



Uganda National Commission for UNESCO



## INTEGRATION OF GCED IN UGANDA THE PRIMARY SCHOOL

### PROJECT REPORT

Project Name	INTEGRATION OF GCED IN UGANDA THE PRIMARY SCHOOL
Implementing Body	<i>UNATCOM &amp; NCDC</i>
Project Coordinator	ROSIE AGOI
Project focal person	PATRICE SSEMBIRIGE
Consultant	IBE
Funding Organisation	APCEIU
Date approved	APRIL 2016
Period of report	JULY 2016 TO SEPTEMBER 2017

### Implementing partners

The activity is jointly implemented by the Ministry of Education and Sports, the National Curriculum Development Centre in collaboration with the Uganda National Commission for UNESCO, the Education standards agency, the District Education officers and the Local Government and the UNESCO Kampala Antennae Office.

## TABLE OF CONTENT

Implementing partners .....	2
ACRONYMS .....	4
A WORD FROM SECRETARY GENERAL UNATCOM.....	5
1.0 Introduction.....	6
2.0 PROJECT DESCRIPTION .....	8
2.4 Expected outcomes.....	8
2.5 Writing workshops and draft materials production for primary: .....	8
3.0 Piloting Draft GCED Curriculum materials.....	9
3.1 Objectives of the GCED pilot phase.....	9
3.2 Target .....	9
3.3 Identification of pilot schools .....	10
3.4 Rationale for piloting GCED in primary schools in refugee settlement camps .....	10
4.0 Findings from the pilot .....	11
5.0 Current finances.....	13
Conclusion .....	13
Action plan.....	14
APPENDICES .....	15
Appendix: I.....	15
Appendix: II .....	17
Appendix: III.....	18
Appendix: IV.....	19
PHOTO GALLERY .....	20

## ACRONYMS

APCEIU	Asian Pacific Centre for Education and International Learning
DES	Directorate of Education Standards
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
MIS	Management Information Science
NCDC	Uganda National Curriculum Development Centre
PTA	Parents Teachers' Association
SMC	School Management Committee
TRB	Teachers Resource Book
UN	United Nation
UNATCOM	Uganda National Commission for UNESCO
UNESCO	United Nation Educational Scientific and Cultural Organization

## A WORD FROM SECRETARY GENERAL UNATCOM

Global Citizenship Education (GCED) is central to UNESCO's vision for education in the 21<sup>st</sup> century (UNESCO, 2015) and a key component for the Sustainable Development Goals (SDGs) and the 2030 Education agenda, which Uganda has agreed to promote. Ministry of Education, and Sports (MoES) is committed to the integration of GCED within its curriculum. Uganda is obliged to prepare young citizens to develop an understanding beyond the national boundary, enhance the awareness of the need to promote peace and justice across all multi-cultural societies. To keep abreast with the rapid pace of globalisation, there is need to embrace new education trends in regard to SDGs. We should focus on developing an international perspective among the young people by increasing their awareness of global concerns, and preparing their responsibilities as citizens of their local, national, and global communities. Therefore, how to implement and strengthen the element of global citizenship education in the school curriculum and its pedagogical approach is critical for Uganda. The contribution of APCEIU and IBE- UNESCO has been timely in supporting the development of GCED curriculum materials.

Therefore, in order to enable our young generation to cope with the challenges of the 21<sup>st</sup> Century, education we must keep them abreast of the global trends where learners should be empowered to learn beyond the walls of the classroom. The curriculum materials should focus on helping learners to acquire the necessary knowledge, skills, values and critical thing to develop into global citizens

## 1.0 Introduction

Connected within the Target 4.7, the conceptual frameworks of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) are recognized as mutually reinforcing approaches, with commonalities and specificities. Both aim to equip young people with knowledge, skills, values, attitudes and behaviours to constructively and creatively address present and future global challenges. Furthermore, it encourages them to create more sustainable and resilient societies and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Education for peace and sustainability is currently the overarching goal of UNESCO's education, and empowered global citizenry is a key objective within this goal. Education for Sustainability (ESD) and Global Citizenship Education (GCED) are therefore becoming ever more important instruments for achieving these goals (UNESCO, 2013). In May 2015, UNESCO Member states adopted the Incheon Declaration and its Framework for Action (UNESCO, 2015), which reaffirm the states' engagement with Education for All and their commitment to realising Sustainable Development Goal 4 (SDG4) (UN, 2015): 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Target 4.7 of SDG4 specifies the key role of GCED and ESD in reaching sustainable development:

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

In line with this, the Uganda National Curriculum Development Centre (NCDC) received funding from APCEIU to mainstream Global Citizenship Education in the curriculum.

This is a three years cycle which started with several actions in 2016 which included;

The first phase which started with a Kick –off meeting held on 22 April 2016, APCEIU, Seoul, Republic of Korea;

- i. MOU signing between the Ministry of Education and Sports with APCEIU
- ii. Situational Analysis
- iii. GCED Capacity-building workshops conducted for stakeholders both at national and regional level.
- iv. The establishment of local curriculum development committee which serves as the GCED steering committee

The 2nd phase started with a Kick-off Meeting which was held on 22-25 March 2017 in Seoul, Republic of Korea, specific action plans were mainly discussed while taking stock of last year's progresses and challenges.

The 2nd phase of the project aimed at developing draft curricula or those of similar values (curricular guidelines, pedagogical guides for teachers, textbooks, or teaching-learning resources on GCED) which can realize contextualized and need-based interventions in the country. Also, the draft curricula/guideline/resources are to be piloted for revision and enhancement.

## **1.2 Structure of Report**

The report is divided into 3 sections. Section one is a general introduction to the project. It summarizes the strategic objectives; Section Two is a description of the project.

It outlines the project goal, the geographical coverage, the beneficiaries, the specific outcomes and gives results including the main challenges that affected the successful completion of the project. Section Three explains the different categories of participants and conclusions are given in the subsequent section.

## **1.3 Strategic Objectives:**

### **Support and facilitate the development of effective national and/or local curricula on GCED**

To support and strengthen the capacities of curriculum developers and teachers in integrating GCED in the curriculum initiatives; and enhancing capacity for effective implementation in schools. The main strategies used were training, writing workshops, and consultative meetings.

## 2.0 PROJECT DESCRIPTION

**2.1 Project goal:** The project sought to equip stakeholders with knowledge and skills to implement GCED in institutions within the context of sustainable development.

**2.2 Geographical coverage:** The project was to be implemented at national, local levels in line with the curriculum in Uganda.

**2.3 Direct and Indirect Beneficiaries:** Final beneficiaries &/or target groups:

- Key institutions and practitioners in curriculum development, educators and learners

The direct beneficiaries of the project were expected to be students, school teachers and ultimately the people in the local communities. The national platforms (or mechanisms) for GCED in Uganda play a major role in the implementation and sustainability of this action. Indirect benefits were expected to accrue to other government departments, and non-governmental that is concerned with peace education, human rights, environment and gender among others.

## 2.4 Expected outcomes

1. Understanding the effectiveness of the proposed global citizenship education strategies in the national primary education school curriculum and supplementary materials for different settings;
2. An identification of the entry, the opportunities and the key challenges for the implementation of GCED in the implemented curricula;
3. Understanding of effective methodologies needed for delivering and integrating GCED in the existing curriculum materials;
4. An improved version of the GCED training curricula and supplementary materials needed for primary schools.

## 2.5 Writing workshops and draft materials production for primary:

A workshop was organized to develop GCED materials for primary schools. This GCED workshop was supported by APCEIU.

This year 2017, APCEIU continued to support and facilitate the development of the GCED curriculum support materials, or those of similar values (curricular guidelines, pedagogical guides for teachers, textbooks, or teaching-learning resources) on GCED based on the country's demand. The APCEIU provided further training, consultation and resources to enhance the capacity of the local human resources involved in curriculum development and integration.



The materials developed were meant to supplement the curriculum by integrating GCED content and core competences in some topics and themes in Social Studies and Religious Education respectively. The supplementary materials included;

- **Readers for P4 and P5,**
- **Teacher's resource book**
- **Orientation manual**
- **Theme song on GCED**
- **Monitoring and Observation Tools**

The materials are also intended to support teachers to effectively deliver and implement the GCED content in the Curriculum in order to help learners develop a global outlook, to learn how to learn and to master lifelong skills that can be used outside schools. This will prepare them to become global citizens.

### **3.0 Piloting Draft GCED Curriculum materials**

#### **3.1 Objectives of the GCED pilot phase**

The pilot phase for the newly developed GCED materials aimed to:

1. Test out the feasibility of the proposed education strategies for implementing GCED in the national primary education school curriculum in selected schools;
2. Build the capacity of primary school teachers with the relevant knowledge, skills and values needed for the implementation of GCED and to share best practices of education initiatives that are relevant to GCED;
3. Gather teachers' opinions and use their experience to develop well-informed, sustainable and invaluable GCED resources
4. Test the suitability and effectiveness of GCED materials and make changes before it is distributed or offered widely;
5. Identify which sections of the GCED materials are effective in achieving the intended objectives for GCED as well as those that require improvement.

#### **3.2 Target**

With the draft curriculum materials developed, field-testing was conducted between August and September. Two pilot schools were selected from each of the three districts namely Kiryandongo, Mukono and Katakwi respectively. However, target schools in Kiryandongo were those in the refugee camp.

Before piloting, in September, a preparatory meeting for piloting and orientation of Monitors, district inspectors, head teachers, and teachers were organized.

The pilot phase targeted two teachers, from each of the primary schools that were actively involved in the teaching of Religious Education and Social studies at Primary four and five; two district Inspectors of Schools and two Head teachers for the participating schools.

### **3.3 Identification of pilot schools**

Four (4), NCDC staff went to the field to identify schools for piloting GCED materials in the four (2) traditional regions of Uganda. This involved going to the districts identified, discussing with the District Education Officers/Inspectors of Schools, going to the schools to present objectives of intent to pilot GCED materials and collecting details of the schools and head teachers' contacts. In total, 6 schools were selected including two schools from the refugee camp schools.

### **3.4 Rationale for piloting GCED in primary schools in refugee settlement camps**

A request was made to support the piloting of GCED curricula and training materials in 2 schools from the refugee settlement camps in addition to the 4 schools that had been previously selected.

Uganda is now home to over 1.27 million refugees and asylum-seekers (*60% children and 54% women and girls*) in 28 settlements in 12 districts (including Kampala), a number greater than at any time in the country's history; and this is projected to increase by an additional 400,000 by the end of 2017, given the average daily influx of about 2,000 refugees from South Sudan.

Uganda's settlement model is globally acclaimed as it guarantees the protection of refugees and host communities dwelling side-by-side in peaceful co-existence by ensuring that the resilience capacities of both refugees and host communities are strengthened in the spirit of solidarity, safety and dignity. This model is the manifestation that there is a thin line between humanitarian actions and sustainable development, and that both must be addressed together for lasting impact.

Despite the good intentions, refugee hosting areas and associated public services are completely overwhelmed, and the hosting districts are unable to fully respond to the needs of their population for example schools and health centres are now handling four times the capacity they are meant to serve which had led to congested classrooms, high teacher pupil ratios, increased drug stock outs, water scarcity, reduction of land available for host communities and poor sanitation to mention among others.

In line with Uganda's strategy to create hope and self-reliance for the refugee and host population, the role of global citizenship education in instilling peace and harmonious living amongst the host communities cannot be underscored. The role of teachers in providing a quality global citizenship education remains central to this process.

## 4.0 Findings from the pilot

### 4.1 Community involvement

- 🌐 School Management Committee (SMC) and Parents Teachers' Association (PTA) meetings were held to share information about GCED. Minutes of SMC and PTA meetings with resolutions seen in both schools
- 🌐 All teachers have an idea of GCED. In Nsambwe, the teachers were trained while in Seeta CoU, the teachers received a briefing during a meeting.
- 🌐 Community is careful and protect school property. Alerting school administration in case of wrong activities. the only challenge in Seeta is for the school play ground
- 🌐 School-community GCED initiative are carried out although there were no reports about such.

### 4.2 General observations

- 🌐 Teachers found the materials easy to use as they are supportive and not too different from the previous materials
- 🌐 Teachers have GCED key messages displayed in staff rooms, classrooms and on the compound
- 🌐 The teachers like the Teachers Resource Book as it has templates of participatory activities.
- 🌐 Teachers use the templates in the TRB to design and develop their own learning resources and activities.
- 🌐 Teachers who trained have endeavoured to communicate what they learned to their colleagues
- 🌐 There are observable signs of teacher efforts to make lessons more learner centred.
- 🌐 School administrations have supported the project by adding their weight and providing basic instructional materials like manilas, marker pens, in time
- 🌐 The teachers were confident during lesson presentation and made reference to GCED quite often.

### 4.3 Innovations

- 🌐 Teachers conducted a school based training on GCED
- 🌐 GCED was rolled out to members of SMC & PTA
- 🌐 Many trees have been planted around school premises
- 🌐 All students were sensitised weekly about GCED on assemblies
- 🌐 GCED messages have been displayed on the school compound and inside classes
- 🌐 The school mission and vision reflect GCED
- 🌐 GCED clubs have been formed. They participate in cultural activities, recite and sing songs with GCED messages
- 🌐 GCED is integrated in the teaching/learning in all upper primary grades i.e. primary 4 -6
- 🌐 GCED content and messages are reflected in the scheme of work and lesson plans
- 🌐 GCED messages are printed on walls of the classroom blocks, inside the classroom

- 🌐 Learners have class gardens which demonstrate practical teaching for sustainable living.
- 🌐 Learners are grouped in the classrooms with consideration for
- 🌐 Every first Saturday of the month is an environment day for both school and community
- 🌐 Designated areas for waste management are available
- 🌐 The readers are used across subjects like English, Social Studies. The children like the readers very much.
- 🌐 Curriculum management support by the MIS given to teachers
- 🌐 Proposed award to excellent learners
- 🌐 Use of Music Dance and Drama to teach P.1 and P.2 pupils

#### **4.4 Challenges**

- 🌐 The cohesion and integration, both vertical and horizontal (across classes and subjects) are missing as GCED has been integrated in only two subjects in two classes.
- 🌐 The training for one day was inadequate. There is need for enhancing the capacity of teachers
- 🌐 The classes are overcrowded which hamper the of practical pedagogical approach
- 🌐 The books given are not enough. The book ratio is 1:7. 1: 16. This makes learning ineffective
- 🌐 The training was short and teachers face challenges in integration of some content and skills.
- 🌐 Some teachers do not comply with the resolutions of meetings
- 🌐 Time is inadequate for learners to interact adequately with readers.
- 🌐 Limited resources for implementing some of the projects
- 🌐 Lack of exposure visits to share information and learn more about GCED

#### **4.5 Recommendations**

- 🌐 Integrate GCED in all subjects and classes
- 🌐 Have continued field support and retooling of teachers
- 🌐 Need for schools to hold parents' meetings to communicate about GCED
- 🌐 Production of more readers and teacher in terms of numbers and variety
- 🌐 Organise and fund exposure visits for teachers
- 🌐 Need for capacity building of all education stakeholders
- 🌐 Planning for the sustainability of the effective delivery of GCED

## 5.0 Current finances

5.1 The total cost required for implementing phase two GCED was 30,000 USD. This amount included consultative meeting, provision of the support curriculum materials, printing materials, orientation of monitor, the teachers and district inspectors of the district, as well monitoring the implementation of global citizenship education.

<b>5.2 GCED EXPENDITURE TO DATE</b>		
<b>Released money: US \$30,000</b>		
<b>SN</b>	<b>Activity</b>	<b>Amount</b>
<b>1</b>	<b>Preparatory meeting for GCED committee and specialists</b>	2384
<b>2</b>	<b>Developing GCED curriculum support materials ( readers, teacher's guide, orientation manual, monitoring and observation tools &amp; theme song)</b>	18996
<b>3</b>	<b>Printing of materials for the pilot</b>	1572
<b>4</b>	<b>Orientation of inspectors of schools, head teachers and teachers</b>	1440
<b>5</b>	<b>Orientation of monitors</b>	866
<b>6</b>	<b>Monitoring GCED</b>	2520
<b>7</b>	<b>Indirect costs</b>	2222
	<b>TOTAL</b>	<b>US Dollars 30,000</b>

## Conclusion

Uganda has strong incentives to further its current efforts to deliver GCED content not only through its engagement in UN processes but also as a member of the international community. We believe that a successful GCED effort will help Uganda to achieve its wider goals to deliver effective quality and inclusive education – including competency-based approaches motivate learners to actively and responsibly engage in society at local, national and global levels.

We would also like to extend our most sincere thanks to the Director APCEIU Seoul Republic of Korea for the funding and Technical support extended to the project. We most sincerely appreciate IBE- UNESCO consultants for all the technical support during the implementation of phase I and II activities. We greatly thank APCEIU Team for the tireless

effort in all planning activities and for the personal input into during the test piloting of GCED materials.

### Action plan

#### GCED mainstreaming in the pre-primary and primary curriculum

##### Action plan

No.	Action Plan Activities	Required resources	Responsible person/institution	Timeline	Expected output
1	Preparatory meeting( committee & specialists) for GCED support in curriculum development	-Funds -Technical assistance -time - stationery -projectors -public address system -venue	UNATCOM -NCDC	April 2017	<ul style="list-style-type: none"> <li>GCED Entry points identified in the curriculum</li> <li>GCED support Materials to the curriculum be developed identified</li> </ul>
2	a) Development of GCED support materials  b) Development of GCED monitoring and support supervision tools  c) Selection of pilot-testing target schools	-Funds -Technical Assistance - time -stationery -projectors -public address system -venue	-NCDC specialists UNATCOM DES  UNATCOM DES  Committee	April - May2017	<ul style="list-style-type: none"> <li>GCED learner's materials such as Readers, Teacher support( instructional)developed Monitoring and support supervision tools developed</li> <li>Pilot schools selected</li> </ul>
3	Printing of materials for the pilot	-Funds -Technical assistance -time -stationery	UNATCOM	June 2017	GCED reader, teacher's support manual developed
4	Distribution of	-Funds	Committee	July 2017	GCED reader,

	GCED materials	-Technical assistance -time -stationery			teacher's support manual distributed to target schools
5	Orientation of teachers on the use of GCED materials	-Funds -Technical assistance -time -stationery -projectors -public address system -venue	-NCDC	July 2017	16 teachers oriented on how to use GCED materials and integration strategies
6	Support supervision, Monitoring and Evaluation	-Funds -Technical assistance -time -stationery	Committee	Sept-2017	Monitoring report

## APPENDICES

### Appendix: I

#### List of participants for GCED Preparatory meeting for the committee and specialists

	Name	Title	Affiliation
1	Tonny Mukasa Luasmbu	Assistant Commissioner Primary Education	Ministry of Education and Sports (MoES)
2	Atima Frances	Principal Education Officer	Directorate of Education Standards (DES) Ministry of Education and Sports
3	Kateme Elizabeth	Ag. Principal Education Officer Business	Business Technical and Vocational Training (BTJET)
4	Patrice Ssembirige	Curriculum Specialist	National Curriculum Development Centre (NCDC)
5	Rosie Agoi	Ag. Secretary General	Uganda National Commission for UNESCO

6	Mary Florence Agola	Principal Examinations Officer	Representing Uganda National Examinations Board (UNEB)
7	Elizabeth Mutumba	Senior Education Officer	Representing Teacher Instructor Education and Training (TIET)
8	David Twebaze	Principal Officer Education	Uganda National Commission for UNESCO
9	Grace K.Baguma	Director	NCDC
10	Nambi Bernadette Karuhanga(Mrs)	Deputy Director	NCDC
11	Vincent Funi Dusabe	HOD	NCDC
12	Elly Musan Wairagala	Specialist	NCDC
13	Arinaitwe perpetra	Specialist	NCDC
14	Cale Santus	Specialist	NCDC
15	Steven Nzitegereza	Co-opted	Mother Manjeri primary school
16	Geraldine Bukenya	Specialist	NCDC
17	Roseti Kemizano	Specialist	NCDC
18	Sarah Natunga	Specialist	NCDC
19	Enid Joy Nyendwoha	Specialist	NCDC
20	Deborah Magera(Mrs)	Specialist	NCDC
21	Gertrude Namubiru	Specialist	NCDC
22	Obini Dickson	Co-opted	St. Mary's Junior School
23	Mugenyi Jonathan	Specialist	NCDC
24	Twine Said	Specialist	NCDC
25	Wakhweya Ahamadah	Rapporteur	NCDC
26	Neumbe Cathy	Secretary	NCDC



Appendix: II

**ACTIVITY B: LIST OF PARTICIPANTS FOR DEVELOPING GCED  
MATERIAL READERS, BROCHURES, ORIENTATION MANUAL &  
TEACHER RESOURCE BOOK/SUPPORT MANUAL**

<b>Sn</b>	<b>Name</b>	<b>Institution</b>	<b>CONTACT</b>
<b>1</b>	Florence Mary Agola	UNEB	0702951341
<b>2</b>	Mbabazi Emmanuel	Kyambogo University	0704732201
<b>3</b>	Kewaza Samuel	Mpererwa Primary School	0704447292/ 0772447292
<b>4</b>	Amanya Dickson	Illustrator	0752982793
<b>5</b>	Kasule Samson	St. Patrick Kigulu Girls	0702853652
<b>6</b>	Mpaka Benjamin		0782358591
<b>7</b>	Steven Nzitegereza	Mother Manjeri P/s	0701021606
<b>8</b>	Gerald N. Bukenya	NCDC	0702589700
<b>9</b>	Ssembirige Patrice	NCDC	0704985103
<b>10</b>	Stephen Gimei	Kamwokya KCC P/s	0772447564 / 0700162463
<b>11</b>	Susan Mirembe	Buweera P/s Jinja	0772346196
<b>12</b>	Wakhweya Ahamadah	NCDC	0703885546
<b>13</b>	Neumbe Catherine	Secretary	0772643673
<b>14</b>	Rev. Ann Cherotwo	Jinja CPTC	0712939498
<b>15</b>	Sarah Natunga	NCDC	0772683585
<b>16</b>	Wairagala Elly Musana	NCDC	0776816884
<b>17</b>	Kaaya Haroona	Kabukunge CPTC	0776346382
<b>18</b>	Edward Muwangunzi	DES	0754545758
<b>19</b>	Mulumbu Mathias Mutema	NCDC	0752658335
<b>20</b>	Mugenyi Jonathan	NCDC	0776838057
<b>21</b>	Vincent Funi Dusabe	NCDC	0772658596
<b>22</b>	Ms. Grace K. Baguma	Director, NCDC	0772554290
<b>23</b>	Nambi Bernadette Karuhanga (Mrs)	Deputy Director, NCDC	0704967200
<b>24</b>	Atima Frances	DES	0772500443
<b>25</b>	Bamuga Silas	Winners P/s	0772654787
<b>26</b>	Mugamba Willy	Nyenje P/s	
<b>27</b>	Obini Dickson	St. Mary's Junior School	0759194282
<b>28</b>	Rosie Agoi	UNATCOM	0772501041
<b>29</b>	David Tumwebaze	UNATCOM	0787933091
<b>30</b>	Sanyu Namutale	NCDC	0772607460
<b>31</b>	Cale Santus	NCDC	0772828291

			0755828291
<b>32</b>	Ruthi Kalema	UNATCOM	0703453114
<b>33</b>	Elizabeth Mutumba	MOES	0772592126

### Appendix: III

#### List of participants

#### Two days workshop: Orientation of Monitors, District Inspectors of Schools, Head teachers and Teachers

NAMES	INSTITUTION
1. Ms. Rosie Agoi	UNATCOM
2. Ms. Atima Frances	DES
3. Dr. Jonathan	NCDC
4. Mr. Cale Santus	NCDC
5. Mr. Elly Musana W	NCDC
6. Ms. Geraldine Bukenya	NCDC
7. Mr. Vincent Funi Dusabe	NCDC
8. Mr. Patrice Ssembirige	NCDC
9. Mr. Vincent Funi	NCDC
10. Mr. Edward Muwanguzi	DES
11. Ms. Florence Angola	UNEB
12. Ms. Ajaruva Janet	Kiryandongo Local Government
13. Mr. Lok'isyepe W. Godfrey	Arnold Primary school
14. Mr. Ocheng Moris	Arnold Primary school
15. Mr. Ojok Patrick	Arnold Primary school
16. Mr. Ocepa Simon	Canrom primary school
17. Ms. Kabajaguza Victoria	Canrom primary school
18. Mr. Bakole Samadi	Canrom primary school
19. Nakafeero Grace	Seeta C/U P/S
20. Nahayo Edith	Seeta C/U P/S

<b>21. Mr. Okolimungo Samadi</b>	Nsambwe C/U P/S
<b>22. Kamy James</b>	Nsambwe C/U P/S

**Appendix: IV**  
**List of monitors**

<b>Monitoring team</b>	
<b>Name</b>	
<ol style="list-style-type: none"> <li><b>1. Ms. Frances Atima</b></li> <li><b>2. Patrice Ssembirige</b></li> <li><b>3. Mr. Muwanguzi Edward</b></li> <li><b>4. Dr. Jonathan Mugenyi</b></li> </ol>	
<ol style="list-style-type: none"> <li><b>5. Ms. Rosie Agoi</b></li> <li><b>6. Mr. Elly Musana Waragila</b></li> <li><b>7. Mr. Cale Santus</b></li> <li><b>8. Ms. Geraldine Bukenya</b></li> <li><b>9. Ms. Grace Baguma</b></li> <li><b>10. Mrs. Bernadette Nambi Karuhanga</b></li> <li><b>11. Ms. Florence Agola</b></li> <li><b>12. Mr. Vincent Funi Dusabe</b></li> </ol>	

## PHOTO GALLERY

**Below is a list of pictures of participants engaged in group activities during the orientation monitors, inspectors, head teachers and teachers on GCED curriculum support materials**



*Participants pose for a group photo with the Secretary General Uganda National Commission for UNESCO at the end of the workshop*



**Inspectors of schools, head teachers and teachers participating in a group discussion during GCED orientation workshop**



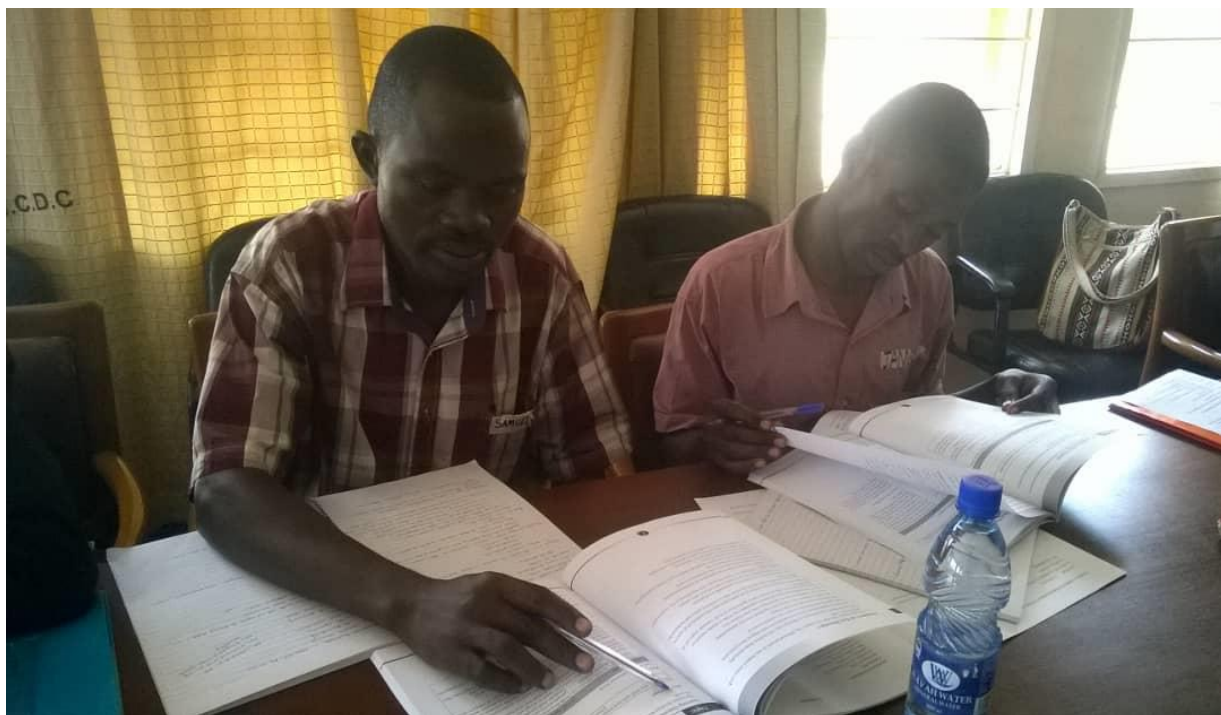




**Inspectors of schools, head teachers and teachers participating in a group discussion during GCED orientation workshop**



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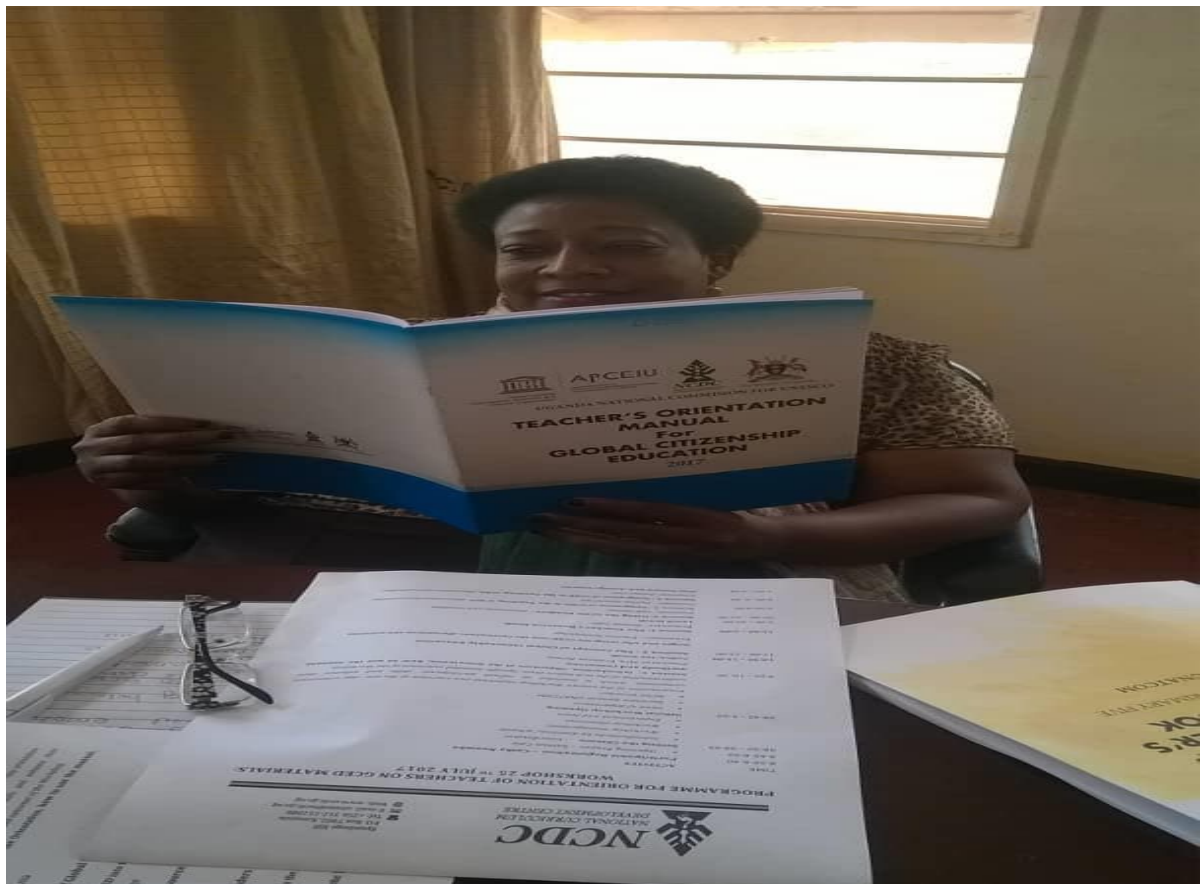




**Inspectors of schools, head teachers and teachers participating in a group discussion during GCED orientation workshop**



**Inspectors of schools, head teachers and teachers participating in a group discussion during GCED orientation workshop**





**Below are some of the pictures during the monitoring of GED pilot**



*Monitors Interviewing with teachers during the pilot*



*Monitors Meeting the District inspector of schools and Chief Administrative Officer*



*Monitors Interviewing the Head teacher*



*The teacher of P.5 class conducting a lesson*



*The monitoring team interacts with all teachers*