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## List of abbreviations

|               |   |
|---------------|---|
| ASST.COM      | Assistant Commissioner                                |
| BTVET.        | Business Technical Vocational Education and Training. |
| CCTS          | Centre Co-ordination Tutors                           |
| Comm.         | Commissioner  |
| CWSEN         | Children with Special Educational Needs               |
| CW            |   |
| SLN           | Children with Severe learning Needs                   |
| EARS          | Educational Assessment Resource Services              |
| Educ.         | Education   |
| MOES          | Ministry of Education and Sports                      |
| NCDC          | National Curriculum Development Centre                |
| PTCS          | Primary Teacher Colleges                              |
| Sen.Educ.     | Senior Education                                      |
| SNE           | Special Needs Education                               |
| SNECOS        | Special Needs Education Co-ordinators                 |
| SNETS         | Special Needs Education Teachers                      |
| UNEB          | Uganda National Examinations Board                    |
| UNISE         | Uganda National Institute for Special Education       |
| UPK           | Uganda Polytechnic Kyambogo                           |
| <b>ITEK</b>   | <b>Institute of Teacher Education Kyambogo</b>        |
| <b>MUK</b>    | <b>Makerere University</b>                            |
| <b>NUDIPU</b> | <b>National Union of Disabled Persons of Uganda</b>   |
| <b>UNAD</b>   | <b>Uganda National Association of the Deaf</b>        |
| <b>UNAB</b>   | <b>Uganda National Association of the Blind</b>       |
| <b>ADD</b>    | <b>Action for Disability Desk</b>                     |

## 1.0 Background

The Dakar Action framework asserts (par.10 & 17 that “ *no countries seriously committed to Education for All will be thwarted in their achievement of this goal by a lack of resources...*” Therefore, the heart of EFA activity lies at the country level. National EFA Forums need to be strengthened or established to support the achievement of EFA. In Uganda all key line ministries, Teachers, the civil society organizations and institutions of higher learning are represented in the assessment of EFA. In order for this to work, they need to be:

- Innovative
- Transparent
- Democratic and constitute a framework for implementation at lower levels (sub-national).

### 1.1 Process of formulating an action plan for EFA

In formulating the EFA action plan there is need for a country to have a broader planned frame-work of Education development that is fully consistent and linked to a broader development policies including National Long Term perspectives.

### 1.2 Components of National EFA Plans

Aim: The aim of a National plans is to mobilize and co-ordinate support in the countries in their efforts to achieve the objectives of EFA as laid down in the Dakar framework for Action.

1.2.1 The initial EFA national plans should constitute a first step in the planning process rather than a rigid blue print for sector development. A work plan should be developed first. The purpose of this work plan, therefore is to:

- Assist with progress review on EFA work-planning,
- Help provide a sequenced work programme and outcomes over the next 15 years and,
- to assist identification of priorities and scopes of work for Technical working Groups and formulate technical expertise requirements from various sources.

1.2.2 **This work plan assures the following key elements in EFA design:**

- (a) Greater articulation of the linkage between education sector development and broader development ambitions and plans such as Poverty Eradication or any other existing plans in the country,
- (b) Preparation of Policy Frameworks setting out sequenced guidelines for the Education sector reform,
- (c) Prioritisation and phasing of interventions,
- (d) Preparation of a comprehensive EFA financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the Budget Framework Paper and Year 1 Budget Plans.

- (e) Preparation of strategies for integrating existing investment activities into broader sector-wide programmes, both in terms of management of implementation and financing.
- (f) Design of joint Government and funding agency partnership arrangements, including regular monitoring and review processes against agreed performance indicators and reporting systems.

**1.2.3 In light of the above, the National EFA plan should be:**

- (i) Developed by government leadership in direct and systematic consultation with national civil society;
- (ii) Attract co-ordinated support of all development partners;
- (iii) Specify reforms addressing the six EFA goals;
- (iv) Establish a sustainable financial framework;
- (v) Time-bound and action-oriented;
- (vi) Include mid-term performance indicators; and
- (vii) Achieve a synergy of all human development efforts, through its inclusion within the national development planning framework and process.

1.2.4 Where these processes and a **credible plan are in place, partner members of the international community undertake** to work in a consistent, co-ordinated and coherent manner. Each partner will contribute according to its comparative advantage in support of the National EFA Plans to ensure that resource gaps are filled.”

1.2.5 These considerations provide the justification for the various forms of support to be given to countries according to their needs concerning:

- Setting up of National strategic Investment plans
- The setting up of National EFA Forums,
- The drawing up and implementation of National EFA Plans,
- Forging a stronger partnership between the public, private sector and Development partners.

## 2.0 The Dakar Goals of EFA

At the final plenary session the world Education adopted a framework for Action committing their governments to the achievements of education for all (EFA) goals and targets for every citizen and for every society.

The forum participants collectively committed themselves to attaining six specific goals related to EFA. These goals are:

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

- (iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality
- (vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

## 2.1 Strategies for EFA

The strategies for reaching the objectives of EFA for countries will include:

- (a) Mobilize strong national commitment for EFA and develop action plans and enhance significantly investment in basic education,
- (b) Promote EFA policies within a sustainable and well-integrated sector framework.
- (c) Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
- (d) Implement education programmes and actions to combat the HIV/AIDs pandemic,
- (e) Harness new information and communication technologies to help achieve EFA goals, and

- (f) Build on existing mechanisms to accelerate progress towards EFA goals, etc.

### 3.0 **Assessment of EFA Goals**

There is a need to review progress in the achievement of EFA Goals to be conducted under the Sector-wide approach or any other agreed approach. The advantage of this assessment is that it examines the sector's performance in achieving the EFA targets;

During this review, strengths and weaknesses in achieving the targets is identified.

Participation to this review should include a growing forum of national and international stakeholders representatives on Education in the country; i.e. Line ministries, civil society, teachers and Development partners.

4.0 PROPOSED LOGICAL FRAMEWORK –UGANDA NATIONAL ACTION PLAN FOR EFA

|    | Objective  | Indicators | Means of verification | Assumptions (Hypothesis Risks) |
|----|--|------------|-----------------------|--------------------------------|
| 1. | <p><b>Coordination and monitoring.</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Harmonize EFA Policies and strategies in the National Plans.</li> <li>- Provide progress in EFA Quarterly.</li> <li>- Set up a National EFA Consultative forum.</li> <li>- Collect analyze and disseminate Quantitative and Qualitative.</li> </ul> <p><b>Communication and Advocacy.</b></p> |            |                       |                                |
| 2. | <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Involve National journalists as regular correspondents on Education.</li> <li>- Create information and documentation centers on EFA.</li> <li>- Consolidate and extend access to Education website if any.</li> </ul>  |            |                       |                                |

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| <p>3.</p> | <ul style="list-style-type: none"> <li>- Facilitate the production and distribution on problems and development of EFA.</li> <li>- Collect and distribute information about success full experiments and progress made in EFA.</li> </ul> <p><b>Capacity building:</b></p> <p>Ensure countries have capacity for their implementation of EFA.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Reactivation of EFA Forums</li> <li>- Support drawing up of National EFA Plans.</li> <li>- Provide training services for the implementation of National EFA Plans.</li> </ul> |  |  |  |
|-----------|---|--|--|--|

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| <p>4.</p> | <p><b>Support to innovation concerning EFA</b></p> <ul style="list-style-type: none"> <li>- Support innovations concerning infants, and for early learning.</li> <li>- Support innovations for access to good basic education.</li> <li>- Support alternative models of basic Education (9-15yrs)</li> <li>- Support literacy programmes which are integrated at community level.</li> <li>- Support programmes aimed at eliminating the disparity between the sexes in primary and secondary education.</li> <li>- Support programmes which seek to improve the quality of apprenticeships.</li> </ul> |  |  |  |
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