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PERSPECTIVES OF QUALITY LEARNING: FROM RESEARCH TO ACTION

IMPROVING EDUCATION QUALITY UGANDA CASE STUDY

FINAL REPORT OF IEQ II 1997-1999,

PRESENTED TO THE RESEARCH ADVISORY COMMITTEE,

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Prepared by

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LIST OF ACRONYMS

ACFODE	Action for Development
CCT	Coordinating Centre Tutor
CIS	County Inspect of Schools
EDC	Education Development Center
IEQ	Improving Education(al) Quality
MoES	Ministry of Education and Sports
P	Primary
PAR	Participatory Action Research
PLA	Participatory Learning and Action
PTA	Parent-Teacher Association
PTC	Primary Teachers' College
RRA	Rapid Rural Appraisal
SMC	School Management Committee
SUPER	Support to Uganda Primary Education Reform
TDMS	Teacher Development and Management System
UNEB	Uganda National Examinations Board
UPDNet	Uganda Participatory Development Network
UPE	Universal Primary Education
USAID	United States Agency for International Development

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Lawrence K. Kanyike
Research Leader, Uganda IEQ Project

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INTRODUCTION

After political turmoil during the 1970 and 80s, Uganda restored its economic, political and social strength. Two influential reports, the Education for National Integration and Development: Report of Education Policy Review Commission (1989) and The Government White Paper on the Education Policy Review Commission Report Entitled “Education for National Integration and Development” (1992) analyzed the education challenges that the country faced and recommended primary education as the target for reform. The Ministry of Education and Sports (MoES) initiated a comprehensive education reform programme based on the two influential documents. It was urgent to revitalize primary education by raising the education standards lost by political strife during the previous generation, and bolster the primary education system to serve all primary school children. Ugandan policy makers articulated a systematic approach to education reform that included re-establishing and strengthening the teaching profession, enhancing community participation in improving education quality and equity, allocating resources for materials, revamping the examination process, revitalizing education publishing, and rehabilitating schools and teachers colleges. Achieving the above objectives would benefit pupils, teachers, administrators, and community members. Pupils’ would improve literacy, numeracy and other basic skills, teachers would refine pedagogy, administrators would better their administrative and management skills and community members would play active roles in the education of their children.

Education Context

Ugandan’s reform is being implemented within the framework outlined in the White Paper and the realignment of social service resources and decision making through the implementation of the policy of decentralization power and authority from the national to local governments in accordance with the Local Governments Act of 1997. All Uganda’s local governments are now in the process of assuming functions formerly within the purview of the national government.

The government has set up the Teacher Development and Management System (TDMS) to guide primary education reform. TDMS is a comprehensive delivery system whose ultimate goal is increased pupil learning. It is centred on reformed primary training colleges (PTCs) where pre-service teacher training has been revitalized and in-service training has been developed. Outreach activities include teacher and headteacher training, refresher courses and community mobilization activities.

With growing political stability and a comprehensive reform plan in place, international donors such as the United States Agency for International Development (USAID) and the World Bank were invited by the central government to participate in shaping a primary education reform programme that contained recommendations from the White Paper. USAID supports TDMS through its Support for the Uganda Education Reform (SUPER) Programme. Since SUPER began in 1993, 18 core PTCs have been set up to provide training through self-instruction modules, residential training programmes and on-site technical support. Other accomplishments include the development of education

programmes; textbook distribution to schools; grants to promote girls' education; up-grading of untrained teachers; and training approximately 9875 volunteer community mobilizers (Project Implementation Unit, Ministry of Education, 1999). The World Bank has contributed to reforming the examination process, revitalizing education publishing and rehabilitating schools and teachers' colleges.

Improving Education Quality I Project (1995-97)

Within this context, the Improving Education Quality (IEQ) Project began discussions (1993 & 1994) with USAID/Uganda to formalize a relationship between IEQ and a local institution (the Ugandan National Examinations Board) to sponsor research activities that linked to the education reforms. The purpose was to strengthen the research capacity within the Ugandan community, examine the reality of the educational experiences for local educators and pupils, and routinely inform and discuss the knowledge gained about primary schools with key stakeholders.

In 1995, IEQ/Uganda began with a National Forum to discuss the information needs of the education reform. Researchers, policy-makers and practitioners met to discuss the education reform and the meaning of quality learning. The meeting resulted in a research agenda: Two large-scale baseline studies were commissioned and completed by IEQ research teams between 1995-97. Both employed quantitative and qualitative methods to understand the overall conditions and climate of primary schools. These studies revealed, among other findings, significant shortcomings in all components of school effectiveness (e.g., infrastructure, local leadership, below-living wages for teachers, inadequate instructional materials, poor use of instructional time). The two studies produced evidence that better performing schools have more of the above components in place (Carasco, et al., 1996; Munene, et al., 1997).

The publication of the first two IEQ studies resulted in a policy dialogue regarding the general education conditions. Moreover, it contributed to policy decisions that included guidelines by MoES regarding use of textbooks to be incorporated in teacher training programmes, modification of the incentive grant scheme for the promotion of primary school education for the girl child, and the establishment of minimum education standards (Carasco, Kanyike, & Clair, 1998). These baseline studies proved to be invaluable to the information demands of the education reform.

Meanwhile primary school enrollment increased through the implementation of Universal Primary Education (UPE). This meant that it was essential to sustain and expand community participation in school activities. Building upon the findings from the IEQ I (1995-97) research, IEQ/Uganda began a research programme that emphasizes qualitative and participatory action research methodologies. Given the stress of UPE on local schools, a research methodology was sought that could not only inform policy-makers about the complexities and possibilities of community participation, but could improve

quality learning at the selected schools participating in the research. Participatory action research (PAR)¹ is one such methodology within the family of participatory approaches.²

Participatory Action Research (PAR)

PAR is an iterative process that combines investigation with action. Community members assess their situation, analyze data that they themselves have collected, and act on the findings. It is based on several assumptions. PAR assumes that human behaviour is contextual and dynamic; it functions in changing and adaptive ways. Local stakeholder groups have the ability and are in a position to identify problems, gather and analyze data and implement an action plan for change. Collaboration between facilitators and local stakeholder groups will produce rich insight. The facilitators can be from outside or from inside a community. In-depth participatory work in a few communities or schools can provide insights that are relevant for other communities or schools and policy makers.

PAR differs from traditional research. First PAR results in action at the local level as well as information for policy makers and other stakeholders. With practice, this kind of research can become a normal aspect of continuing staff development or community mobilization. Second, it engages people who have been passive “subjects” as active participants in the research process --- problem identification, data collection and analysis (Stringer, 1996). Third, participatory action researchers approach the work as interactive partners with community members. They serve both as researchers and facilitators: encouraging participation, prompting discussion, building relationships, collecting data, etc. Finally, PAR findings are immediately understood at the local level because community members have been actively involved in the research process. In short, PAR is a potentially positive, supportive, proactive resource for change.

The power of PAR comes from activity by local stakeholders and dissemination at the local level, but the power of this approach must be kept in perspective. PAR represents a radical change from traditional research, cultural norms, and the way that many communities function. Radical change in belief and behaviour does not happen overnight, and for some they do not happen at all. The intensity of the effort cannot be underestimated: it is labor intensive and the outcomes may not initially impact pupil learning. PAR takes time: it represents a tremendous amount of learning and reflection for all. Nevertheless, participatory approaches to improving education have resulted in positive change especially among communities where there are disadvantaged groups (poor, rural, girls), and where demand for education exists but the government fails to provide adequate resources (Rugh & Bossert, 1998).

¹ A diversity of participatory approaches has emerged from the community development field. They are Participatory Learning and Action (PLA) (Kane, 1995); Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) (Chambers, 1994).

² For a theoretical review of participatory approaches see Reason (1998).

IMPROVING EDUCATION QUALITY PROJECT II (1997-99)

In January 1998, IEQ II was launched in Uganda with a national meeting to discuss findings from IEQ I research, revisit the Ugandan education reform, introduce PAR as a possible research methodology, and build the IEQ II research agenda. Like IEQ I, IEQ II functions as a research and development component to support education reform. Its objectives are to: strengthen to the methodological capacity of the Ugandan education and research community; disseminate and develop mechanisms on how to use the research findings to strengthen the educational system; create opportunities for partnership and dialogue among Ugandan policy makers and practitioners; and facilitate international linkages between Ugandan and international research communities.

The Ugandan National Examinations Board (UNEB) has served as the coordinating institution. Primo Okelowange has served as the IEQ Project Coordinator, while Godfrey Bataringaya has served as the Office Administrator. The core research team has included Lawrence Kanyike of IEQ-UNEB as the Research Leader and Joseph Carasco of Makerere University as the Principal Researcher. Other core research team members have been researchers-cum-facilitators from different educational institutions: Modesta Omona from Institute of Teacher Education, Kyambogo (ITEK); Vincent Birungi from Bushenyi Core PTC; Denis Nuwagaba from Action for Development (ACFODE); Imelda Kemeza, the Kazo Coordinating Centre Tutor (CCT) under Kabulasoke Core PTC; Patience Namanya, graduate of Makerere University; and Michael Tindikira, the Kazo County Inspector of Schools (CIS), Mbarara District. Michael Tindikira replaced Nakemiah Mwesigwa who was transferred elsewhere at the beginning of 1999. Nancy Clair from Education Development Center (EDC), USA, is the project's research advisor.

Method

IEQ II relates directly to one of Uganda's education reform objectives: enhancing community participation in improving education quality and equity. To understand how outside stakeholders and community members begin participatory action research (PAR) to improve education quality the researchers-cum-facilitators used interpretive theory and data collection techniques (Erickson, 1986; Miles & Huberman, 1994) and participatory learning and action (PLA) tools (Kane, 1995). They took the role of participant observers to explore perspectives of quality learning and community participation in three rural schools. There are two interrelated studies, one embedded in the other. The macro study begins in January 1998 when IEQ researchers began preparing to study participation as a method to improve education quality. It focuses on the complexities and possibilities of initiating a participatory process to improve education quality. The inside study covers the fieldwork period from April 1998 to September 1999. It highlights community, teacher and pupil perspectives of quality learning and actions taken. Together these two studies provide insights into broad issues of planning for participation and the specifics among groups.

This case study focuses on the inside study and reports on IEQ activities from January 1998-August 1999. Its purpose is twofold. First it highlights community, teacher and pupil perspectives on improving education quality and actions taken, and second it provides recommendations to policy makers on enhancing community participation as a way to improve education quality.³

IEQ researchers selected three rural schools in Kazo County, Mbarara District to begin the PAR activities. The research site was selected in collaboration with TDMS and SUPER representatives, teacher educators from a selection of core PTCs, and MoES officials, and education officials from a number of districts. The three schools belong to the same TDMS cluster. They are under an efficient district education office, an accountable CIS, and an effective CCT. Specific school-based selection criteria included: teacher stability; hospitality for participation; functioning school management committee (SMC) and parent-teacher associations (PTA); and accessibility.

Process

In collaboration with IEQ core research team members, three target groups in each school --- community members, teachers and pupils --- began PAR. PAR begins with facilitators from within and/or from without a community, in this case the IEQ core research team, gaining entry by initiating PAR processes in collaboration with concerned local stakeholder groups. Activities in the gaining entry phase (April –October 1998) centred on IEQ researchers building relationships with and confidence of the stakeholder groups, listening to community members and teachers, modeling inclusiveness and getting the stakeholder groups to set the agenda for work. IEQ researchers spent significant amounts of time in the field visiting homes, participating in meetings, establishing trust and practicing participation. IEQ researchers, teachers, community members and pupils explored how quality learning could be defined in concrete terms. The IEQ researchers guided the stakeholder groups through assessment, analysis and action (see Figure 1).

As trust and relationships developed, IEQ researchers began guiding the teachers, community and pupil groups through an iterative process of assessment, analysis, action and back to assessment ---leading to improved education quality. A variety of PLA tools such as community map making, Venn diagrams, problem trees and pair-wise ranking were used to guide the groups in problem identification, data collection and analysis, and action.

Principles

In addition to the PAR process, there are several general principles of participation that guide the IEQ work. They are (1) learn from and with the people; (2) go at the pace of stakeholders; (3) learn progressively; (4) link learning to action; (5) be flexible and use friendly approaches; (6) use triangulation and multiple perspectives; (7) search for reasons why; (8) be inclusive among and within groups; (9) promote voluntary

³ For details of the macro research study see Carasco, Clair, & Kanyike (1999).

participation. These principles have been elaborated in Participation as a Method to Improve Education Quality: The Principles (1999) developed by the Uganda IEQ Core Research Team. This publication is intended to encourage and assist any actual or potential facilitator of stakeholder groups in education to work for improvement of education quality through the application of participatory methods. It provides useful guidelines for the application of the principles.

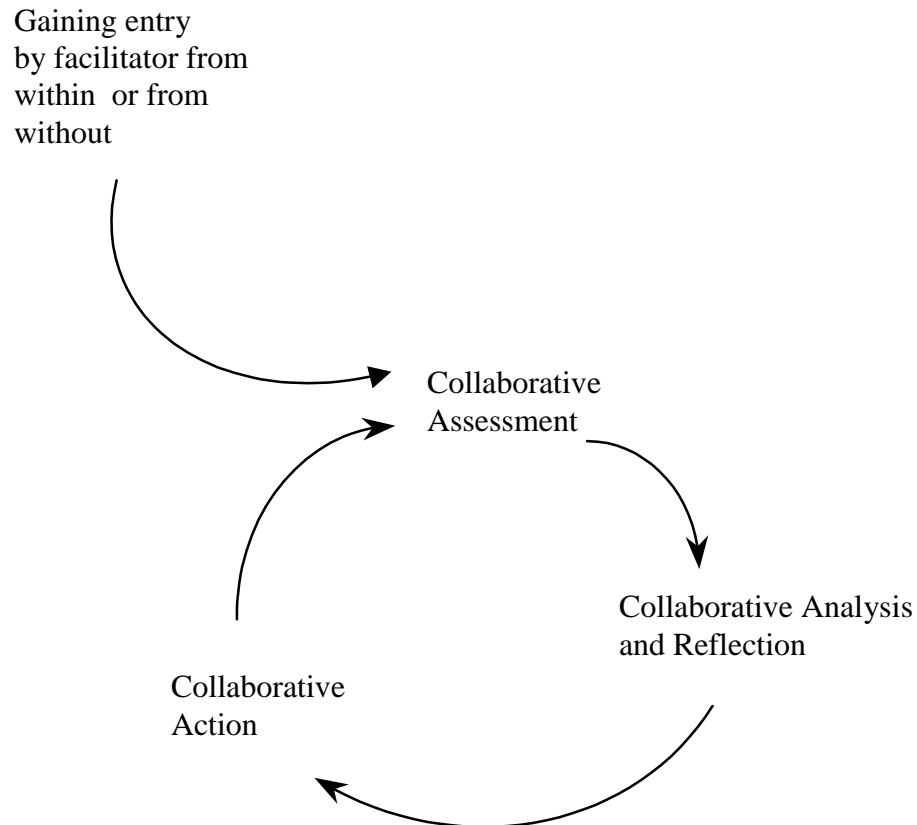


Figure 1: PAR cycle

Major Events

There are several major events that comprise IEQ II research. In addition to fieldwork, a significant number of the events are workshops and training. IEQ II work represents a tremendous amount of effort and learning by the core research team, national and district stakeholders, community members, teachers and pupils. During the last two years of the IEQ II contract (October 1997-September 1999) the IEQ project has sponsored several workshops in different locations, with and for different audiences, and facilitated by

different groups. The following represent highlights. For a complete list of events and training see Appendix One (IEQ Timeline)

IEQ National Meeting January 1998

The first workshop was in January 1998 when national and district education stakeholders were convened to explore elements of participatory action research and to contribute to the research design of IEQ II. This was the first opportunity for many Ugandan educators to learn about PAR and it provided opportunities for participants to become involved in IEQ II.

Field-based Participatory Action Research Workshop April 1998

In April 1998 at the Kazo Model Primary School, Kazo County, PAR was launched. The site selection process was complete. Selected community members, teachers, headteachers and school management committee members met with selected Kabulasoke Core PTC, district and national education personnel to explore quality learning, practice PLA tools and develop an action plan for PAR in the three schools. This field-based workshop differed from the January workshop in that participants did more than talk about PLA; they practiced and critiqued PLA.

Stakeholder Groups Speak: Fora for Quality Learning September-October 1998

Community members, teachers and pupils participating in PAR held three fora - school, district and national - to report their findings and actions regarding quality learning to stakeholders at the three levels. The reports covered diverse aspects of education quality. For example, teachers reported on conditions for quality learning and teacher action to improve teaching and learning through peer visitation and pupil evaluation of teaching. Community members reported on investigations of pupil absenteeism. Pupils reported on qualities of good pupils and teachers and action taken to recognize pupils exhibiting specified behaviours. A major accomplishment was the confidence within which community members, teachers and pupils presented *their* ideas about improving education in their schools. This was the first time that they had directly participated in a district and national education dialogue.

An Introduction to Qualitative Research: Data Analysis November 1998

This was a workshop on qualitative methods for the IEQ core research team. This was the first time since the beginning of IEQ II that the core research team had begun to focus on their specific training needs. The team met for five days in Mbarara to sharpen qualitative data collection skills, to begin “formal” data analysis and to plan for the next phase of IEQ. At the end of this workshop, core research team members agreed on a follow-up workshop on fieldwork, PLA tools and facilitation skills.

PAR and Facilitation Skills Refresher Course April 1999

The core research team met for a week in Mbarara for a PAR refresher course. Core research team members focused on PLA techniques, facilitation skills, and problem solving. In addition, the core research team planned for the fieldwork period of May to August 1999 in Kazo County.

Stakeholder Groups Speak: Quality Learning Exhibitions September 1999

IEQ has sponsored the second set of school-wide, district and national education events to highlight the record of PAR at three schools – quality learning exhibitions – to enable community members, teachers and pupils to report on their research findings during the period October 1998 – September 1999 and once again contribute to the education dialogue.

PERSPECTIVES OF QUALITY LEARNING:

FROM RESEARCH TO ACTION

From April 1998 to September 1999, PAR activities took place in three schools in Kazo County, Mbarara District. Mbarara District is in southwest Uganda, approximately 240 kilometers from Kampala. It has two urban centres: Mbarara Municipality and Ibanda Town. The majority of the population resides in rural areas. The Kazo area has drawn an increasing number of new settlers from other parts of the country. Ranching and dairy farming are the main economic activities in Kazo County. Historically, inhabitants were nomadic pastoralists, but recently they have settled and added some agricultural activity, such as the cultivation of beans and maize to their economic activities. The main language is Runyankore.

Two of the three schools are located in Kazo trading centre (population 2000). The third school is 20 kilometers from Kazo trading centre off a dirt road that connects small trading centres. At the beginning of IEQ fieldwork Kazo Model Primary School had 16 teachers and 900 pupils. Kyabahura Primary School had 10 teachers and 600 pupils. The Rwemikoma Primary School had 9 teachers and 500 pupils. Recently, several staff changes have occurred in all three schools. Rwemikoma Primary School has suffered the most with only two teachers from the original nine remaining.

In the beginning nine PAR groups were formed from the three school communities: three teacher groups, three community groups, and three pupil groups. IEQ researchers Modesta Omona, Vincent Birungi, Denis Nuwagaba, and Patience Namanya worked alongside these groups. Generally all groups engaged in several PAR activities aimed at building relationships and confidence, exploring quality learning, assessing their situation, analyzing data that they themselves collected, and taking action to improve schooling. Recently, the headteachers of the three schools have begun PAR as a tenth

group. The following section details the groups' perspectives of quality learning and the actions taken.

Community Members

Community members' participation in improving education quality has focused predominantly on infrastructure, although during May to August 1999 period, community PAR activities have moved closer to the classroom and quality learning. Modesta Omona, IEQ researcher, observes that community members have taken action like building desks and benches. However she articulates the challenge: "Focusing beyond desks in search of quality is still hard to breakthrough." (March 21, 1999). Nevertheless, community members have contributed important insights and energy to improving education quality.

Perspectives of Quality Education

IEQ researchers began by asking the community groups to reflect on their ideas about quality education. Community discussions from May to August 1998 captured many of the factors related to school effectiveness such as conditions of schools, teacher ability, curriculum, and community support. Community comments on quality education include the following: Quality education requires trained teachers with adequate textbooks; it means building schools; it is about learning English and doing math. It means that parents need to take care of children, provide packed food, and cooperate with teachers. There was some early consensus that quality education means learning to high standards, good teachers, having enough textbooks, cooperation between parents and teachers, and parents being examples for their children

However, as discussions deepened, community members' comments regarding education quality illustrated different views regarding the purpose of education. On the one hand some comments suggested that the purpose of education was to learn the traditional subjects such as English, math and science. "Our children should learn to read and write, and learn English and math." (May 1, 1998). Other comments represented the notion that quality education should be practical, or vocational. "We need education which is practical not theoretical only." "Quality education is determined by the profession one achieves e.g., a doctor should use his or her knowledge to promote health, a veterinarian treats sick animals (May 1, 1998). Other community comments suggested that the purpose of education is for individual fulfillment and teaching morals. For example, there were comments that quality education makes a person self-reliant, should be relevant to the needs of the individual and teaches people what is good from bad. Other comments suggested that education should serve the community. "Quality education teaches people to be responsible and useful to the community, skills should be used to uplift the community. Quality education is that which helps a person be useful to himself, his village and the whole country." Finally, community members initiated a provocative discussion about who gets educated, what it means to be educated, and what are the consequences.

Quality education is where many people in the community are educated; not having a few monopolizing knowledge. . . . Having 50% educated and the other 50% not so educated such that the undereducated can do the manual work of the educated. If we all get educated and go to offices what will happen to manual work? (Community Members, May 1, 1998)

In August 1998, community members engaged in several discussions of problems that inhibit quality education, specifically pupil learning. Some of the problems listed were: lack of respect by pupils, pupils missing school, lack of resources, poorly trained teachers, lack of school materials and lack of health centres. Community members at one of the schools worked with the VENN diagram to explore the roles and responsibilities of stakeholder groups. This remedied the tendency to externalize education problems to others. After reviewing the list of factors that inhibit quality learning, the community members prioritized those problems they could impact through their actions. Pupil absenteeism was one issue that the community groups felt they could impact.

Two of the community groups collected data on pupil absenteeism by making community maps and visiting homes. They also studied their children's daily schedule to see how it influences attendance. Explicit cultural issues, such as weddings, market days and hunting, and implicit issues regarding the purposes of school emerged. For example, community members mentioned that children missed school because of hunting, cultivating and looking after cattle. A young male community member stated that children should not be involved in hunting at all; that it is dangerous and children miss school. A female community member supported this notion. An elderly man argued that it was not good to limit children. "Let them learn hunting it helps them to be courageous ... it is also exciting" (August 17, 1998). Several community members voiced their opinions. Through much discussion it was agreed that hunting is a cultural practice that must be maintained.

Visiting Schools

From May to August 1998, most of the PAR activities focused on identifying problems and discussing solutions. Much of the discussion was related to quality education but was somewhat removed from school life. Community members began getting a bit closer to schools when they decided to visit some classrooms. At one school, community members toured Primary 1, 2 and 3 classes when classes were not in session. They noticed that the classrooms had no desks, benches or lockable doors and window shutters. Community members were concerned about the conditions. One community leader said, "I have 5 children in this school, but I did not know that they study under these conditions." (September 12, 1998).

Touring the classrooms and seeing the conditions first hand may have been the catalyst for the community to contribute money and labor to upgrade the classroom conditions. During the next few months, community members made desks and benches for the P 1, 2, and 3 classrooms. In December 1998, a few community members returned to visit schools when classes were in session. They noticed that some conditions like the toilets

had been cleaned. They observed the compound to be “clean and smart.” However, community members noticed that some of the children were dirty because they were sitting on the ground. Community members acknowledged was still a need to build more benches in order to accommodate all pupils on seats.

Community Action

After a year of engaging in PAR activities community members have taken concrete action to improve education quality. As stated previously much of the action has been towards the schools’ infrastructure. The community has contributed furniture (desks and benches) for the pupils. In addition, they have collaborated with TDMS to construct classroom blocks and have begun construction of additional teacher housing. Community members at one of the schools have gone beyond school infrastructure and have begun to seek the assistance of various state and voluntary agencies. For example, they are (at the time of writing) seeking ways (with the help of local leadership) of providing a dependable source of sufficient clean water for the school, and are also seeking medical services for the school from the District Medical Officer.

Community members in two schools are packing lunches for their children. Community members have also become more involved in academic activities. In two schools, community members have started monitoring the time that schools open and the time that classes begin. A few community members have observed classes and are beginning to discuss their findings with teachers. These are promising developments as one of the goals of the IEQ initiated PAR is to eventually bring the community, teachers, and pupils together so that they can begin to exchange ideas and take suitable action to improve education quality

Teachers

As expected, PAR activities with teachers stayed closer to the classroom than that of the community members. Through PAR activities, the teachers began reflecting more systematically about their professional growth. During the first year, teachers had in-depth discussions on conditions for quality learning, lesson plans, peer evaluation, pupil evaluation of teaching, and teacher self-evaluation.

Conditions and Teaching Practices that Assist Quality Learning

IEQ researchers initiated PAR activities by engaging teachers in discussion about the conditions that assist quality learning. Like the community, teachers’ responses covered many of the conditions necessary for effective schools. They commented that materials must be relevant and appropriate to the learner’s level, teachers must be trained and motivated by adequate salaries, and the environment needs to be conducive. There were several comments about how pupils’ learn and the role of the learner. For example, pupils can learn independently, they can learn in and out of the classroom, they need to practice, learners need to overcome fear of learning, and learners need encouragement. Teachers went further to comment on what they should do as good teachers to facilitate

learning. Teachers need to be friendly and lively. Teachers need to have good rapport with pupils, they need to be responsible, and they need to support their peers professionally.

Teachers discussed classroom practices that assist learning at length. They mentioned that they need to be creative, use easily available materials as teaching aids (e.g., bottle caps), use demonstrations, vary teaching strategies, use group work, use learners' experiences and use feedback. They also spent much time clarifying classroom conditions or teaching practices that they did not understand. For example, some teachers wanted clarification on group work (June 18, 1998). Teachers discussed what they meant by group work and how they could group pupils in their classes. They mentioned random grouping, interest grouping, ability grouping, gender grouping. They discussed the purposes of grouping, such as to encourage maximum participation, to promote the spirit of cooperation, to build confidence to help weak learners acquire knowledge and skills from the more brilliant ones, and to encourage collective problem solving. One teacher talked about the problems he had in keeping pupils on task with group work and another teacher added that she could not use groups with her lower primary pupils because the classes were too big. The result of this conversation was a more refined question regarding group work: how do we maintain pupils on task during group work? Group work was not the only topic handled in this in-depth manner. Other topics related to quality learning that were clarified were learning and relevancy, positive feedback, revising with learners, demonstrations and use of local language.

The above group work discussion is typical of several conversations on classroom practice that characterized the PAR activities for the first months (April to July 1998). Slowly, IEQ researchers began asking teachers how they know they are applying these conditions in their teaching. In one school, teachers felt that examining lesson plans for conditions of quality learning would be useful. During a teacher meeting, (July 3, 1998) teacher discussed lesson plans that contained some of the conditions. The first lesson plan was on measurement, specifically sinking and floating. The objective of this lesson was that pupils would be able to tell why some objects sinks and others float. After presenting the lesson, the presenting teacher reported the conditions that favored quality leaning such as the use of available materials, practice, interest, guidance by teacher, pupil participation. The teachers had an animated discussion about this lesson and how it could be improved.

Teachers in the three schools discussed different types of feedback and evaluation that would provide evidence for quality teaching, such as peer evaluation, self-evaluation and pupils' evaluation of teaching. Teachers' discussion of pupil evaluation of teaching illustrated potential conflicts about the teachers' role (July 23, 1998). Some teachers thought it unprofessional to ask pupils to comment on lessons. Others felt that it was unwise. One teacher pointed outside to children playing and said, "Those pupils will not tell us that they do not enjoy the lesson because they fear us." Another teacher disagreed. After 1½ hours, the teachers agreed that in fact pupils could be useful in providing feedback on effective teaching.

Teacher Action

Animated and extended discussions characterized the first six months of the teachers meetings. Initially teachers understood action to be more discussion of what they had already discussed. IEQ researchers gently guided the teachers towards action that manifested in teachers' designing and implementing ways to assess their teaching.

Peer assistance/supervision. Two schools developed and practiced a peer assistance system. The idea for peer supervision emerged during the fourth month of PAR meetings when teachers were discussing how they could monitor whether they were implementing conditions for quality learning in their classrooms. Discussions included logistics and content of peer supervision and in both schools teachers referred to the conditions for quality learning that they generated for content ideas. In one school there was discussion about how the pupils would react to peer visitation. Would they perceive that the "assisted" teacher was weak? This comment suggests that teachers are viewed as the authority. To the teachers, the idea of a teacher being assisted implied weakness of the assisted teacher.

In both schools, teachers implemented a peer assistance instrument that they had developed (Appendix Two). In one school, assisted by Kazo CCT, Imelda Kemeza, teachers role-played how peer assistance would work. One teacher played the role of a science teachers, another played the visiting teacher. The rest of the teachers played pupil roles. This was an attempt to make the peer assistance concrete for teachers and encourage them to try it. In August 1998 teachers reported on their peers' performance. Comments included: teachers plan their lessons, manage time, bells are heard, teachers mark the exercise books, local instructional aids are used and pupils participate. However, there were areas that needed improvement. The most significant area in this regard was that teachers realized that they were using only method of teaching, question and answer, despite the fact that they had learned many teaching methods during their teacher training. This finding resulted in discussion of other teaching methods and the development of additional training needs. Teachers have continued to refine and practice peer assistance.

Self-evaluation. In addition to peer assistance, two teachers' groups felt that self-evaluation would be an effective way to assess whether they were applying conditions for quality learning in their classrooms. Many of the teachers had never heard of self-evaluation and felt that they needed guidance. Discussions focused on the purposes and logistics of self-evaluation. There was much discussion on when and how one should carry out self-evaluation. Finally, a questionnaire was developed (Appendix Three).

Pupil evaluation of teaching. As stated previously, there was lively discussion about the appropriateness of pupils' evaluating teachers. This discussion raised important notions regarding the teachers' authority and pupils' role, and the connections between teaching and learning. In response to an extended conversation, one teacher articulated the connection between teaching and learning: "Teaching and learning go hand in hand because quality teaching leads to quality learning."

In one school, teachers asked pupils to evaluate their teaching. They asked pupils' two questions: what three things did you like about this lesson? What three things didn't you like about this lesson? Findings from the pupil questionnaire taught the teachers things that they did not know about their classrooms. For example, one teacher learned that many of his pupils could not see the blackboard. Teachers realized that they could learn much about their teaching through consulting pupils.

The progress of teachers' PAR activities was slowed down in 1999 by a number of factors. Heavy turnover of staff in two of the schools has meant that the process has had to be restarted with new teachers. At the same time, there has been a persistent shortfall of staffing in one of the schools, making it difficult for peer supervision to take place. Teachers at another school are generally dispirited by lack of payment of wages; the teachers' inclusion on the government payroll has been pending for more than a year in some cases. These factors may contribute to a lack of enthusiasm among some of the teachers for PAR activities.

The above notwithstanding, the outlook for the teachers looks good in two of the three schools provided staff stability improves and the payment of wages is rectified. Teachers are working to refine and gain confidence with the peer assistance, self-evaluation and pupil evaluation instruments for the purpose of applying the conditions for quality learning in their teaching.

Pupils

There are two challenges inherent in using PAR with pupils. First, within the Ugandan context, it is rare that pupils are asked to participate in discussions of improving education quality. More often than not pupils are mere receivers of information and subjects of adults' actions. Second, a primary outcome PAR is action. Discussion may be an important first step in mobilizing communities but action geared towards improvement is the ultimate goal. The pupils participating in the IEQ work have met both challenges. They have said much about improving education quality and have taken some actions towards achieving this goal.

Perceptions of Their Schools

IEQ researchers initiated the pupil meetings during the second school term of 1998. They met with pupils from P6, P4 and P2 in the three schools during extra-curricular periods. During the first meetings, the pupils drew maps of the school compound in grade-level and same-gender groups. The map making exercise assumes that there is a lot to be learned from what is or is not reflected in the pupil maps of their school compound. All of the pupil groups in the three schools included the fences enclosing the school compounds, the national flag masts, the latrines, the playgrounds, the school offices, and the school bells. During map making, researchers and pupils engaged in discussion about what is important to improving education quality. All of the pupil groups talked enthusiastically about the playgrounds --- their locations, sizes and

positions of goal posts. In one of the schools, pupils described the school office as a clean/good house because it was one of the few spaces that had a cement floor; none of the classrooms had one at that time. The pupils drew and discussed the importance of the school bell; it tells us when it is time to go home, when we can take breaks and when we should go to assembly. The P4 and P6 girls were the only pupils to initially include classrooms on their maps. The P2 girls initially forgot about the classrooms and drew them at the last minute. The boys drew the classrooms after they had drawn trees, playing fields, fences and other buildings. None of the groups mentioned the classrooms when asked what they liked most about their maps.

Views about Good Teachers and Good Pupils

During the next series of meetings, IEQ researchers facilitated discussions with pupils on their conceptions of good teachers and pupils. Pupils discussions took place in groups composed of members belonging to a single class (e.g., P2 alone) and in groups composed of members belonging to different classes (i.e., groups composed of P2, P4, and P6 pupils). Pupil comments regarding good teachers fell into broad themes such as instruction, discipline, and relationships. In one of the schools, P2 pupils comments about instruction were that a good teacher corrects pupils when they fail; explains work on the chalkboard; teaches pupils English, mathematics and science. P4 pupils added that a good teacher knows what to teach; knows what s/he is doing; and knows English. Finally, P6 pupils added, a good teacher takes part in class; must be trained to teach; teaches well in order to improve the standard of the school, does not get angry when pupils ask questions.

Pupil comments regarding teacher discipline included the following: a good teacher comes to school early; is well behaved; does not sit in the office but goes to class to teach; does not smoke or drink alcohol. Illustrative comments about relationships suggest abuse of pupils by teachers, and pupils by fellow pupils. For example, pupils said a good teacher is one who stops the monitor from beating pupils; does not beat pupils when they come late; is the one whom pupils tell their secrets, like when the boys disturb girls; does not behave badly by mistreating children.

Like conceptions of good teachers, pupils' conceptions of a good pupil fell into broad themes of instruction, discipline and relationships. Comments regarding instruction included: good pupils should have knowledge and look smart, write well, read well, should have exercise books, should be healthy, be happy in class, should read their books. Comments regarding behaviour include: good pupils go to school every day, must be hardworking, should not smoke, should not steal and should not drink alcohol. A good pupil should play good games, and should keep good hygiene. A good pupil should plant trees for shade, be attentive in class, must have discipline. Comments regarding relationships include: a good pupil does not abuse people on the way home from school, does not have bad habits like playing sex, should not abuse teachers.

Pupils Action

As stated previously, one of the challenges of PAR is action. IEQ researchers posed this challenge to the pupils and asked them what they wanted to do with their characteristics of good pupils and teachers. In one school, the pupils decided to hang their list of characteristics of good teachers in the staff room in order to remind teachers. In another school pupils have been reading, during school assembly, the characteristics of good pupils and honour rolls of pupils excelling in certain fields such as sports, punctuality, and cleanliness.

In 1999, during the first school term, Patience Namanya, an IEQ researcher with early childhood teaching experience took charge of pupil research. She built upon the previous IEQ work with pupils by asking them to revisit the characteristics of good pupils and identify a characteristic that pupils can strive for. Pupils chose tardiness and discipline as areas for action.

For example, in one school pupils took action to solve pupil tardiness. They decided to trace the homes of pupils who often arrived late at school. This led to drawing a map indicating the homes of all pupils in the research group. For each pupil, they indicated the distance between home and school and in the process they identified the homes of pupils who often arrived late at school and their immediate neighbours who used to arrive early. They suggested signals for hailing each other to team up and hurry to school together to arrive in time.

At two schools, while monitoring punctuality, pupils linked the research to classroom situations. In one school pupils drew bar charts reflecting tardiness. At the other school, pupils drew linear graphs. One pupil commented, "I used to see such graphs in textbooks. I did not know we could make one for ourselves." The discussions accompanying the drawing of the charts assisted the pupils to see how they could improve their situation.

Pupils are dealing with discipline in different ways. In one of the schools, pupils decided to record pupils who misbehaved in class. There has been some discussion among the pupils about what to do with the names. The pupils' initial solution was to read at pupil research meetings the names of pupils who misbehaved in class. The IEQ researcher worked with pupils to encourage them to come up with ways other than humiliation to deal with disruptive pupils. To combat poor discipline in class, pupils suggested strategies such as reading books and revising their work when there was no teacher in their classroom. They listed books they had read and made a list of books they wished to read. Pupils having expressed desire to borrow books from the library, the IEQ researcher discussed the issue with the teacher in charge of the school library. Pupils began to borrow books from the library. They next wished to monitor how they could improve on reading books.

The data suggests that pupils appreciate that they too have responsibility for their education, as is demonstrated by the pupils' emphasis on tardiness and discipline. The findings presented certainly do not exhaust the possible range of the pupils' ideas and potential for action. IEQ researchers have hopes that the pupils will continue contributing to the education quality conversations in Kazo. They plan to guide the pupils

in thinking more deeply about good teaching and learning and how pupils may play more constructive roles in the promotion of education quality. During the school, district and national fora, education stakeholders learned that pupils can be eager and helpful partners in improving education quality. The researchers expect that on the planned dates in September 1999 the pupils will once again join community members and teachers to report on their research findings and the actions taken.

IMPACT OF IEQ PAR ACTIVITIES

The findings in Initiating a Participatory Process to Improve Education Quality in Uganda (Carasco, Clair & Kanyike, 1999) illuminate the complexities of initiating a participatory process. The findings suggest three interrelated themes: power, dependence and expectations that represent the dilemmas in moving towards more participatory ways of improving quality learning within Ugandan society. However, the findings also reflect participants' ability and desire to define education issues, collect and analyze data they have gathered, and act independently with regard to improving education quality in their community. In light of the findings mentioned above, there is evidence of IEQ impact at the research site, at the district and national level, and on the core research team on the target reform objective: increasing community participation in education quality and equity.

Site Specific Impact

IEQ activities at the research site had impact on all those who participated and can be characterized by capacity building, school/quality learning improvements and promoting positive relationships.

Capacity Building

PAR activities provided a framework for teachers, community members and pupils to systematically assess their situation, analyze data that they had collected, and act on the findings to improve aspects of education quality. Despite the fact that groups' ability and results were variable, all groups showed improvement in their ability to do the above. In addition, there is evidence of increased capacity to convene meetings, set the agenda and ensure that there is greater participation.

Some of those that participated consistently in PAR activities had the opportunity to join the site-based, district and national conversation about improving education. This is significant as the fora represented first time opportunities for many teachers, community members and pupils to voice their perspectives on education in an organized way. The confidence within which community members reported their findings demonstrated the community was significantly empowered.

Quality Learning Improvements

Each stakeholder group made specific contributions to improving quality learning. Initially for community members, concrete action came in the form of school infrastructure. Community members contributed labor and money towards desks, benches and other school furniture. At the end of the first year, they began working on new classroom blocks and teacher housing. Most recently, community members have begun to get involved in the academic life of the school. Some parents have begun to approach teachers to talk about their children's education. This is significant as one of the goals of IEQ is to bring teachers, community members and pupils together to harness their collective energies towards improving education quality.

Teachers' contributions towards quality learning came in the form of self and group reflection about teaching. Teachers realized that they could identify both their strengths and weaknesses in their classroom practice and that they had responsibility for improving their practice. They developed peer, self-evaluation instruments and instruments to enable pupils to evaluate teaching, so that they can obtain data on their practice. By the end of the first year they began to define concrete training needs that TDMS could fulfill.

Pupils were extremely enthused to be part of the PAR activities. Pupil involvement represented a change in the way that pupils are viewed. Previous to IEQ, pupils were rarely asked in a systematic way about their perspectives and contributions to quality learning. The impact here is twofold: pupils gained confidence to speak out and get involved in improving their schools and adults began to view pupils as valuable contributors to the conversation.

Relationships

A positive impact of the PAR work is the change in relationships among community members, with the core research team, and with district and national education authorities. This is not to say that all relationships changed but there is evidence that as groups began to listen to one another they realized the value in doing that. There are examples of individuals and groups talking with each other in different ways: teachers listening to pupils as they critique classroom practice, national authorities listening to community members as they talk about education quality, and the CCT and the CIS participating on the core research team. Moreover, there is change in the way that community members related to IEQ researchers who they call "those more learned than we" as one community member put it. As community members practiced building knowledge some of them realized that their knowledge was valuable and that outsiders did not hold the all the knowledge.

District and National Level Impact

The target of PAR activities of IEQII has been the three Kazo schools. However the is evidence of district and national impact through capacity building, partnerships and PAR in education.

Capacity Building at Institutional Levels

Makerere University, Institute of Teacher Education, Kyambogo, Bushenyi Primary Teachers' College, Mbarara District Education Office, TDMS and ACFODE are the institutions to which members of the IEQ core research team belong. This means that there has been some transfer of knowledge and skills to these institutions. Also, as mentioned previously, IEQ activities have included meetings, forums for quality learning, and training workshops that have education stakeholders ranging from pupils and parents to education officials at district and national levels to university researchers. Many who participated have become more aware of PAR and qualitative research methodologies, and some learned specific skills related to PAR.

Partnerships

Partnerships are closely related to capacity building. One of the goals of IEQ was to illuminate the impact of stakeholders partnering to solve education problems. IEQ deliberately constructed the core research team with stakeholders from different Ugandan institutions. Specifically, the team consisted of supportive officials from Mbarara District education office and TDMS personnel.

The partnership between IEQ and TDMS has been strengthened. Community mobilization has always been a part of TDMS and now IEQ has been asked to write and has already written some materials about participatory methods. These materials will be useful to community mobilizers, community members, teachers and headteachers. There have also been initial conversations between TDMS and IEQ on training in participatory methods. The impact of IEQ on TDMS has been added value.

PAR in Education

There is a tradition of participatory development activity in Uganda but it is primarily related to the fields of health and community development. IEQ is one of the first projects to bring participatory work specifically to education issues. In June 1999, the IEQ core research team presented, at a workshop organized by the Ugandan Participatory Development Network (UPDNet), a paper at entitled Can IEQ Influence Decentralization through Participatory Methods in School? This paper was the only one on the role of participatory methods to improve education quality. IEQ has impacted participatory work in Uganda through looking at education issues.

Impact on Core Research Team

There has been a tremendous amount of learning and growth within the IEQ core research team. Representing institutions throughout the Ugandan system, the core research team has build capacity and increased their sense of efficacy in facilitating PAR.

Capacity building and efficacy. The core research team has developed skills in qualitative research methods, PAR and community facilitation skills. Through training

and practice the core research team has demonstrated the ability to conduct PAR activities, keep ethnographic field notes, analyze data and report on the findings. In a sense, they have learned on the job as this is the first experience with qualitative methods and PAR for almost all of the team.

In addition to increased capacity in designing, implementing and analyzing participatory methods, the core research team has shown an increased ability to report on the process. As early as the first year of IEQII research, IEQ core research team members were doing presentations about PAR for graduate students in education at Makerere University and for teacher trainees at Core PTCs. The IEQ core research team has discussed findings at IEQ exchanges in Boston, MA., and Washington, D.C. and has presented papers in Cape Town, South Africa and Philadelphia, Pennsylvania. The sophistication within which the core research team discusses the complexities and possibilities of PAR to improve education quality has increased along with the teams' sense of efficacy to conduct this work. Finally, core research team presentations within and outside of Uganda has contributed to the visibility of education issues in Uganda. This can result in more attention and possible resources to improving education quality.

RECOMMENDATIONS

After two years of studying and implementing PAR, the IEQ core research team has several recommendations aimed at improving this work. These recommendations are targeted to policy makers and other education stakeholders who are interested in PAR as a method to improve education quality.

Work with TDMS to Provide Experiential Training to Implement PAR

Implementing PAR requires knowledge and skills. IEQ II provided several avenues for training so stakeholders and core research team members could become familiar with and practice PAR. The following training topics are essential to implementing PAR in order to improve education quality: previous education research on quality learning; participant perspectives on quality learning; an introduction to PAR, PAR principles and process; facilitation skills; data collection and analysis, and PAR problem-solving. TDMS has a magnificent structure in place, and IEQ core research team members should work with TDMS staff to add value to the training that is already in place. IEQ is already developing training materials on the principles for participation that are applicable to TDMS personnel. It is recommended that IEQ continue to develop training materials for TDMS personnel that extend beyond the principles.

Expand Participatory Methods to Improve Education Quality

The IEQ core research team recommends that expansion be thought in terms of collaborations and networks. There are a number of opportunities for expanding the participatory methods and principles within Uganda. IEQ collaboration with TDMS and other Ugandan institutions and organizations that are working to improve education quality will play a key role in expansion. The IEQ team should continue to develop

training materials and provide training on participatory methods to improve education quality.

In addition, the initial IEQ sites in Kazo County could act as a centre from which PAR activities could expand. New sites could expand out from Kazo in and out of Mbarara District through collaboration between PAR initiates in Kazo and TDMS. The IEQ core research team should endeavor to inaugurate PAR sites in other suitable places in the country. However, commitment from sites and collaborating organizations must be firm as participatory work is extremely demanding. With IEQ assistance, the core research team recommends that TDMS and NGO networks serve as major resources in expansion.

Incorporate PAR Principles and Process in Pre-service Teacher Education

Effective teaching and learning is a process that calls for maximum pupil participation. PAR is a process that can be adapted to the classroom. At Kazo pupils have linked the research to classroom situations by, for example, drawing charts reflecting late coming and absenteeism. Pupils have not only enjoyed the research, but they have learned mathematics and gained research skills applicable in other aspects of life. Also, pupils experienced active and participatory learning. If pre-service teacher education included the principles and processes of PAR, pre-service trainee teachers would experience corresponding active and participatory learning. They would be learning in ways applicable to the classrooms where they would eventually teach.

Provide Sufficient Time and Space for PAR Results

PAR is essentially an intervention that facilitates a change process aimed at improving education quality. Education interventions require about three years to take root (Renyi, 1996). PAR represents a radical change in the way that some communities, district education offices and ministries of education function regarding improving education quality. PAR requires that all stakeholders participate in decision-making as opposed to a selected few. It requires building trusting relationships and knowledge, listening to one another, and practicing participation. The pace of the PAR activities is in the hands of the stakeholder groups (e.g., teachers, parents and pupils). Finally, PAR requires guiding groups and giving them autonomy at the same time.

Initial results may be attitude changes among some of the stakeholders. These changes are not universally visible (Clair, 1998). Other initial results may appear in the form of infrastructure, as in the Kazo communities. Expecting initial results such as improvement of test scores or immediate changes in classroom practice is misguided. The first two years of PAR may be in preparing the soil so pupil learning, and education innovation can flourish.

Focus Training for Headteachers

All education stakeholders need training to implement and support PAR as a method to improve education quality. However, the headteacher needs special attention.

Headteachers hold tremendous power in the day-to-day affairs of the school. Generally unchecked by higher ups in the education hierarchy, headteachers hold enormous power over community members, pupils and teachers. Headteachers must be included in PAR activities for success. Specialized training needs to be developed to include headteachers as a positive force for implementing PAR.

Provide Stable Conditions for Teachers

High teacher turnover negatively impacts a community's ability to improve education quality. Professional relationships, collective problem solving and continuity are difficult to maintain when teachers come and go. In one school, there was dramatic teacher turnover that made improving quality of learning difficult. PAR is a long-term process where teachers, community members and pupils build knowledge together. A stable teaching force is essential to that process.

Use Participatory Principles to Monitor and Disseminate PAR Results

The dynamics of PAR activities and their effects on learning are only beginning to be understood in Uganda. There is a need to continue to learn more about participatory methods and how they contribute to improving education quality. Participating stakeholder groups should play a central role in monitoring their own progress. The corresponding dissemination must target policy makers, implementers and the general populace, including illiterate community members. So far, the fora for education quality have been the major means for stakeholder groups to disseminate information about their progress towards improving education quality. As the participatory work takes root and expands, the different collaborating networks and institutions will become natural dissemination agencies. Participatory monitoring and dissemination will allow continued dialogue and make available for application more education development strategies that contribute to improving education quality.

FUTURE VISION

IEQ II represents an effort directly related to one of the objectives of the Ugandan education reform: enhancing community participation in education quality and equity. This case study reports IEQ activities from January 1998 to August 1999. Highlights of community, teacher and pupil perspectives on improving education quality and actions taken were included along with recommendations to policy makers on enhancing participation as a way to improve education quality.

In a sense the work of PAR has just begun. Core research team and Kazo community members have begun to see positive change in improving education quality. Interested parents, teachers and pupils have defined problems, collected and analyzed data, and taken action. The next step in Kazo is for the individual PAR groups to start to work collectively. This has just begun to happen as community members in one school have begun to talk with teachers about their children's learning.

There is more work to be done with PAR outside of Kazo as well. The principles and process of PAR can add value to existing structures in the education system. Collaboration with TDMS is underway. The IEQ II Uganda Project intends to make copies of Participation as a Method to Improve Education Quality: The Principles available to TDMS staff including the CCTs. The core research team and TDMS are planning training for CCTs and other extension staff of the core PTCs to take place in the last quarter of 1999. The core research team is also planning dissemination activities at teacher training institutions, and in collaboration with district education offices, at workshops for district education personnel, including teachers, headteachers, education officers and inspectors of schools.

Finally, PAR represents more than an approach to improving education quality. It also represents a democratization process that has the potential to transform communities. While the focus of IEQ II has been on improving education quality, community members, teachers, pupils and core research team members have practiced inclusion, participation and democracy. These processes are fundamental to individual and community well being. It is possible that the praxis of the community with IEQ II will encourage them to continue to examine their roles in improving other aspects of their lives (Carasco, Clair & Kanyike, 1999).

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Appendix One: IEQ II Timeline of Major Events - October 1997 – September 1999

October 1997 UNEB and AIR sign Memo of Understanding

January, 1998 National Research Workshop

- purpose: to explore elements of participatory action research; to contribute to the design of IEQ II research
- participants: representation from all levels of the education system

March 1998 site selection

April, 1998 Participatory Action Research Workshop

- purpose: find out more about quality learning; practice and critique PLA tools; develop an action plan (next steps) for community work
- participants: representatives from three Kazo schools and different levels of education system, from teachers to senior MoES officials.

April 1998 to August 1999

- 9 groups (3 teacher; 3 community; 3 pupil) explore education quality through participatory action research. Core research team members are participant observers.

July 1998 International Presentation

- Carasco, J, Kanyike, L, & Clair, N. (1998). From baseline to insight: A look at the process of change through Uganda's improving education quality project. Paper presented at the 10th World Conference on Comparative Education. Cape Town, South Africa.

October 1998: Three Fora for Quality Learning

- teachers, community members and pupils (or representatives of the same) met with district and national leaders to discuss their perspectives of improving education quality

November 1998: Qualitative Data Analysis Workshop

- purpose: to sharpen data collection skills; to begin “formal” data analysis; to plan for the next phase of IEQ
- participants: IEQ core research team

March 1999 International Presentations

- IEQ Exchange on IEQ/Uganda research at American Institutes for Research. Washington, D.C. and Education Development Center. Newton, MA.
- Carasco, J., Kanyike, L. & Clair, N. (1999) Improving education quality: A look at the process of change in three Ugandan schools. Paper presented at the 20th Annual Ethnography and Education Research Forum. University of Pennsylvania, Philadelphia, PA.

April 1999: PAR and Facilitation Skills Refresher Course

- purpose: to sharpen PAR and facilitation skills; to plan for next phase of IEQ fieldwork
- participants: IEQ core research team

May 1999: Afram Plains Study Tour, Ghana.

- purpose: to exchange ideas and information with Childscope staff
- participants: ½ of the IEQ core research team

June 1999 National Presentation

- IEQ Core Team (1999). Can IEQ influence decentralization using participatory methods in schools? Paper presented at the Annual Ugandan Participatory Development Network (UPDNet). Kampala, Uganda

July 1999: Afram Plains Study Tour, Ghana

- purpose: to exchange ideas and information with Childscope staff
- participants: ½ of the IEQ core research team

September 1999: Three Fora for Quality Learning

- teachers, community members and pupils (or representatives of the same) meet with district and national leaders to discuss their perspectives of improving education quality

Appendix Two: Peer Supervision Instrument

This lesson observation guide was developed and used by teachers from one of the schools.

1. Class control
2. Lesson objectives
3. Learning materials
4. Sitting arrangement
5. Chalk board plan
6. Pupils participation
7. Methods used
8. Voice projection

Appendix Three: Self-Evaluation Questionnaire

This instrument was developed and used by teachers in one of the schools.

1. Date
2. Class:
3. Name of the teacher
4. Subject
5. Number of Pupils
6. Topic
7. Lesson objective (s)
8. Was/were the lesson objectives achieved?
9. Why?
10. What methods have I used?
11. Have I used the appropriate methods?
12. Have I taught the lesson in the scheduled time?
13. What teaching materials have I used?
14. Have I used the relevant appropriate and adequate teaching materials?
15. Were the required materials used effectively?
16. Have the learners participated actively in the lesson?
17. How many boys and girls actively participated?
18. Have I been audible?
19. What methods have I used for class control?
20. Was the class control al right?
21. Have I been friendly to the learners?
22. What methods have I used to be friendly to the learners?
23. How did I assess the pupils work?
24. How will I improve my weak areas?