



MINISTRY OF EDUCATION AND SPORTS



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# UGANDA TEACHER AND SCHOOL EFFECTIVENESS PROJECT (UTSEP)

## KEY ACHIEVEMENTS 2015–2019



## BACKGROUND

The Government of Uganda (GOU) received a grant worth US\$100 from the Global Partnership for Education (GPE) to implement the Uganda Teacher and School Effectiveness Project (UTSEP) in Uganda. UTSEP became effective on 24th March 2015 and is expected to close by the end of June 2019. UTSEP was designed to support government in improving teacher and school effectiveness in public primary education system. Specifically, the project aims at: improving teacher performance through training and use of instructional materials; improving the school environment through leadership training and construction of classrooms, water and sanitation facilities and teacher housing, among others.

## Primary Targets

The project is expected to achieve the following by closure:

Increased number of teachers trained in teaching of EGR from 12,000 to 24,100

Reduced ratio of pupils per textbook in English and Math (P1-P7) from 14 to 10

Reduced number of schools with less than 3 permanent classrooms from 962 to 824

Increased proportion of pupils reading 20 or more words per minute in their local languages from 1% to 20%.

## Main Achievements

### Early Grade Reading:

Before the intervention of UTSEP, only 12,000 teachers of P1-P3 had been retooled and were able to handle the thematic curriculum (i.e. teaching in local language). UTSEP targets to re-train a total of 12,800 teachers which will make up to 24,800 teachers that are able to teach in English and other local languages.

So far, the project has built capacities of 13,629 teachers in Early Grade Reading methodology in a total of 2,727 primary schools lifting the total number of teachers trained in EGR to 25629. This has significantly enhanced teacher competencies and as a result a marked improvement in pupils' reading abilities has been registered. The UNEB (2017) early grade reading assessment revealed that 8% of P2 pupils in 2017 could read 20 or more words per minute in their local languages compared to 3% for P2 cohort of 2016. There has been a remarkable improvement in the support supervision at school level, a key requirement under the intervention.



Figure 1&2: EGR has resulted in a marked improvement in the reading and writing abilities of pupils in 29 districts countrywide. 8% can now read 20 words per second compared to 1% at the inception of the project.

## Early Childhood Development/Community Child Care Program:

At inception, UTSEP targeted to bridge the gap between children attending Nursery schools in rural areas and those in urban areas. Under the project, caregivers/nursery teachers have been trained in the use of the curriculum/learning framework such that all children get similar competences. To date, over 80,000 pupils in early childhood education centers across the 50 districts in the country are estimated to be benefiting from the trained 4168 caregivers.



Figure 3: Caregivers during their graduation ceremony at Bishop Willis Core Primary Teachers Training College in Iganga. 4,168 caregivers (Nursery teachers) have been trained from Community Care Centers in 50 Districts Countrywide, through the UTSEP Project.

### **School leadership, management and accountability:**

A total of 2,362 head-teachers and deputy head teachers as well as 5,905 school management committees (SMC) have been trained in order to improve school management, accountability and learning conditions. As a result, there is reported improvement in accountability and transparency in the beneficiary schools.



*Figure 4: Leadership Training: District leaders undergo training in Jinja. School level supervision has drastically improved in the UTSEP intervention Districts.*

### **Provision of Instructional Materials**

At project inception, the pupil to textbook ratio was 14:1 for Mathematics and English. Under UTSEP, slightly over 7 million pupils are reportedly already benefiting from the about 6.5 million copies of textbooks procured and supplied to primary schools. Overall, the pupils to textbook ratio have reduced to 2:1 for English and Mathematics.



*Figure 5: Pupils in Busoga region study with books in their hands. Through UTSEP, reading and instructional materials have been provided reducing pupil to text book ratio from 14:1 to 2:1. The textbooks have benefited over 7 million pupils and teachers countrywide.*

## Integrated Electronic Inspection System

For many years, inspection has been undertaken using paper instruments which is tedious and processing of reports and feedback to schools took long. As part of the effort to improve education system, UTSEP also funded the design of a web-based Inspection management information system (Integrated Inspection System) and procured 315 tablets to aid the process. To date, e-inspection is being undertaken in 1,151 schools with the help of trained Associate Assessors (AAs) in 46 districts. This has helped to get real time information about each school.



*Figure 6: An associate inspector conducting electronic inspection in Iganga schools. Under UTSEP, Electronic School Inspection has been under taken in 1151 schools across 46 districts in Uganda. Through this initiative, the government is able to access upto date information that can be used to improve service delivery*

## School Facilities Grant

Before the project, there were 962 primary schools with less than 3 permanent classrooms. With the construction of facilities in 138 schools, the gap will reduce to 824 as the Government continues to increase classroom blocks. By the end of the project, 884 classrooms, would have been constructed, 137 Administration blocks, 276 5-stance VIP latrines for boys and girls, 132 2-stance latrines for teachers, 9 teachers' houses and 147 water harvesting tanks. It is estimated that 55,200 pupils in the 34 districts. will benefit from this infrastructure.

Construction of facilities in 138 primary schools will be concluded by the end of the project. The facilities were provided in different modalities including centralized modality in 6 districts that had no capacity to procure contractors and in 28 districts under the decentralized modality. A total 54 public primary schools have been completed and commissioned. Another 40 schools have been completed and the rest are progressing normally.



Figure 7&8: Kokopchaya Primary school in Bukwo District after and before construction by UTSEP. The school environment has greatly improved from this support. 54 schools have been commissioned while another 84 are near completion under the project.

### Teacher Presence:

The project is also working with the district local governments in 29 districts to ensure that teacher presence improves to 90% by the end of the project. In addition to teacher presence, teacher time on task is being followed up to ensure that all teachers present in schools are also in class teaching as programmed. If this is achieved in the 29 districts, government will scale up activities undertaken to ensure that the national absenteeism rate is reduced.



Figure 9: The Minister for Higher Education Hon. Dr. John Chrysostom Musingo hands over certificates to retired officials during a retreat for District Education Officers and District Inspectors in Jinja. UTSEP provided the first platform through which they were able to deliberate key issues that affect service delivery at the local level.



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#### CONTACTS

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