

### A. Strategies concerning child-related challenges

Challenge	Strategies	Stakeholders	Indicators for success
A. Enrolment is currently not yet 100%	<ol style="list-style-type: none"> <li>1. Use by-laws to force parents to have their children attend school</li> <li>2. Raise awareness on the benefits of attending formal education at school going age</li> <li>3. Facilitate all those enrolled to finish 7 years of primary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents committees and local government</li> <li>2. Parents committees, local government, edu coo's, teachers, artists, LISO</li> <li>3. Parents committees, local government, edu coo's, teachers</li> </ol>	<ul style="list-style-type: none"> <li>• Increased enrolment</li> <li>• All children getting the same education</li> </ul>
B. Truancy rate is rather high	<ol style="list-style-type: none"> <li>1. Make games, sport and music part of the regular lesson plan and initiate inter-school tournaments</li> <li>2. Provide a lunch at all schools, every school day</li> <li>3. Use by-laws to take stern action against child labour</li> <li>4. Use by-laws to take action in cases of hard core truancy</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers, Edu Coo's, LISO</li> <li>2. Parents committees, local government, edu coo's, teachers in running, LISO with investment</li> <li>3. Local government to carry out. Edu coo's, teachers, parents committees to inform local govt</li> <li>4. Local government to carry out. Edu coo's, teachers, parents committees to inform local govt</li> </ol>	<p>1<sup>st</sup> and 2<sup>nd</sup> strategy:</p> <ul style="list-style-type: none"> <li>• Improved physical health</li> <li>• Opportunity for discovering latent capacities</li> <li>• Schooling is attractive</li> </ul> <p>For all strategies:</p> <ul style="list-style-type: none"> <li>• Increased enrolment</li> <li>• All children getting the same education</li> </ul>
C. Absenteeism because of being ill is rather high	<ol style="list-style-type: none"> <li>1. Raise awareness among the community on health issues</li> <li>2. Educate the children on health issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents committees, local government, edu coo's, teachers, artist groups, TRCs, LISO</li> <li>2. Teachers, edu coo's, artist groups, TRCs, LISO</li> </ol>	<ul style="list-style-type: none"> <li>• Increased enrolment</li> <li>• All children getting the same education</li> <li>• Improved health awareness</li> <li>• Improved health among the pupils and hence improved learning capacity</li> </ul>
D. Poverty and bullying because of being an orphan or because of having irresponsible parent(s)	<ol style="list-style-type: none"> <li>1. Create awareness among the community</li> <li>2. Financial support</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents committees, local government, edu coo's, teachers, artists, LISO</li> <li>2. Parents committees, local government</li> </ol>	<ul style="list-style-type: none"> <li>• Increased acceptance of the fate of orphans</li> <li>• Equal chances for getting a quality education and passing exams</li> </ul>

B. Strategies concerning teacher-related challenges

Challenge	Strategies	Stakeholders	Indicators for success
A. Considerable shortage of teachers, and unequal distribution of the burden of this shortage	<ol style="list-style-type: none"> <li>1. Redistribute the current teachers in the wards</li> <li>2. Employ more new teachers</li> <li>3. Follow up newly posted teachers, stopping them from leaving without valid reasons</li> <li>4. Increase awareness among the community r.e. building teacher houses and build them</li> <li>5. Sponsor local secondary school leavers who performed well to enrol in teachers college, on condition to work in the area for the 1<sup>st</sup> 3 years</li> </ol>	<ol style="list-style-type: none"> <li>1, 2, 3. Central govt, local govt, Edu coo's</li> <li>4. Parents committees, local government, edu coo's, teachers, artists, LISO</li> <li>5. Local govt, parent committees</li> </ol>	<ul style="list-style-type: none"> <li>• More equal distribution of workload for teachers</li> <li>• Better motivation among teachers</li> <li>• More equal opportunities for learning for all pupils</li> <li>• Less truancy among pupils</li> <li>4. Increased willingness among teachers for postings to more remote schools</li> <li>5. Teaching profession more attractive to sec school leavers in the community</li> </ul>
B. Little motivation among teachers to be posted at the more remote schools	<ol style="list-style-type: none"> <li>1. Increase awareness among the community r.e. building teacher houses and build them</li> <li>2. Give a stimulus to teachers, e.g. motorcycle on preferential terms, loan</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent committees, Edu Coo's, local govt</li> <li>2. Local govt and parent committee: be a guarantor, co-finance. Trade Union: lobbying with government, mobilise members to start SACCOS</li> </ol>	<ul style="list-style-type: none"> <li>• Better motivation among teachers</li> <li>• Teaching as a profession becomes more attractive to secondary school leavers in the community</li> <li>• More unity among the teachers, making the work environment more attractive</li> <li>• Teachers get a better financial position</li> </ul>
C. Little motivation among teachers to be posted in our division	<ol style="list-style-type: none"> <li>1. Organise regular updating seminars</li> <li>2. Create opportunities for upgrading</li> <li>3. Reinstate hardship allowance</li> </ol>	<ul style="list-style-type: none"> <li>• Central govt, local govt, teachers, TRCs: finance running costs of TRCs, guaranteeing sustainability</li> <li>• Local govt, teachers, LISO: investing</li> <li>• TRC Coo's, Edu Coo's, teachers, local govt, LISO: finding ideas, experiences for sharing</li> <li>• Trade Union: lobby for hardship allowance and for government contribution towards investment and running</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Better motivation among teachers</li> <li>• Teachers better capable to cope with the situation (e.g. big classes)</li> <li>• More attractive work environment because of the shared learning experience</li> <li>• Teaching profession more attractive to sec school leavers in the community</li> <li>• Active TRCs</li> </ul>
D. Little ICT knowledge among teachers	<ol style="list-style-type: none"> <li>1. Organise computer training for the teachers</li> <li>2. Co-finance the computer training</li> </ol>	<ol style="list-style-type: none"> <li>1. LISO, TRCs, teachers, Edu coo's</li> <li>2. Parent Committees, local government, LISO</li> </ol>	<ul style="list-style-type: none"> <li>• Better motivation among teachers</li> <li>• Teachers will be more professional</li> <li>• Teaching profession more attractive to secondary school leavers in the community</li> </ul>

**B (Continued) Strategies concerning teacher-related challenges**

E. No possibilities for updating and upgrading	1. Training for teachers on topics they deem necessary	1. TRCs, teachers, Edu coo's, LISO	<ul style="list-style-type: none"> <li>• Better motivation among teachers</li> <li>• Teachers will be more professional</li> <li>• Teaching profession more attractive to secondary school leavers in the community</li> </ul>
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Note: All problem areas are related where teacher motivation is concerned

**C. Strategies concerning facilities-related challenges**

Challenge	Strategies	Stakeholders	Indicators for success
A. Shortage of buildings	<ol style="list-style-type: none"> <li>1. Construct new buildings, especially teachers houses</li> <li>2. Finish half built buildings</li> <li>3. Central govt funding that is submitted to local govt to be well utilised</li> <li>4. Maintain existing buildings</li> </ol>	<ul style="list-style-type: none"> <li>• Central govt, local govt, parent committees, LISO: construction and rehabilitation costs</li> <li>• Central govt, local govt, trade union: check financial transparency</li> <li>• Central govt, local govt, parent committees: maintenance costs</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings finished and added, and in use</li> <li>• Buildings are being maintained</li> </ul>
B. Shortage of furniture	<ol style="list-style-type: none"> <li>1. Add new furniture</li> <li>2. Repair existing furniture where possible</li> <li>3. Maintain existing furniture</li> </ol>	<ul style="list-style-type: none"> <li>• Central govt, local govt, parent committees, LISO: purchase and rehabilitation costs</li> <li>• Central govt, local govt, parent committees: maintenance costs</li> </ul>	<ul style="list-style-type: none"> <li>• Work environment for both teachers and pupils improved</li> <li>• Equipment well maintained because it is kept in cabinets</li> </ul>
C. Shortage of teaching and learning aids	<ol style="list-style-type: none"> <li>1. Add teaching and learning aids</li> <li>2. Keep all aids well, for prolonged life</li> <li>3. Train teachers to be creative, enabling them to make cheap yet qualitative aids</li> </ol>	<ol style="list-style-type: none"> <li>1. Central govt, local govt, parent committees, LISO</li> <li>2. Teachers, parent committees, education coordinators</li> <li>3. TRCs, Edu coo's, LISO</li> </ol>	<ul style="list-style-type: none"> <li>• Increased performance by pupils</li> <li>• Increased job satisfaction for teachers</li> <li>• Active TRCs</li> </ul>