reports submitted to the Head Teacher. Besides supervising teaching, the Head Teacher teaches Mathematics in P7.

External Supervision

The school receives regular external supervision. In one school term it had received 16 different officials that included Inspectors, Coordinating Centre Tutors, and Inspectors of Schools from the Ministry of Education & Sports headquarters.

Teacher Accommodation

We were shown one teachers' house on the school campus, which is occupied by four teachers. The rest of the teachers hire rooms at the nearest trading centre, two kilometres from the school.

Community Support

With support of the parents the school employs a watchman, cook and secretary. Most of the children have something to eat while at school. During the time of our visit, every parent of the children in this school was expected to contribute shilling 1000/= towards construction of school building. At least 90% of the pupils attend on a regular basis which was attributed to the parents' support.

Classroom Accommodation

The school has eight newly constructed permanent classroom and 6 other in semi permanent materials making a total of 14 classrooms. This makes a ratio of 1 class to 112 pupils, which is still a problem at the school.

Outcomes

PLE results for the last three years.

Year	Number Sitting	No. of passes in Grade I & II	Percentage pass in Grade 1 & II
2000	81	81	100%
2001	102	93	91%
2002	85	85	100%

All in all the school is performing very well at PLE level according to the results seen.

The trend of pupil survival in the school is encouraging. According to the records of the enrolment since 1997, the total enrolment was 1203 pupils and by 2003, the number had increased to a total of 1577 pupils have an increase of 377 pupils in the school. And out of 261 pupils who started P1 in 1997, 138 pupils managed to reach P7.

Analysis

The critical characteristics that are influencing the performance of this school are:

1. Qualified and competent teachers.
2. School supervision by the Head Teachers and other external supervisors.
3. Support for attendance of pupils on the issue of competence and qualified teachers.

The teacher's competence and commitment to work has been instrumental to the performance of this school. A comprehensive supervision strategy that involves the Head Teacher, the deputies, heads of departments and the teachers themselves was also contributing to the good performance of the school.

Last, but not least, the other issue that I observed was the school attendance by the pupils. According to the daily attendance board it was observed that at least 90% of the pupils in upper classes attend daily. It was also observed that 100% of the pupils in P7 attend daily and hence do not miss any instruction and consequently perform well at the PLE.

Annex 3: The Status of Education in the Five Rwenzori Districts

The five Districts of Bundibugyo, Kabarole, Kamwenge, Kasese and Kyenjojo form what is popularly referred to as the Rwenzori Region.

Bundibugyo District

The education situation and trends in Bundibugyo need to be understood within the socio-economic and political context of the District in which the service is delivered.

- **Primary Schools in the District:** Currently there are a total of 137 primary schools in the District of which 131 are Government aided while only six are private. In Bughendera and parts of Bwamba counties, the schools are very difficult to reach due to the mass of highlands and steep valleys and ridges.
- **Pupil enrolment:** The District has registered a relatively steady increase in enrolment since the introduction of UPE as shown in the table below, the highest increase (61%) having been realized in 1997.

Table 1: Primary School Enrolment: 1996-2003

YEAR	Male	Female	Total
1996	10680	9000	19680
1997	31601	19076	50677
1998	31300	22132	53432
1999	32014	25642	59268
2000	34621	28621	61511
2001	32871	28640	61511
2002	30687	30231	60918
2003	33211	30944	64155

- **Staffing situation and trends:** Altogether there are 1041 (136 female) teachers currently employed in the government-aided primary schools of whom only 480 are qualified trained teachers. Staff establishment stands at 1130 teachers, commensurate to enrolment, giving a lamentable teacher-pupil ratio of 1:134. Worse still, the 693 untrained teachers do not qualify to join PTE in-service training.
- **Education Performance:** The general academic standards have been measured by PLE results. Summary results for 2000-2002 is given below:

Table 2: Summary of PLE Performance : 2000 - 2003

YEAR	DIVISION							
	I	II	III	IV	U	X	Total	Pass %
2000	52	806	317	294	00	204	1820	91
2001	105	713	253	192	88	145	1476	94
2002	04	353	377	335	1065	296	2394	51
2003	12	449	490	411	581	172	2115	70

Note: U in the table stands for number of candidates who sat for PLE but were un graded. X represents candidates who registered for PLE but did not sit for the examinations.

Kabarole District

- **Primary Schools in the District:** There is a total of 123 primary schools in the District of which 98 are government-aided, 23 are community schools and only two are private.
- **Primary School Enrolment:** Enrolment in 1996 stood at about 100,000. This increased to 225,568 by the end of 2000, an increase of almost 125%. The drop in enrolment in 2001 was because of the split of the District to form the two other new districts. However, there has been a steady increase in enrolment as shown in the table below:

Table 3: Primary School Enrolment: 2000-2003

Year	Male	Female	Total in Class 1-7
2000	115,295	107,273	222,568
2001	43,306	36,140	79,446
2002	41,614	41,982	83,347
2003	44,210	43,561	87,771

- **Staffing Situation in the District:** There are a total of 1,143 primary school teachers (579 males and 564 females) in Kabarole government-aided schools of who 877 are grade III, 86 grade V, and 3 graduates. 149 are under PTE in-service training for certification and 28 are licensed and grade II teachers.

Table 4: Teachers in Primary Government Aided Schools : 2003-2004

Qualification	Male	Female	Total
Grade III	418	459	877
Grade V	42	44	86
Graduates	2	1	3
Untrained:			
a) PTE in service	106	43	149
b) Grade II & LTs	11	17	28
Total	579	564	1,143

▪ **Primary Leaving Examinations Performance in the District:**

Table 5: Summary of PLE Performance: 2000-2002

YEAR	DIVISION							
	I	II	III	IV	U	X	Total	Pass%
2000	416	1113	354	385	379	259	2906	86
2001	177	1344	588	602	568	243	3522	83
2002	134	1173	863	536	936	347	3988	74
2003	209	1479	914	646	806	357	4411	80

Kamwenge District

Kamwenge, like Kyenjojo District, was until 2000 part of Kabarole District.

- **Primary Schools in the District:** There are altogether 151 primary schools in the District out of which 126 are government aided, 22 community schools and only three are private schools. These schools are fairly distributed in the two counties that make up Kamwenge District i.e. Kitagwenda and Kibale.
- **Primary School Enrolment:** As can be seen from the table below, enrolment has doubled between 2000 and 2003, and girls' enrolment has equally doubled over the years.

Table 6: Primary School Enrolment: 2000-2003

Year	Male	Female	Total
2000	15153	15193	30346
2001	17353	16776	32546
2002	31641	30650	62291
2003	36606	34479	71085

Staffing Situation in the District: There are 809 (594 male and 215 female) primary school teachers in the District out of whom 628 are qualified (grade III, V, graduate) and only 18 are under training through the PTE in-service scheme. Currently, there are only three field Inspectors of Schools and four CCTs, each of them covering about 20 primary schools.

▪ **PLE Performance**

Table 7: Summary of PLE Performance : 2000- 2002

YEAR	DIVISION							
	I	II	III	IV	U	X	Total	Pass %
2000	129	677	447	414	521	259	2447	76
2001	113	831	500	384	409	252	2489	82
2002	51	785	713	474	1148	366	3537	66
2003	57	1032	857	515	830	270	3561	75

Kasese District

- **Primary Schools:** Kasese has the highest number of primary schools in the region. Currently there is at least a primary school in each parish in the District giving a total of three hundred and four (304) primary schools of which 245 are government aided while 44 are private and 15 are community schools.
- **Pupil Enrolment:** This has increased from 116,476 in 1997 to 173,943 (84,220 boys and 89,723 girls) in 2003. Details appear in Table 8 below:

Table 8: Primary School Enrolment: 1997-2003

Year	Male	Female	Total
1997	62,074	54,402	116,476
1998	66,643	61,730	128,373
1999	70,481	74,484	145,365
2000	73,635	76,634	150,269
2001	78,089	82,089	160,178
2002	79,037	85,037	164,074
2003	84,220	89,723	173,943

It is interesting to note that over the years, girls' enrolment has surpassed that of boys in Kasese District. Reasons for the above could be attributed to increased advocacy programmes on girls' education and improved school facilities.

- **Staffing situation:** Because of high enrolment, again, Kasese has the most primary teachers in the Rwenzori region. Altogether there are 3210 teachers in government-aided primary schools in Kasese. The majority of the teachers are trained ranging from Grade III and V up to University graduates. Only 224 untrained teachers are undergoing PTE in-service training.
- **PLE Performance:** Kasese District's PLE results for the last three years are shown below:

Table 9: PLE Performance: 2000-2002

YEAR	DIVISION							
	I	II	III	IV	U	X	Total	Pass %
2000	410	3841	1065	792	424	569	7101	94
2001	275	2773	1644	1313	1291	375	7671	82.3
2002	333	2330	1938	1318	2913	700	9532	67
2003	396	2036	2776	1403	500	531	7642	93

Kyenjojo District

Since the creation of the Kyenjojo District in late 2000, (before that it was part of Kabarole District) tremendous development has been registered, but problems still undermine the District's efforts to enable the people of Kyenjojo to attain the desired quality of life.

- **Primary schools:** The number of primary schools has grown to about 171, comprising of 145 government-aided, 4 private schools, and 22 community schools. The community primary schools in the District are located in areas where Government Aided Schools are distant. Proposals have been submitted to the Ministry of Education and Sports for Government aid. The take-over of the community schools by government will increase the enrolment.
- **Enrolments in Government-aided primary schools:** Total primary school enrolment has risen from 71,932 in 1998 to 96,344 pupils in 2003 as shown in the table below.

Table 10: Total Primary School Enrolment by Gender: 1996- 2003

Year	Male	Female	Total
1998	37,685	34,247	71,932
1999	38,835	36,868	75,703
2000	40,926	37,628	78,554
2001	43,064	41,211	84,275
2002	47,718	46,217	93,935
2003	48,724	47,620	96,344

- **Staffing situation in the District:** The total number of teachers in government aided primary schools stands at about 1,456, the majority of whom are qualified Grade III teachers (832). There has been an increase in the number and quality of teaching staff. About 925 of the primary school teachers are qualified, while 531 are licensed teachers.

There are only two field Inspectors of Schools, one in charge of Mwenge County (98 schools) and another in charge of Kyaka (47 schools). The District has only seven CCTs.

- **PLE Performance:** As can be seen in the table below, there is a downward trend in performance with the majority of pupils who take the PLE passing in division III and IV. This is a worrying trend.

Table 11: Summary of PLE Performance : 1998-2002

YEAR	DIVISION							
	1	2	3	4	U	X	Total	Pass %
1998	176	874	343	522	334	156	2405	92
1999	486	1129	319	512	309	131	2886	94
2000	203	1268	539	516	600	243	3369	81
2001	36	772	882	832	1317	431	4031	66
2002	34	776	585	916	1787	729	4827	56.4
2003	83	144	1055	798	1482	563	4125	58

Annex 4 : Members of the Research Team

NAME	DESIGNATION	ADDRESS
Ahurra Margaret	Head Teacher	Ntoroko, P.S. Box 1168 Bundibugyo
Akorinako B. Julius	District Inspector	Kamwenge District
Bacwa Jolly	CCT	Karambi CC, Kasese
Baguma H. Anthony	CCT	Bubukwanga CC PO Box 1192 Bundibugyo
Bitamazire K. Phoebe	Head Teacher	Byabitusi Pr. School P O Box 1437, Kamwenge
Bwambale J. Monday	Head Teacher	Kasese P/School Box 15 Kasese
Kanyunyuzi Thereza	Head Teacher	Mirambi 'K' P/S P.O. Box 1436 Kamwenge
Kasenene Elizabeth	Head Teacher	Kasiisi Pr. School, P O Box 658 Fort-Portal
Kiganda Muhumuza Ignatious Acaali	CCT	Kisojo Co-ordinating Centre P O Box 1017 Kyenjojo
Kyarimpa Asuman	CCT	Kamuhigi CC c/o P O Box 1168 Bundibugyo
Migando Oliver	CCT	Mubuku CC, Kasese
Musiime Patrick	CCT	Kicwamba Coordinating Centre, P O Box 1339 Kamwenge
Muzahura James	CCT	Yerya Co-ordinating Centre Kabarole District
Mubulya A. Wilson	Head Teacher	Njuule P/S P O Box 1200 Bundibugyo
Okwi Simon Charles	Deputy Principal, Outreach	Core-Canon Apolo P.T.C.
Rwabukuuku K Goretti	CCT	Kiburara C.C. Kabarole District
Rwanyiziire Alfred	Head Teacher	St John's Yerya P/S, P O Box 1 Kibiito Fort-Portal
Sunday M. Eunice	Head Teacher	Kamaiba P. School, P O Box 142, Kasese
Twahirwa Justus	Area Education Officer (AEO)	Kyenjojo, P O Box 1002 –Kyenjojo
Ward Heneveld	Consultant	Vermont, USA
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Sammy Musoke	Technical Assistant	Irish Aid/ Embassy of Ireland

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