

EDUCATION SECTION
PROGRAMME DIVISION



CHILD FRIENDLY SCHOOLS

CASE STUDY: UGANDA

UNICEF 2010

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**UNICEF'S CHILD-FRIENDLY SCHOOLS:
UGANDA CASE STUDY**

UNICEF
January 2010

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Acknowledgements: This study benefited from contributions of Melsome Nelson-Richards.

All errors remain the responsibility of the author.

ACRONYMS

ABEK	Alternative Basic Education for Karamoja
AGEI	African Girls' Education Initiative
ALP	Accelerated Learning Programme
BTL	Breakthrough to Literacy
CEF	Commonwealth Education Fund
CFBEL	Child-Friendly Basic Education and Learning
CFS	child-friendly school
COPE	Complementary Opportunities for Primary Education
DFID	UK Department for International Development
ECD	early childhood development
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
FAWE	Forum for African Women Educationalists
FENU	Forum for Education NGOs in Uganda
GBS	Go to School, Back to School, Stay in School
GEM	Africa-wide Girls' Education Movement
IDP	internally displaced persons
MALP	Monitoring Achievement in Lower Primary
MoES	Ministry of Education and Sports
NFE	non-formal education
NGO	non-governmental organization
PTC	Primary Teachers College
SWAp	sector-wide approach to programming
UNGEI	United Nations Girls' Education Initiative
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WES	water and environmental sanitation

I. CONTEXT

As described in 2006 by the Ugandan Ministry of Education and Sports (MoES): “At independence in 1962, Uganda had a flourishing economy with an annual gross domestic product rate of 5% per annum, compared with an annual population growth rate of 2.65%. Export earnings not only financed the country’s import requirements but also produced a current account surplus. Uganda’s social indicators were comparable to, if not better than, most African countries. In the 1970s and 1980s, however, civil and military unrest resulted in the destruction of much economic and social infrastructure” (Republic of Uganda, Ministry of Education and Sports 2006).

By the time a negotiated settlement on the civil and military unrest in the country was reached in the late 1980s, Uganda had become one of the poorest countries in Africa.

The Commonwealth Education Fund noted that “a few years before the World Conference on Education for All in 1990, a new government in Uganda had embarked on a process of political, social and economic reforms. Government identified the achievement of universal primary education as a key requirement for sustainable development, peace and stability. In 1992 Government commissioned a review of its education system and adopted the findings and recommendations of that review 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 to live as a good and useful citizen in any society” (Commonwealth Education Fund 2005 #1571).

The ‘White Paper’ concluded that nearly 50 per cent of eligible primary-school-age children nationwide were not in school, and the numbers in the north were even higher. Throughout the past 20 years, rebel groups have continued to fight in northern areas of Uganda, causing large parts of the population to move into internal displacement camps where there were few, if any, human services, including schools. Violence related to cattle rustling in Karamoja has also rendered many areas of that region insecure. These unfortunate incidents nonetheless opened the door for a collaborative enterprise between the Government of Uganda and UNICEF, especially with regard to schools and schooling for Ugandan children.

Primary school gross enrolment rate, 2000–2007* (%)			Primary school net enrolment rate, 2000–2007* (%)			Primary school net attendance rate, 2000–2007* (%)			Survival rate to last grade of primary school, 2000–2007* (%)	
Male	Female	Total	Male	Female	Total	Male	Female	Total	Administrative data	Survey data
116	117	117	–	–	–	83	82	82	25	72

* Data refer to the most recent year available during the period specified in the column heading.

Source: United Nations Children’s Fund, www.childinfo.org.

II. PROGRAMME DESCRIPTION AND EVOLUTION

To remedy the lack of access to education, the Government of Uganda and UNICEF developed the Complementary Opportunities for Primary Education (COPE) programme in 1994–1995. COPE aimed to quickly establish primary schools where they were most needed, specifically in four northern districts of the Acholi region. The programme reached out to older children, up to age 16, who had never attended primary school, particularly girls and physically disabled children, whose numbers had multiplied due to the violence. But because COPE was a non-formal education entity, it had not yet received full support from the Government or UNICEF, although both thought it was a necessary programme and one they should work with.

The Ugandan Government's National Curriculum Development Centre, with help from international experts funded by UNICEF, produced a three-year curriculum for primary grades 1–5 (P1–P5) designed to cover five core subjects in about 1,620 hours of instruction. The curriculum covered four types of material: instructors' manuals, students' textbooks, charts and progress cards for students.

The teachers for COPE schools were recruited from the immediate community and were given four weeks of pre-service training plus monthly refresher courses, along with weekly supervision from the nearest Primary Teachers College. COPE protocol required the communities to pay these teachers, but this was one of the most difficult aspects of the programme to enforce. Each school was supervised by a school management committee consisting of nine members, at least four of them women. Committee members included a head teacher from the nearest government school, one instructor, one parent representative, one local opinion leader, who recognized the potential benefit and was eager to become part of the early adopter category, one member of the parish council, and at least two parents or guardians of children likely to be attending the COPE learning centre.

To get the schools started as soon as possible, classes met for three hours a day in any available space in the community or even outdoors. COPE aimed to create two classes of about 40 students, equally divided between boys and girls. One class was directed to children 13–16 years old, and the second served younger children. Because of the intense demand for education in rural areas, it was often difficult to limit enrolment, and 60–70 children were sometimes combined in one class.

Ideally, children who completed COPE in three years would be able to continue their studies in formal schools at the P5 or P6 level. Although COPE soon developed as a centre of non-formal education, the programme still received adequate attention; in fact, it filled a noted vacuum and eventually evolved into a practical and useful platform for providing alternative education.

As COPE cooperated with the Government and UNICEF, it accepted and assimilated UNICEF's approaches to education. COPE incorporated many features of what would later be called child-friendly schools. To include as many children as possible, the school came to the children in the community. Those who were least able to travel to and most

likely to be left out of conventional schools, including girls and children who are physically disabled, were given priority. It was gender responsive in prioritizing girls, and by condensing a P1–P5 education into essential components – enabling at least some children to catch up and join the formal education system – it intended to be effective for learning. It placed emphasis on measuring students' progress, not simply on enrolment and attendance. And COPE's concern for making the curriculum relevant to learners was apparent in the publication of *Life Skills for Young Ugandans: Primary and secondary teachers' training manuals*, supported by UNICEF and published by the MoES in 1997.

COPE schools were relatively safe to the extent they were close to students' homes and did not require them to leave their home villages. Concern for making the school environment healthy for children was reflected in the 'Guidelines for School Sanitation' developed with support from UNICEF and the Swedish Agency for International Development Cooperation, and released by the Ugandan Ministry of Health in 1999.

The community was involved in the school through both the school management committee and regular meetings of parents and teachers. Those communities that paid the teacher's salary experienced more sense of ownership as well as the right to demand regular attendance and reasonable performance from the teacher. The COPE non-formal education (NFE) curriculum would later be approved by the Government, and this official endorsement created a policy environment conducive to cooperation between COPE and nearby formal schools and teachers' colleges.

The Karamoja area in the north-east one of the least developed regions of Uganda, was difficult for UNICEF and even the Government to reach. Alternative Basic Education for Karamoja (ABEK) was employed only to address specific needs of the people in the region. Even if utilized by the Government or UNICEF, there would be no way to tell if it was going to be successful. This was a nomadic area, which created a need for geographical mobility. To find water for their herds, the nomads moved all the time, making it difficult to locate children for schooling. These conditions should not, however, prevent examination of innovative and creative methods of introducing CFS programmes for the nomads.

Universal primary education: Moving towards a CFS approach

When Uganda's Universal Primary Education Programme was launched in 1997, 2.5 million children enrolled. Given the limited capacity of the existing school system, the Government declared that every family would be able to enrol two boys and two girls in public schools for free – and that by 2003, the school system would expand sufficiently to enrol all children. Given many families' cultural preference for enrolling all boys before enrolling any girls, the policy was a step towards gender parity.

Universal primary education became a core objective of the Government's first education sector plan, the Education Strategic Investment Plan, 1998–2003. Thanks to the Universal Primary Education Programme, the Commonwealth Education Fund noted: "By 2001 primary school enrolment reached 6.8 million children, more than two and one-half times the 1997 level. To accommodate all these children, Government of Uganda

pending as a percent of GDP devoted to education went up from 2.6% in 1995/96 to 4.3% in 1999/00, 70% of which was allocated to primary education. These funds were then used to recruit and train new teachers, to build classrooms, to revise the curriculum, and to procure textbooks. As a result of these efforts, Uganda was one of the few low-income countries in Sub-Saharan Africa that made notable progress towards achieving Education for All by 2000, but at the same time enrolments were rising, a host of factors continued to keep drop-out rates high and completion rates low. Most rural schools lacked adequate learning materials and environments conducive to learning” (Commonwealth Education Fund 2005 #1571).

In addition, most girls throughout Uganda continued to face more obstacles to completing a quality basic education than their male counterparts. The situation was about to change, however, through support from UNICEF, which stressed the importance of the CFS model to incorporate safety for both male and female students in its proposal to the African Girls' Education Initiative (AGEI).

Advancing basic education – COPE (f. 1994) and ABEK (f. 1998): With the first year of funding from the African Girls' Education Initiative, UNICEF supported 162 COPE and ABEK primary learning centres, reaching about 3,500 girls and 2,906 boys. These learning centres provided the equivalent of a non-formal primary education in marginalized communities in several northern districts (COPE, described above) and among nomadic cattle herders in several districts in Karamoja – an arid, remote region in north-eastern Uganda where less than 12 per cent of the population was literate in 2000.

In cooperation with district education officers, Save the Children Norway helped several communities develop ABEK during the late 1990s. The National Curriculum Development Centre established curricula for both this and the COPE type of complementary education, and the MoES was responsible for supervising the schools and admitting graduates into conventional schools (Licht 2000 #1577). Government funding for these alternative schools and their non-professional teachers, however, did not flow smoothly (Commonwealth Education Fund 2003), and UNICEF – and Save the Children Norway, in the case of ABEK – had an important role in providing books, training and other assistance.

The Child-Friendly Basic Education and Learning Programme, 2001–2005: During the late 1990s, several factors were identified as contributing to low participation and completion in primary schooling, particularly for girls. These factors included poverty, the indirect costs of education and the effects of the AIDS epidemic. Although tuition fees had been eliminated for primary school, indirect costs such as textbooks and uniforms, as well as the 'cost' for a family losing girls' labour at home, still kept children from attending. Almost 1 million children under 15 years old were orphaned due to AIDS, and the number of girls who needed to stay at home to care for the sick and orphans increased.

Other barriers to education included a lack of national policy covering such issues as

excluding pregnant girls or young mothers from school, despite the highest rate of adolescent pregnancy in sub-Saharan Africa. Safety and security issues – such as sexual harassment, gender-based violence and exploitation, corporal punishment, and insufficient latrines and sanitation facilities – continued to afflict school environments. A rigid curriculum and failure to track learning to demonstrate progress or identify the need for extra help in time to address learning gaps also discouraged school attendance and performance; the disparity between girls and boys in learning achievement was particularly marked.

In recognition of these issues, the Government of Uganda launched a National Girls' Education Strategy in June 2000 and took measures to raise the status of women and reduce the gender gap in all aspects of life. These measures included the creation of the Ministry of Gender, Labour and Social Development; the establishment of the Department of Women and Gender Studies at Makerere University; the promulgation of a National Action Plan for Women and a National Gender Policy; the establishment of a Gender Desk at the MoES; and an increase in the number of female legislators (Members of Parliament) and ministers (Muhwezi 2003 #1576). This policy environment provided much support for mainstreaming the inclusiveness and gender-responsive aspects of CFS as they were developed.

In 2001, the Government of Uganda and UNICEF brought the issue of gender sensitivity under the umbrella of the Child-Friendly Basic Education and Learning (CFBEL) programme. CFBEL was explicitly designed to focus on issues of quality that were not being adequately addressed by the mainstream universal primary education strategies. Six new and ongoing activities aimed to support MoES and Ministry of Health efforts to address many barriers to girls' education in Uganda and to address the needs of conflict areas. While the Child-Friendly Basic Education and Learning programme focused most of its activities on 15 districts in three northern areas and one north-eastern area (Karamoja), UNICEF also supported and worked with the MoES to transform national policy with respect to girls' education, school health and sanitation, and teacher education consistent with the CFS approach. Because the north was considerably less developed than other regions of the country, UNICEF particularly directed substantial resources to that area.

Promoting girl-friendly/child-friendly schools: Neither the Government of Uganda nor its development partners had sufficient funding to ensure that all primary schools had at least the same support as the COPE schools. But from that experience came ideas for how ordinary formal schools might become more child- and girl-friendly. By 2000, UNICEF and the MoES had the outlines for what a child-friendly school should look like and began developing a 'Child-Friendly Checklist' that provided teachers and school inspectors with a progressive approach to developing child-friendly schools. The checklist characterized child-friendly schools as: rights based; effective for learning; gender sensitive; promoting healthy living; providing a safe, protective environment; and supported by the community.

In 2001, 642 girl-friendly/child-friendly schools were launched. The plan for the schools included support for more effective and interactive teaching and learning

methodologies. One of UNICEF's most important investments was in the development of early grades curricula in local languages. In 2000, UNICEF began supporting the work of the Moltano Institute for Language and Literacy (based in South Africa and formerly known as the Moltano Project), which adapted its Breakthrough to Literacy (BTL) early primary curriculum to a local Ugandan language. Learning to read and write in their mother tongue in P1 greatly increased the speed and accuracy with which children would later learn to read and write in a national language in P2 and P3. By 2006, BTL programmes were available in nine local languages. UNICEF also supported teacher training for Mediated Learning Experiences and child-to-child learning.

UNICEF and the Ministry of Education and Sports finalized the 'Guidelines for the Child-Friendly Checklist' in 2002 and distributed this colourful 29-page brochure to thousands of educators. The guidelines included two checklists: one for Level One in the first term and another for the beginning of the third term in Level Two. The guidelines were particularly timely given the rapid expansion of enrolments in January 2002, when the Government of Uganda revised its policy for universal primary education to include all children, not just two boys and two girls in every family.

The Girls' Education Movement (GEM, 2001): The Africa-wide Girls' Education Movement (GEM), a major component of the African Girls' Education Initiative being implemented by UNICEF, was launched in Kampala in August 2001. GEM is a network of school-level clubs that help promote access to quality education for girls. Club membership is open to students enrolled in Grade 4 up to age 25. UNICEF supported the development of a training manual and GEM trainers – who subsequently train club members about gender, sexuality and HIV/AIDS, menstruation management, child-friendly schools, planning, school mapping, advocacy, peer-to-peer mentoring and mass communication.

The clubs undertake to map all school-age children in their communities and help them come to school regularly. They may design and participate in radio programmes, dramas, debates, music, dance and poetry performances to address issues key to girls' participation in schooling, such as discouraging child marriage and being proactive in preventing the spread of HIV. District chapters that work in collaboration with the local district governments coordinate GEM clubs at the school level. GEM has chapters at the national and district levels in which there are relatively more members in secondary or higher education. University members of GEM use a questionnaire developed in 2004 to monitor clubs and ensure they stay active and focused on appropriate activities (UNICEF Eastern and Southern Africa Regional Office 2007a).

Focusing Resources for Effective School Health (FRESH): Most of the earliest child-friendly guidelines from UNICEF and the MoES are related to health and sanitation. Nonetheless, the baseline survey of CFBEL found no latrines in many schools and pupil ratios as high as 349:1 (World Learning 2003 #1534). Less than

half of conventional schools included in the survey had a functional hand-washing facility. CFBEL supported government efforts to provide more hand-washing facilities, washrooms for girls, sanitary pad provision, incineration, solid waste disposal and urinals for boys, and to establish better latrines for both sexes.

In addition, UNICEF supported a government survey of school sanitation and hygiene in 2005, in 20 districts in all four major regions – covering 416 schools, of which 334 were primary and 6 were Primary Teachers Colleges (Republic of Uganda, Ministry of Education and Sports 2006 #1574). This survey was preliminary to the Government's development of a school health policy, supported by UNICEF, three years later.

Early Childhood Development (f. 1999)

In 1999, UNICEF began working with the MoES on development of the Learning Framework for Early Childhood Development (ECD) and the establishment of community-based ECD centres in the central and western regions of Uganda. Community-based centres for early childhood development are non-profit-making enterprises – initiated, managed and funded by the communities. The Government provides quality assurance through registration, monitoring and training, under guidance from the 2005 Learning Framework. The ECD policy recognizes four types of centres: community-based, home-based, day care and nursery. UNICEF also supported the development of a training framework for early childhood caregivers, a community mobilization manual and a manual for managing ECD centres.

A UNICEF proposal to AGEI for supplementary phase-two funding added several components intended to help track progress towards and meet the Millennium Development Goals for education, i.e., gender parity by 2005 and gender equality by 2015. These components included:

- Measuring the quality of learning achievement and the school environment, with a focus on developing measurement tools and methodologies.
- Ensuring adequate monitoring, information and reporting – through district information management systems and the Education Management Information System – to track progress on goals related to birth registration, community-based information management, and the water and environmental sanitation programme.
- Improving the transition rate from alternative primary education into the conventional school system.
- Aligning ABEK, COPE and FRESH with the conventional schooling system and training teachers in conventional primary schools in conflict districts about child-friendly/girl-friendly and healthy schools.
- Increasing school development planning and community partnerships.

- Training teachers to be more outcomes-based, sensitive to gender, and better able to teach about life skills and HIV and AIDS.

To help ensure adequate monitoring, information and reporting systems, the MoES and UNICEF contracted with an international non-governmental organization (NGO) in 2002 to conduct a baseline survey in 235 conventional primary (P1–P7) schools and COPE learning centres in CFBEL's six core districts (World Learning 2003 #1534). The survey also collected district-level data in nine districts and addressed several indicators and areas of interest – including basic statistics, school and community relations, school inclusiveness, early childhood development and the “friendliness of learning in schools.”

It determined that the gender gap in enrolment had been largely closed in three out of the four districts, but that enrolment of both sexes declined precipitously by the time students reached P4. Among issues identified by the survey:

- Schools kept no records on disadvantaged children or dropouts.
- Some schools did not have school management committees, parent-teacher associations, or welfare and disciplinary committees.
- Little interactive teaching and learning was occurring.
- Few schools were accessible for disadvantaged children or succeeded in retaining them.
- Most schools had inadequate sanitation facilities.
- Many young mothers were being turned away from school.
- Few ECD programmes offered cognitive stimulation, and few ECD caregivers were trained.

Table 1 summarizes many of the activities undertaken by CFBEL during the last three years of the project (2003–2005). In addition to supporting government production of handbooks, training manuals, guidelines and curriculum units to address the needs of a wide range of education stakeholders, UNICEF supported surveys and studies that provided the framework for new government policies relevant to child-friendly schools.

CFBEL supported MoES work on a Basic Education Policy for Educationally Disadvantaged Children for several years before it was adopted in September 2006. UNICEF also worked with the Ministry of Education and Sports to find existing programmes or make new ones to fund activities associated with getting more disadvantaged children in school and learning. Girls were included in the ‘disadvantaged’ category because girls’ and boys’ enrolment for the beginning of primary school was almost equal at the national level, but many more girls than boys dropped out before completing primary school. In addition, far fewer girls who completed P6 performed well on the Primary School Leaving Exam, in comparison to boys (UNICEF Eastern and Southern Africa Regional Office 2007b).

In 2004, the gender dimension of CFS gained a major advocate when the United Nations Girls' Education Initiative (UNGEI) was launched. The national UNGEI working group consisted of 15 members, including representatives from the Ministries of Gender, Finance and Health; it was chaired by the MoES and co-chaired by the Forum for African Women Educationalists (FAWE) Uganda chapter. The working group provided strategic guidance and implementation of the UNGEI vision, strategies and plans.

UNGEI also formed a Gender Task Force, with members from MoES, FAWE Uganda, the Forum for Education NGOs in Uganda (FENU) and the Ministry of Gender to develop strategies to improve the quality and duration of girls' education. This task force also developed *Achieving Gender Parity in Education in Uganda: Strategy paper and framework for action* (June 2005), and the Gender Parity Campaign Initiative eventually incorporated four strategies: youth participation, strengthening partnerships, media campaigns and gender sensitization. UNGEI District Advisory Committees and Camp Education Committees for internally displaced persons (IDP) engaged GEM in school mapping and gender parity awareness, and supported activities to help retain more girls in school. To date, their activities include child profiling, improving school environments, peer counselling, remedial math and science activities for girls, and life skills, sexual maturation, sexuality and HIV/AIDS education.

Evaluation

By 2005, significant improvements had been observed. In an effort to highlight the scope of child-friendly schools and learning initiatives being undertaken under the MoES programme, and to develop the research and the documentation capacity of young people, in late 2004 UNICEF funded a series of CFS case studies.¹

The case studies covered 20 learning institutions, including 14 primary schools, two COPE centres and two ABEK centres. The majority were day schools serving both genders, but there were also two boarding schools and one multi-grade school. The studies included observation at the classroom, school and community levels; focus group discussions with pupils, teachers, parents and members of school management committees; interviews with head teachers, and national and district-based officials; content analysis of records and school community maps as well as the textbook sections covered during classroom observations; and written questionnaires and fact sheets covering quantitative data at the district, school and individual informant levels.

¹ These studies were coordinated by a senior researcher who conducted a three-day workshop on research methods and rights-based approaches for 30 young people from youth forums, such as GEM, Youth Alive, peer educators, and more experienced staff from the Primary Teachers College and the Coordinating Centre tutors. From these young people, 12 were selected to be researchers based on their academic qualifications, their willingness and readiness to do qualitative work, and their knowledge of local languages. These researchers eventually worked in eight districts, spread across UNICEF's four focus regions/sub-regions, including a range of types of education provision, some of which have experience with BTL, FRESH and GEM interventions.

In early 2007, the MoES Education Standards Agency, which received support from UNICEF under CFBEL, undertook a study of 178 schools in 14 of the 31² districts where the Ministry and UNICEF had cooperated during 2000–2005 to improve the quality of basic education (Education Standards Agency 2007 #1530). The study compared the achievement of students and the environment of schools that participated in the programme and nearby schools that had not. Results were constrained by lack of baseline data³ and by difficulties of assigning specific levels of outputs and outcomes to CFBEL when many other donors were also involved in the same activities.

The survey noted that the CFBEL programme schools were more “needy in many aspects of school environment” than the programme schools in the survey. The implication of this systematic difference is that programme schools were performing at or below the level of non-programme schools, thus rendering it difficult to draw conclusions about the impact of CFBEL interventions.

According to the survey, schools most frequently reported assistance from UNICEF in three areas: training for senior teachers to serve as counsellors requested by 74 per cent of programme schools and 35 per cent of non-programme schools); providing water tanks (48 per cent and 17 per cent); and supplying menstruation management materials (45 per cent and 15 per cent).

Administrative data at the school level suggested that school enrolment in both programme and non-programme schools had remained largely constant during 2000–2006. Drop-out rates fluctuated in programme schools from 61 to 52 to 83 per cent in 2000, 2002 and 2005, respectively, and in non-programme schools from 45 to 56 per cent in 2000 and 2005, respectively. The girls’ drop-out rate was much higher than the boys’, and drop-out rates in programme schools were higher than in non-programme schools.

Pupil achievement on the Primary Leaving Examination improved from 2000 to 2005. In schools where enrolment had increased, however, there had been no change in the official number of teachers, resulting in increased student-to-teacher ratios.

Among other findings, the study noted inadequate supervision by the Ministry of Education and Sports in 13 of the 14 districts. In the interest of improving the quality of basic education and achieving gender parity in primary schools, the study proposed 20 recommendations – many focusing on improving implementation of existing procedures, and on increased monitoring and support on the part of district education officers, NGOs and UNICEF.

Finally, the study noted that despite the appreciation of stakeholders for most interventions, those interventions would fade away without continuing external support.

² UNICEF reports suggest only 15 districts were assisted under CFBEL.

³ This methodology was selected instead of a quasi-experimental design because “the baseline study could not be traced”; however, a baseline study (World Learning 2003) was made available for this CFS case study on Uganda.

When the report was published in March 2007, however, a new UNICEF-supported education programme was already under way.

The Rights of All Children to Education (TRACE 2006–2010)

By 2006, UNICEF was replacing CFS terminology with more explicit, rights-based terminology while continuing successful activities and launching new ones to cover all dimensions of child-friendly schools. As shown in Table 1, the new education programme for 2006–2010, The Right of All Children to Education (TRACE), is organized under two broad projects: Early Learning and Stimulation, and Primary Education. Consistent with the current UNICEF country programme, TRACE covered 15 old and 8 new focus districts, all in conflict-affected areas.

Early Learning and Stimulation aims to increase the percentage of 0- to 5-year-old girls and boys in the target districts who are able to realize their right to quality early learning, stimulation and preparation for timely enrolment in primary school from 2 per cent to 12 per cent. Among the activities under this project were support for infrastructure development of community-based ECD centres – including well-ventilated, permanent buildings, tanks to harvest rainwater, hand-washing facilities, playgrounds and latrines. Curricula and materials were developed in 16 local languages, following the ECD Learning Framework established under CFBEL, and caregivers and facilitators received ECD training.

The National Curriculum Development Centre received support to develop an ECD Caregivers' Guide, a Trainers' Manual and Training Framework, and an ECD Mobilization Manual. ECD multi-sectoral teams were established at the district level, and school management committees were organized to supervise almost half of the centres. In addition, the MoES was supported in development of an ECD Management Committee Training Manual and a Communication Strategy together with a survey of ECD provisions and programmes in Uganda. The Ministry also established a national ECD policy, approved and brought into force in 2007.

Primary education quality and completion aimed to increase the proportion of children 6–12 years old, especially girls, who realize their right to access education from 53 per cent to 68 per cent, and to complete quality primary education and achieve required proficiency levels for their class from 23 per cent to 40 per cent. Under this programme, UNICEF supported many activities that built upon and expanded a child-friendly approach to schooling, including support to:

- CFS-related infrastructure improvement in the 23 focus districts, including construction, rehabilitation and furnishing of classrooms, and the construction of teachers' houses.
- Construction of latrines and safe water sources, which in 2007 alone covered 35,680 schools serving more than 500,000 children.
- Mainstreaming new subjects into teacher curricula for tutors at core Primary Teachers Colleges in all conflict districts and Karamoja, including Breakthrough to

Literacy, integrating performing arts in the curriculum and gender-responsive pedagogy consistent with the 2005 handbook.

- Development of an Accelerated Learning Programme to enable 10- to 16-year-olds who had never attended school to receive the equivalent of a primary education in less than five years.
- Comprehensive assessment of the non-formal education sub-sector and harmonization of tools.
- Development of a handbook on positive discipline and a new handbook for school management committees, which was used to orient all stakeholders.

Although the national average for gender disparity in primary school completion rates was only 4 per cent in 2006, the gender gap in some target areas was much higher, for example, 38 per cent in Acholi, 29 per cent in Lango and 19 per cent in Teso. The project therefore continued to focus on expanding support to girls' education in the target districts, and activities included:

- Adapting the 'Handbook on Gender Responsive Pedagogy and Mainstreaming' in 47 Primary Teachers Colleges.
- Supporting the development and review of the Gender in Education Policy, which entered the final government approval process in 2008.
- Expanding membership in GEM, including 13,000 new members in 2006.
- Establishing UNGEI partnership chapters in 20 IDP camps and return areas.
- Drafting laws and codes of ethics to encourage enrolment and retention of girls and vulnerable children; achievements in 2007 include the return to school of 118 young mothers and the enactment of by-laws in the 164 communities where UNGEI was active.

One of the key achievements of CFBEL that subsequently benefited TRACE was creation of a thematic curriculum for early primary school by the National Curriculum Development Centre. The thematic curriculum incorporated many features of the Breakthrough to Literacy programme, defining core competencies and providing teachers with suggestions for presenting the curriculum in the first language of their students.

Phase one of the thematic curriculum was rolled out in 2007, the same year the MoES conducted a formative evaluation of Breakthrough to Literacy (Commission on Research Statistics Monitoring and Evaluation 2008). Although the evaluation found that Breakthrough to Literacy required new training for teachers, new learning and teaching materials, and more class preparation time, it also determined that the programme was generally well received by the teachers who were using it.

The evaluation concluded that Breakthrough to Literacy could be terminated because most of its key features had been rolled into the thematic curriculum created by CFBEL. Nonetheless, the thematic curriculum would need to encompass all of the additional resources identified in the BTL evaluation recommendations.

Go to School, Back to School, Stay in School (2007–2008)

The most high-profile new activity undertaken by TRACE is the two-year Go to School, Back to School, Stay in School (GBS) campaign launched in January 2007. During the first year, a series of high-profile events and activities involved a wide range of stakeholders, using complementary funding sources and focused on seven districts.

In areas where internally displaced people were just returning, there were few schools intact – and even fewer learning and teaching materials. GBS activities drew on many of the partnerships, materials and efforts undertaken during the previous 10 years in the target districts. Among these activities:

- Advocacy and promotional materials such as banners, posters (3,300), T-shirts (20,000) and caps (11,000) were produced with key messages written in three local languages as well as English. Development, pretesting and finalization of the messages and designs involved stakeholders including teachers, teachers' trainers, the Ministry of Education and Sports, district education office staff, UNICEF staff and young people.
- Thematic curriculum materials were purchased and distributed in nine districts for Grade 1 classes in all primary schools in the Acholi and Lango sub-regions, and for the Accelerated Learning Programme for overage learners in Kitgum and Pader.
- The Acholi and Lango sub-regions received 1,931 School-in-a-Box kits containing basic scholastic materials for pupils and teaching aids in lockable boxes. Gulu District received 1,540 desks for 12 primary schools.
- Capacity development at various levels encompassed teacher training on child-friendly methodologies and early childhood development.
- 'Healthy school' interventions focused on development of water, sanitation and hygiene facilities and improved hygiene practices in schools, such as hand washing, personal health and cleanliness.
- Creative methodologies were used to support the holistic development of children in school – including the primary schools' Music, Dance and Drama Festival, and sporting and recreational activities at the school and district levels.
- Video, photographs and audio media were used to document the pre-launch processes and launches through partnership with young people.
- Monitoring and support supervision included assessments of learning competencies, pupil and teacher attendance in primary schools, and readiness for entry into first grade by 6-year-olds. Baseline data were collected through rapid assessment of learning spaces in Kitgum and enrolment statistics in the Lango sub-region.
- Coordination of the Emergency Education Cluster involved Kampala-based coordination of education organizations for the conflict-affected areas under the United Nations and Partners Consolidated Appeal (UNICEF Uganda 2007).

In 2007, the key achievements of GBS in the seven target districts included an overall increase in primary school enrolment of 15 per cent, varying from 3.3 per cent in Amuru to 61.6 per cent in Kotido, and resulting in increased enrolment in primary school of more than 83,000 students. Moreover, post-launch activities included the first-time enactment of by-laws to enforce already existing compulsory education laws. Many of these by-laws focus on girls' education and child labour issues.

Many GBS activities aimed to increase retention and completion by improving school quality. Almost 900 latrine stalls and more than 100 water tanks were constructed in ECD centres and schools in the first year of GBS. The distribution of thematic curriculum materials allowed teachers in P1 to teach in the mother tongue of the students and provide a modicum of teaching and learning materials in the form of Schools-in-a-Box. More than 3,900 teachers received training on Breakthrough to Literacy, the methodology underlying the thematic curriculum; psychosocial education to address the needs of conflict-affected children; and positive disciplining to replace corporal punishment.

Sports, games and the arts were also key retention strategies in the GBS campaign. More than 1,100 recreational kits were distributed; playgrounds were levelled; 240 'GBS Football and Net Tournaments' have been organized in Lango; and the Salvation Army has created playgrounds equipped with see-saws, slides and swings where GBS launches took place. GBS funding helped 199 schools organize 'Music, Dance and Drama' events and enabled representatives of 17 schools in the target districts to participate in the national festival.

GBS facilitated meaningful participation and empowerment of girls and young people. Pre-launch activities included training for children and young people in life skills, leadership, community mapping and outreach, and the establishment of new GEM clubs. GEM club members have been involved in documenting Go to School, Back to School, Stay in School using photos and DVD/video to record progress and motivate further action. GEM members produced photo diaries containing lists of commitments made by various stakeholders and presented these diaries to senior policymakers in order to facilitate follow-up. In Lira, War Child Holland helped establish a Children's Parliament, in which four schools nominated 10 parliamentary candidates (5 of them girls) and conducted campaigns and elections, followed by parliamentary debates focusing on GBS issues. GBS plans for 2008 are discussed in Section V, 'Future Direction'.

III. PROCESS

Since 1998, donors to education in Uganda have coordinated their work through a sector-wide approach to programming (SWAp). Working with a legion of donors, NGOs, and government agencies and committees has enabled UNICEF to leverage its resources and take the girl-friendly/child-friendly schools concept much further than might be otherwise possible. The Canadian International Development Agency, UK Department for International Development (DFID), United States Agency for International Development (USAID) and the World Bank are the leading donors to basic education and tend to emphasize macro-level policy. For AGEI and the Child-Friendly Basic Education and Learning Programme (2001–2005), UNICEF worked closely with the Government of Uganda and with DFID, the Government of the Netherlands, Ireland Aid, the Norwegian Agency for Development Cooperation and USAID. UNICEF also participates in the donors' Education Sector Consultative Committee and the Education Funding Agencies Group.

Partnerships were also established with a large number of international and local non-governmental organizations, including ActionAid, Alliance on Female Education, Association of Volunteers in International Service, FAWE Uganda, FENU, Institute of teacher Education Kyambogo, Kid's League, Northern Uganda Social Action Fund, Salvation Army, Save the Children Norway, Straight Talk Foundation, Uganda National Examinations Board, Uganda Women's Effort to Save Orphans, the Vice-Chancellor's Forum and War Child Holland.

At the national level, UNICEF works with the Ministry of Education and Sports as well as the Ministries of Gender, Finance and Health. UNICEF also coordinates the Inter-Agency Steering Committee Cluster on Emergency Education. Emergency Education Working Groups at the district level had an active role in steering planning and implementation of the GBS campaign in several districts. Technical support for child-friendly schools has been provided by the Commonwealth Secretariat, Educational Research Network in East and Southern Africa, FAWE international, Female Education in Mathematics and Science in Africa project, International Institute for Educational Planning, and the UNESCO Capacity Building Programme for Africa.

Developing the national Gender in Education Policy

The following account of the development of Uganda's Gender in Education Policy illustrates the process of moving along one CFS dimension at the system-wide level.

A national gender policy was developed by the Government of Uganda in 1997 and revised as the Uganda Gender Policy in 2007. The policy emphasizes that "gender mainstreaming is no longer an option but mandatory" at the line ministry level. The Uganda Gender Policy provides an important framework for redressing gender imbalances and for the development of sector-specific gender policies, such as the Gender in Education Policy, which is being finalized at the Ministry of Education and Sports. UNICEF has leveraged this support with additional assistance from Irish Aid, currently coordinator of the Education Funding Agencies Group, which will support the

printing of the Gender in Education Policy.

The final report of the 'Gender Review in Education in Uganda' conducted by the UNICEF Eastern and Southern Africa Regional Office (ESARO) in August 2007 pointed out that the draft Gender in Education Policy, while capturing the main gender issues in the sector, was not adequately aligned with the national gender policy. According to ESARO's final gender review report (September 2007), the draft education sector gender policy provides opportunities for further revision to provide a strong framework for establishing an education system that is sensitive and responsive to gender issues.

The final Uganda summary report of the gender review was shared with the MoES Gender Task Force, and the comments of the report influenced the finalization of the Gender in Education Policy. The Ministry's Gender Task Force organized a retreat in October 2007 to review and finalize the Gender in Education Policy. One of the main objectives of the retreat was to harmonize education policy with the national policy. As a result of the gender audit in Uganda, the final draft of the Gender in Education Policy is now more aligned with national policy; it is currently waiting for final approval by the monitoring and evaluation (M&E) and top management at the MoES.

In addition to the Gender in Education Policy, the Ministry of Education and Sports has developed a handbook for teachers on gender-responsive pedagogy with support from UNICEF. The gender review summary report described this handbook as "one of the most important documents on gender mainstreaming in Uganda that should be made part and parcel of instructional materials at the pre-teacher education training institutions for both primary and secondary education." By November 2008, the final content editing of the handbook was completed, and the layout was finalized and expected to be presented to the MoES for approval by the end of 2008 (Laura Keihas, personal communication, 6 October 2008; Sheila Wamahiu, personal communication, 14 November 2008).

An excerpt from the December 2007 progress report of the GBS campaign (*see Annex A*) provides an example of the complexity of organizing such a multi-district-level effort with buy-in from the MoES.

IV. OUTCOMES ANALYSIS AND KNOWLEDGE BUILDING

As described in Section II, during 1998–2008, UNICEF provided support to myriad CFS-related activities at the system-wide policy level as well as the district and community levels. Table 2 summarizes some of the outputs of these activities. Because of the large number of district- and community-level activities supported, the middle column of Table 2 is largely illustrative, whereas the system-wide outputs in the far left column are relatively comprehensive.

The far-right column shows that UNICEF has supported the development and circulation of major policies for each dimension of child-friendly schools. Several of these are not yet approved but are expected to be soon. This column also lists the strategies, guidelines and handbooks that were developed, usually in advance of the policies. These materials have enabled some approaches to be implemented while the formal policies that legitimize them are in the years-long approval process. Nationally, gender parity in primary enrolment rates was reached long before the Gender in Education Policy was approved in late 2008; nonetheless, gender inequities persist in primary completion and achievement as well as in secondary enrolment.

Research and knowledge management

Table 3 shows a few of the dozens of studies carried out to support CFS activities in Uganda, some more analytical than others, several of which are included in the bibliography. The project also benefited from several external formative evaluations of individual components of the programme in the target districts (COPE 2006⁴ and BTL 2008). In addition, as noted in Section II, the MoES Education Standards Agency conducted the 'Assessment of the Impact of School Environment on the Quality of Basic Education and Gender Parity in Primary Schools' in 2007.

The findings of these studies are consistent with the findings of several external reviews of the Ugandan education system, demonstrating that many difficulties in the target districts are symptomatic of systemic issues. For example, a draft report on causes of low primary education completion rates conducted by a private firm for the Ministry of Education and Sports identifies high levels of non-compliance with government policies and approaches to reduce drop-out rates and improve completion of the primary cycle (Business Synergies 2007 #1579). The report concludes that this has been a result of the misconception of the policies and of insufficient efforts on the part of the Ministry to financially support the implementation of the policies/interventions, as well as misuse of funds at the district and lower levels.

The report finds that low levels of teacher motivation are related to low teacher salaries, poor or non-existent teachers' housing, and inadequate instructional materials. The supervision necessary to ensure teachers use new materials at hand and implement new initiatives is lacking. The report finds too many pupils in the lower primary classes and too

⁴ Not made available for this case study.

little community involvement in most schools, the latter attributed to insufficient mobilization and over-politicization of the universal primary education programme (Business Synergies 2007 #1579). Most importantly, however, there appears to be little input through parents and community participation, probably the nonpareil of this kind of activity.

UNICEF remains committed to implementing most of its CFS activities through the Government of Uganda. As a result, the sustainability of these activities is constrained by the decentralized and limited implementation capacity of the Government, as described in these reports. Moreover, UNICEF's budget does not include the equipment and staff for the district education office to sustain CFS-related activities/practices at the school level.

However, the CFS emphasis on using UNGEI and GEM to mobilize other stakeholders at the school, community and district levels is potentially sustainable. At least some of the groups formed under these two organizations are likely to survive and to agitate for better support from the district education office and to demand more consistent effort from teachers at the school level. Given issues of corruption in the implementation of block grants and school capitation grants (Mushemeza 2005 #1617), watchdog activities by groups like these may help more funds reach more schools without increasing the level of such grants.

More child-centred, effective teaching at the classroom level, the focus of so much CFS effort, will be more difficult to realize. From its own documentation, GBS-like activities and Music, Dance and Drama appear to be some of the more promising ways to raise community awareness of children's rights and how children learn. With such awareness, community groups would be in a better position to demand effective teaching and learning methods.

The printing and distribution of new policies and materials on a focus-district or system-wide basis, the training of stakeholders in the use of these materials, and the continuous restocking of these is necessary to realize UNICEF's investment in these policies and materials. Cost-effective ways to ensure these policies are implemented and the materials used at the school and classroom level have yet to be demonstrated.

For UNICEF, moving teachers and school systems towards actions that respect the rights of some of the most disadvantaged children in Uganda is more than sufficient to justify its investment in child-friendly schools to date. Donors with the funds to scale up pilot CFS activities, and the Government of Uganda with its limited education funds, however, are likely to demand evidence of cost-effectiveness in terms of learning and school completion, i.e., indicators of desired outcomes (pass rate on the Primary Leaving Exam) rather than simply achieved outputs (such as X number of teachers were trained).

Few pilot activities can generate such evidence, given their short time frame and, in the case of CFBEL and TRACE, the transient nature of much of the population in their target districts. UNICEF's 2007 country office annual report, however, provided many more contextualized indicators of quantitative outputs, for example: GEM membership in 2007 was 356, 701 (75 per cent girls) spread over 903 school-based GEM clubs, covering 22 per cent of children enrolled in 31 per cent of the primary schools in the 23 districts,

overseen by 17 district-level chapters and guided by a national GEM executive committee. GEM has also been extended to other districts by other organizations, such as FAWE Uganda, bringing the total number of GEM clubs in Uganda to around 1,000 by the end of 2008.

In the medium term, continuing to collect and fine-tune contextualized indicators of improved participation in school and improved well-being for children – in terms of attendance, learning, and physical and psychological status – should speak to potential donors and those considering expanding the programme beyond the target schools and districts.

V. FUTURE DIRECTION

The 2007 GBS roll-out required an unprecedented degree of partnership with other organizations at all levels of the education system that together implemented almost 100 activities in seven districts. The GBS work plan for 2008 included continued engagement with these partnerships to accomplish six priority actions – including keeping existing partnerships active and rolling out GBS in post-conflict districts of western Uganda, with a focus on child protection, while at the same time advocating for the establishment of ECD centres near primary schools.

In areas where internally displaced persons are returning, rehabilitating primary schools according to Government of Uganda guidelines, particularly gender- and disability-friendly facilities and access to safe water and sanitation, will be most welcome. Supporting GEM and UNGEI to help reduce disparities and empower children should be imperative. In hard-to-reach areas of Karamoja, child-to-child approaches and community monitoring mechanisms, among other activities, will be used to sustain results.

Strategic support to the development of rights-based policy and legislation – including enforcement regulations for compulsory education; finalization of the School Health and Gender in Education Policies; development of guidelines for safe and healthy schools; and advocacy for early childhood development in line with the Government's Education Sector Strategic Plan policy and guidelines – should be reviewed periodically. Future national development planning, particularly for disadvantaged children, will be informed by support for the Ministry of Education and Sports to develop a mechanism for tracking children from P1–P7; establishing and enforcing guidelines for the certification of safe and healthy schools and Primary Teachers Colleges, including standards of violence-free learning environments; and a simulation model that will be used to estimate the cost per child of delivering child-friendly education.

Overall, the priority actions for TRACE in 2008 incorporated support for an aggressive campaign to enrol all 6-year-olds in P1. As a strategy for P1 enrolment, the campaign should be provided with technical support for policy initiatives in ECD centres established and led by the community. Education quality should be improved through support for teachers' preparation and provision of quality learning materials. Equally, to increase retention and completion, the quality of the learning environment should be promoted, and sanitation and hygiene facilities in schools improved, through high-standard

rehabilitation of school facilities, especially in areas of IDP return. Furthermore, the quality of the learning environment for teachers should be improved, and the quality of accommodations for teachers in hard-to-reach areas should be examined, in an effort to improve teacher retention and reduce absenteeism (UNICEF Uganda 2008 #1573).

In general, UNICEF appears to be ready to continue moving ahead on all dimensions of the CFS concept, even when not using CFS terminology. To date, UNICEF staff say that the public and the Ministry of Education and Sports have shown most appreciation for the health and sanitation dimension. They hope that work during coming years might foster more appreciation for the effective learning and rights-based education dimensions.

In the medium term, Uganda's education system will be strained by continued rapid growth in the school-age population, HIV/AIDS prevalence rates hovering around 7 per cent, and the need to resettle millions of internally displaced people and rebuild villages in conflict-affected areas.

The population of school-age children, 6–18 years old, is generally increasing over the projection period. The primary-school-age population, 6–12 years old, is expected to increase from an estimated 6.3 million in 2007 to approximately 8.9 million in 2017. And the size of the secondary-school-age population, 13–19 years old, will increase from an estimated 4.7 million in 2007 to approximately 6.6 million in 2017 (Republic of Uganda, Uganda Bureau of Statistics 2007). This population growth will put extreme strain on the education system and calls for more attention to budgeting for and implementing the CFS-related policies reflected in the national policies listed in Table 2.

Table 1: Illustrative CFS Activities in Uganda, 2003–2007

Country programme focus: Acholi and Lango sub-regions; Karamoja, Teso and western regions

Child-Friendly Basic Education and Learning Programme (CFBEL), 2001–2005; 15 districts			The Right of All Children to Basic Education (TRACE), 2006–2010; 23 districts	
2003	2004	2005	2006	2007
Primary school gross enrolment (% girls)				
1.8 million (47.3%)		1.8 million (47.8%)		1.9 million (48.3%)
<p><u>Inclusive</u></p> <ul style="list-style-type: none"> Operationalized strategies and actions that support a 'costed' framework for disadvantaged girls and boys. <p><u>Effective for learning</u></p> <ul style="list-style-type: none"> Introduced Breakthrough to Literacy (BTL) in two languages, Runyankore/ Rukiga and Runyoro/ Rutooro, in three districts. Developed and provided a 'child-friendly space package' and materials for psychosocial development for districts in conflict and post-conflict situations. <p><u>Gender sensitive</u></p> <ul style="list-style-type: none"> Supported training GEM members in clubs and chapters in micro-planning, school mapping, clubs and young people's participation as well as empowering development activities. 	<p><u>Effective for learning</u></p> <ul style="list-style-type: none"> Scaling up BTL methodology in 340 schools (162 in the central region; 158 in the west; and 20 in the north, Nebbi District only) to increase proficiency in reading and writing among learners. Development of 'Teachers' Resource Book' for integrated psychosocial life skills education, targeting teachers in conflict- and disaster-affected areas. <p><u>Gender sensitive</u></p> <ul style="list-style-type: none"> Promotion of understanding of the special needs of girls through training to head teachers, senior women and men teachers; a total of 536 male and 456 female teachers and senior staff were trained. Skills building among GEM members for acceleration of the gender parity goal in education, and provision of required monitoring support for this 	<p><u>Early childhood development (ECD)</u></p> <p><u>Effective for learning</u></p> <ul style="list-style-type: none"> Curriculum support materials for ECD produced for printing. Selection and training of ECD caregivers and multi-sectoral facilitators supported. <p><u>Participatory</u></p> <ul style="list-style-type: none"> Mobilization and sensitization of stakeholders in selected districts supported. <p><u>Supportive policy environment</u></p> <ul style="list-style-type: none"> Learning Framework for ECD finalized and approved by relevant government institution and process of translation into local languages initiated. ECD policy development process to include buy-in from relevant line ministries supported. National ECD Guidelines finalized and adapted to conflict 	<p><u>Early learning and stimulation</u></p> <ul style="list-style-type: none"> Infrastructure development: well-ventilated, permanent buildings, tanks to harvest rainwater, hand-washing facilities, playgrounds, latrines Curriculum and materials development in 16 local languages. Caregivers and facilitators trained. ECD multi-sectoral teams established at district level and school management committees covering 46% of ECD centres. <p><u>Primary education Quality and completion</u></p> <ul style="list-style-type: none"> CFS infrastructure improvement included construction or rehabilitation and furnishing of classrooms, latrines and safe water facilities. BTL in all conflict-affected districts and Karamoja mainstreamed 	<p><u>Early learning and stimulation</u></p> <ul style="list-style-type: none"> Construction of 7 community-based ECD centres by Northern Uganda Social Action Fund. Resource materials in local languages distributed. Caregivers and facilitators trained. Support for training and community mobilization, including materials and equipment, monitoring, supervision and data management. National ECD policy approved. <p><u>Primary education Quality and completion</u></p> <ul style="list-style-type: none"> GBS campaign launched and promoted with sports, games and the arts as retention strategies. 3,966 teachers trained in child-centred methods, including BTL. 20 teachers' houses constructed to reduce

<ul style="list-style-type: none"> Reviewed Gender in Education Policy and Programme issues paper, and initiation of qualitative policy development process through the education sector investment programme. Reviewed guidelines for teachers to meet needs of adolescent girls on gender, sexuality, HIV/AIDS and life skills. <p><u>Healthy</u></p> <ul style="list-style-type: none"> Finalization of draft School Health Policy. Support for the Straight Talk Foundation's <i>Teacher Talk</i> newspaper to promote communication on gender, sexuality, HIV/AIDS and life skills at all levels. <p><u>Supportive policy environment</u></p> <ul style="list-style-type: none"> Support to the Education Standards Agency in developing the MALP framework, hence harmonizing the CFS checklist with the national inspection programme. Strengthen and broaden partnerships through participation in partners' donor meetings and SWAPs or sector investment programmes. 	<p>initiative. This targeted 316 female and 627 male members including teachers, head prefects and GEM club members. GEM clubs were expanded to 546 schools.</p> <ul style="list-style-type: none"> Establishment of partnerships for the UN Girls' Education Initiative (UNGEI) for coordinated and effective implementation of the acceleration strategy for girls' education nationwide and education in the conflict affected areas. <p><u>Healthy</u></p> <ul style="list-style-type: none"> Promotion of communication on gender, sexuality, HIV/AIDS and life skills at all levels through the <i>Teacher Talk</i> initiative undertaken by the Straight Talk Foundation. Finalization of the draft health policy. <p><u>Participatory</u></p> <ul style="list-style-type: none"> Development of meaningful partnerships with young people through skills building in gender responsiveness and rights-based action planning; 39 young people (23 girls and 16 boys) were targeted during the one-week 	<p>situations.</p> <p><u>Primary education Inclusive</u></p> <ul style="list-style-type: none"> Adaptation and translation of BTL materials finalized for printing into four local languages, for use by children in IDP camps in conflict-affected areas of northern and eastern Uganda and the Karamoja region finalized Teachers' Resource Book for integrated psychosocial life skills education, targeting teachers in conflict and disaster-affected areas. Training of teachers in psychosocial education in selected districts supported and activities monitored. <p><u>Gender sensitive</u></p> <ul style="list-style-type: none"> Constructed girl-friendly toilet and water facilities in schools, and learning centres in IDP camps. Institutionalize GEM at regional level and in conflict-affected areas, establish secretariat, review training programme, finalized GEM resource book. <p><u>Healthy</u></p> <ul style="list-style-type: none"> School water and sanitation monitoring and 	<p>into teacher curriculum through orientation of tutors at core Primary Teachers Colleges (PTCs).</p> <ul style="list-style-type: none"> Handbook for integrating performing arts in primary teacher curriculum; FAWE 'Handbook on Gender-Responsive Pedagogy' adapted to Uganda for tutors in PTCs. Supported development of handbook on positive disciplining. With USAID and contractor, oriented all stakeholders to school management committee guidelines used to orient all stakeholders. GEM added 13,000 new members in 2006. <p><u>NFE/ALP sub-programme</u></p> <ul style="list-style-type: none"> Accelerated Learning Programme (ALP) initiated. Harmonized tools for non-formal education (NFE) sub-sector and supported comprehensive assessment. <p><u>Girls' education</u></p> <ul style="list-style-type: none"> UNGEI partnership launched, including 10 education committees in IDP camps. 	<p>teacher absenteeism.</p> <p><u>NFE/ALP sub-programme</u></p> <ul style="list-style-type: none"> 123 ALP centres launched for 10-to 16-year-olds who had never been to school Emergency Education Working groups at district level recognized as Inter-Agency Steering Committee Cluster. <p><u>Girls' education</u></p> <ul style="list-style-type: none"> UNGEI advocacy in 4 districts led to return to school of 118 young mothers and enactment of by-laws in 164 communities where UNGEI committees are active. All 47 PTCs adopted Handbook for Teachers on Gender-Responsive. Gender in Education policy reviewed and in approval process. <p><u>Water and environmental sanitation (WES) cross-sectoral sub-project</u></p> <ul style="list-style-type: none"> 35,680 schools serving more than 500,000 children benefited from improved water, hygiene and sanitation initiatives. <p><u>Monitoring, studies and evaluation</u></p>
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<p>Monitoring, studies and evaluation</p> <ul style="list-style-type: none"> • Educational materials for the <i>Presidential Initiative on AIDS: Strategy for communication to youth</i> for primary and secondary schools. • <i>Hygiene for the Girl Child in Primary and Secondary Schools: What parents and teachers need to know.</i> • <i>Hygiene for the Girl Child in Primary and Secondary Schools: What boys and girls need to know.</i> • CFS baseline report. • Mid Term Review Studies: AGEI Evaluation Study; the 2005 Gender Parity Study and Review of School Sanitation, Hygiene and Water. 	<p>training, for purposes of reaching out to out-of-school children.</p> <p><u>Supportive policy environment</u></p> <ul style="list-style-type: none"> • Promotion of the child friendly schools (CFS) model. • Strengthening and broadening partnerships through participation in Education Funding Agencies Group meetings, and activities for effective and efficient design and implementation of a SWAp in the education sector. • Support to the Education Standards Agency for the finalization of the Monitoring Achievement in Lower Primary (MALP) framework and integration of MALP findings with other studies to coordinate advocacy for quality education. <p>Monitoring, studies and evaluation</p> <p>Educational materials for the <i>Presidential Initiative on AIDS: Strategy for communication to youth</i> for primary and secondary schools.</p>	<p>sensitization/training activities supported; resources for school sanitation study leveraged and study finalization supported.</p> <ul style="list-style-type: none"> • Identification and costing of school health package supported. <p><u>Supportive policy environment</u></p> <ul style="list-style-type: none"> • Schools and learning centres in IDP camps supported by the Government. <p><u>Girls' education and quality</u></p> <ul style="list-style-type: none"> • Gender parity campaign and roll-out of UNGEI supported for coordinated and effective implementation of the acceleration strategy for girls' education nationwide and in the conflict-affected areas. Increase capacity of young people to actively participate in promoting and monitoring the campaign built through skills training and development of monitoring guidelines. • Distributed material inputs made to improve quality and retention, especially in conflict-affected districts (e.g., sanitary kits for girls during their primary 	<ul style="list-style-type: none"> • Supported re-entry of vulnerable children, drafting of various laws and ethical codes for the enrolment and retention of girls. • Appointment of National Task Force on Education in Karamoja. • UNGEI partnership chapters established in 20 IDP camps and return areas. <p><u>WES cross-sectoral sub-project</u></p> <p>Monitoring, studies and evaluation</p> <ol style="list-style-type: none"> 1. School management committee handbook. 2. <i>Factors Affecting Education in Karamoja.</i> 3. <i>School Sanitation and Hygiene in Uganda.</i> 4. <i>Survey of ECD provisions and programmes in Uganda.</i> 5. Assessment of COPE. 6. Monitoring quality of inspections. 7. Impact of school environment on gender parity in primary education. 8. GEM multimedia presentation. 9. BTL in languages. 10. <i>Integration of Psychosocial Skills in Primary Schools: Teacher resource book.</i> 11. Educational materials 	<ol style="list-style-type: none"> 1. Rapid evaluations and baselines for GBS, Education Sector Review, impact of floods on education. 2. Assessing efficiency of primary education. 3. Identifying causes of low completion rate. 4. <i>Assessment of the Impact of School Environment on the Quality of Basic Education and Gender Parity in Primary Schools</i> (MoES Education Standards Agency).
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		<p>school leaving exams).</p> <p><u>Complementary basic education</u></p> <ul style="list-style-type: none"> • Finalization of NFE instructors' modules (Year 1) and harmonization of NFE syllabus supported. • Options paper as basis for developing framework for out-of-school children in conflict-affected areas finalized. • Finalization of policy and guidelines on disadvantaged children supported. • School water, sanitation and hygiene. <p><u>Cross-cutting activities:</u></p> <p><u>Advocacy</u></p> <ul style="list-style-type: none"> • Strengthening and broadening partnerships through participation in the Education Funding Agencies Group meetings and activities, including the Education Sector Review for effective and efficient design and implementation of SWAp in the education sector. • Engaged in advocacy to put school sanitation on the national agenda through participation in the sanitation sub-sector working group. 	<p>for the <i>Presidential Initiative on AIDS: Strategy for communication to youth</i> for primary and secondary schools.</p>	
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		<p>Monitoring, studies and evaluation</p> <p>1. Learning Framework for ECD.</p> <p>2. <i>Learning Opportunities for Children in Conflict-Affected Regions of Northern Uganda</i>, vols. I and II.</p> <p>3. Sanitation and hygiene in primary schools in Uganda.</p> <p>4. <i>Child-Friendly Basic Education and Learning Initiatives in Uganda: Case studies of Select UNICEF focus districts.</i></p> <p><u>ESARO reports including Uganda</u></p> <p>5. <i>Evaluation of the Role of UNICEF in Education Sector Wide Approaches in Eastern and Southern Africa: Business as usual or making a difference?</i></p> <p>6. 'Documentation of Good Practices in Girls' Education in Eastern and Southern Africa'.</p> <p>7. Source book on orphans and other vulnerable children.</p>		

Source: UNICEF Uganda, Country Office Annual Reports.

Table 2: Education activities supported by UNICEF in focus districts and system-wide in Uganda, by child-friendly dimensions, 1997–2008

CFS dimension	Support for implementation in focus districts (illustrative)	Support for system-wide policy change and reform
Rights-based	Go to School, Go Back to School, Stay in School (GBS, 2007-08)	<i>Guidelines for the Child-Friendly Schools Checklist (2002)</i> <i>Handbook for integrating performing arts in primary teacher curriculum (2006)</i> <i>Alternatives to corporal punishment: Handbook for positive disciplining (2007)</i>
Inclusive	Complementary Opportunities for Primary Education (COPE, 1994–) Alternative Basic Education for Karamoja (ABEK, 1998–) Accelerated Learning Programme (ALP, 2006–)	Basic Education Policy for Educationally Disadvantaged Children (2006) <i>Integration of psychosocial skills in primary schools: teacher resource book (2006)</i>
Effective for learning	Piloting and scaling up Breakthrough to Literacy (2000–2007) Teacher training for teachers and trainers for child-to-child and mediated learning approaches. Construction and rehabilitation of buildings, furniture, teachers' houses. Providing teaching and learning materials. Selection and training of ECD caregivers. Mobilizing and sensitizing ECD stakeholders. Developing and providing package of child-friendly space materials for districts in conflict and post-conflict.	<i>Life Skills for Young Ugandans: Primary and secondary teachers' training manuals (1997)</i> Monitoring Achievement in Lower Primary framework (MALP, 2004) Thematic curriculum (2007–) Early childhood development (1999–): <i>Learning framework for ECD (2005)</i> <i>ECD curriculum materials in 16 languages</i> <i>ECD trainers' manual and training framework (draft)</i> <i>ECD caregivers' guide (draft)</i> ECD Policy (final approvals 2009)
Participatory for children and communities		<i>School management committee handbook (2006)</i> <i>ECD community mobilization manual (draft)</i> <i>ECD management committee training manual (draft)</i> <i>ECD communication strategy (draft)</i> See also <i>Training Guide for UNGEI community groups</i> in Gender-responsive category, above

Table 2 (continued): Education activities supported by UNICEF in focus districts and system-wide in Uganda, by child-friendly dimensions, 1997–2008

CFS dimension	Support at grass-roots level in focus districts (illustrative)	Support for policy change and national reform
Gender-responsive	<p>Girls' Education Movement (GEM): school clubs (2001) and district chapters training in micro-planning, school mapping, development Constructing girl-friendly toilet and water facilities in schools Gender sensitization training for head teachers, senior teachers (women and men) and senior staff</p>	<p>United Nations Girls' Education Initiative: National Working Group (f. 2004) <i>Achieving gender parity in education in Uganda: strategy paper and framework for action</i> (UNGEI Gender Task Force, June 2005) <i>Training guide for community UNGEI groups (being finalized)</i> Girls' Education Movement (GEM) regional level (2005), national Secretariat (2005) <i>GEM facilitator's manual (draft)</i> Gender in Education Policy (2008) <i>Creating gender responsive learning environments: a handbook for teachers (being finalized)</i></p>
Healthy and safe	<p><i>Teacher Talk</i> initiative by NGO Straight Talk (2003) Construction and rehabilitation of latrines and water sources</p>	<p><i>Guidelines for school sanitation (1999)</i> <i>Sanitation promotion: what leaders need to know (2000)</i> <i>School sanitation latrine options (2002)</i> <i>[design and construction guidelines]</i> <i>Educational materials for the presidential initiative on AIDS: strategy for communication to youth for primary and secondary schools (2003-2004)</i> <i>Hygiene for the girl child in primary and secondary school: ...what parents and teachers need to know (2003)</i> <i>...what boys and girls need to know (2003)</i> <i>Hygiene and sanitation kit, facilitators guide and monitoring tool for conflict and post-conflict areas (2008-2009)</i> School health policy (2008-2009)</p>

Table 3: Uganda – UNICEF-supported child-friendly/girl-friendly publications, 2003-2008

Title	Author	Date	Publisher	CFS component(s) of relevance
Study Reports (* = reviewed for this case study)				
Child Friendly Schools baseline report*	MoES/UNICEF	2003 <i>(in house)</i>	-	All
The Child Friendly Schools: case studies of selected UNICEF districts	MoES	2005 <i>(in house)</i>	-	All
Survey of ECD provisions and Programmes in Uganda*	MoES	2006	Draft	Early learning for school readiness
School Sanitation and Hygiene in Uganda (status report)*	MoES/UNICEF	2006	MoES/UNICEF	School health and health promotion
Assessments and progress reports (* = reviewed for this case study)				
Assessment of COPE		2007		
Assessment of the Impact of School Environment on the Quality of Basic Education and Gender Parity in Primary Schools (Status report)*	MoES/Education Standards Agency/UNICEF	2007	MoES	Healthy, effective, safe, gender-responsive school environments
Progress report for the Royal Netherlands Government on the Go-To-School, Back-To-School, Stay-In-School campaign in Uganda*	UNICEF	2007	UNICEF	Rights-based and inclusive
Formative evaluation of the Breakthrough to Literacy Programme*	MoES	2008	MoES	Inclusive and effective for learning

Annex A: Excerpt from the 'Progress Report for the Royal Netherlands Government on the Go-To-School, Back-To-School, Stay-In-School Campaign in Uganda', UNICEF, 2007

IV Key Partnerships and Interagency Collaboration

The Role of UNICEF as the Emergency Education Cluster Lead

Existing partnerships are being strengthened as a result of the GBS campaign. The GBS was identified in 2006 by the Emergency Education Coordination Group (elevated to a Cluster in Uganda in February 2007) as a key strategy for the restoration of education in conflict affected areas. While the Cluster at the national level, led by UNICEF with seed money from the Dutch funding, was instrumental in launching the campaign in Kotido, in districts where Education Coordination mechanisms exist such as in Lira (covering all five districts in the Lango region), Kitgum, Pader, Amuru and Gulu the GBS campaigns are being guided by the district Education Sector Working Groups (ESWGs), and incorporated into the individual workplans of many of the Cluster members. The ESWGs are usually chaired by the District Education Offices and co-chaired by UNICEF in all cases except Gulu where Save the Children in Uganda (SCiU) is the co-lead. Other members include UN agencies and Community-Based Organisations (CBOs).

The GBS campaign process also provided opportunity for the activation of district based education coordination structures in at least two of the Teso region districts, i.e. Soroti and Katakwi. Similarly, the Kotido launch reinforced on-going efforts to establish ESWGs in the Karamoja region. To date, three ESWGs have been established and are functional in Kotido, Moroto and Abim Districts following the GBS launch in the sub-region in February 2007.

The GBS campaign also provides opportunity for the UN agencies to work together and deliver as one. The WFP has been a natural ally both at the national and district levels, teaming up with UNICEF especially in the distribution of school supplies. In the Acholi and Lango sub-regions UNOCHA has also worked with the district ESWGs and mobilized partners in support of the GBS campaign. Other UN agencies, viz. FAO and UN Habitat have supported the campaign in different districts.

New Strategic Partnerships

In most districts, tensions between District Education Offices and Primary Teachers Colleges are pronounced. However, the GBS campaign has afforded opportunity for the incorporation of PTCs in district-based coordination structures (ESWGs). For example, in the Lango region, the Loro Core PTC was strategic in fostering partnerships for GBS, including forming village and parish task forces that not only identified out of school children, but also reasons for their exclusion. Using the slogan "responsibility for my neighbour's child" as the rallying cry, they mobilised communities to send their children back to school. The data that is being collected by the PTCs (in Lango and Kitgum with Dutch funding) and the monitoring that is being conducted is owned by the District as a whole, making the possibility of the utilization of the findings for educational planning likely.

Community Level Partnerships – The Roll-Out of United Nations Girls' Education Initiative (UNGEI)

In the case of Amuru and Gulu districts, UNGEI partnership has been instrumental in placing the issue of girls' education firmly on the GBS agenda. The UNGEI has been adapted to the camp and returnee situations, and rolled down to the camp and community levels (in returnee areas) in Gulu, Amuru and parts of Teso. Currently, there are 164 Camp/Community Education Committees (CECs), the majority (94%) of which have been constituted in 2007. Combined UNGEI/GEM advocacy at the grassroots level resulted in girl mothers re-entering school.

Linking Up with Global Alliances and Networks

The Soroti district launch saw UNICEF actively partnering with Forum for Education NGOs in Uganda (FENU), an umbrella body for Ugandan education NGOs affiliated to the Global Campaign for Education, to launch GBS during the Global Action Week in April. FENU, an active member of the national Emergency Education Cluster, was able to bring on board some of its membership, active in the Teso region, in support of the campaign.¹⁸ The launch provided opportunity for the expansion of partnerships with civil society organisations.¹⁹

V Other highlights

Joint advocacy and mobilisation

Joint advocacy by partners resulted in the political leadership at the national, district and community levels assuming greater responsibility in promoting access to and retention in schools. The choice of chief guests and other national level participants in the district launches was strategic, intended to carry the campaign messages forward both at the national and local levels. For example, the presence of the Minister for Gender, Labour and Social Affairs in Odek (Gulu) was instrumental in the advocacy for establishment of adult education services in the sub-county. The pre-launch mobilization motivated many adults (some as old as 40 years) to register into the primary school in the absence of functional adult literacy classes.

The killing of a primary teachers' college tutor in the Kotido PTC premises by Karamojong warriors the day prior to the launch in Kotido dramatically, albeit sadly, conveyed to members of the high level MoES delegation the challenges faced by teachers in this highly insecure and unpredictable sub-region.

In Kitgum, the GBS launch was preceded by a joint fact-finding mission of MoES and members of the Education Funding Agencies Group (EFAG). This mission covered both Kitgum and Pader, and was led by the Permanent Secretary and included top officials from the various ministry departments²⁰ and line institutions.²¹ Immediate actions were taken by the national MoES to address some of the key gaps and challenges observed in the field, especially in the implementation of Universal Secondary Education and the Thematic Curriculum in lower primary. Among the commitments made were to provide additional teachers in the North to fill school staff ceilings especially in the high enrolment schools, and to effect mid-year transfers from congested districts like Kampala to enable affected districts to catch up.

Collaborative Action and Leveraging of Resources

a. The Thematic funding from the Dutch has been utilized as a catalyst for leveraging resources at various levels. A good example is that of Kotido District where, commitments made at the GBS launch were followed up by Education Partners. Working collaboratively, they established and actively monitored the management of education issues in the district. This has resulted in (i) increased community involvement in the activities of the Napumpum Primary School, the launch venue; (ii) mobilisation of resources to build 3 twin-teachers houses (one with funds from LGDP-II; one with funds from the Panyagara Sub-County Allocations; and, another with funds from WFP (mainly in the form of cement, timber, labour cost, and iron sheets); one 2-classroom block with funds from the LG (LGDP-II); three 5-stances latrines (including two ecosans with support from UNICEF, and, another with funds from the LG/LGDP-II);

b. Districts and partners are leveraging resources for teachers' accommodation and general rehabilitation of school infrastructure in returnee areas. For example, in Gulu, one of the prelaunch activities was the DDMC (District Disaster Management Committee) organized "Fun Run" which aimed at raising resources (in cash and in kind) to construct houses for teachers in support of GBS campaign. Though the target set was modest (4 houses for teachers in the camp where the campaign will be launched), such initiatives have the potential of exploiting local resources in support of education.

Establishing Baselines and Monitoring Results

Systematic and regular data collection and monitoring has repeatedly been identified as a challenge by the Education Sector. Though the quality of the EMIS data has improved over the years, the reliability of administrative enrolment data, especially in the conflict affected north is suspect. Money from the Dutch contribution has been used to address these challenges by supporting creative use of existing PTC structures. The compilation of comprehensive primary school enrolment data from all the five Lango districts by the Loro Core PTC using Coordinating Centre Tutors (CCT) provides an independent baseline for monitoring attendance patterns and retention.

In Kitgum, the PTC, in collaboration with the District, has taken a lead in conducting a **Rapid Assessment of Learning Spaces (RALS)**, and using the process as a learning experience for teacher-trainees. Similarly, in Gulu and Amuru, RALS have been conducted by the Gulu Core PTC prior to the GBS launches in June.²² Partnering with the PTCs has proven to be very cost effective and sustainable way of collecting data and inculcating a culture of evidence-based monitoring and advocacy.

¹⁸ ActionAid, Christian Children's Fund, FAWE, SNV Netherlands Development Organisation, Uganda Literacy and Learners Association, Uganda National Association for the Deaf, Uganda Teachers' Union and World Vision.

¹⁹ Notable partners in the Acholi and Lango sub-regions include BRAC, the Salvation Army, Samaritan's Purse, Save the Children in Uganda and War Child Holland as well as smaller, local NGOs and community-based organizations.

²⁰ Departments of Education Planning, Pre-primary and Primary Education, Secondary Education, Higher Education, Special Needs, and Guidance and Counselling.

²¹ Education Standards Agency, National Curriculum Development Centre, Uganda National Examinations Board.

²² The Gulu Rapid Assessment of Learning Spaces used a complementary funding source.

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