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this subject please quote No.



THE REPUBLIC OF UGANDA



Presented by the Hon
Min. of Educ & Sports

Office of the Minister of
Education and Sports
Embassy House
P. O. Box 7063
Kampala, Uganda

8th/08/16
Butet
SCA
9/08/16

08th August, 2016

**STATEMENT TO PARLIAMENT ON OPERATIONS OF THE UGANDA BRIDGE
INTERNATIONAL ACADEMIES BY THE HON. MINISTER OF EDUCATION AND
SPORTS**

Rt. Hon. Speaker,

I submit to Parliament, a Statement on the operations of the **UGANDA BRIDGE INTERNATIONAL ACADEMIES** in response to your questions moved under Rule No. 37 of Parliamentary Rules of procedure by **HON. RWABUSHAIJA NAMUBIRU** (workers representative) on 14th July 2016.

Indeed most of the submissions about the Schools by Hon. Rwabushaija Namubiru were true and deserve attention.

The schools started in 2013 and are located in 63 sites out of which only one was licensed by the Kumi Municipal council. The schools' legal status was not established except for the one in Kumi Municipal Council site. The schools never underwent the criteria for registering and licensing International schools.

My Ministry has however been closely monitoring the schools prior to the time the matter was raised here in Parliament. It was found out that the infrastructure of the schools is still in a bad state yet the interim period required for school to have permanent structures expired. There were also reports on teachers without professional training, non-conformity to the Ugandan Curriculum and curriculum delivery methods. The instructional materials used could not promote teacher-pupil interaction and worst of all the report showed poor hygiene and sanitation which put the life and safety of the school children in danger.

- In an attempt to act on the poor conditions of the schools, the Ministry consulted the Local government and was informed of the efforts made by the respective Local Governments in executing their mandate under the Second Schedule Part 2 and Part 4 of the Local Government Act 1997 which spells out the functions for which District councils and Lower Local Governments are responsible among which is Nursery and primary Education.

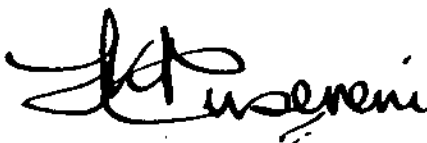
The Ministry was aware that only Kumi Municipal council had initiated the licensing processes, and therefore wished to monitor the standards in the interim period. However upon receiving technical inspection reports on many sites from Ministry staff, the National Curriculum Development Centre and Area school inspectors, the Ministry had decided to enforce Sec. 36(4) of the Education (Pre-primary, primary and post primary) Act 2008 and close all the school sites under the Management of **UGANDA BRIDGE INTERNATIONAL ACADEMIES** particularly because of the danger from poor Hygiene and sanitation on the life and safety of the innocent children.

However given that this is in the middle of the term, it would disrupt the children already enrolled at the schools it was therefore agreed that the schools remain open until the end of this term and thereafter the schools will be closed until the Ministry is satisfied that they have put in place what is required to operate a school as per the Ministry's guidelines.

The Chief Administrative Officers and Town Clerks of the respective districts hosting Uganda Bridge International Academies have been advised to lend support to parents as they arrange for the transfer of the pupils that will be affected to the existing neighbouring UPE schools.

The Ministry will continue to strengthen inspection of schools and collaboration between the Local Governments and the Centre in view of lifting the Education Standards in the Country. See all Annexes attached.

I submit.



Janet K. Museveni

First Lady and Minister of Education and Sports

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Ministry of Education & Sports,
Embassy House,
P.O. Box 7063,
Kampala, Uganda.

In any correspondence on
This subject please quote No. ADM/48/315/01

July 25, 2016

The expansion Director - Uganda
Bridge International Academy
P.O Box 35791
Kampala

ANNEX I

Attn: Mr. Andrew White.

CLOSURE OF UGANDA BRIDGE INTERNATIONAL ACADEMIES:

I refer to mine Ref ADM/48/315/01 dated 6th April, 2016 and 10th June, 2016 respectively in which I instructed you to stop the expansion of the schools arising from concerns on legality, quality of infrastructure, teacher issues, methodology and curriculum. I also advised Local Governments where the existing schools are situate to assess and report about the existing schools in your management against the set Basic Requirements and Minimum Standards in a bid to license them.

Indeed Local Governments complied with my advice and their reports do not vary from the Ministry's earlier concerns. The reports indicate the sorry state of affairs in terms of staffing, legality of the establishment, conformity to Ugandan curriculum, teacher professionalism, infrastructure and adherence to the academic calendar. For emphasis the sanitation situation was so bad that the health and safety of children in those schools is at risk. The report clearly indicate that

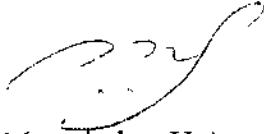
"The sanitation facilities are in a make shift structure. In most centers, there are 2 stances for girls, one stance for boys, one stance for the staff both male and female and a urinal used by the boys.

These latrines were not age friendly to the learners especially the young children of ECD and those with Special Needs. A number of the latrines had filled up e.g Kauga and Maganjo International academies. Maggot could be seen floating on top and even had invaded the urinals".

lga

From the aforementioned am left with no choice but to invoke Sect. 36 (4) of the Education (Pre-primary, primary and post primary) Act 2008 and Order you to close the schools forthwith until such a time when Ministry is satisfied that you have complied with the Basic Requirements and Minimum Standards.

By copy of this letter, the Chief Administrative Officers and the Town clerks of the respective Districts hosting Bridge International Academies are advised to arrange for the absorption of pupils in the existing neighbouring UPE schools; and with support from Uganda Police Forces ensure compliance.



Mutazindwa H.A

FOR: **PERMANENT SECRETARY**

cc: Hon. Minister of Education and Sports
Hon. Ministers of State for Education
The Inspector General of Police, **Kampala**
The Director of Education Standards, Ministry of education and Sports, **Kampala**
All chief Administrative Officers
All Town Clerks
All District/Municipal Education Officers.
All District Inspector of Schools.

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In any correspondence on

This subject please quote ADM/268/29S/02



Ministry of Education, Science, Technology
and Sports
Embassy House
P.O. Box 7063
Kampala, Uganda

10th June 2016

Mr. Andrew White,
Expansion Director, Uganda
Bridge International Academies

Re: **MEETING WITH MR. ANDREW AND AUDRINE OF BRIDGE INTERNATIONAL
SCHOOLS**

I refer to the captioned meeting which was held in my office with you Andrew White Audrine and Dr. Nkaada Daniel, Commissioner Basic Education.

It had been agreed that a letter be written to the Local Governments to give you three months to process licenses for the schools that are already operational to avoid imminent closure.

However, on further reading of the letter written to you on 6th April 2016 which you received and replied, it is not necessary to write another letter; because the April letter 4th Para for ease of reference it is clear that expansion was halted and Para 5 is clear on action to be taken on the existing schools.

I hope this letter suffices to clarify on your concerns.

A handwritten signature in black ink, appearing to read 'Dr. Rose Nassali Lukwago'.

Dr. Rose Nassali Lukwago
PERMANENT SECRETARY

N.o.o copy:

D/BSE

C/BE

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In any correspondence on

This subject please quote: ADM/48/315/01



Ministry of Education, Science,
Technology and Sports
Embassy House
P.O. Box 7063
Kampala, Uganda

6th April 2016

The Expansion Director – Uganda
Bridge International Academies
P.O. Box 35791
Kampala

Attention: Mr. Andrew White

CONCERN ABOUT BRIDGE INTERNATIONAL ACADEMIES IN UGANDA

Bridge International Academies opened seven (7) schools in Eastern Uganda in January 2015. Currently, the number of schools has expanded to 80, scattered in the Central, Eastern and Western Regions of the Country.

It should be recalled that Bridge International Academy made a presentation to the Basic Education Working Group meeting of the Ministry on 29th January 2016. Here attached are the minutes and resolutions for your recollection.

Following this rapid expansion, the Ministry is greatly concerned about several issues including, but not limited to:- The legality of these schools according to the Education (Pre-Primary, Primary and Post-Primary) Act 2008, quality of the infrastructure, teacher issues, methodology, curriculum etc.

The purpose of this letter therefore, is to instruct you to halt the expansion of the Bridge International Academies forthwith, until the Ministry establishes that these schools, and those yet to open later are in conformity with our Basic Requirements and Minimum Standards (BRMS).

By copy of this letter all Local Governments are requested to advise the Management of Bridge International Academies not to open any other school in their areas of jurisdiction, and also to make reports on the existing Bridge International Academies schools in their respective Districts/Municipalities for submission to this office.



Dr. Rose Nassali Lukwago
PERMANENT SECRETARY

Copy: All Chief Administrative Officer
District/Municipal Education Officer

ANNEX



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

INSPECTION REPORT ON BRIDGE INTERNATIONAL ACADEMIES

JULY 2016

*Compiled by:
Directorate of Education Standards
Ministry of Education & Sports.*

Introduction

The Directorate of Education Standards which is the quality assurance arm of the Ministry of Education and Sports impressed it upon District Inspectors of Schools where these schools are located to conduct inspections to assess their compliance to the Basic Requirements and Minimum Standards. Here below is a summary report of issues collated from the District reports.

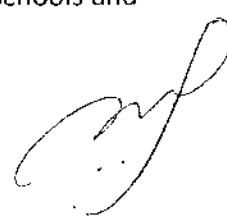
This report is based on submission of 74% of all districts where Bridge Schools are located and whose names are listed below:

Sn	District	submitted	Not submitted so far
1.	Namayingo	✓	
2.	Pallisa	✓	
3.	Buikwe	✓	
4.	Kasese MC	✓	
5.	Lyantonde	✓	
6.	Kumi MC	✓	
7.	Mpigi	✓	
8.	Soroti	✓	
9.	Mukono MC	✓	
10.	Masaka mC	✓	
11.	Kiboga	✓	
12.	Mubende	✓	
13.	Kalungu	✓	
14.	Busia MC	✓	
15.	Jinja	✓	
16.	Wakiso	✓	
17.	Kayunga	✓	
18.	Iganga		✓
19.	Tororo	✓	
20.	Mayuge		✓
21.	Bugiri		✓
22.	Hoima		✓
23.	Lwengo	✓	
24.	Arua		✓
25.	Luweero	✓	
26.	Mbale		✓
27.	Kiryandongo		✓

The Ministry of Education and Sports team headed by DES also visited a sample of these schools and made its findings and recommendations which are also incorporated in this report.

This summary report is based on the parameters below:

- a) Overall Management



- b) Legality
- b) Curriculum
- c) Sanitation
- d) Structures
- e) Co-curricular activities
- f) Staffing
- g) School program

Background

Bridge International Academies are located in twenty seven (27) districts so far. They call themselves international because among other reasons, they have foreign funders. As of now, records show existence of 63 academies. At every Centre there are both Nursery and Primary Schools attached. These academies have been in operation for two (2) years now.

Bridge International Academies top management claims that their objectives are to:

- Provide education to the most needy
- Provide cheap and affordable quality education to the children of Uganda.

Bridge International academies have their headquarters in Boston-USA but with several branches in various countries e.g Kenya, Libya, Tanzania etc.

Literature available shows that Bridge International is a profit making body and not a free service providing organization as they claim because they charge fees as follows:

- a) ECD level between Sh.130, 000 and Sh.150, 000 (including Uniforms and meals)
- b) Primary level between Shs. 85,000 and Sh.160,000 (including uniforms and meals)

Overall Management

- Bridge International Academies are not international schools as they claim since they lack an accredited international curriculum. Funders being foreigners is not enough justification for them to be called international schools. These schools have site managers who serve in the positions of head teachers. All of them are not professional teachers.
- There are also caregivers who serve as Secretaries and the cooks who prepare the porridge for the pupils take.
- All records are kept on tablet computers. The fees are paid in by parents direct through mobile money services to the country offices (Kamwokya for Uganda). The country office updates the academy site manager on who has paid also through phone communication.
- All records were on the phone of the site manager and accessible by only him or her.



- The offices of the managers are adjacently located on the same structure accommodating the kitchen.
- There are no libraries, book stores or even the books for reading. What they wanted to pass on to the children in terms of reading was in the tablet computers.
- When contacted, the country corporate manager could not explain why their centers are called academies.

Legality

None of the Centers has been licensed to operate. What they have and call operational licenses are the trading licenses given by the sub counties after paying revenue to them.

Curriculum Management

The curriculum being implemented is not clear. What is clear though is that it is not a Ugandan curriculum. The instructions sent daily are just questions/activities to be given to the learners. They have people called master teachers based in Boston (USA) who prepare and send to the teachers in Uganda what to teach on a daily basis. Virtually, there is no teaching/learning but testing on a daily basis. The teachers have no opportunity to consult their master teachers in case of any need.

The timetables do not meet our curriculum requirements, they teach SST and Science in ECD and Lower primary instead of the thematic curriculum. It is feared that by the time these children reach primary seven, they may not be adequately prepared to sit Primary Leaving Exams. It is even questionable whether the so called Uganda related material is from within the curriculum. The medium of instruction is English which is against the local language where the school is located as required by the local language policy in the implementation of the lower primary school curriculum.

Assessment to ascertain the attainment levels is through tests obtained from Boston (USA) or Kenya. End of month and term tests are given and the marks were kept in the tablet computers of each class teacher.

Sanitation

The sanitation facilities are in a make shift structures. In most centers, there are 2 stances for girls, one stance for boys and one stance for the staff (both male and female) and a urinal used by the boys.

These latrines were not age friendly to the learners especially the young children of ECD and those with Special Needs.

A number of the latrines had been filled up e.g Kauga and Maganjo International academies. Maggots could be seen floating on top and had even invaded the urinals.

No drinking water was available especially to the young children forced to spend the whole day at school.

There were no drainage and garbage collection facilities which made the school compound heavily littered.

All desks in a row have been joined together making it uncomfortable for the users and in case of emergency learners cannot leave the desks to escape to safety as fast as it is required.

Structures

The design of structures is the same throughout the country. From the foundation up to about two feet (20cm) bricks are used. From that level iron sheets are used but in front are a set of wire mesh serving as ventilation. The classroom sizes are 10ft by 15ft which are far below the recommended size of 20ft by 25ft.

These Semi permanent structures have been contested by most district engineers.

Staffing

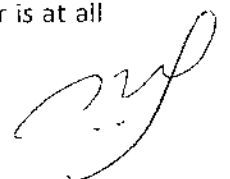
- The teachers are not trained to teach at the ECD level and also in the primary.
- The teachers in most academies are inadequate. For example a school with eight (8) classes has only five (5) teachers. On average the teacher: pupil ratio is 1:60 as compared to the national standard of 1:52.

Co-curricular Activities

The timetables do not show the teaching of Physical Education and Sports (PES). There are no play grounds in any of the centers. There are neither indoor nor outdoor play facilities for ECD as required by the Basic Requirements and Minimum Standards (BRMS).

Daily School Program

Pupils report as early as 7.30 am and none leaves until after 5.00 pm. At the time of the inspection, the inspectors found the ECD children very tired, sleeping on desks and disgusted. The children spend the whole day at school either locked in the classrooms or within the school. The care giver is at all times available to police children who attempt to escape back home.



Conclusion

- Bridge International Academies are providing education which does not conform to the International Standards neither the Ugandan requirements.
- The sanitation levels are a risk to the health and safety of our young children.
- The education provided is not cheap and not for the most needy as claimed by the management.
- There are no trained teachers to guide in the implementation of the curriculum.
- The two schools (ECD and Primary) are interchangeably managed under one site academy manager who has very little or no knowledge on schools management.
- The young children are detained/locked in the classrooms until 5.00 p.m. and spend much of the afternoon sleeping on desks.
- The children in upper primary i.e P.4, P.5, P.6 are not being adequately prepared and may not be able to sit Primary Leaving Exams (PLE).
- Districts have indicated their unwillingness to recommend Bridge International Academies for licensing, if they remain managed the way they are.

Recommendations

Based on the sanitation, safety and curriculum threats, Bridge International schools should cease their operations in Uganda.



ANNEX 2



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

Kyambogo Hill

P.O. Box 7002, Kampala

Tel: +256 312-112088

E-mail: admin@ncdc.go.ug

Web: www.ncdc.go.ug

Our Ref: *CD/ADM/1*

Date: *1/08/2016*

The Honourable Minister
Ministry of Education and Sports

Thru:

The Honourable State Minister (Primary)
Ministry of Education and Sports

**RE: SUBMISSION OF THE MONITORING REPORT ON BRIDGE INTERNATIONAL
SCHOOLS**

I hereby submit to your office the report findings from NCDC on BRIDGE INTERNATIONAL
SCHOOLS as requested by your office.

Thank you

Bernadette Nambi Karuhanga
Ag. Director

MONITORING VISIT TO BRIDGE INTERNATIONAL

ACADEMIES REPORT BY

NATIONAL CURRICULUM DEVELOPMENT CENTRE THURSDAY 21ST JULY, 2016



INTRODUCTION:

The visiting team comprised three curriculum specialists from the pre-primary and primary department these were:

1. Magera Deborah R.K (CURRICULUM SPECIALIST ECD/Ag HoD PP/P)
2. Nyendhoa Enid (Curriculum Specialist Physical Education)
3. Bukenya Gerald (Curriculum Specialist Local Language)

OBJECTIVES OF THE MONITORING VISIT:

- ☐ Establish the curriculum, timetable, reference materials, and instructional materials used in the school
- ☐ Study the approaches used to deliver content
- ☐ Find out how assessment is conducted.
- ☐ Establish packages and duration in the training programs
- ☐ Identify the best practices

THE MAPPED BRANCHES:

The following are the branches the team established:

S/N	ACADEMY	STATUS (WHEN CENTRE STARTED)	LOCATION
1	Lugazi	Last Term	Buikwe
2	Nakuwadde	This Term	Wakiso
3	Abayita Ababiri	-	Entebbe Municipality
4	Kyengera Nabaziza	-	Wakiso
5	Kagoma	-	-
6	Kawanda	-	Wakiso
7	Gganda Nansana	This Term	Nansana Municipality
8	Nansana Yesu Amala	This Term	Nansana Municipality
9	Kawuga Mukono	-	Mukono municipality
10	Jinja Karoli	-	Kawempe Municipality
11	Kawempe Ttula	This Term	Kawempe Division
12	Kasokoso	June 2015	Kira Municipality

The team visited the following academies:

Kasokoso, Kawempe Ttul and Kawuga

ADMINISTRATION

The centres are headed by an Academy **Manager** and a **Sub Assistant** manager. It was learnt that some of them hold degrees in Adult and Community Education and others are Grade Three Teachers from colleges like Arua PTC, Bushenyi PTC, Kabwagasi PTC, In the system there is a **substitute teacher, permanent teacher and travelling teacher**. The Substitute Teacher replaces a teacher who may not have come to the centre and Travelling Teachers are sent to support centres where it may be realised there is need for support. The staff recruited is not from the local community.

TEACHERS' QUALIFICATIONS:

It was observed that there are Grade Three Teachers and senior six leavers. They are taken for training for three weeks on how to operate the teacher computer at Mukono Town I Academy.

OPERATING TIME

The centre opens at 7.10am – 17.30 from Monday to Friday then on **Saturday** the centre opens at 7.10 – 15.20. All levels from BABY Class to PRIMARY FIVE attend all the days including Saturday.

BABYCLASSTIMETABLE

TIME	MONDAY-FRIDAY	SATURDAY TIME	ACTIVITY
7.10 – 7.30	Morning prep	7.10 – 7.30	Morning prep
7.30 -7.50	Assembly	7.30 – 8.30	weekly
7.50 – 8.00	Attendance (roll call)	8.30 – 8.40	attendance
8.00 – 8.20	Maths	8.40 – 9.20	maths
8.20 – 8.40	Practical	9.20 – 9.35	toileting
8.40 – 8.55	Maths	9.35 – 9.55	1 literacy
8.55 – 9.15	English 1	9.55 – 10.15	English
9.15 – 9.35	English 2	10.15 – 10.55	1
9.35 – 10.05	learning station 1	10.55 – 11.10	toileting
10.05 – 10.20	Snack break	11.10 – 11.30	2
10.20 – 10.35	Toileting 2	11.30 – 11.50	English
10.35 – 10.55	literacy 1	11.50 -12.55	2 lunch
10.55 – 11.15	Literacy 2	12.55 -13.10	toileting 3
11.15 – 11.35	Practical reading	13.10 -14.00	REST and HW Marking
11.35 – 11.55	Maths Routine	14.00 – 14.10	attendanc
11.55 – 12.10	Toileting 3	14.10 – 15.20	e co-
12.10 – 13.10	LUNCH		
13.10 – 13.20	Attendance		
13.20 – 13.35	Toileting 4		
13.35 – 14.35	Rest and HW Marking		
14.35 – 15.25	Outdoor 1		
15.25 – 15.55	Learning station 2		
15.55 – 16.05	Toileting 5		
16.05 – 16.25	Creative writing		

16.25 – 16.45	class meeting
16.45 – 17.00	

17.00 – 17.10	Dismissal
17.10 – 17.30	Afternoon prep

Note :

Terms:

1. **Learning station:** this is remedial support session for children who still have learning difficulty.
2. **Weekly summit:** this refers to teachers' meeting
3. **The duration of sessions** from baby class to primary five take 20 mins, 1 hour, 50 mins 30mins, 40 mins, and 5 mins



BABY CLASS DURING RESTING TIME WHILE THE TEACHER IS MARKING HOMEWORK

CURRICULUM CONTENT

1. Subject areas handled in BABY, MIDDLE AND TOP CLASS are as follows:

BABY CLASS	MIDDLE CLASS	TOP CLASS(PRE
Maths	Literacy 1	Social Studies
English 1	Literacy 2	Science
English 2	Maths	Class Meeting
Literacy 1	Creative	Maths Mentoring
Literacy 2	Toileting	Cre
Practical Reading	English	Maths Revision
Maths Routine	Out Door	Maths Routine
Out Door	Maths Mentoring	Literacy 1
Learning Station 1 /2	Environmental	Literacy 2
Creative		Hand Writing
Writing		Sst/Sci
Toileting		Oral Literature

SOCIALSTUDIES PRIMARY FIVE

S/N	BRIGDE SCHOOLS TOPICS	UGANDA CURRICULUM topic
	Reading a map (it is for South AFRICA) Reading Maps(Geography)physical features. location map reading – parts of a map directions of a map latitudes/longitudes the earth earth layers physical feathers land feathers of Uganda	OUR COUNTRY UGANDA

RECORDS KEPT IN SCHOOL

- ☐ CLASS WORK BOOK for term 1 – term 3 for each learner from Nursery to Primary Five (refer to sample attached)
- ☐ HOMEWORK BOOK form term 1 – Term 3 for each learner
- ☐ WEEKLY TEACHER PERFORMANCE SUMMARY
- ☐ LONG TEACHER OBSERVATION
- ☐ SHORT TEACHER OBSERVATION
- ☐ CLASSROOM RECORD BOOKS FOR TEACHERS
- ☐ TEACHER REFLECTION BOOK
- ☐ Class register is handled on the ipad

Samples are attached

TEXTBOOKS USED:

- ☐ INDEPENDENT Reading P.3 (GREEN .RED. PURPLE)
- ☐ SOUNDS
- ☐ SIGHT WORDS
- ☐ TEACHER'S GUIDE

NOTE:

- ☐ EACH TERM HAS ITS OWN PREPARED MATERIALS
- ☐ The BOOK RATIO is one book per child (1:1) and a learner's text is one book per bench (3:1)
- ☐ The lessons to teach are computerized on Teacher Computer and are controlled at the HEAD QUARTER OFFICE By Master Teachers whose qualifications were not clear. Lessons for the day are sent to the Teacher Computer and the previous lessons are withdrawn.

OBSERVATION ON SOME OF THE CONIENCE

1. PRIMARY FOUR- SCIENCE

Page 39 SCIENTIFIC METHOD

The learner is asked to observe and make a Hypothesis!

2. SCIENCE BOOK 3 (PRIMARY THREE) TERM1

One of the topics states that:

HOW BOYS KEEP THEIR PRIVATE PARTS CLEAN

On PAGE 127 A PASSAGE READS:

Your private parts are anything covered by your underwear. Boys and girls have different private parts. Girls and boys must clean their private parts that are on the outside of their bodies. Girls and boys clean their private parts in different ways.

PUPIL WORK

1. *Boys and girls have different private parts (TRUE/FLASE)*
2. *What are your private parts?*

Page 126 HOW GIRLS CLEAN THEIR PRIVATE PARTS

A girl must be very careful when cleaning her private parts. The private parts inside the body of a girl have a special way of staying clean on their own. Girls only clean the outside of their private parts. Girls should not put anything inside of their private parts to clean them.

PUPIL WORK

- Boys and girls have the same private parts (TRUE/FLASE)*
- what should a girl use to clean her private parts?*

PLE PRACTICE

Explain how a girl can keep her private parts clean and healthy?

3. CHRISTIANRELIGIOUS EDUCATION(CRE)ANDISLAMICRELIGIOUSEDUCATION (IRE)

During the teaching of CRE AND IRE the children are separated according to one's religion not considering the age bracket/class level.

UNITS

1. Caring for the environment
2. The Christian community
3. Assessment
4. Traditional worship
5. Bible stories

5.PRIMARYFOURANDFIVE

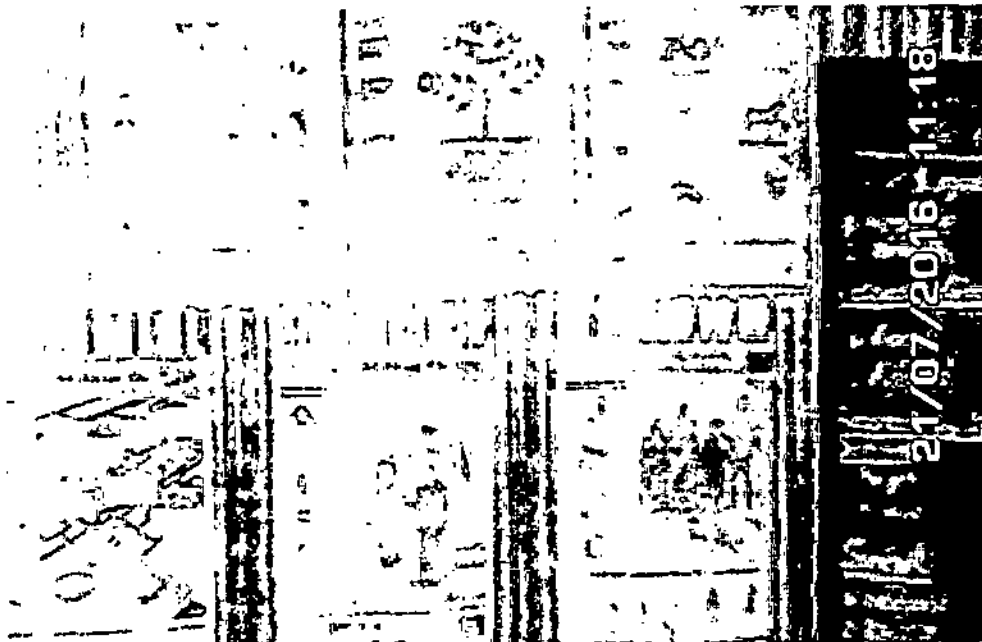
TOPIC: HEALTH (Term 2)

page 5

During the month, the uterus builds up a lining of blood as a home for the egg. If the girl does not become pregnant and the egg does not become a baby, the girls' body will release the egg along with the blood and mucus. If the girl does become pregnant the egg will grow into a baby in the girl's uterus.

INSTRUCTIONALMATERIALS:

The teachers are provided with already made materials in printed form.



The printed materials are put on small size paper making the letters appear small and this makes reading difficult.

CONDUCTING DISCIPLINE

The school deals with disciplining children by using

1. CHARACTER BOARD

It has the following features:

- a. **THE BEHAVIOUR GOAL OF THE DAY:** e.g. *Learn how to use our toilets properly*
- b. **STRIVING PUPILS:** punctual and organized, respect for yourself, respect for others, respect for the school, smart
- c. **GREAT WORK:** Maths, English, Writing, Science, Social Studies
- d. **PUPILS JOBS:** class prefect, Bridge Ambassador, Line Captain, Backing Captain, cleanliness, Captain
- e. **CONSEQUENCES:** Stand, stand of lose 5 mins, stand and lose all outdoor, Academy Manager's offices
- f. **STRIVING:** Row 1, Row 2, Row 3

NOTE: The names of the children are slotted under each of these items who are seen to this component

2. BEHAVIOUR BOOK

The manager uses this book to register indisciplined children

ASSESSMENT

It was observed that assessment is done in 3 levels i.e. **PRACTICE, PUPIL WORK AND PLE PRACTICE**

(Refer to sample class record book, midterm exams from baby to primary five attached)

CHALLENGES:

- ☐ Computerized lessons could not be assessed on the teacher computer because that time they had planned to conduct midterm exams in all classes.
- ☐ They are very rigid in showing the prepared content on the teacher computer/ tablet! They were hiding information on the teacher computer!
- ☐ Teachers are not given opportunity to prepare instructional materials or to make lesson plans. Everything is controlled at the head office located in KAMWOKYA!
- ☐ The classes lack display of children's work and the classroom environment is too hot by nature of the setup!
- ☐ It is a school rule that the learners are not supposed to speak their local language. It is only English that is accepted as a medium of instruction and communication. If a child is found to be speaking vernacular he/she faces disciplinary action!
- ☐ It was mentioned that the learners will be sitting for PLE Exams but the observation was that they are not following the Uganda curriculum! The first batch will be sitting in 2018
- ☐ The schools don't have the recommended curriculum for Uganda.
- ☐ The school timetable begins at 7.10 -5.30pm from Monday to Friday baby – primary five levels.
- ☐ The school operates on Saturday for all levels from 7.10 – 3.00 pm

RECOMMENDATIONS

1. Need to be advised not to make nursery classes stay at school up to five.
2. Advised to follow the Uganda curriculum
3. There is need to have children supported in the practical subjects
4. The lesson her durations need to be adjusted to follow the recommended timing (reference Basic Education curriculum framework for Uganda
5. Need to engage teachers who have successfully completed the teacher training course from a recognised institution.
6. The class teacher/subject teacher is required to **plan and prepare** for the children instead of receiving programmed lessons.
7. The text materials need to be evaluated by **NATIONAL CURRICULUM DEVELOPMENT CENTRE.**
8. The mid-term exams were not following the standard format of setting.

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The Republic of Uganda

ANNEX V

ACT 13

EDUCATION

(Pre-primary, Primary and Post-primary)

ACT, 2008

(3) The system of classification and nomenclature under sub-section (2) and the classification and nomenclature adopted in respect of any school already registered under section 34 may be amended from time to time by the Permanent Secretary, chief administrative officer or town clerk, who shall cause such amendment—

- (a) to be entered in the appropriate register of schools kept under section 35; and
- (b) to be notified to the school owner concerned.

34. Registration of private schools.

If, after a period of two school years, the Permanent Secretary, chief administrative officer or town clerk, is satisfied—

- (a) that the school provisionally licensed is properly run and organized, then, he or she shall issue a certificate of registration and classification;
- (b) that all or any of the conditions set under this Act have not been fulfilled, he or she may—
 - (i) extend the provisional licence for a further period not exceeding one school year; or
 - (ii) order the school to be closed.

35. Register of private schools.

The Permanent Secretary, chief administrative officer or town clerk, shall maintain a register of private schools classified by him or her under section 33 in which he or she shall enter the particulars of every private education institution classified by him or her.

36. Cancellation of registration.

(1) The Permanent Secretary, chief administrative officer or town clerk, may cancel the classification and registration of any private school already registered by him or her and order such school to be closed, if he or she is satisfied that—

- (a) the institution no longer fulfills the requirements of section 31(3);
- (b) the school is being conducted or managed in contravention of this Act;
- (c) the school has ceased to function as a school; or
- (d) the school owner has failed without reasonable cause to comply with the requirements of the notice served upon him or her under section 45.

(2) Before closing a private education institution under the provisions of sub-section (1), the Permanent Secretary, chief administrative officer or town clerk, shall make or cause to be made all necessary inquiries and shall give the school owner an opportunity to be heard.

(3) The Permanent Secretary, chief administrative officer or town clerk, shall notify the school owner in writing of any action taken.

(4) Notwithstanding anything in this section, the Permanent Secretary, chief administrative officer or town clerk, as the case may be, may, in the interest of health and security of the pupils order the immediate closure of any school for a period he or she may deem expedient and the school owner shall immediately comply with the order and shall not reopen the education institution without the express permission in writing from the Permanent Secretary, chief administrative officer or town clerk.

37. Change of ownership of school.

(1) No school owner shall change the ownership of his or her school without the prior approval in writing of the Permanent Secretary, chief administrative officer or town clerk.

ANNEX VI



THE REPUBLIC OF UGANDA

THE LOCAL GOVERNMENTS
ACT, 1997.

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SECOND SCHEDULE

FUNCTIONS AND SERVICES OF GOVERNMENT AND LOCAL GOVERNMENTS.

PART I

Functions and Services for which Government is responsible.

1. Arms, ammunition and explosives.
2. Defence, Security, maintenance of law and order.
3. Banks, banking, promissory notes, currency and exchange control.
4. Subject to the Constitution, taxation and taxation policy.
5. Citizenship, immigration, emigration, refugees, deportation, extradition, passport and national identity cards.
6. Copyrights, patents and trade marks and all forms of intellectual property, incorporation and regulation of business organisations.
7. Land, mines, mineral and water resources and the environment.
8. National parks, as may be prescribed by Parliament.
9. Public holidays.
10. National monuments, antiquities, archives and public records as Parliament may determine.
11. Foreign relations and external trade.
12. The regulation of trade and commerce.
13. Making national plans for the provision of services and co-ordinating plans made by Local Governments.

16. Transport and communication policy.
17. National censuses and statistics.
18. Public Services of Uganda.
19. The judiciary.
20. National Standards.
21. Education policy.
22. National Surveys and mapping.
23. Industrial policy.
24. Forests and game reserve policy.
25. National research policy.
26. Control and management of epidemics and disasters.
27. Health policy.
28. Agricultural policy.
29. Any matter incidental to or connected with the above functions and services.

PART 2.

Functions and Services for which District Councils are responsible, subject to Article 176 (2) of the Constitution and sections 97 and 98 include but not limited to—

1. Education services, which cover nursery, primary, secondary, tertiary, special education and technical education.
2. Medical and health services including—
 - (a) hospitals, other than hospitals providing referral and medical training;
 - (b) health centres, dispensaries, sub-dispensaries and first-aid posts;
 - (c) maternity and child welfare services;

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26. Regulate, control, manage, administer, promote or license any of the things or services which the Council is required or empowered to do and establish, maintain, carry on, control, manage or administer, and prescribe the forms in connection therewith; and to fix fees or charges to be made in respect thereof.

27. With the consent of a neighbouring Local Government, render advice and or assist to control development and to administer town and country planning schemes in any area within an agreed distance from the boundaries of its jurisdiction.

28. Provide, control and manage the following services—

- (a) sporting and recreational facilities and programmes of informal education for both adults and young people including the provision and running of community centres,
- (b) the development of social work among adults;
- (c) remedial social welfare programmes aimed at the alleviation of social distress;
- (d) the welfare of children;
- (e) public vehicle parking.

29. Initiate and contract twinning arrangements with International Local Governments or Local Authorities in consultation with the Minister.

30. Any other function or service incidental to the above.

31. Any other function not reserved for Government.

PART 4.

Functions and Services to be devolved by a District Council to Lower Local Government Councils.

- 1. Provision of nursery and primary education.
- 2. The provision of agricultural ancillary field services.
- 3. The provision and control of soil erosion and protection of local wetlands.

4. The control of vermin in consultation with the Ministry responsible for Tourism and Wildlife and any other relevant Ministry.

5. The taking of measures for the prohibition, restriction, prevention, regulation or abatement of grass, forest or bush fires including the requisition, of able-bodied male persons to extinguish such fires and to cut fire-breaks and general local government protection.

6. The control of local hunting and fishing.

7. The provision of—

- (a) hygiene services and health units other than health centres;
- (b) adult education; and
- (c) community based health care services.

8. The provision and management of ferries.

9. The provision of measures to prevent and contain food shortages, including relief work, the provision of seed and the storage of foodstuffs.

10. Markets establishment, management and collection of revenues.

11. The establishment, control and management of recreation grounds, open spaces and parks.

12. The making, altering, diversion and maintenance of works paths, culverts, bridges, road drains and water courses, and the regulations of the making of pits and other excavations.

13. Measures requiring owners and occupiers of land of premises to close and keep free from vegetation any road adjoining their land or premises.

14. The enforcement of—

- (a) standards of building and standards of maintenance of buildings including dwelling-houses, latrines, kitchens and stables for animals.
- (b) proper methods for the disposal of refuse, and the making, improving, operation and maintenance of wells, dams and other water supplies.

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