



## What are some of the best practices in Education Service Delivery?

### Overview

The Education and Sports Sector is responsible for the delivery of equitable, relevant and quality education, training and sports services for all.

A lot of progress is being registered in the sector in terms of improvement in education outcomes. For instance, in terms of access, the number of classrooms increased from 25,888 in FY 2015/16 to 27,726 in FY 2016/17, and the total enrollment improved by 4.7% from 8,264,317 (4,122,663 males; 4,141,654 females) in FY 2015/16 to 8,655,924 (4,294,473 males, 4,361,451 females) in FY 2016/17.

However, despite these and other achievements registered, there are still a number of challenges implementers face during the delivery of education services. Several of these are related to adequacy and quality education infrastructure, monitoring and inspection of the education service, welfare of the education officers and collection of education related data, among others. Some education institutions have adopted innovative approaches to address these issues.

The policy brief highlights some good practices that have been noted over the years by the Budget Monitoring and Accountability Unit (BMAU).

### Key lessons

Some of the best practices that can be adopted for better education outcomes are;

- Conducting joint school inspections, cluster supervision and introduction of supervision forms to follow particular teachers' areas of weakness to improve quality of education.
- Self-help initiatives by the communities and collaboration with Development Partners to increase the stock of classrooms and other education infrastructure.
- Use of subject experts and examiners, implementing a scheming and lesson planning policy as well as tracking teachers' attendance.
- Collection and management of education data on numbers of schools, pupils and teachers can be replicated in other districts to address the issues of 'ghosts'.
- Feeding in schools can be improved by parents' contribution of food items such as maize prepared at school, introduction of school gardens and increasing the sensitization of parents on importance of pupils' feeding at school.

### Introduction

In the execution of its mandate, the Education and Sports Sector faces a number of challenges which include; dilapidated and deteriorating infrastructure, reduction in unit costs of grants, inadequate scholastic materials, pedagogical requirements and limited school inspection. With the current allocations to the sector, effective delivery of the education and sports services still remains a challenge.

Amidst all the challenges, Education Managers in different Institutions and Local Governments have come up with innovative ways to enable them meet their objectives and deliver the services. These are captured as best practices and address issues of inadequate classroom space, inadequate staff houses, inspection and school feeding among others. Below are the good lessons;

#### 1. Provision of classroom space and teachers' houses

Through the self-help approach, some districts mobilized communities to construct classroom



facilities and the districts would then provide the iron sheets for roofing.

In FY2018/19, Mubende District Local Government provided iron sheets to different primary schools (P/Ss) constructed by the communities; 60 iron sheets for a staff house at Kiwumulo P/S, 100 iron sheets to Don Bosco P/S, 120 iron sheets to Senkulu P/S, and 100 iron sheets to Kawodisa P/S. In Moyo District, the community constructed a low cost housing unit for teachers at Toloro P/S and Obong P/S.

Some districts have lobbied development partners that have constructed a number of education facilities. In Buikwe District, World Vision constructed six schools in two sub-counties of Ngogwe and Buikwe, while ACEIDA from Iceland constructed 28 primary schools and four secondary schools in sub-counties of Najja, Nyenga, Ssi and Ngogwe. Opportunity Uganda constructed six primary schools with staff houses in the sub-counties of Buikwe, Ssi and Nkokonjeru. These have complemented government efforts and increased the education infrastructure.

## 2. Joint school inspections

School inspections are inadequate because of limited funding. Local governments have continued to come up with innovative ways of conducting school inspections. The local governments comprising the former greater Masaka (i.e. Masaka, Kalungu, Bukomansimbi, Lwengo, Lyantonde, Kyotera, Rakai and Kalangala) carry out joint school inspections. All Inspectors of schools in these districts draw a program where they all conduct a joint inspection in one agreed district using one tool and covering all schools before moving to another district. In doing this, they mobilise all resources available to them like vehicles and motor cycles. Using this method, all schools in these districts are covered in a shorter time.

On the other hand, in the districts of Kole, Kaliro, and Kyenjojo, all the district technical officers from other departments are mobilized to participate in monitoring and inspection of schools, and vice versa. In this way, all the technical officers and sometimes the political supervisors do not only help to solve the monitoring and inspection issues, but also have an understanding of the different issues affecting service delivery not only in the education sector but in all sectors.

Another form of cluster supervision was also noted in Lwengo District. The head teachers in a particular parish form a cluster of three or four schools and do peer support supervision in their cluster and are encouraged to learn from each other for improvement of the education service.

Lastly some districts have introduced support supervision forms. In Kyankwanzi District, the Inspectors go to classrooms and support teachers to improve their teaching/learning methods and also improve the teaching/learning environment. The forms have names of teachers, class, learners, subjects, areas of strength and weakness for the teacher and then advice teachers accordingly. The Center Coordinating Tutors (CCTs) and District Inspector of Schools (DIS) follow up on the areas of improvement for particular teachers. The DIS receives these forms on a monthly basis.

## 3. Parent led school feeding

School feeding has been left to individual schools to handle, leaving many pupils hungry. Through continuous sensitization of the communities by the local governments, pupils in some of the schools get meals at school and this has improved pupil attendance. In Apac and Gulu districts for instance, parents are asked to contribute food items that are prepared at school for their children's midday meals. In



Lyantonde District all schools provide some form of a meal for pupils for lunch. Alternatively, some parents contribute maize flour and the school prepares meals at school.

There has also been a revival of school gardens in some districts. In Kole District, school gardens are being promoted to ensure food supply in schools.

#### **4. Use of subject experts and examiners**

Districts have come up with strategies to improve performance. In Lyantonde, using subject experts and examiners, the education department organizes workshops by subject at sub-county level or at district level where all teachers skilled in a particular subject hold one or two workshops on a termly basis. In Iganga District, the upper classes in all the schools conduct uniform examinations and joint mock examinations as a way of following up on the curriculum.

#### **5. Scheming policy**

Kiruhura District introduced a scheming policy whereby all teachers in the district in the last week of the term draw up the schemes of work for all subjects for the subsequent term which are handed over to the Directors of Studies. This has improved teachers' lesson preparations, and coverage of the curriculum which is leading to improvement in learning outcomes.

#### **6. Creation of associations**

The local governments have opened up Savings and Credit Cooperative Organizations (SACCOs) and other associations to help teachers interact, meet and get help when needed. The SACCOs have helped in the reduction of multiple loans and reduced on teacher absenteeism. In Mbale District, the teachers' SACCO has over 600 active members

that get loans from the SACCO instead of the money lenders and the banks.

The Mbale Teachers' Anti-AIDS Group has encouraged teachers living positively to carry out their duties without segregation. The association works hand-in-hand with the District Education Officer to ensure that these teachers are posted in schools that are convenient for them to access all the support services needed. In addition, together with the AIDS Support Organization (TASO), AIDS Information Centers, workshops and trainings are conducted for the teachers, and help them get income generating projects such as poultry farming to supplement their incomes.

#### **7. Tracking teachers' attendance**

Teacher absenteeism is a problem in many schools due to weak supervision. The initiative to track teachers' attendance has helped improve their attendance rates. In Bugiri District, teachers' attendance is noted and at the end of the month, a shame list is pinned on noticeboards to indicate the defaulters. In Lwengo District, all head teachers are required to send teachers' monthly attendance lists to the Education Department where they are analyzed and reports prepared for the Chief Administrative Officer's action. Funds are then deducted for days not worked.

#### **8. Creation of data capture tools for data collection and management**

Districts face a lot of challenges in collection and management of education data about the number of schools, pupils and teachers. With creation of new districts, the problem has worsened. In order to address the issue of data collection and management, Wakiso District Education Department came up with data capturing tools to ease the process i.e. Form A and Form B.



**Form A:** Captures information about all the schools in the district including government aided, private, nursery, primary, secondary and tertiary institutions.

This form is filled annually and Wakiso in particular started implementing the use of this form in 2018.

**Form B:** Captures information on teachers in government aided schools i.e. primary, secondary and tertiary institutions. The form also captures information on teachers' recruitment, confirmation, positing and whether they accessed the payroll and reasons relating to why they have not accessed it.

Form B helps the department in monthly verification of the payroll as teachers who abscond from duty, those who pass on, those who transfer to other districts are easily taken off the payroll in time. This form also helps the Human Resource Officer and Education Officers to establish which schools have no head teachers, deputy head teachers and those with few teachers for future action. The form also provides information of all teachers for easy communication as teachers submit their contacts, emails, as well as contacts for their next of kin.

The District Education Office is also developing another form to capture all data about pupils and students at the different levels. Each pupil/student will have an Identifying Number with their photos attached, that will be used to follow them up even when they change schools all through their levels of schooling.

### Conclusion

Stakeholders in the Education Sector are becoming innovative in addressing the key bottlenecks that affect the delivery of the education service. Some of these can be

replicated by other districts and even improved for better education outcomes.

### Recommendations

- Local Governments should learn from each other and replicate the good practices/innovative ways that have improved the delivery of the education service in particular districts. This will go a long way in contributing to achievement of the education outcomes.
- The Ministry of Education and Sports should access these and other practices in order to guide all districts to improve the delivery of the education service.

### References

- Ministry of Finance, Planning and Economic Development, "Semi-Annual Budget Monitoring Report FY 2018/19.
- Ministry of Finance, Planning and Economic Development, "Annual Budget Monitoring Report FY 2017/18.
- Ministry of Finance, Planning and Economic Development, PIP 2018/19-2020/2021

For more Information, contact  
**Budget Monitoring and Accountability Unit**  
**Ministry of Finance, Planning and Economic**  
**Development**  
**P.O Box 8147, Kampala**  
[www.finance.go.ug](http://www.finance.go.ug)