

**STRATEGIES TO STRENGTHEN THE CAPACITY OF CIVIL SOCIETY
NETWORKS TO ADVOCATE FOR EDUCATION FOR ALL IN UGANDA**

(MARCH 2003)

**THREE YEAR PROPOSAL
2003-2005**

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Commonwealth Education Fund Management Committee - Uganda**

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1.0 INTRODUCTION

Uganda is one of the 17 countries to benefit from the Commonwealth Education Fund (CEF). This strategy document is a revised version of a proposal that was submitted by Uganda in relation to CEF in September 2002. The CEF secretariat and the National CEF Management Committee have prepared it in line with the guideline given by CEF (UK). The document has been enriched by the proposals submitted by the implementing partners, which provided a basis for deeper reflections on the best strategies for implementing the earlier proposal and addressing questions raised by management committee on the interim plan. Management indicated need strengthen gender aspects, provide a Monitoring and Evaluation (M and E) framework with clearly agreed outcomes and verifiable indicators and clarifying on the role of FENU on the management committee.

CEF Management Committee developed a proposal (first strategic plan) using consultant services that conducted a series of focus group discussions with leading civil society organizations and representation from the Ministry of Education and Sports (MoES). The discussions were held on Uganda's performance on Education For All (EFA) goals and three priorities of CEF. Forum For Education NGOs in Uganda (FENU) Annual General Meeting (AGM) was used to discuss the proposal before submission in September 2002.

1.1 Overview of progress since September 2002:

The national management committee approved FENU as a full member of the coordinating committee. This brings experiences and expertise of FENU membership on education related issues to CEF management. A CEF coordinator was appointed with effect from 1st January 2003. As indicated in the proposal, ActionAid Finance Manager is serving as CEF accountant on a 50% time basis. The process of setting up a secretariat at ActionAid Uganda head offices is completed with a computer procured to enhance communications.

As stated in the original proposal and progress report of January 2003, in line with Nairobi International consultative workshop held in July 2002, SC-UK, Oxfam GB, ActionAid Uganda and FENU will manage the fund jointly. ActionAid Uganda is the lead agency and FENU the local partner. Each coordination committee agency has two of its senior staff members on the national management committee who participate in the running of CEF. The management committee members will meet quarterly to review progress of CEF implementation, appraise proposals, and make decisions on critical issues. The members will also participate in various activities including monitoring the utilisation of the fund.

The main responsibilities of the CEF coordinator based at CEF secretariat at ActionAid offices include ensuring that CEF activities are well coordinated, create and maintain CEF linkages with individuals, institutions, government and coalitions, and produce timely reports. The accountant's roles include setting-up and maintaining financial systems for CEF transactions and reporting requirements in addition to production of CEF financial reports.

In order to define roles and responsibilities and manage the relationship between the implementing partners and CEF management committee, a format for Memorandum of Understanding (MOU) agreeable to all coordinating agencies was designed. The approved partner proposal and budget drawn in line with CEF priorities and targets form the basis for entering into partnership with an implementing partner.

1.2 Major changes in the plan since the submission of the proposal:

There are no major changes in the plan earlier submitted. This document (the revised proposal) incorporates issues raised by CEF management (UK) on gender, monitoring and evaluation, and engagement in PEAP review. Detailed activities have been produced for plans were submitted without details.

1.3 Actions taken to respond to the questions raised by Management Committee:

Attainment of gender parity in education in Uganda by 2005 still poses a big challenge. However, the CSOs have developed plans that will enable them put together their efforts to address policy and practice issues that constrain girls and women from accessing and completing education of good quality. In that regard, CEF in Uganda will support activities of CSOs that strengthen the engagements of and create space for women and girls in decision-making, as well as for boys and men. In that way, their experiences will increasingly get shared, and considered in policy processes. The participation of educationally disadvantaged individuals and categories of different age, gender, geographical location, ethnic background and abilities especially the girl child and woman in the implementation, and reviews of the different CEF supported programmes will provide opportunities for sharing their experiences, report on progress and strengthening of strategies aimed at development of policies and practices to enable Uganda achieve EFA and MD Goals.

In response to the issues on monitoring and evaluation, participatory monitoring and evaluation framework that involves the educationally poor and disadvantaged categories and individuals has been adopted. The indicators for measuring performance have been identified by the stakeholders including the children (boys and girls), parents (men and women), teachers (female and male), school management committees, youth and adult learners, CSOs (national and local), and government line departments through the development of proposals by different implementing partners. Each implementing partner has planned to involve key stakeholders in their Participatory, Review and Reflection Processes (PRRPs) of their programmes. From these structured reflections and reviews, stakeholders will draw lessons and strategies for improving the programme. The PRRPs of different implementing partners will feed into a national level stakeholder workshops (PRRPs) organised to inform the national and international CSOs' engagements in education policy and practice. Country reports therefore, will be participatorily generated from the local and national reflection and review processes. The national reports will be shared with stakeholders within the region, other CEF countries and CEF Management Committee (UK).

There have also been efforts in development of specific activities, verifiable indicators, means of verification, and assumptions under each CEF priorities to enable tracking of the national performance over the three-year (2003 –2005) period. The indicators were consolidated from the proposals of different CSOs submitted to CEF. These indicators cover inputs, processes and outputs of the education. The national monitoring and evaluation framework feeds into CEF/DFID logical framework, which was designed for tracking progress towards the achievement of EFA and MD Goals. Attempts have been made to set targets for each CEF priority with roles and responsibilities on monitoring and evaluation made clear in the Memorandum of Understanding (MoU) between CEF management committee and implementing partners. The MoU too provides framework for implementation by partners based on planned activities and agreed output targets aimed at achievement of CEF priorities by December 2005. (Ref., details on the national framework for monitoring and evaluation section).

Oxfam, Save the Children (UK) and ActionAid Uganda discussed the role of FENU in implementation of CEF mandates in Uganda. Due to its unique position in the education sector, FENU's membership was considered as contributing to the enhancement of CEF priorities in Uganda. However, FENU will implement through its membership and district networks some of the CEF priorities especially those aimed at strengthening networks and coalition of CSOs' engagement in policy processes at local and national levels.

2.0 CONTEXTUAL ANALYSIS

After two decades of political turmoil (1970s and 80s), which saw Uganda plummet to one of Africa's poorest countries with a non-functioning economy and barely existent social infrastructure, a new Government embarked on a process of political, social and economic reforms. Government identified the achievement of Universal Primary Education (UPE), as a key requirement for sustainable development, peace and stability.

In 1992 Government commissioned a review of its education system and adopted the Commission's findings and recommendations into a policy document known as the **Government White Paper on Education**. This document defined basic education as the minimum package of learning which should be made available to every individual to enable him/her live as a good and useful citizen in society.

2.1 State of Basic Education –Policy and Practice

As a core objective of Government policy, the UPE programme was launched in 1997. UPE aimed to put all children in school by 2003. To help this happen Government spending in percent of GDP devoted to education went up from 2.6 % in 1995/96 to 4.3% in 1999/00, 70% of which is now allocated to primary education.

In the year UPE was launched, enrolment went up from 2.5 million in 1996 to more than 6.8 million children in 2001. Currently 7.2 million children are accessing UPE of these 51.1 % are boys and 48.9 % are girls. To deal with the massive increase, and address issues of quality, Government programmes have recruited and trained new teachers, built classrooms, revised the curriculum and bought textbooks. The MoES is in the process of developing the second five-year **Education Sector Investment Plan (ESIP II)** that is set within the national **Poverty Eradication Action Plan (PEAP)** framework. Despite these efforts current studies show many children (especially poor children and those in difficult circumstances, marginal communities and differently abled children – worst affected in all these categories being girls) are excluded from school. Most of those in school lack adequate learning resources, opportunities and a conducive learning environment. In addition to this, Government emphasis on the UPE programme in primary schools has narrowed the White Paper's definition of Basic Education and ignored much in early childhood education and adult literacy leaving these to the voluntary sector.

2.2 Early Childhood Care and Education (ECCE)

In Uganda the provision of early childhood care and education is a relatively new and little researched concept. In the government's education white paper, government looked at early childhood development as a responsibility of parents and local community leaders. Government limited its responsibilities to quality assurance, regulation of fees and teacher training. This has made ECCE largely a private affair, which can only be afforded by the relatively better off families. The ministry of education estimates that, only 2.8% of the 3-5 age group have access to

nursery schools.¹ There is a growing concern why early Childhood should not be part of Basic Education and thus being put right into the mainstream UPE policy and practice. There are other concerns such as quality of the Early Childhood programs and their sustainability. There is as well a general lack of data, as well as not adequate co-ordination amongst the existing players.

2.3 Adult Literacy

Although the government white paper on education articulates the importance of Adult Literacy, Government is still miles away on its commitment to Adult Literacy. The government led literacy campaign has led to curriculum development but the policy on adult education is yet to be passed and later on implemented. At the moment, apart from the National Functional Adult Literacy Program (FAL) with an enrolment of 120,000 country wide, it is just a few NGOs who have taken lead in adult education program. With 37% of 24.6 million Ugandans illiterate, 120,000 persons enrolled on the government program suggests that, more effort is needed to mobilize, advocate, network and coordinate between the different actors – NGOs and government. Adult Education needs to be brought into the mainstream policy framework and practices focusing mainly on its linkages with other development policies and goals such as Poverty Eradication. There is an urgent need to strengthen the part on Adult Education in the Education Bill 2000, influence the development of a policy on Adult Education and to ensure that civil society views are taken on board during the revision of the draft National Adult Literacy Strategic Investment Plan (NALSIP). These and more activities would help bring Adult Education into the realms of policy and practice.

2.4 Education for the disadvantaged girls and boys

As stated earlier, the initial optimism that had accompanied UPE, has given way to realisation that UPE cannot meet the needs of all the disadvantaged groups. Thus, the Government created a special task force to develop a policy for educating the disadvantaged boys and girls in primary schooling. Different studies indicate that these excluded students may constitute between 13% to 18% of the 6-12 age group. Which means that between 1 million to 1.5 million of 6-12 year olds were out of school in 2001. These estimates do not include 13-18 year olds who have never been in primary school or dropped out of school. The draft policy for the disadvantaged attempts to articulate needs of over aged children, the disabled, rural/ regional youth, nomadic communities, orphans, Internally Displaced Persons (IDPs), street children and the girl child within all these groups. Even assuming a very ideal pace of operationalising this policy, reaching a quality UPE for all, by 2015, cannot be a foregone conclusion.²

2.5 Country Performance in relation to EFA goals

Uganda is widely considered to be one of the few low-income countries that have achieved notable progress towards achieving Education For All. It has acknowledged the right of its citizens to education and has a National Education Plan in the form of ESIP, which links UPE to the country's wider macro-economic planning processes as articulated in the PEAP.

The following is an illustrative table of EFA goals broadly defined and the country's performance in relation to the goal:

¹ Ministry of Education; "interim Report: Education for All 2000 Assessment" Kampala. GoU, Sept. 1999.

² From Draft Policy Framework for Education of Disadvantaged groups: Findings Report, May 2002.

Table 1:

Dakar Goal	Country Performance – as shown by Illustrative indicators
Promotion of Early Childhood Education.	Early Childhood development programs are largely a preserve of CSOs, with barely any government intervention. ³
Free and compulsory education for all	Despite UPE eliminating tuition and most of PTA fees, the cost to families, of sending children to school on average is US\$16 per child. ⁴ Students not in school constitute 18% of 6-12 age group*
The halving of adult illiteracy by 2015.	Of Uganda's 6.9 million non-literates, only 4.3% have access to Government or NGO literacy programmes.
The elimination of gender disparities in primary and secondary school education by 2005.	There are 27% more boys than girls enrolled in upper primary.
The extension of learning opportunities for adults and young people.	Functional Adult Literacy (FAL), REFLECT, COPE, Alternative Basic Education for Karamoja Children (ABEK), Empowering Lifelong Skills Education (ELSE) and Child-centred Alternative for Non-Formal Community-Based Education (CHANCE).
Quality improvement in all aspects of education.	Percentage of pupils with primary 3 completions who meet national standards for basic learning competencies In numeracy in 1996-48% in 1999 –31%*

Uganda is hailed as one of the countries dealing with the challenge of education. Yet the above brief illustration indicates that it is far from achieving its goals on EFA. There are serious challenges in terms of resources. Even though GoU has put in substantial financial resources as stated earlier, these are just not enough. The existing resources as well, get inefficiently used or siphoned off.⁵ HIV/AIDS is a major developmental challenge and its effect on education status is yet not understood fully. It is manifested in terms of a general shortage of teachers; children (especially girls) dropping out of school for care and other household responsibilities and child headed households where children get pushed into adult responsibilities. Added to this is the conflict context. Even as we write this strategy paper the ongoing war in the North has displaced thousands of children, over 11,000 children have been abducted in the Northern and Western Uganda⁶ by the rebels, girl children are forced into sexual slavery and forced marriages. There

³ Association of universities and Colleges of Canada; Joint Evaluation Of External Support To Basic education in Developing Countries. Phase one Report; Vol. 4: Country Terms of Reference – Uganda. June 2002.

⁴ With a per capita income of \$ 300 per annum, this is a big amount, especially where a family has to send several children to school.

⁵ Study on UPE Financing by Lubega, CBR. Supported by ActionAid Uganda.

⁶ UNICEF Uganda, 2000.

are several hundred others who are unable to continue with their studies and sit for examinations because they have run away to other districts in search of peace and security.

CSOs have been working within the field of education in a range of activities. These range from delivery of services in form of building classrooms, teachers' houses and other related infrastructure; to transfer knowledge and skills; demonstrating alternative approaches; engaging in policy influencing; undertaking research and documentation, and programmes for special groups of disadvantaged. It is fairly recently that attempts to co-ordinate have resulted into the formation of a national network- FENU. FENU is still very young, and needs to be supported in many ways (ref. FENU strategic plan). The development players and local Governments especially at district and sub-county levels need to be supported as well and perhaps more critically since they directly interface and engage with the poor communities

Engagement in activities such as provision of infrastructure is fairly old amongst CSOs and Faith Based Organisations. In many places, school infrastructure constructed by CSOs and Faith Based Organisation is qualitatively much better than the Government infrastructure. However, engagement in policy processes is a fairly recent phenomenon with only a few CSOs mainly Kampala based NGOs and networks actively engaging in education and other national policy processes. At the same time, engagement with the Government on policy issues is more pronounced at the national than the district or sub county levels. Despite some innovative alternative approaches in provision of basic education being piloted mainly by CSOs, most of them have remained pilots and have not been scaled up and adopted by the Government to supplement its efforts under UPE. It is hoped that the draft policy for the education of disadvantaged children, which is currently awaiting approval of the cabinet, will help Government to integrate and scale-up these innovations. If political will and commitment to implement this policy is assured, there is hope that many more previously excluded children will get a chance to exercise their right to good quality basic education. Several CSOs have been active participants in the process, but it is yet to be approved and resources need to be budgeted for its implementation. There is still not sufficient public debate and action on critical issues that include resources, quality (e.g. curriculum, pedagogy, gender sensitive and approaches) and overall governance and accountability. A government body in charge of education quality standards has been set up but is still constrained by lack of resources for its operationalisation.

2.6 Opportunities

Given the above, the present context in Uganda offers several opportunities. At the national level, there are spaces available to engage with national policy mechanisms such as the PEAP and ESIP. The PEAP and ESIP review provides a good opportunity to bring back poor men, women, girls and boys' experiences of reality into the policy-making processes nationally. It is also a good opportunity to raise the overall issue of resource generation, allocation and usage. The MoES has put in place a framework to review performance of the sector after every six months under what is termed as *Education Sector Review (ESR)*. Although donors and MoES officials are the dominant players, space for CSOs working on education is gradually being opened through FENU. The CSOs' participation could be broadened and made more effective in future. Other enabling policies such as the education policy for the disadvantaged presently provide and will continue to provide CSOs to engage with Government to ensure policy formulation and monitoring at the national levels is taking account of the grassroots realities of the poor. At the district and local levels, the devolution of powers through decentralisation provides opportunities for local networks, CBOs/NGOs to engage with governance and accountability issues at the local levels. The capacity to engage, however, needs to be strengthened. There are innovative

approaches that provide alternative basic education being piloted that target some of the most disadvantaged groups. These approaches include NFE in Mubende district, ABEK in Karamoja region, ELSE in Masindi district, and COPE in Bushenyi district, and CHANCE in Nakasongola district. There is a rich opportunity to document and share some of these, and even support their up scaling. The emerging civil society efforts, especially where they coalesce and attempt to shape policy directions in the favour of the poor and disadvantaged collectively are also important aspects that need support.

3.0 NATIONAL LEVEL CEF PROCESS:

As part of the CEF launch programme in February 2003, a media strategy was developed to raise the concerns on basic education and the plight of the disadvantaged children left out of school. The use of print media, radio and television talk shows and announcements raised public awareness on CEF mandates and concerns for basic education with regards to meeting EFA and MDG. The spaces for stakeholder involvement including CSOs are growing and the public appreciated the rationale for CEF. The first form of request from the public was on school fees but with further explanations CEF is now being regarded as a fund to enable the CSOs engage in policy processes strategically.

The national networks of NGOs and coalition of civil society organisations implementing CEF include: Forum for Education NGOs In Uganda (FENU), Uganda Literacy Network (LITNET), and Uganda Child Rights NGOs Network (UCRNN). The engagement of these networks in the implementation of the CEF mandate draws together rich experiences and expertise from international, national and local organisations on education policies and practices to enrich CEF implementation.

In addition to the national networks (with their district networks), the agencies implementing CEF priorities at district levels are two district networks and three organisations technically supported by Save the Children (Norway) – Uganda {SCNU}. The district networks are Bundibugyo NGO Forum and Anti-Corruption Coalition Apac (ACCA). The organisations that will be supported by Save the Children (Norway) – Uganda programme are African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kigulu Development Group (KDG) and Acenlworo Child and Family Programme.

A cross section of the corporate sector was invited to the Launch of CEF in February 2003. These initial contacts will be used by the secretariat to build working relationship especially with the telecommunications, petroleum, and motor companies to mention a few. The strategy to reach out both the service and manufacturing industries is being developed.

Links and relationship are being developed with Standard Chartered Bank (SCB) to help in mobilising the Private Sector Foundation Uganda (PSFU) and bankers association support for CEF education cause and policy advocacy programmes. PSFU is an advocacy organisation of the private sector organisations and associations in Uganda known for being influential at national policy level. In addition, SCB is considering supporting the local fundraising drive targeting the corporate sector in Uganda to supplement the funding from UK.

4.0 PROPOSED ACTIVITIES

The following strategic interventions were developed, keeping in mind the context in part 2, the CEF guidelines, the deliberations during the Nairobi meeting, and most importantly by the

several discussions held with many players in country.

The national CEF goal is to meet the MDGs and EFA goals through mobilisation and strengthening of coalitions, networks of civil society organisations at national and local levels to actively engage in policy formulation processes to ensure that national education policies and framework respond to the education needs of all (men, women, male and female youth, boys and girls) as a basis for poverty eradication.

The global CEF goal is achievement of the MDGs for education. Therefore, the national CEF goal is in agreement with the global CEF goal and provides a basis for filling the gaps identified within the Ugandan basic education context. The participation of civil society organisation in policy processes in Uganda will enable the experiences of poor boys and girls to be incorporated into education policy agenda. In response therefore, we expect to have in place a national education policy and framework that caters for needs of all categories of children including orphans, nomadic children, internally displaced children, street-children, differently abled children, children living in marginal areas, and girl children in all the above categories. The participation of strong coalitions of civil society will enable the demand side of basic education to get to the policy table. We recognise that for education policies to be relevant to the people, the policies must emanate out of demand from those for which the policies are designed to benefit. With flexible and comprehensive education policies and framework as a result of CSO policy advocacy work, we expect all the children – boys and girls in different circumstances to enrol and complete quality basic education.

The participation of the civil society in the review of education policies and practice provides Government with constant pressure and timely reminder on the national commitment to EFA and MDGs aimed at attaining gender equity in enrolment by 2005 and universal enrol and completion of quality basic education by 2015 in Uganda. The Government commitment in terms of mobilisation, transparent allocation, usage and accountability of education resource is therefore very critical to meet these goals and targets. Active coalitions and networks of civil society organisations provide fora for discussions, an opportunity for giving alternative views on delivering quality education and challenging processes that may impinge on the realisation of the right to basic education and human development.

4.1 CEF Priority One:

Strengthening civil society participation in the design and implementation of national and local education plans and frameworks (85,000 pounds for 2003)

Overall within this objective, under year one we propose to provide technical and financial support to three national networks (i.e., FENU, LitNet and UCRNN). We also propose to engage actively with the national review of the PEAP, through a range of activities that will be undertaken by multiple players. We hope to be able to cover more district and local networks in the second and third years. And we expect to keep up the engagement with PEAP and other Education policy processes, though its form will differ over the next two years. Of paramount importance is the follow up on enactment of the policy for the disadvantaged girls and boys.

Specific Objective one

To strengthen the capacity of FENU as a thematic Forum at national and local level to play its advocacy/lobbying role in influencing education policy and practice (budget of 40,000 pounds)

FENU, a young but increasingly becoming visible network of education NGOs in Uganda, needs both technical and financial support at this time in its evolution. One of the most critical aspects is institutional support. The network has so far run mainly on volunteers and by sharing of resources. For it to be able to deliver as per expectations of its members as well as other external players, it now needs to have full time persons, (at least a co-ordinator, a programme officer and an accountant) to manage its work, and some basic resources for the secretariat. It also needs to be supported to strengthen its membership base. At the programme level FENU is poised to take on a more active role in engaging with ESIP and other policy processes by being able to bring in substantive and quality information from the grassroots that can influence discussions at policy levels. It is this that informs the following activities. The CEF funds will supplement other funds that FENU is expected to raise for operationalising its strategic plan. It is also hoped that the spirit of volunteerism and using the rich experience and capacities of the member organisations will continue to complement the CEF support to the network.

(Implementing Agency: FENU; Status of implementation: MoU developed and signing underway).

Activities to support Early Childhood Development:

1. Lobby for inclusion of ECD in appropriate meetings and rejuvenate the ECD Technical Forum to enable effective engagement on ECD related issues.
2. Developing Memorandum of Understanding to define operational parameters with relevant Government Departments (MoES, MLG, MoFPED, MGLSD, MoH, NCC), CSOs (e.g. Hoima Nursery School Development Association, CRN, and Madrasa) and the private sector.
3. Support the development and dissemination of advocacy, campaign and lobbying material with clear messages for ECD.
4. Developing a database of ECD partners (National Secretariat)
5. Organise planning workshops/meetings to develop guidelines on teacher training, management and monitoring to ensure quality standards for ECD as part of basic education.
6. Develop a media strategy to include radio and television talk shows, feature articles and supplements in the newspapers, and regular slots in the press about policy and debates on ECD;
7. Organize interest groups and outreaches especially the women, male and female youth, churches, schools to demand for inclusion of ECD in the national basic education framework;
8. Repackage information (i.e. policy briefs and responses) for dissemination and prompting debates on ECD;
9. Employ theatre for development as a tool for mobilization, generation of debate and dissemination of critical information on ECD to various stakeholders

Activities to support the Education of the disadvantaged Children:

1. Pull out key issues from various documents (including ESIP II draft and UPPAP II) and package it in user friendly formats in English and local languages and disseminate to various actors;
2. Track the policy approval processes to identify any constraints in the process of ratification of policy.
3. Lobby and support campaign activities towards approval and implementation of the policy for Disadvantaged Children (this will include writing civil society letters to key policy actors and use of the media);
4. Harnessing response on draft dissemination by organising a conference and document for dissemination.
5. Conduct a comprehensive evaluation of the ELSE, NFE, ABEK, COPE and CHANCE programmes.
6. Hold a stakeholders workshop to explore the philosophy of innovative basic education framework and best practices and how to incorporate it into mainstream basic education framework.

Activities to support Gender perspectives:

While Forum for African Women Educationalists (FAWE) will take the lead role, FENU will actively support FAWE in the efforts to mainstream gender in all its policy work and rejuvenate the MoGLSD committee that sought the implementation of the existing gender policy. The overall strategy however, is mainstreaming gender into all the work.

1. Through FAWE, support the development and dissemination of advocacy, campaign and lobbying material with clear messages aimed at building partnership, alliances, and network with Government, private sector and CSOs to support implementation of national gender policy;
2. Organise with FAWE, Ministry of Gender, Labour and Social Development, and other stakeholders' workshops dialogue meetings to review what is available and then develop strategies for implementation of national gender policy and mainstreaming of gender into all national policies (i.e. ESIP II, PEAP, Policy for Education of Disadvantaged Children, Plan for Modernisation of Agriculture and NAADS);
3. Support FAWE to repackage information to include policy briefs and responses and disseminate to various stakeholders to promote and take forward the debate; and
4. Support grass-root groups of women, men, girls and boys organised around district committees, schools or community groups to use theatre for development to raise awareness and harness responses on the current state of policy development.

Specific Objective two

To strengthen capacity of LitNet to influence policies and processes that promotes adult education (budget of 20,000 pounds for 2003)

Activities

- 2.1** Conduct skills training for key LitNet staff/members to provide technical support to civil society organizations implementing adult education in lobbying and policy analysis for policy influencing and improved delivery mechanisms;
- 2.2** Train Lead district CSOs engaged in adult literacy to monitor and analyse public expenditure on adult literacy;
- 2.3** Support CSOs to analyse, document and disseminate information on government allocations and expenditures on adult literacy to communities, central and local governments and donors;
- 2.4** Lobby Government (Ministry of Gender Labour and Social Development, Ministry of Education and Sports and Parliament) to develop a policy on adult basic education and on the possibility of shifting adult education to Ministry of Education and Sports;
- 2.5** Work with Government and CSOs to revise the ***National Adult Literacy Strategic Investment Plan (NALSIP)***;
- 2.6** Use the experiences of adult education interventions to influence education planning and budget processes at all levels; and
- 2.7** Monitor implementation of the education plans and civil society adult literacy interventions and linkages to other forms of basic education and early childhood education.

Specific Objective three

To strengthen capacity of Uganda Child Right NGO Network (UCRNN) to influence policies and processes that promotes rights of boys and girl child to quality education (budget of 10,000 pounds for 2003)

- 3.1** Train members of UCRNN in policy and advocacy;
- 3.2** Engage in PEAP review and policy development processes to ensure children education rights especially the disadvantaged children are incorporated in national policies and receive funding within Government budget framework;
- 3.3** Hold meetings with stakeholders and engage in dialogues with key Government representatives and line Ministries;
- 3.4** Recruitment of a programme officer with skills in policy advocacy to strengthen the network policy interventions at local and national levels;
- 3.5** Monitor the implementation of the policies with a focus on the disadvantaged children and hold dialogues and other interventions aimed at ensuring that local and national practices are in support of the policies;
- 3.6** Document and share with stakeholders at local and national levels.

Specific Objective four

Use the findings of the UPPAP II report and other experiences on Poverty Monitoring and Analysis to inform the CSOs' engagement in the PRSP-PEAP review process to take on basic education and gender concerns (budget of 15,000 pounds)

Specific policy initiatives that are currently ongoing and which have a very important bearing on education policy include ESIP review, policy for disadvantaged children and PEAP review. Various activities will be commissioned through multiple players towards influencing these processes. FENU will review the district and national UPPAP II reports and pick out issues basic education, gender equity, and constraints that make disadvantaged children especially girls not to attend school. FENU will also engage with ESIP review as a follow up from the UPPAP review. Discussions are underway for the National NGO Forum to engage in the PMA review to take on board the issues from UPPAP report. FENU will follow up on the policy for the disadvantaged children. All the policy players will then aim at ensuring that PEAP reflect the revised ESIP, PMA and policy for the disadvantaged children.

(Implementing Agencies: Multiple players to include FENU and National NGO Forum.)

Activities

- 4.1 Engage in the review of Fast Track Initiative (FTI) and participate in incorporation of CSOs' concerns on the FTI proposal to ensure that the education funding framework responds to EFA, MDG commitments of the Government and Education Funding Group;
- 4.2 Pick out issues on education from poverty monitoring reports and develop advocacy materials and strategies for influencing ESIP II and PEAP review processes by influencing different audiences (MPs, donors MoES, and NGOs);
- 4.3 Lobby for space for participation in the drafting of FTI, ESIP II and PEAP II documents;
- 4.4 Hold regional, national and local workshops with stakeholders to involve them in the ESIP and PEAP review, and disseminate to them the incorporated and outstanding education issues for further engagements.

4.2 CEF Priority Two:

Enabling local communities to monitor government spending on education both at national and local levels (budget of 36,000 pounds).

Under this overall objective we propose to begin with support to two district NGO networks, of Apac and Bundibugyo in undertaking monitoring of education related expenditure at district levels. Based on the experience of these we will hope to expand this activity to a few more districts over the next two years. We also propose to support pilot innovative efforts where school children will themselves try to monitor the education budgets or specifically expenditure within UPE. Finally, some funds have been budgeted for linking up with other players involved in similar interventions, over other sectors.

Specific objective one

Support two-district networks/NGO forum in tracking education expenditure.

Implementing Agency: Anti Corruption Coalition Apac and Bundibugyo NGO Forum. Detailed plans and agreed outcomes and verifiable indicators were developed and MOUs have been signed. The process of transferring money to their accounts is underway (budget of 10,000 pounds, 5,000 pounds each)

Activities for Anti- Corruption Coalition Apac

- 1.1 Sensitise the parents (men and women) in village and parish levels, secretaries of education from LC I to LC V, school management committee members, PTA, women groups, other community based and representatives of faith-based organisations on the evils of corruption and; their own role in fighting corruption in order to achieve their development and education goals.
- 1.2 Select and train seven women and eight men per Sub-county to monitor utilization of education funds in 23 sub-counties. Train the monitoring committees, PTA, SMCs and CSOs in participatory monitoring techniques; simple financial management skills and record keeping necessary for budget tracking and monitoring of the quality of UPE.
- 1.3 Carry out a baseline survey to establish the current level and usage of UPE funds, create a database on education funds disbursements and share the information with stakeholders at sub-county, district, regional and national levels.
- 1.4 Publicise corruption cases and monitor progress in disposing them, mobilises stakeholders to demand for accountability and legal action against the corrupt public officials, and improvement in the quality and relevance of basic education.
- 1.5 Produce reports on anti-corruption activities, budget tracking and quality of basic education in the local newspaper monthly and produce flyers quarterly.
- 1.6 Participate in Anti-corruption Week by organising radio talk shows on two radio FM stations, essay competition involving different stakeholders, drama shows and produce T-shirts with campaign messages.
- 1.7 Document anti-corruption and education budget tracking processes and output in form of written reports, photographs and video and share with all stakeholders at sub-county, district and national levels.
- 1.8 Support and conduct participatory review and reflection meetings of stakeholders to assess progress, draw lessons, share experiences and lay new strategies for collective action and policy dialogues. Analyse reports of the district Local Government on Education programmes and funds to identify strategic areas with gaps that need addressing and participate in the planning process.
- 1.9** Develop a monitoring and evaluation framework that involves all the stakeholders at different levels in the district in monitoring changes arise out of collective action of **ACCA** and impact on quality of UPE especially on the girl child.
- 1.10** Link with Uganda Debt Network and other related national policy advocacies.

Activities for implementation by Bundibugyo NGO Forum:

1. Sensitize parents (men and women), male and female youth, boy and girl children and other stakeholders on their roles in the provision of quality education, establish community based monitoring committees at village and parish levels, and conduct trainings for the committees in their roles;

2. Sensitize stakeholders on UPE policy and their roles, duties and obligations and establish village education activism teams to lobby for increased community participation in education programmes;
3. Conduct training workshop for the forum executive, community based monitoring committees and staff from forum member organizations in planning, budget formulation, information gathering and analysis;
4. Track quarterly releases of education funds to District, Sub-county and Schools from newspapers, policy unit of ActionAid, District Education Department and Ministry of Education and Sports; and support publication of the District releases to different stakeholders including parents in local languages;
5. Hold monthly and quarterly dialogue meetings with community leaders, women and men on UPE funds allocation, utilization and accountability; and update them on district and national level processes;
6. Hold quarterly meetings of district stakeholders to update them on progress at parish and sub-county level, responses at national level processes and lobby for more inclusion of different stakeholders on the village parish and sub-county development committees especially women and children to bring out their perspectives in the project;
7. Provide space for village and parish experiences sharing with the local councils at District and Sub-county levels for policy influencing aimed at promoting quality of basic education and proper utilization of education.
8. Using information gathered, participate in the national anti corruption week;
9. Hold sub-county and District anti-corruption events based on the experiences and information gathered;
10. Carry out mini-surveys at parish and sub-county levels, document and analyze educational issues, establish database for tracking enrolment, allocation and utilization of UPE expenditures and in the District and share with relevant stakeholders;
11. Produce in local language quarterly reports, news letters on relevant issues generated around budget tracking and UPE expenditure and utilization share at District and national levels;
12. Hold quarterly participatory reflection and review exercises to inform policy engagement at all levels including the ESIP review and education policy for the disadvantaged children;
13. Hold donors conferences at the district to share information, experiences and influence for increased resource allocation for basic primary education;
14. With **Uganda Debt Network (UDN)**, conduct training in advocacy for member organizations of the forum who will later translate the learning into the wider community;
15. Access and analyze sub-county and District three year plans and annual plans to use in budget tracking;
16. Share experiences with UDN and Busoga Anti-corruption Coalition through exposure visit and develop Bundibugyo CSO Anti-corruption Strategy with a view to influencing national level processes.

Specific Objective two:

To explore and experiment with primary school children the different ways in which children can monitor quality of education as well as spending of UPE funds at school level.

(Implementing Agencies are African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kigulu Development Group (KDG) and Acentworo Child and Family Programme. Save The Children Norway Uganda – SCNU will provide technical support to the three agencies. Status of implementation: Detailed activities and agreed out comes were developed and process of signing MoU is underway – budget of 21,000 pounds.)

Activities:

- 2.1 Organise a 1-day orientation planning for the 3 implementing partners to understand the concept of child participation, the UPE policy and the process, and how children can monitor the UPE;
- 2.2 Organise and hold 3 sensitisation meetings with District Education Departments, School Management Committees (SMCs), and Parents and Teachers' Associations (PTAs) of the participating districts (Apac, Mpigi and Soroti)/schools to build consensus on the concept of children's participation in monitoring UPE and how to support and facilitate such initiative.
- 2.3 Identify and train the child monitoring groups/ committees to identify innovative ways of monitoring the UPE process by defining variables for monitoring, monitoring indicators, means of verification and approaches (2, 1-day planning workshops for 30 children per district).
- 2.4 Facilitate children's monitoring groups to carry out actual monitoring of the UPE process using various approaches like school visits, hold focused group discussions, observations, interviews, documentation/drawings etc (20 visits per district to hold group discussions of 30 children each).
- 2.5 Support the documentation of the children's different findings and experiences of the UPE monitoring process (production of one video documentary and 1 comprehensive, child friendly narrative report).
- 2.6 Organise a review meeting with three implementing partners, children's representatives, SCNU and CEF coordinating committee to assess the implementation process and the tentative findings of the monitoring process.
- 2.7 Organise a capacity building session for child presenters/ facilitators to prepare them to present their findings to the policy makers' and stakeholders' workshop.
- 2.8 Facilitate children to disseminate their experiences of the UPE process to the policy makers and stakeholders at the national level through an advocacy / dissemination workshop
- 2.9 Provide administrative support for the project within SCNU and the three partner organisations, including quarterly monitoring visits, coordination meetings and volunteer expenses.
- 2.10 Carry out an end of project evaluation.

Specific Objective three:

To liaise with other networks/coalitions/institutions working on budget tracking and resource monitoring initiatives not just in Uganda but the sub region and in Africa.

(Implementing Agency: Discussions ongoing with Uganda Debt Network Status of implementation: To start by second quarter of 2003– 5,000 pounds)

Activities:

- 3.1 Support and consolidate the district network experiences into national positions for sharing

- with different stakeholders for influencing policies and practices;
- 3.2 Provide technical support to the district network working on budget tracking;
 - 3.3 Carry out advocacy work at national, regional and possibly international level on use of education resources required for Government to deliver quality basic education for all.

3.3 CEF Priority Three:

Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers, child mothers and nomadic children) most likely in war prone areas where girls have been subjected to rape and unwanted pregnancies to access quality education (budget of 26,000 pounds).

This is about continuing to support innovative ways of approaching education issues. Need for documenting these experiences and sharing them across. However, clear interventions for this need to yet be developed and will be done over the first few months. There are on going discussions with Pader district NGO forum to promote some innovative work to support the education of the children affected by war in Northern Uganda to be implemented by a local NGO to be identified.

NOTE: As noted in the proposal document, the networks and partners developed detailed activities around proposed activities. The strategy envisions support to FENU, LITNET, UCRNN, Bundibugyo NGO Forum and Anti-Corruption Coalition Apac for three years. In addition, African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kigulu Development Group (KDG) and Acenlworo Child and Family Programme;(with technical support from Save The Children Denmark Uganda) and partner CSOs to be identified for three years. However, this will be renewed on a yearly basis and after a review is undertaken. The PEAP review is a key policy focus for the first year. However, there are other policy processes as explained in the text, and others not foreseen now, which we hope to use the fund to engage with. As we carry out more consultations, we will make a more comprehensive three-year plan.

5.0 MONITORING AND EVALUATION FRAMEWORK

A project of this scope and nature must have several levels of criteria and expectations that need to be captured in a comprehensive monitoring and evaluation framework. The criteria of different NGO networks that define a successful project were captured through their proposal preparation and review to complement CEF indicators. The incorporation of CSOs' concerns is expected to foster meaningful CSO involvement in the monitoring and evaluation process. Operational Research and Participatory Reflection and Review Processes (PRRPs) by stakeholders (ref section 1.3) will provide additional monitoring and evaluation information.

Stakeholders, therefore, have been involved in the development of a comprehensive monitoring and evaluation plan that includes the setting of objectives, identification of indicators and agreeing on the feedback processes to other stakeholders. Both CEF management committee and CSOs have underpinned what they wish to accomplish under each of the CEF priority areas. Attempts have been made to consolidate a national monitoring and evaluation framework with qualitative and quantitative indicators. The framework specifies output, verifiable indicators (for each progressive year), means of verification and assumptions (ref. Table 2).

Each funded project will submit quarterly report that documents progress towards the projects stated objectives to the CEF management committee. The reports of the implementing partners will contribute to the national CEF reports for submission to CEF – UK. In addition, evaluation meetings in form of Participatory Reviews and Reflections Processes amongst stakeholders will give space for assessment of the overall effectiveness of the project. The assessment will cover the degree to which CEF objectives have been met, CSO involvement in the project, continued CSO interest to participate in and expand upon the project's activities, existence of realistic action plans to continue activities that benefit their constituencies, changes in attitudes of all stakeholders toward education, improved access to education by the groups targeted by CSO activities and improvement in the quality of education provided.

A mid-term review will be carried out in 2004 to assess progress of CEF implementation. A final evaluation and review exercise to build on the above issues and ascertain impacts of the programme towards meeting CEF and CSOs goals and objectives will be commissioned at the end of 2005.

Table 2: Next page

CEF Priority	Verifiable indicators for 2003	Verifiable indicators for 2004	Verifiable indicators for 2005	Means of verification	Assumptions/risks
<p>Priority I Output: Strong CSOs in Uganda to participate in national EFA planning and monitoring</p>	<ul style="list-style-type: none"> + CSO representatives increasingly influential in dialogue between govt, international partners and CSO representatives at national levels + Development and use of lobby tools and materials from UPPAP reports and field experiences of network members. + Issues from UPPAP document on education incorporated into ESIP, NALSIP, Policy for disadvantaged, and PEAP +Policy for disadvantaged children passed with amendments raised by CSOs. + Working groups in the Ministry of Gender, Labour and Social Development and drawn strategies for implementation of gender policy. 	<ul style="list-style-type: none"> + District CSOs and coalitions increasingly influential in dialogue between local govt, national and international partners + Lobby tools developed by CSOs from grass-root and used in influencing dialogue between local governments at sub-county, district and national levels. + Implementation of PEAP, ESIP, NALSIP and policy for disadvantaged children with increased funding to basic education which will include innovative alternative basic education + Enrolment to Early childhood education reaches 15% from the current 2.8 % + Education in the number of children out of school from 18 % in 2001 to 9 %. 	<ul style="list-style-type: none"> + CSO fully recognised and incorporated into policy processes of govt, and international partners. + Views and experiences of men, women, male and female youth, boys and girls from grass-root drive all policy agenda. + Enrolment in schools attain gender equity at all levels of basic education. + Full funding of innovative education approaches (input, processes) by government sources. 	<ul style="list-style-type: none"> + CEF national report + Review reports of the coalition of CSOs working on education policies and practices; local and national levels. + National budget speech and figures + Survey reports + The national EFA performance report + Final CEF evaluation and review report. 	<ul style="list-style-type: none"> + CSOs participation reflects genuine civil society involvement. + Enhanced CSO involvement will benefit EFA goals + The political environment will remain favourable for developmental and policy dialogue with govt and international partners. + The developed nations will increasing funding for education in Uganda as stated in the MDG commitment to countries with transparent use of funds and involvement of CSOs in planning and monitoring. + CEF funding is maintained for the three years.

CEF Priority	Verifiable indicators for 2003	Verifiable indicators for 2004	Verifiable indicators for 2005	Means of verification	Assumptions/risks
<p>Priority II Output: Community Involved in budget tracking of education expenditures and quality of education</p> <p>This leading to more comprehensive education for all (EFA) plans developed with gender equality fully addressed.</p>	<p>+ Increased participation of women, men, male and female youth in tracking govt expenditure on and quality of education</p> <p>+ Lobby materials developed and presentation by children to SMC, PTAs, Local councillors and policy forum at national level expressing children's views, suggestions on education input, process and output they require.</p> <p>+ Increased number of public servants reported to police for legal redress due to misappropriation of resources.</p> <p>+ Establishment of information management system by CSOs on the budgets.</p>	<p>+ Higher percentage of UPE funds reaching schools than before.</p> <p>+ Increased confidence of stakeholders including EFAG in the use of education resources, which could lead to an increase in education funding levels.</p> <p>+ Better utilisation of education resources by School management and public servant.</p>	<p>+ All funds disbursed by central govt reaches intended schools and are put to their intended use.</p> <p>+ The funding requirements for education programmes are all handled in a transparent and accountable manner.</p> <p>+ The children's participation in budget tracking and contribution to the debate on what constitute quality education is nationally recognised and maintained.</p> <p>+ Fully updated and functional information management system (database) of CSO on budget tracking</p>	<p>+ The reports of the district coalitions working on budget tracking.</p> <p>+ Report from Save The Children Norway supporting the children programme on budget tracking</p> <p>+ ESIP review reports on usage of funds</p> <p>+ Curriculum development reports</p> <p>+ The databases of CSOs and ministry of education statistics.</p>	<p>+ Government prepared to be accountable through community budget tracking of UPE expenditures</p> <p>+ Government supports the anti-corruption activities of the CSOs.</p> <p>+ Children's views will be respected as a main stakeholder in education policy process.</p>

CEF Priority	Verifiable indicators for 2003	Verifiable indicators for 2004	Verifiable indicators for 2005	Means of verification	Assumptions/risks
Priority III output: Innovative CSO approaches to education of marginalized children mainstreamed with particular emphasis on targeting girls	<ul style="list-style-type: none"> + Developed strategies for funding innovative CSO approaches to basic education that addresses needs of all categories of marginalized children, and especially girls. + Documentation and presentation of clearly demonstrated relevance to CSO innovative approaches to the policy discussions and dialogues + Support to the CSOs with innovative approaches to expand their programme coverage. 	<ul style="list-style-type: none"> + CSO innovative approaches to basic education incorporated in national education plans and budgets, with special focus to giving opportunities full access and retention of the girl child + Increased geographical coverage of and number of children benefiting from the innovative approaches (especially those that focus on alternative basic education in Uganda) 	<ul style="list-style-type: none"> + Full government funding for innovative approaches. + All children marginalized by different constraints to education are enrolled with the innovative approaches implemented within national govt framework. + Gender equity in enrolment and retention. 	<ul style="list-style-type: none"> + ESIP review report + The national budget speech and figures + Report of the coalition of CSOs. 	<ul style="list-style-type: none"> + Government willingness to accept flexible basic education alternatives and commitment to providing quality basic education to all children especially those marginalized and disadvantaged ones. + Funding will be available for the programmes. + CSOs will ably demonstrate the relevance of the innovative education approaches.

End.