



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

**TWO YEAR PROPOSAL  
January 2005 – March 2007**

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## EXECUTIVE SUMMARY

**The Commonwealth Education Fund (CEF)** has made remarkable progress over the last two years of its operations in Uganda. Forum for Education NGOs in Uganda (FENU) as national Civil Society Coalition (CSO) on education has become defined policy advocacy pressure centre exhibited by its increased policy responsibilities within and outside the country. Ministry of Education and Sports (MoES) has recognised CSOs' innovative alternative approaches in provision of basic education and is now working out modalities for inclusion within national education framework.

CEF Secretariat recruited a fulltime accountant with effect from January 2005. Oxfam GB pulled out its active participation on the Management Committee (MC) in 2004 due to lack of education programmes in Uganda while Save the Children in Uganda (SCiU) replaced Save the Children UK on the same Committee as a result of consolidation within Save the Children Alliance. CEF Uganda effectively addressed management issues raised in 2002 about attainment of gender parity, Monitoring and Evaluation, and the role of FENU on the Management Committee at the initial approval of Uganda proposal.

The national policy context has largely remained the same. The Education Sector Investment Plan (ESSP) and the Poverty Eradication Action Plan (PEAP) have been revised with efforts made to mainstream EFA and MDGs within national policy framework. Government recognises education as a tool as well as pre-condition to development facing challenges of quality and drop-out<sup>1</sup>. The focus is now on quality with a focus on reading, numeracy and life-skills<sup>2</sup>. The Education Sector was 31.1 % of the national recurrent budget with 67.5%<sup>3</sup> of the total allocated to the education sector for primary sub-sector in 2003/04.

Government emphasis on Universal Primary Education (UPE) has, however, narrowed the Government Education White Paper's definition of Basic Education to primary schooling resulting in early childhood education and adult literacy being largely left to the voluntary sector. The National Curriculum Development Centre and UNICEF, are, however, developing a curriculum as part of the national policy development on Early Child Education (ECE). Various studies indicate disadvantaged children excluded from school constitute between 13% to 18% of the 6-12 age group. Between 1 million to 1.5 million of 6-12 year olds were therefore, out of school in 2001<sup>4</sup>. The 19 year conflict in Northern part of the country has made it complicated to implement education programmes. By July 2004, over 28,000 children had been abducted, about 50% of them abducted in two years up to May 2004<sup>5</sup>.

By 2003 March slightly over 120,000 people countrywide had enrolled for adult education program led by CSOs. Adult Education and literacy 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.

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<sup>1</sup> Ministry of Finance Planning and Economic Development: Revised PEAP, August 2004

<sup>2</sup> Ministry of Education and Sports Aide Memoir; January 2005.

<sup>3</sup> MoES, 2003.

<sup>4</sup> MoES: The Draft Policy for the Educationally Disadvantaged children – 2002.

<sup>5</sup> Global IDP Project report of July 2004 on Uganda

**Key achievements between January 2003- December 2004 include:**

- Fully recognised as a civil society voice on education policy matters, FENU officially represents CSOs at National Education Consultative Council (NECC) meetings. (ref section on opportunities);
- CEF recognised by MoES and FENU as a centre providing critical analysis of and CSOs mobilization on education policy issues;
- Parents, teachers and local authorities have heralded a need for the expansion of the child based UPE monitoring programme to other areas based on the good results. The children have demonstrated vivid understanding of UPE funding and quality issues and provided candid strategies for addressing constraints to their learning;
- In addition, the exposition of corruption, prosecution of corrupt officials and building capacity of Management Committees and other stakeholders to carryout budget tracking and anti-corruption campaigns have resulted in savings on public expenditure. Efficiency in deploying education funds at district and school levels has also increased;
- CSOs campaigns for recognition and supporting NFE innovations in national education framework has been achieved. Resulting from a national NFE evaluation, Government has embarked on the drafting of a flexible NFE instructors' curriculum to provide a basis for budget allocation for the existing centres;
- CSO campaigns around the effects of conflict on education resulted in a draft policy framework for Education for All for conflict and post conflict districts in Uganda. This framework will be critical in influencing resource allocation and mobilising support from other line ministries that support education.

**Key strategic learnings from the mid-term review process<sup>6</sup>:**

- The coalition increasingly needs to make all the six EFA objectives and the education MDGs the mandated daily reference for policy work and use thematic grouping to provide a fundamental organisational arrangement within the coalition for active participation and mobilization of members;
- There is need for support to coalition building to enhance participation of the private sector and other non-education CSO networks in the campaign for education to increase the CSOs education policy advocacy space and influence;
- CSO coalition would rather focus more on review of existing policies than enactment of new policies since many new and pertinent policy and practice issues fit within existing policy frameworks;
- Civil society needs to broaden and maintain its strategic campaign targets on all sectors that impact on education;
- To address the education funding issues, CSOs need to make a clear case through a sustained and strong engagement of the central planning and resource allocation processes of government in the Ministry of finance, Planning and Economic Envelpment (MoFPED);

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<sup>6</sup> Refer to section 1.4 for details.

- CSO coalition requires astute and proactive engagements to achieve making education a main political agenda;
- Adopt and use peer review principles to monitor and review CEF funded activities to strengthen the participatory monitoring as well as increase effectiveness; and
- For sustainability of the CSO education campaign fund, the use of basket funding from multiple sources will be most appropriate but requiring vigilance on the funding options which could come with agenda that target compromising CSOs' campaigns on education.

## **1.0 INTRODUCTION**

Uganda is one of 17 countries benefiting from the Commonwealth Education Fund (CEF). This strategy document is a revised version of a proposal that was previously submitted by Uganda following the guideline given by CEF (UK). The document has been enriched by the Global Mid-term Review, a Strategy Revision Workshop and the proposals submitted by the implementing partners. There has been substantive reflection on the earlier proposal to address CSOs campaign and funding sustainability concerns within the expanded life of the CEF program.

As part of the strategy revision, a workshop was held with Management Committee members, representatives of implementing partners, the Global Mid-Term Review consultants and workshop facilitators from a national CSO network being participants.

### **1.1 Overview of progress**

The Uganda CEF Management Committee confirms FENU as member of the Management Committee to bring on board rich experiences and expertise of its membership to CEF management. The CEF secretariat has attained full development with a CEF Coordinator and a full time Accountant appointed in January 2003 and January 2005 respectively. ActionAid International Uganda, the lead agency, houses the secretariat and offers logistical, administrative, financial and technical policy support.

As stated in the original proposal and progress reports, Save the Children in Uganda (SCIU)<sup>7</sup>, ActionAid International Uganda and FENU form the current Management Committee. The country programme of Oxfam GB pulled out its active participation due to lack of education programmes in Uganda to support their role on the committee. Each coordination committee agency has two of its senior staff members on the national management committee who participate in the running of CEF with the Coordinator as the secretary. The management committee meets at least quarterly to review progress of CEF implementation, appraise proposals, and make decisions on critical issues. The members participate in various activities including monitoring the utilisation of the fund.

The main responsibilities of the CEF secretariat include ensuring that CEF activities are well coordinated, create and maintain CEF linkages with different stakeholders, maintaining financial systems and production of timely CEF financial and programme reports. A standard Memorandum of Understanding (MOU) forms the basis for partnership after the approval of partner proposals and budgets.

### **1.2 Major changes since March 2003**

The implementing partners at national level included FENU, Uganda Child Rights NGO Network (UCRNN), Uganda Adult Education Network (UGAADEN) and Uganda Joint Christian Council (UJCC)<sup>8</sup>. UGAADEN took on the role previously envisioned for LitNet within a revised context and UJCC came in to enrich and provide additional education

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<sup>7</sup> Refer to section 1.2 for details on the rationale for changes in roles within Save the Children Alliance;

<sup>8</sup> Refer to section 4.4 for strategic issues being addressed by each CSO partner

policy and practice linkages not in the original proposal. The Northern Region Education Forum (NREF), an issue based forum, provided policy linkage of the local and regional issues to the national level processes and was therefore considered by CEF to lead in the campaign for increased access for the children educationally disadvantaged by conflict in the 18 districts in the country. The Forum, UJCC and UGAADEN were not included in the original proposal.

As a result of the consolidation process between Save the Children Alliance in Uganda, Save the Children Norway and Save the children UK roles in CEF programme had to change significantly. Save the Children UK ceased to operate as an entity in Uganda, thus its Management Committee responsibility was handed over to the alliance – Save the Children in Uganda (SCiU). In addition, the proposal for innovative monitoring of UPE funds by children under Save the Children Norway had to be directly handled by the three child rights organisations: Kigulu Development Group (KDG), ANPPCAN and Acenlworu Child and Family programme.

### **1.3 Actions taken to respond to questions raised by Management Committee**

CEF Uganda has addressed management issues that were raised during approval of the proposal on attainment of gender parity, the Monitoring and Evaluation Framework, and the role of FENU on the Management Committee.

#### **1.3.1 Gender**

On attainment of **gender parity** in education in Uganda by 2005, CEF deliberately encouraged partners to develop plans that would consolidate their efforts to address policy and practical issues that constrain girls and women from accessing and completing education of good quality. In that regard, CEF in Uganda supported activities of CSOs that strengthen the engagement and creation of space for women and girls in decision-making, as well as for boys and men in the partner proposals. The participation of educationally disadvantaged individuals and categories of different ages, gender, geographical location, ethnic background and abilities especially the girl child and woman in the implementation, and reviews of the different CEF supported programmes provided opportunities for sharing their experiences.

#### **1.3.2 Monitoring and Evaluation**

In response to the issues on **monitoring and evaluation**, a participatory framework that involves the educationally poor and disadvantaged categories and individuals was adopted. The indicators for measuring performance were 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. 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 were developed as a national framework.

Each implementing partner included plans for involvement of key education stakeholders in their Participatory, Review and Reflection Processes (PRRPs) of their programmes. Through these structured reflections and reviews, stakeholders drew lessons and strategies for improving their programme. The PRRPs of different

implementing partners fed informed the national and international CSOs' engagements in education policy and practice and country levels reports.

Attempts were 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 provided framework for implementation by partners based on planned activities and agreed output targets aimed at achievement of CEF priorities by December 2005<sup>9</sup>.

### **1.3.3 Role of FENU in CEF**

The three mandated British Development Organisations Oxfam GB, Save the Children (UK) and ActionAid International Uganda discussed the **role of FENU in implementation of CEF** mandates in Uganda. Due to its unique position in the education sector as a national coalition, FENU's membership on the Management Committee was considered as contributing to the enhancement of CEF priorities in Uganda by bringing on board the local expertise and experiences. However, it was agreed that FENU would implement through its membership and district networks some of the CEF priorities especially those aimed at strengthening networks and coalition of CSOs' engagement in education policy processes at local and national levels.

### **1.4 Key learnings from mid-term review**

- **Focusing on all EFA and MDGs through thematic caucuses:** The coalition increasingly needs to make all the six EFA the education MDGs the mandated daily reference for policy work. The thematic grouping along Special Needs Education, Gender, Basic Education, ECDE, Adult Basic Education and Literacy, HIV/AIDS, Child Rights and Teacher Issues will provide a fundamental organisational arrangement within the coalition for active participation and mobilization of members.
- **Increasing participation of the private sector and Non-education CSO networks:** There is need for support to the coalition building to enhance participation of the private sector and other non-education CSO networks in the campaign for education to increase the CSOs education policy advocacy space and influence;
- **Focus on policy review than new policy enactments:** Recognising that many new and pertinent policy and practice issues fit within existing policy frameworks, CSO coalition would rather focus more on influencing review of existing policies than enactment of new policies.
- **Multi-sectoral approach:** Building on the strength of the NREF, civil society need to broadened and maintain its strategic campaign targets on all sectors that impact on education. These sectors include finance, planning and economic development, public service, gender, labour and social development, health, agriculture, water, local government, security and Office of the Prime Minister which coordinates all others;

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<sup>9</sup> Refer to CEF Uganda Strategy of March 2003 for details on M and E.

- **Engaging the government's central planning and resource allocation:** To address the education funding issues, CSOs need to make a clear case through a sustained and strong engagement of the central planning and resource allocation processes of government in the Ministry of finance, Planning and Economic Envelopment (MoFPED). The engagement requires participation through the planning cycle and making policy linkages between ESSP and PEAP to revitalise FTI arguments to deliver EFA;
- **Provide leadership on education agenda:** To achieve making education a to political agenda, CSO coalition requires astute and proactive engagements in both the mainstream (government initiatives) and CSOs policy processes to continuously generate policy debates and dialogues;
- **Strengthen monitoring:** Adopt and use peer review principles to monitor and review CEF funded activities to strengthen the participatory monitoring as well as increase effectiveness. Incorporate international framework to the national programme and process indicators; and
- **Funding and sustainability:** Use basket funding from multiple sources but keep vigilance on the funding options which could come with agenda that target compromising CSOs' campaigns on education. Effort should be made to secure private sector involvement in an effort to engage them in education campaigns.

## **2.0 CONTEXTUAL ANALYSIS**

### **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. In 2003/04 the education sector was 31.1 % of the national recurrent budget with 67.5%<sup>10</sup> of the total allocated to the education sector for primary sub-sector.

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, and 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 has developed *Education Sector Strategic Plan (ESSP)* that is set within the national revised *Poverty Eradication Action Plan (PEAP)* framework and made efforts to mainstream EFA and MDGs with participation of the CSO coalition on education.

The MoES has embarked on a number of tasks aimed at supporting education policy processes to address issues affecting Non-formal education to complement UPE efforts. There are also efforts to make clear and support the EFA framework for conflict affected children. These efforts were informed by studies that 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.

Government emphasis on the UPE programme in primary schools has narrowed the White Paper's definition of Basic Education to primary schooling and ignored much in early childhood education and adult literacy leaving these to the voluntary sector. There is also lack of coherency between the education functions hosted by MoES and Ministry of Gender, Labour and Social Development (MoGLSD) making it difficult to synchronize efforts to achieve the national commitment to EFA.

### **2.2 Early Childhood Education (ECE)**

In Uganda the provision of early childhood education is a relatively new and little researched concept. In the 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 ECE largely a private affair, which can only be afforded by the relatively better off families. The enforcement agencies are inadequate to regulate the private ECE institutions. The ministry of education estimates that, only 2.8% of the 3-5 age group have access to nursery schools.<sup>11</sup> There are no minimum standards for physical and psychological development for children in this category. The National Curriculum Development Centre and UNICEF are developing the curriculum as part of the national policy development on ECE on

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<sup>10</sup> MoES Aide Memoir, 2003

<sup>11</sup> Ministry of Education; "interim Report: Education for All 2000 Assessment" Kampala. GoU, Sept. 1999.

which the national coalition is actively engaging. There is a growing concern as to why early Childhood is 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 far away from meeting its commitment to Adult Literacy given by very low resource allocation. The government led literacy campaign has led to curriculum development but in the absence of the policy framework on adult education. In 2004, UGAADEN presented policy proposals to the Ministry of Gender, Labour and Social Development (MoGLSD) on Adult Literacy. The proposal has generated concerns and debates upon which mobilisation of all stakeholders including learners to actively contribute to the policy development is taking shape. By 2003 March apart from the National Functional Adult Literacy Program (FAL) with an enrolment slightly over 120,000 countrywide, it was just a few NGOs who have taken lead in adult education program. With 31.1%<sup>12</sup> of 25 million Ugandans illiterate, 120,000 persons enrolled on the government programme suggests that, more effort is needed to mobilize, advocate, network and coordinate between the different actors – NGOs and government.

The Iceland International Development Agency (ICEIDA) is supporting FAL programmes in the Island district of Kalangala that are hard to reach in the context of adult literacy. Adult Education and literacy 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 and literacy in the on-going revision of the Education Bill 2000, influence the development of a policy on Adult literacy and to ensure that civil society views are taken on board during the revision of the National Adult Literacy Strategic Investment Plan (NALSIP) which is due for revision to bring Adult Education and literacy into the realms of policy and practice.

### **2.4 Education for the disadvantaged girls and boys**

Various studies indicate that these excluded children may constitute between 13% to 18% of the 6-12 age group. In 2002, between 1 million to 1.5 million of 6-12<sup>13</sup> 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, ethnic minorities, children in fresher and nomadic communities, , orphans, Internally Displaced Children (IDCs), 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.<sup>14</sup>

In the last couple of years, Government has recognised the Non Formal Education innovations in providing access to the educationally disadvantaged children. MoES

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<sup>12</sup> UN Human Development Index, 2004

<sup>13</sup> MoES: Draft Policy Framework for Education of Disadvantaged groups findings Report, May 2002

<sup>14</sup> MoES: Draft Policy Framework for Education of Disadvantaged groups findings Report, May 2002.

carried out a national NFE evaluation which resulted into the drafting of a flexible NFE instructors' curriculum to provide a basis for budget allocation for the existing centres. In addition, with sustained engagement by CSOs, Government has nearly completed drafting of a policy framework for Education for All for conflict and post conflict districts in Uganda. The framework will be critical in influencing resource allocation and mobilising support from other line ministries that support education.

NFE is now being viewed as complementary to UPE by technocrats, providing access to the disadvantaged children to basic education. The draft costed policy for the educationally disadvantaged boys and girls in primary schooling has so far been used to influence budget and other related policy processes by CSOs. The policy for orphans and vulnerable children has also been passed.

## 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 EFA and educational MDGs. It has acknowledged the right of its citizens to education as a constitutional right, has a National Education Plan in the form of ESSP, which links UPE to the country's wider macro-economic planning processes as articulated in the Poverty Eradication Action Plan (PEAP). ESSP has also made remarkable attempts at mainstreaming EFA goals and Educational MDGs. In considering education as a tool as well as pre-condition to development, Government recognises challenges to basic education as that of quality and drop-out<sup>15</sup>. The focus is now on quality with a focus on reading, numeracy and life-skills<sup>16</sup>.

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

Table 1:

<b>Dakar Goal</b>	<b>Country Performance</b>
Promotion of Early Childhood Education.	The government of Uganda has drafted a ECDE Policy with NCDC and UNICEF drafting ECDE curriculum. Successes on ECED programs have remained a preserve of CSOs, with barely any government intervention in service delivery. <sup>17</sup>
Free and compulsory education for all	UPE has increased access to education for children, eliminated tuition and PTA fees but hidden costs of feeding, dressing and scholastic materials to families is about US\$16 per child. <sup>18</sup> Nonetheless less Uganda's performance is remarkable in the Sub-Saharan Region.
The halving of adult illiteracy by 2015.	Of Uganda's 7.8 million non-literates, only

<sup>15</sup> Ministry of Finance Planning and Economic Development: Revised PEAP, August 2004

<sup>16</sup> MoES Aide Memoir; January 2005.

<sup>17</sup> 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.

<sup>18</sup> With a per capita income of \$ 236 per annum (UNHDI 2004), this is a big amount, especially where a family has to send several children to school.

(use external indicators HDI)	7 % have access to Government or NGO literacy programmes. There are government initiatives in all districts.
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.	Drafted framework for agricultural education using functional Adult Literacy (FAL) and innovative non-formal approaches for children and adults supported by Government and CSOs eg. Alternative Basic Education for Karamoja (ABEK) and NFE Mubende.
Quality improvement in all aspects of education.	Government efforts directed to improvement of quality with emphasis to reading, numeracy and life-skills. A process of curriculum review is underway putting emphasis on these issues.

Uganda is hailed as one of the countries dealing with the challenge of education. The above brief illustration indicates great challenges to achieving EFA goals. These serious challenges include lack of resources. While GoU has put in substantial financial resources, these are just not enough due to budgetary constraints and macroeconomic framework, which lead to parliament putting a ceiling on education sector budget. The existing resources are also used inefficiently or are siphoned off<sup>19</sup> through fund mismanagement and corruption.

## 2.6 Policy and Advocacy Context

The Government White Paper on Education 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. The sector has been developing policies to inline with the paper.

In 2004, the Ministry of Education and Sports (MoES) concluded the process of development of the revised Education Sector Strategic Plan (ESSP) to match the MDG deadline of 2015 set within the national Poverty Eradication Action Plan (**PEAP**) framework. The PEAP review was also concluded in 2004 but advocacy to explore the role of CSOs in the monitoring of implementation is on going. These processes, therefore, provide opportunities for CSO coalition on education to bring on board issues that will improve education policy and practice and contribute to achievement of MDG and EFA goals. There will be need for a stronger proactive CSOs participation in policy processes than before. There is need, however, to resolve the potential conflict between CSOs' being sub-contracted by Government to provide services while carrying out advocacy work as well as securing space for CSOs participation in policy processes at all levels as a right – "not donated spaces"<sup>20</sup>.

<sup>19</sup> Study on UPE Financing by Lubega, CBR. Supported by ActionAid International Uganda.

<sup>20</sup> The Uganda National NGO Forum, 2004

## **2.7 Social Context**

HIV/AIDS is a major development 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.

The conflict is another major constraint on education especially in Northern, North-eastern region of the country which has lasted for over 18 years affecting 18 districts. The continued insurgency continues to cause one of the most complex challenges facing education sector in Uganda with more than two primary cohorts affected already. By July 2004, over 28,000 children had been abducted from Northern Uganda alone with about 50% of them abducted in two years up to May 2004<sup>21</sup>.

The pupils, teachers, education officers and parents are displaced and psychologically traumatised adversely affecting the teaching and learning environment. In 2003, there over 30,000 candidate children took their examination without physical requirements that included shelter for accommodation and classroom, scholastic materials (books, pens, pencils mathematical instrument sets and foot rulers), food, and medicine. These children were uncertain of security of their examination papers, supervisors and their own lives as they "prepared" to sit for examinations.

Girl children are forced into sexual slavery and forced marriages with those in the Internally Displaced People's camp selling sex for food with serious implication to their sexual reproductive health and rights. There 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 relative peace and security.

## **2.8 NGOs Initiatives**

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. The development players and local Governments especially at district and sub-county levels critically need to be supported as they directly interface and engage with the poor communities. In many places, school infrastructure constructed by CSOs and Faith Based Organisation is qualitatively much better than the Government infrastructure.

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. Positive gains include some innovative alternative approaches in provision of basic education being piloted mainly by CSOs, being recognised by Government. To

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<sup>21</sup> Global IDP Project report of July 2004 on Uganda

supplement UPE, processes of considering them in the national education framework are ongoing.

There is still, however, insufficient 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.

### **3.0 NATIONAL LEVEL CEF PROCESS:**

#### **3.1 Partnerships**

##### ***3.1.1 Civil Society Organisations***

The Civil society sector in Uganda though nascent is rapidly growing as far as Community Based Organisations (CBOs) and Non-Government Organisations (NGOs) are concerned<sup>22</sup>. The CSOs are increasingly taking on policy advocacy with a good number of International Non-Governmental Organisations (INGOs) focusing on capacity building and policy advocacy work in addition to the funding support, which forms approximately half of the funding to the sector. The international NGOs therefore form a viable source for both technical capacity building in advocacy, and funding to the CSO education coalition for sustained policy work. To become more effective, CSOs are developing their autonomy, self-confidence, and own indicators of success as well as their own internal cohesion<sup>23</sup> based on increased working together on education policy issues. For sustainability, the national coalition will be supported to make the best use of the CSO environment.

##### ***3.1.2 The Donor Community***

The current view of the donors is that the CSOs are the rightful mechanism for holding Government accountable to the budget support provided to the country. This is, thus, an opportunity for CSO coalition on education to secure strategic partnership for sustaining its campaign agenda by drawing funding support from the donor community while at the same time holding them and the Government accountable to the citizen demands. The EFAG has also supported the CSOs to put the issue of education of the disadvantaged, in particular, on the national policy agenda.

##### ***3.1.3 The Private Sector***

There is a growing role of the private sector in national development and poverty eradication<sup>24</sup>. The private sector is both a beneficiary and a provider of education and is very influential at policy level<sup>25</sup>. CSO coalitions in Uganda have not done well here but are re-drawing working strategies to facilitate engagements on education issues including funding from this sector. Key on the agenda is revitalising the links and relationship developed with Standard Chartered Bank (SCB). This is aimed at the mobilisation of the Private Sector Foundation Uganda (PSFU) members 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. The strategy will also target local fundraising to supplement the funding from UK.

##### ***3.1.4 The media***

In 2003, the media houses formed a loose coalition on education<sup>26</sup>, which provides opportunities for voices of the poor, policy advocacy space and a platform for

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<sup>22</sup> CDRN (June 2004): Civil Society Reviews, Comments and Reports – Civil Society in a period of political transition in Uganda: Challenges and prospects.

<sup>23</sup> CDRN (June 2004)

<sup>24</sup> Ministry of Finance, Planning and Economic Development, August 2004

<sup>25</sup> The Commonwealth Education Fund, 2002

<sup>26</sup> FENU Reports, 2003

dialogue. There are efforts of CSO coalitions to forge stronger strategic partnership and relationship with the media associations in order to take the fullest advantage of the niche the media enjoys.

### **3.1.5 Faith Based Organisations**

The Faith Based Organisations (FBOs) are the major foundation bodies of educational institutions in Uganda, with a powerful memorandum of understanding with the central Government in regard to the management of schools<sup>27</sup>. FBOs also have access to policy forums and space that most educational CSOs do not, including the national parliament. Strategic partnership to both influence the FBOs policies on education, as well as innovatively use their influence to hold Government accountable to deliver on Educational MDGs would highly increase the credibility and momentum of the national CSO education coalition campaign. UJCC has been identified to support the utilisation of this CSO policy space.

### **3.1.6 Implementing partners**

The national networks of NGOs and coalition of civil society organisations implementing CEF include: Forum for Education NGOs In Uganda (FENU), UGAADEN, UJCC, 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 three district networks and three child rights organisations technically supported in child participation methodology by Save the Children in Uganda (SCIU); and Northern Region Education Forum. The district networks are Bundibugyo NGO Forum, Kalangala District Education Forum (KADEFO) and The Apac Anti-Corruption Coalition (TAACC). The child rights organisations are African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kigulu Development Group (KDG) and Acenlwor Child and Family Programme.

## **3.2 Major Gaps in CSOs education campaign :**

There are a number of policies that have not yet been operationalised yet there are also efforts to invest in new processes. There is need to focus on following a few processes to their conclusion.

There are innovative approaches that have been piloted but their impact needs to be documented to inform CSOs policy advocacy work. These include, the multi-grade system and public primary boarding facilities for the Island district of Kalangala.

The CSOs work with the corporate sector has not been successful due to lack of clear strategy and efforts to bring them on board in education campaigns. The CSO coalition will need to use the two years to develop sustained engagement.

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<sup>27</sup> Uganda Joint Christian Council Reports, 2004.

There is inadequate funding especially for basic education. This problem is made worse due to late start on the budget advocacy by CSOs and constraints on government local revenue; and the restrictive macro-economic framework.

Lack of coherency between MoES and MoGLSD in the planning, assessment and reviews of education functions, it becomes difficult for the country to garner resources and efforts for attainment of EFA. This requires political will to solve.

### **3.3 Opportunities**

Given the above, the present context in Uganda offers several opportunities. National level provides spaces to engage with national policy mechanisms such as the PEAP and ESSP. The PEAP and ESSP review provided a good opportunity to bring back poor men, women, girls and boys' experiences of reality into the policy-making processes nationally. This framework remains 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 *The Joint Education Sector Review (JESR)*. Although donors and MoES officials were the dominant players, space for CSOs working on education has gradually widened through FENU, Northern Region Education Forum and UJCC. FENU also sits as CSOs representative at the *National Education Consultative Council (NECC)* that reviews education policy issues. The key issue therefore is how to increase the effectiveness of the CSOs participation within these existing frameworks.

The ongoing processes continue to provide CSOs with opportunities 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 piloted by CSOs target some of the most disadvantaged groups. The CSOs sustained advocacy led to MoES carrying out an evaluation of NFE programmes leading to documentation of the innovations. These innovative programmes include NFE in Mubende district, ABEK in Karamoja region, ELSE in Masindi district, CHANCE in Nakasongola district, BEUPA in Kampala and COPE in many districts. The focus of advocacy is now on Government support for up scaling to benefit areas where children face constraints accessing basic education from formal schools. The children affected by conflict in the Northern region form a critical target for the expansion.

Other policy process that are not concluded provide opportunities for bring on board issues of access/equity, quality and relevance. The processes include the curriculum revision, EFA framework for conflict and post-conflict districts, ECDE policy drafting, the Northern Uganda rehabilitation planning process amongst others.

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.

## **4.0 PROPOSED ACTIVITIES**

The following strategic interventions were developed, keeping in mind the education policy context in part 2, the CEF guidelines, the outcomes of strategy review workshop, the mid-term review recommendations, sustainability position and the learning from CEF implementing partners.

### **4.1 CEF Goal**

**The Global CEF goal** is achievement of the EFA and MDGs for education. **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 young people (men, women, male and female youth, boys and girls) as a basis for poverty eradication.

### **4.2 National and International programme Coherency**

The national CEF goal is therefore 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 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.

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.

### **4.3 CEF Criteria**

The CEF criteria that guided the formulation of the Uganda programme are based on the concept that was developed by the CEF UK MC. Ugandan strategic document therefore responds to the three original programme criteria and a criterion on the management of the fund.

- i. Strengthen civil society participation in the design and implementation of national and local education plans and frameworks.
- ii. Enable local communities monitor government spending on education both at national and local levels
- iii. Support innovative ways for communities to ensure that all children, especially girls and the most vulnerable are able to access quality education

within a framework of national education plans – in a way that links to advocacy work of national coalitions

- iv. Strengthen inter-agency collaboration & internal functioning of the CEF to deliver the programme criteria.

Specific country objectives were developed under each of the criterion. These objective and their activities have been presented in a matrix in section 4.4 which summarises the issues and the outcome indicators over the period of the strategy paper. The detailed implementation documents prepared by the implementing partners have used to produce the matrix.

#### **4.4 CEF Uganda Strategy Matrix:**

<b>COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME</b>				
<b>STRATEGY MATRIX</b>				
<b>COUNTRY PROGRAMME STRATEGY (OBJECTIVES AND ACTIONS) AND PROGRESS INDICATORS (OUTCOMES AND OUTPUTS)</b>				
<b>SUB-OBJECTIVES/ ACTION AREAS</b>	<b>ACTIONS AND OUTPUT TARGETS</b>			
		<b>FY 2005</b>	<b>FY 2006</b>	<b>FY /2007</b>
	<b>ISSUE</b>	<b>December 2005</b>	<b>December 2006</b>	<b>March 2007</b>
				<b>LTEF</b>
				<b>OUTCOMES</b>
<b>GOAL: To ensure enrolment and retention of all children of school going age to basic quality education by 2015 and achieve gender parity by 2005.</b>				<p><b>Overall outcomes (verification):</b></p> <ol style="list-style-type: none"> <li>1. Increased representation and engagement with Government (local and central) with civil society representatives in Joint Education Sector Review, Education sector Planning, and other education policy processes;</li> <li>2. Responsive Government Education policies and practices to the needs of excluded groups based on effective engagement of the CSOs in education policy advocacy;</li> <li>3. Increased Government capacity to address constraints of achieving Education For All;</li> </ol>
<b>COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME</b>				
<b>CEF Criterion 1: To strengthen civil society participation in the design and implementation of national and local education plans and framework. The total allocation is BPS 146,317.</b>				<p>Overall outcome (verification):</p> <ol style="list-style-type: none"> <li>1. <b>Strong local civil society coalitions and networks at national and districts, participating in education policy issues at grassroots and able to link them with macro policy processes</b></li> <li>2. <b>Strong CSO coalition and networks capable of engaging Government (District and Central) on issues of policy, governance and accountability</b></li> <li>3. <b>Fully recognised CSO coalition on education incorporated into policy process of government (district and central) and international partners:</b></li> <li>4.</li> </ol>

**COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME  
STRATEGY MATRIX**

**COUNTRY PROGRAMME STRATEGY (OBJECTIVES AND ACTIONS) AND PROGRESS INDICATORS (OUTCOMES AND OUTPUTS)**

SUB-OBJECTIVES/ ACTION AREAS	ACTIONS AND OUTPUT TARGETS				
		FY 2005	FY 2006	FY /2007	LTEF
	ISSUE	December 2005	December 2006	March 2007	OUTCOMES
<p><b>Specific Objective 1:</b> <i>To strengthen the capacity of FENU as a thematic Forum at national and local levels to play its advocacy/lobbying role in influencing education policy and practice</i></p>	Limited policy actions based on coalition building and mobilisation of members around EFA and educational MDG campaigns	<b>Support</b> members of FENU to participate in influencing the education plans	<b>Support</b> members of FENU to participate in influencing the education plans	<b>Support</b> members of FENU to participate in influencing the education plans	CSO education coalition in Uganda setting pace for attainment of EFA and MDGs
	Lack of an ECDE policy with government commitment to support ECDE	<b>Participate in the ECDE</b> policy development processes	<b>Participate in the ECDE</b> policy development processes	<b>Participate in the ECDE</b> policy development processes	<b>Responsive ECDE policy framework and practices</b> to the rights of pre-primary children
	Educationally disadvantaged children still out of school	<b>Sustain campaigns</b> for inclusion of all the educationally disadvantaged children including girl children	<b>Sustain campaigns</b> for inclusion of all the educationally disadvantaged children including girl children	<b>Sustain campaigns</b> for inclusion of all the educationally disadvantaged children including girl children	<b>Frame work</b> for all the educationally disadvantaged children within local and national framework
	Gender parity at primary does not strategically change the status of women	<b>Develop and implement CSO</b> campaign on gender parity and post parity	<b>Develop and implement CSO</b> campaign on gender parity and post parity	<b>Develop and implement CSO</b> campaign on gender parity and post parity	<b>Gender parity beyond basic education</b>
Quality indicators are still poor	<b>Support</b> reviews and policy processes that will enable quality in all aspects of learning.	<b>Support</b> reviews and policy processes that will enable quality in all aspects of learning.	<b>Support</b> reviews and policy processes that will enable quality in all aspects of learning.	<b>Basic education provided</b> in the country is relevant to all context of learners and their communities.	

**COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME  
STRATEGY MATRIX**

**COUNTRY PROGRAMME STRATEGY (OBJECTIVES AND ACTIONS) AND PROGRESS INDICATORS (OUTCOMES AND OUTPUTS)**

SUB-OBJECTIVES/ ACTION AREAS	ACTIONS AND OUTPUT TARGETS				
		FY 2005	FY 2006	FY /2007	LTEF
	ISSUE	December 2005	December 2006	March 2007	OUTCOMES
<p><b>Specific Objective 2:</b> <i>To strengthen the capacity of UGAADEN to influence policies and processes that promote adult literacy and links them to basic education of children</i></p>	Narrow perception of basic education as only children's basic education ignoring adult basic education	<b>Develop CSOs framework</b> for linking adult literacy and basic education of children	<b>Develop CSOs framework</b> for linking adult literacy and basic education of children	<b>Develop CSOs framework</b> for linking adult literacy and basic education of children	Strongly recognised linkages between adult literacy and basic education of children
	CSOs' inadequate involvement in influencing policies that promote basic education of children and adults	<b>Promote CSOs involvement</b> through networking and coordination amongst different actors at various levels	<b>Promote CSOs involvement</b> through networking and coordination amongst different actors at various levels	<b>Promote CSOs involvement</b> through networking and coordination amongst different actors at various levels	Strong alliances with the organisations of excluded groups including adult learners
	Linkages between basic education for children and adult basic education not clearly articulated in basic education policies	<b>Develop framewrok for CSO</b> Actors to increase policy work collaborations amongst themselves on one hand; and with state actors on the other	<b>Develop framewrok for CSO</b> Actors to increase policy work collaborations amongst themselves on one hand; and with state actors on the other	<b>Develop framewrok for CSO</b> Actors to increase policy work collaborations amongst themselves on one hand; and with state actors on the other	Responsiveness of Education policies to needs of adult and young learners.
Absence of adult education policy in Uganda	<b>Increased pressure</b> and input into the formulation of a national adult education policy is felt	<b>Increased pressure</b> and input into the formulation of a national adult education policy is felt	<b>Increased pressure</b> and input into the formulation of a national adult education policy is felt	Existence of an Adult education policy supported by all stakeholders – in use.	

<p><b>Specific Objective 3:</b> <i>To strengthen the capacity of UCRNN to influence policies that promote rights of boy and girl child to quality education</i></p>	<p>Weak participation of child rights organisations in education policy processes</p> <p>Lack of ECDE policy</p> <p>Poor care of pre-primary age group in IDP camps</p> <p>Inadequate provision for the education of Children with disabilities (CWD)</p>	<p><b>Support strengthening</b> of partnerships and alliance with Child Right Organisations in advocacy for improved basic education</p> <p><b>Participate in ECDE</b> policy drafting bring voices of the children on board.</p> <p><b>Pilot an innovative</b> approach for ECDE in IDP camps piloted.</p> <p><b>Influence the development</b> of a national policy framework for full inclusion of CWD to access to education of good quality</p>	<p><b>Support strengthening</b> of partnerships and alliance with Child Right Organisations in advocacy for improved basic education</p> <p><b>Participate in ECDE</b> policy drafting bring voices of the children on board.</p> <p><b>Pilot an innovative</b> approach for ECDE in IDP camps piloted.</p> <p><b>Influence the development</b> of a national policy framework for full inclusion of CWD to access to education of good quality</p>	<p><b>Support strengthening</b> of partnerships and alliance with Child Right Organisations in advocacy for improved basic education</p> <p><b>Participate in ECDE</b> policy drafting bring voices of the children on board.</p> <p><b>Pilot an innovative</b> approach for ECDE in IDP camps piloted.</p> <p><b>Influence the development</b> of a national policy framework for full inclusion of CWD to access to education of good quality</p>	<p><b>UCRNN enlisted</b> as key education policy stakeholder on child rights</p> <p><b>Responsive ECDE policy framework and practices</b> to the rights of pre-primary children</p> <p><b>ECDE experiences in IDP camps</b> shared across Commonwealth Countries for adoption in relevant context.</p> <p>Enrolment and retention of all children with disabilities under government programme.</p>
<p><b>Specific objective 4:</b> <i>To strengthen the capacity of UJCC to engage in education policy advocacy</i></p>	<p>Weak linkages with other Education CSO network on policy work</p> <p>Weak linkage and sharing of grassroots and national level experiences</p>	<p><b>Develop</b> strong collaboration and linkages in policy work with education NGOs</p> <p><b>Develop and promote</b> sustained use of updated experiences of grassroots stakeholders in national policy processes</p>	<p><b>Develop</b> strong collaboration and linkages in policy work with education NGOs</p> <p><b>Develop and promote</b> sustained use of updated experiences of grassroots stakeholders in national policy processes</p>	<p><b>Develop</b> strong collaboration and linkages in policy work with education NGOs</p> <p><b>Develop and promote</b> sustained use of updated experiences of grassroots stakeholders in national policy processes</p>	<p><b>Shared</b> framework with CSOs for sharing information and expertise.</p> <p><b>Experiences of the poor and marginalised</b> grassroots people used in policy formulation – responsive policies.</p>

**COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME**

SUB-OBJECTIVES/ ACTION AREAS	ACTIONS AND OUTPUT TARGETS				
	ISSUE	FY 2005 December 2005	FY 2006 December 2006	FY 2007 December 2007	LTEF OUTCOMES
<p><b>CEF CERTERION 2: To enable local communities to monitor government spending on education both at national and local levels. Allocation is BPS 70,232.</b></p>	<p>Overall outcomes (verification):</p> <ol style="list-style-type: none"> <li>1. Innovative ways of involving local communities in holding public servants accountable to the use of UPE/ education resources</li> <li>2. Greater participation by the local communities in the budgeting and reviews of education activities in schools</li> <li>3. Linking successful innovative efforts (eg: use of children in UPE monitoring) to mainstream government policies</li> <li>4. Greater control and ownership of education resources by the local communities</li> <li>5. Linkages developed within and across districts, regions and countries on effective UPE monitoring and access to public information</li> </ol>				
<p><b>Specific Objective 1:</b> <i>Support The Apac Anti-corruption Coalition (TAAC) and Bundibugyo NGO/CBO Forum in tracking education expenditures</i></p>	<p>Limited access to information on education funds</p> <p>Limited capacity at grassroot to influence education resource utilisation</p> <p>Misappropriation of education budget</p>	<p><b>Advocate for access</b> to public information on education funds at the distinct and school level by local people</p> <p><b>Develop capacity</b> of local people to demand for accountability of education funds</p> <p><b>Support campaign for anti-corruption and</b> prosecution of the errant public officers.</p>	<p><b>Advocate for access</b> to public information on education funds at the distinct and school level by local people</p> <p><b>Develop capacity</b> of local people to demand for accountability of education funds</p> <p><b>Support campaign for anti-corruption and</b> prosecution of the errant public officers.</p>	<p><b>Advocate for access</b> to public information on education funds at the distinct and school level by local people</p> <p><b>Develop capacity</b> of local people to demand for accountability of education funds</p> <p><b>Support campaign for anti-corruption and</b> prosecution of the errant public officers.</p>	<p><b>Free access</b> to education fund information by all at the district and school level</p> <p><b>Strong grassroot based</b> accountability demands on Government and public servants on quality of basic education and funds</p> <p><b>Full and effective utilisation</b> of education funds.</p>

<p><b>Specific Objective 2:</b>  <i>To enable primary school children in different ways to monitor quality of education as well as spending on UPE funds at school level</i></p>	<p>Limited participation in education policy processes by children</p> <p>Weak voices of children on the use of UPE funds</p>	<p><b>Support child participation</b> in education policy work accepted and valued</p> <p><b>Support Children's views</b> on improvement of the quality of basic education and UPE fund management.</p>	<p><b>Support child participation</b> in education policy work accepted and valued</p> <p><b>Support Children's views</b> on improvement of the quality of basic education and UPE fund management.</p>	<p><b>Support child participation</b> in education policy work accepted and valued</p> <p><b>Support Children's views</b> on improvement of the quality of basic education and UPE fund management.</p>	<p><b>Children</b> ownership of education polices and respect for education they receive.</p> <p><b>Child friendly policy framework and practices</b> within and outside school</p>
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COMMONWEALTH EDUCATION FUND – UGANDA PROGRAMME					
SUB-OBJECTIVES/ ACTION AREAS	ACTIONS AND OUTPUT TARGETS				
		FY 2005 December 2005	FY 2006 December 2006	FY 2007 December 2007	LTEF OUTCOMES
<b>CEF CERIERION 3: To support innovative ways for civil society to ensure that all children, especially girls and most vulnerable and disadvantaged access quality basic education. Support will be provided to Kalangala District Education Forum and The Northern Region Education Forum. Allocation is BPS 46,821.</b>		Overall outcomes (verification): <ol style="list-style-type: none"> <li>1. Documented and shared innovations with clear contribution in given education context;</li> <li>2. Innovative approaches (e.g., Multi-grade teaching, primary boarding within fisher communities, use of NFE in conflict and post-conflict districts) to provision of basic education to disadvantaged children adopted by Government;</li> <li>3. Innovative approaches supported within the local and national education framework;</li> <li>4.</li> </ol>			
<b>Specific Objective 1:</b> <i>To support the Northern Region Education Forum (NREF) as an issue based forum to advocate and lobby for flexible education policies and practices that will respond to the unique education needs of the children educationally disadvantaged by conflict in 18 districts</i>	<p>Inaccurate information on the plight of children disadvantaged by conflict</p> <p>Inflexible education policies and practices to the education needs of children affected by conflict</p> <p>Inadequate resources for supporting the innovative education programmes in conflict and post conflict districts</p>	<p><b>Compile and update</b> info on IDP children and their educational needs</p> <p><b>Sustain advocacy</b> for flexible policies and practice for areas affected by conflict</p> <p><b>Advocate for resource allocation</b> to the EFA policy framework in conflict and post-conflict districts; and expansion of NFE programmes.</p>	<p><b>Compile and update</b> info on IDP children and their educational needs</p> <p><b>Sustain advocacy</b> for flexible policies and practice for areas affected by conflict</p> <p><b>Advocate for resource allocation</b> to the EFA policy framework in conflict and post-conflict districts; and expansion of NFE programmes.</p>	<p><b>Compile and update</b> info on IDP children and their educational needs</p> <p><b>Sustain advocacy</b> for flexible policies and practice for areas affected by conflict</p> <p><b>Advocate for resource allocation</b> to the EFA policy framework in conflict and post-conflict districts; and expansion of NFE programmes.</p>	<p><b>EMIS Data base</b> fully reflecting the plight of children disadvantaged by conflict</p> <p><b>Supportive education and development policies and framework</b> responsive to the unique needs of the North;</p> <p><b>Adequate resource</b> available for the education of children affected by conflict</p>

<p><b>Specific Objective 2:</b> <i>To support reviews of innovative approaches in Kalangala to support building of CSOs campaign to address the constraints faced by children in fisher communities.</i></p>	<p>Lack of empirical evidence on the suitability of Multi-grade education system in Kalangala</p> <p>Lack of empirical evidence on the suitability of public boarding primary schools in Kalangala</p> <p>Lack of CSO campaign for specific innovation for delivering basic education in Kalangala</p>	<p><b>Carry out</b> a survey, publish and disseminate the evidence on innovative programmes</p> <p><b>Develop CSOs campaign</b> around the innovation to provide quality education</p>	<p><b>Sustain a CSO campaign</b> on the adoption of the innovation into national and local education framework</p>	<p><b>Sustain a CSO campaign</b> on the adoption of the innovation into national and local education framework</p> <p><b>Use the Kalangala</b> experiences to expand to relevant areas the innovation.</p>	<p><b>Responsive</b> education system for the fisher children in Kalangala and other parts of the Country.</p>
<b>SUB-OBJECTIVES/ ACTION AREAS</b>	<b>ACTIONS AND OUTPUT TARGETS</b>				
	<b>ISSUE</b>	<b>FY 2004/2005 June 2005</b>	<b>FY 2005/2006 June 2006</b>	<b>FY 2006/2007 June 2007</b>	<b>LTEF OUTCOMES</b>
<b>ORGANISATION STRATEGY</b>					
<b>CEF CRITERION 4: Strengthen inter-agency collaboration and internal functioning of the CEF to deliver the programme criteria. The Allocation is BPS 118,821.</b>			<b>Overall Outcomes (verification)</b> 1.		
<b>Objective 1: Maintain strategic management of the fund</b>	<p>Need for focused management on CEF mandates</p> <p>Narrow membership to the Management Committee (representation)</p>	<p><b>Maintain</b> decisions focused on the CEF Mandates</p> <p><b>Bring on board</b> other similar minded organisations, and provide induction for them</p>	<p><b>Maintain</b> decisions focused on the CEF Mandates</p> <p><b>Maintain a</b> broad representation on the Management Committee</p>	<p><b>Maintain</b> decisions focused on the CEF Mandates</p> <p><b>Initiate a representative</b> MC for the Civil Society Fund (after CEF)</p>	<p>Attainment of all CEF Mandates</p> <p>The fund targeting issues that would maximise the attainment of EFA and MDGs</p>

<p><b>Organisation</b> <b>Objective 2:</b> <i>Facilitate the creation of an enabling environment for sustainability of CSOs' education fund and campaign after March 2007</i></p>	<p>Lack of clarity of the shape of CSO fund-roles, responsibilities and structure after March 2007.</p> <p>Lack of widely shared operational systems of the CSO fund after CEF</p>	<p><b>Compete the</b> organisational development processes for the CSO fund</p> <p><b>Share and improve</b> on the proposed CSO fund structure, roles and responsibilities with CSOs</p>	<p><b>Confirm the</b> structure of CSO fund</p> <p><b>Initiate processes</b> of member selection and induction</p>	<p><b>Use the</b> structure to induct the CSOs Management committee of CSO fund</p> <p>Carry out fund raising</p>	<p><b>Sustained CSO campaign on education</b></p>
<p><b>Organisation</b> <b>Objective 3:</b> <i>Maintain an effective secretariat that will provide strategic coordination of CEF mandates in Uganda.</i></p>	<p>Lack of focus on CEF internal roles</p> <p>Inadequate field support to partners</p> <p>Over crowding functions including the CSOs responsibilities to the secretariat</p>	<p><b>Prioritise CEF strategic</b> programmes</p> <p><b>Provide field support</b> to partners as scheduled</p> <p><b>Provide guidance</b> on how the coalition could take forward specific policy processes</p>	<p><b>Prioritise CEF strategic</b> programmes</p> <p><b>Provide field support</b> to partners as scheduled</p> <p><b>Provide guidance</b> on how the coalition could take forward specific policy processes</p>	<p><b>Prioritise CEF strategic</b> programmes</p> <p><b>Provide field support</b> to partners as scheduled</p> <p><b>Provide guidance</b> on how the coalition could take forward specific policy processes</p>	<p><b>CEF secretariat</b> time spent on CEF strategic agenda/ mandates</p> <p><b>Adequate support</b> to the partners</p> <p><b>CSO coalition</b> taking on advocacy responsibilities that were supported by CEF secretariat</p>

## **5.0 LINKS BETWEEN NATIONAL, REGIONAL AND INTERNATIONAL WORK**

CEF Uganda has facilitated the national coalition to establish and maintain links with ANCEFA at the sub-regional and regional levels, and Global Campaign for Education at intentional levels. UGAADEN is supported to share budget tracking experiences in Uganda with other Adult Literacy network including PAMOJA in different countries.

FAWE Uganda chapter and UNATU are working on gender parity and teacher issues as lead agencies of FENU themes and linking with regional and international level CSO campaigns. FAWE's analysis of Uganda's performance, for instance, will be matched with other countries to provide a comparative view for engagement with the Millennium Development Goal review on gender parity at national and International levels.

## **6.0 GENDER ISSUES**

There is a deliberate plan to do a district level survey to get field data on gender parity position for Uganda by the thematic working group of FENU led by FAWE Uganda. This process will also create awareness and calls for action of different stakeholders to take action to stop gender disparity in education. Gender will be mainstreamed in the work of FENU through the work of the gender thematic group.

## **7.0 MONITORING AND EVALUATION FRAMEWORK**

The framework that guided the mid-term evaluation has been incorporated into the country monitoring and evaluation framework and will be used for monitoring and final evaluation. The framework will also guide the CEF partners especially the national networks and coalition in reviewing their performance. The indicators will become very useful when the education CSOs peer review mechanism is fully established with the national coalition.

CEF partners will continue to use Participatory monitoring and evaluation taking forward the practices of Participatory Reviews and Reflections (PRRPs). Through this process, we hope that the partners will also give feedback on the framework from CEF which will be shared with CEF UK.

## **8.0 RISKS AND ASSUMPTIONS**

The risks and assumptions have been consolidated from the analysis of partners within their working context and the national policy environment. The major ones include the following:

- i. The operating environment for CSOs policy work remains conducive especially with the increased politicisation of issues by as Uganda moves toward general elections in 2006;
- ii. Government of Uganda through the actions of different line ministries and district local Governments remains committed to addressing the impediments that adversely constrains the realisations of its national and international commitments to EFA as a right of its citizens;
- iii. Improvement in macroeconomic performance and increased education funding in the medium and long term to implement the aspirations in PEAP and ESSP;

- iv. The 19 year war in Northern Uganda comes to an end and the people of the region settle down to productive education and other development activities;
- v. CSOs continue to access education policy engagement funds from Government, CEF, donor agencies and International NGOs to sustained policy and advocacy engagements;
- vi. There is capacity of CSO coalitions and networks to analyse and productively sustain education policy engagements on EFA and MDGs within the planned period;
- vii. The CSOs and other non education actors will form working alliances that meaningfully supplement efforts on education policy processes to increase citizen's voice on and demand for education;
- viii. The children will get adequate time to continue in monitoring UPE expenditures and quality of basic education;
- ix. Save the Children in Uganda supports the child participation processes to empower school children to monitor UPE expenditures;
- x. The Management Committee member organisations remain committed to the CEF partnership and mandates;
- xi. The secretariat provides the technical support and coordination to the Management Committee, implementing partners, other national education stakeholders, and CEF UK.

## **9.0 BUDGET CASHFLOWS**

The budget and cash flow is worked out in Ms Excel. It is therefore presented as another file.