

**THE STORYTELLING CONCEPT PAPER FOR THE PRIMARY SCHOOLS NATIONAL MUSIC, DANCE AND DRAMA FESTIVAL, 2024**

**THEME: SCHOOLPAY - A Journey of Digital Transformation in Education**

**1.0: INTRODUCTION**

The Ministry of Education and Sports (MoES) has over the years organized school music, dance and drama festivals in conjunction with various partners like UNICEF, Ministry of Health (MOH–TASO), USAID’S MAPD, Stop Malaria Project, Judicial Service Commission (JSC), AMREF, The Ministry of East African Community Affairs (MEACA), among others. These festivals are organized on set themes designed by the MoES with her partners on the premise that Music, Dance and Drama (MDD), as a traditional medium for communication, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

For the year 2024 Primary School Music, Dance and Drama festival, the Ministry of Education and Sports in conjunction with SchoolPay has adopted the theme stated above. It was done following the focus areas of SchoolPay.

**2. O: SCHOOLPAY FOCUS:**

**The Digital Revolution in Education**

In its infancy, SchoolPay introduced a digital school fees payment system that allowed parents to make payments via mobile money. This groundbreaking solution brought about a seismic shift, making fees payments secure, affordable, and convenient. For as low as 1,000 shs, parents could effortlessly make a fees payment of 500,000 shs directly from their phones. The impact was immediate, as the cumbersome process of bank visits and long queues became a relic of the past.

Over the past seven years, School Pay has transformed the education landscape in Uganda. What began with 70% of cash flowing through bank payments and only 30% through schools has now flipped. Today, a staggering 95% of school fees payments are made seamlessly through e-Banking. More than 12,000 schools have embraced the School Pay platform, streamlining their financial processes and enhancing the overall experience for parents.

School Pay's success has not gone unnoticed by the banking sector. Over 17 banks now facilitate payments through the SchoolPay platform, showcasing a collaborative effort to make financial transactions in education more accessible and efficient.

As SchoolPay looks to the future, the journey continues. The platform is set to enhance financial inclusion by rolling out additional features such as school fees savings, pocket money solutions, and even loans. These value additions aim to empower parents further, providing a comprehensive financial ecosystem that extends beyond the traditional realm of fees payments.

The Ministry of Education and Sports focuses on an environment that navigates the complexities that create pain for the parent and the child. Music, Dance and Drama (MDD) as a traditional medium for communication used by the MoES, provides effective entry points into the community with interventions that focus on awareness creation, information dissemination and behavior change.

**3.O: JUSTIFICATION FOR SCHOOLPAY**

The SchoolPay story is one of evolution, innovation, and empowerment. From the challenges of long queues and high transportation costs to the seamless, mobile-centric platform that it is today, SchoolPay has redefined the relationship between parents, schools, and the financial institutions that support them. As we move forward, the commitment to financial inclusion and holistic support for parents remains at the core of SchoolPay’s mission, ensuring that education is not just accessible but also a transformative and empowering experience for all.

Ministry of Education and Sports in collaboration with SchoolPay, have come up with this year’s themeas **SCHOOLPAY - A Journey of Digital Transformation in Education.**

**4.O: THEATRE:**

Theatre is frequently used as a tool for communicating information across a range of sectors, to bring about attitudinal and behavioral change. Theatre provokes feelings and causes actionfor both the performer and the community. The MoES together with SchoolPay intend to create awareness through MDD on the theme **SCHOOLPAY - A Journey of Digital Transformation in Education.** MDD is a learning area in the Primary schools curricular and a medium for communication that provides effective entry points into the community. MDD provides interventions that focus on awareness creation, information dissemination and behaviour change because it is also believed that learners are effective change agents and can influence society’s behaviour and practices.

Theatre is therefore used to analyze, discuss and identify problems and to seek solutions with the participation of the community affected by the specific problem. This is what is referred to as Theatre for Development

**5. 0: OBJECTIVES**

This year’s festival THEME: **“SCHOOL PAY - A Journey of Digital Transformation in Education**’’ is aimed at using music, dance and drama to**:**

* Create awareness on convenient and accessible school fees payment channels

offered by school pay.

* Educate the communities about the benefits of school pay
* Educate the communities about how school pay operates

**6. 0: SPECIFIC OBJECTIVES**

1. Create awareness among the learners, Community, parents and partners on product of schools pay for the development of the learners.
2. To promote ICT knowledge amongst the stake holders
3. Use Learners as change agents to deliver School Pay messages to the communities
4. Share the best practices with the children and community on financial literacy
5. Make different stakeholders aware of their responsibility while operating with

schoolpay

**7.O: TARGET AUDIENCE:**

1. Banking institutions
2. Children of school going age in schools.
3. School directors, managers and administrators
4. Parents and families.
5. Members of parliament
6. District leaders
7. Sub county leaders
8. Policy Makers.
9. Religious leaders
10. Cultural leaders
11. The general public.

**8.O: EXPECTED OUTPUT:**

Effective articulation of the SchoolPay message in the performances.

**9.0: EXPECTED OUTCOME**

SchoolPay interventions embraced by all stakeholders

**10. 0: KEY HIGHLIGHTS ON THE THEME**

**10.1: Problems**

1. Long queues at the banks
2. High transportation cost
3. Safety and security
4. Delays in transactions
5. Forgeries and falsification of payment document

**10.2: Solution to overcome the problems**

10.2.1: Use of any of the available digital payment channels

1. **Banking Hall / Agency Banking/Payway.** Simply present the student’s Payment code at any convenient Agent Bank or across the country and your payment. A receipt will be issued for you to keep.
2. **MTN Mobile Money**

Deposit money on your mobile phone (free); •Dial \*165#

• Select payments

• Select school fees

• Select School Pay

• Enter Student Code

• Verify details of student

• Enter Amount to pay

• Confirm with your Mobile Money

PIN

1. **Airtel Money**

Deposit money on your mobile phone (free);

• Dial \*185#

• Select school fees

• Select School Pay

• Select Pay fees

• Enter Student Code

• Enter Amount to pay

• Verify details of student

• Confirm with your Airtel Money

PIN

**d) Bank Mobile Wallet**

Parents with bank accounts;

• Dial Bank USSD

• Enter Pin

• Select School Fees

• Enter Student Code and follow prompts.

10.3: Each School should have a bank account with any of the partner banks

10.4: Each learner should identification code

10.5: Using a registered mobile phone

**11.0: Features of School Pay**

1. Digital Payments
2. Staff and Payroll management
3. Examinations and grade reports
4. E-Library
5. Percentage locks and payment plan
6. Attendance Management System
7. Security

**12.0: Benefits to the stakeholders**

12.1: **Time and Cost Savings:**

Quick and efficient payments reduce the time spent in queues, minimizing

transportation costs and allowing parents to focus on their daily routines.

**12.2: Financial Transparency:**

Transparent transactions build trust, allowing parents to track and verify

payments easily.

**12.3: Cost Savings:**

Minimized transportation costs and timesaving’s associated with digital payments

contribute to overall financial savings for parents.

**12.4: Convenience and Accessibility:**

Mobile money payments offer the flexibility to pay fees anytime and from anywhere,

reducing the need for physical presence.

**12.5: Improved Communication:**

Access to instant notifications on mobile devices keeps parents informed about

school-related updates, fostering better communication.

**12.6: Secure Record-Keeping:**

Access to digital receipts and statements provides a secure record of payments made,

aiding in financial planning.

**12.7: Access to Financial Products:**

Financial inclusion initiatives, such as school fees savings, pocket money solutions, and

loans, empower parents to plan for future expenses and unforeseen circumstances.

**12.8: Enhanced Security:**

Enhanced security as there's no need to carry physical cash for fee payments, reducing

the risk associated with cash transactions.

**12.9: Assurance of Teacher Commitment:**

Greater assurance that committed teachers are present and actively engaged in the

education process, ensuring a quality education for their children.

**12.10: Access to Modern Learning Tools:**

Assurance that their children have access to cutting-edge educational tools

and resources, contributing to an enriched

**13.0: Contents of a good story**

* Originality
* Creativity
* Title of the story
* A story must take **5** minutes
* What is the language used in the story are they using proverbs, what is their age, what are they saying are they youth, elder?
* Characterization – the people involved in the Story
* Setting venues (village / home or School.
* When is it happening in terms of time, all these may affect the story and the characters
* Costuming – as you write a story know how the characters will be dressed
* The properties they are to be used in the performance
* Considers the **5W’**s i.e. when, what, where, who and why the story.
* Must be interesting to the audience
* Clear ward articulation
* Clear voice projection
* The mode of story presentation
* **EYE** contact, gestures / body language to communicate the story
* Self-character.
* Facial expression /moods of the story
* Clarity of words / message
* The art of story delivery be considered
* The art of story composition be considered.
* The sound effects
* General story effects/negative or positive (the end results of the developed stories) i.e. if entertaining to the audience or not. If entertaining, what made the story entertaining or what made it not entertaining.

**14.0: Story telling is usually one person to tell the story**

* How do we handle that person (Persona)?
* Physical presence
* Body poise - The positioning of the body so that it can communicate
* Childs Voice projection / delivery / then variation e.g. soft
* Audibility – quantity and quality / clarity of words / message
* Pauses for suspension
* Facial expression Mind (internal) emotions / feeling; -

**(a)**  **Negative (devilish) Anger**/ Fear / Envy / Greed / Hate / Jealous /Superstition

**(b) Positive (Heavenly Godly)** Love /Hope /Faith /Joy / are seen in **EYE as the**

**best tool** we use to communicate.

* Purpose full gesture of hand movements
* Happiness- depending on the Motivation
* Costuming – is the dressing meaningful according to the story teller and natural
* African theatre is circular (Setting)

**15.0: How do you create a story - Planning?**

**15.1: Stages in the creation and presentation of stories**

**15.1.1: Formulation** – to formulate or devise a story, it may require one to go through the following stages: (i) Researching the stories, (ii) Compiling a number of stories, (iii) Comparing the stories you have compiled, (iv) Selecting the best or (v) Merging the stories.

**15.1.2: Duplication** – in the case of a Virtual story, duplicate the tale or make an identical version of the tale, **rewriting** it in your own words and giving the source/origin of the tale, for example… “… this is the story of the **HARE AND** **THE TORTOISE** from….. (the source), believed to have been first told many years by…(the people)…” In this case, you need to also duplicate the setting of the tale depicting the time and era of the tale. All you are doing is **re-telling** the tale as close to authentic as possible, in all aspects.

**15.1.3: Composition –** in the case of an Actual story, purely compose, pick or select your own story from the present time and **write** it in your own words. When duplicating a story, you can start off with a Virtual one and end up with your composition of the Actual situation to bring out the message of the theme. Your story should have a **structure,** which includes the Beginning (introduction), Body/Middle and Conclusion/Resolution/Solution/End.

The ***introduction*** consists of the title, source, time when the story happened, who the main characters are, where they were, what they did and always remember to introduce the problem(s)/issue(s) at stake early enough.

The ***body* or *middle*** develops the sequence of problem(s) and the activities that unfold in the development of the story. It also uncovers the challenges associated with the efforts to undo the course of the problem(s) in the events.

***Conclusion*** gives solutions to the problem(s) and shows how the story champions or celebrates the theme.

**15.1.4: Application –** how does your story relate to the present situation i.e. the importance of improving financial management in schools? You may transform the story to speak the relevance of this time i.e. “…as it was in that time, this story brings a better character who accepts SchoolPay…” The characters should be those that contrast i.e. the good versus the evil, in that the former champions the good cause (the theme) whereas the later fails it (the theme). You should therefore choose a celebrated character who faces challenges in the course of his/her actions but ends up championing good for his/her society.

**15.1.5: Presentation –** the story is majorly **spoken /narrated** by the storyteller – the **narrator** is the **voice** of the story. He/she should effectively communicate by use of words, eloquently spoken with expressions showing varied moods, different voice levels, poise (calm, self-assured, dignified etc…), agreeing with the appropriate setting arrangement, associated activities, related songs and background sounds, appropriate wit (clever, humorous association of words or ideas), known/popular folk proverbs etc…

**15.1.6: Communication** – the story should effectively drive the massage home as well as the **strategic objective** of the story, in this case, creating awareness about SchoolPay, should be achieved as the fundamental moral lesson(s) and overall impression packaged with artistic craft, skill, balanced humor and entertainment.

**16.0: Training a storyteller**

* + Let the child be told the story, internalize and create a mental picture of the events in the story.
  + This child should own the story and be empowered to tell it as if it were his/her owns, and not just reciting the words, crammed.
  + He/she should be free to add in some words where necessary but not necessarily verbatim as on the script.
  + The storyteller should use appropriate costume that depicts his/her character and identity (in regard to the setting of the story) i.e. a father or mother or an elder telling a story to children, etc.

**Why do we tell stories?**

* Giving a voice to children.
* Gives expression and abilities
* It recalls the past
* Helps the children to know who they are and where they are going
* Helps memory – the brain
* Confident building
* They learn to listen (listening skills)
* Helps learners to solve problems in the story and the message
* Talent development (speech making)
* Develops leadership skill e.g. managing the audience
* Learners, learn how to care for others
* It removes shyness so that a child uses the body
* Gives social skills (interaction)
* Confidence building
* Politicians depend on story telling
* To train the leaders of tomorrow
* ICT- empowerment skill

**How are you telling the Story?**

* Which style
* How is it going to be told?
* What are the key messages?

**NB:** You can link traditional stories with Current on the ideas

**Formal way of beginning a story (Once** upon a time / long, long ago)

**ITEMS FOR MUSIC, DANCE AND DRAMA FESTIVAL, 2024**

|  |  |  |  |
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| **Sn** | **Item** | **Theme** | **Time** |
| **1.** | (a) Western Choral Singing | Original composition on Mass Action Against Malaria “**MAAM**” |  |
|  | **(b)** Western Choral | **NIRA** - Birth Registration – Anthem |  |
| **2.** | Traditional Folk song | Worship, Marriage ceremony, Work, War, Funeral  Or Twin ceremony song. | **7 Minute** |
| **3.** | Ugandan traditional folk Dance | The dance **Must** be from within that specific region of its origin. | **7 Minute** |
| **4.** | Drama | Drama on “**Birth Registration**” theme  In English, Kiswahili or any Ugandan language | **15 Minutes** |
| **5.** | Sight Singing | On the set guidelines |  |
| **6.** | Instrumental Composition | Modified Rondo Form **(A//B//A//C//A//B2//A)** | **12 Minutes** |
| **7.** | Poems | **i.** Poem on “**Birth Registration”** theme.  **ii.** Poem on “**Oral Health**” theme.  **iii.** Poem on **“School** **Greening”** theme. | **6 Minutes** |
| **8.** | Story telling | 1. Story telling on theme: **SCHOOLPAY - A Journey**   **of Digital Transformation in Education**   1. Story telling on theme “**MAAM”** | **10 Minutes** |
| **9.** | Original Composition African Song Style | **On MAAM theme -** In local language or Kiswahili | **7 Minutes** |
| **10.** | Creative Dance | Creative dance on “**WASH**” theme. | **7 Minutes** |