



Strategic Plan  
**EDUCATION LOCAL EXPERTISE  
CENTRE UGANDA**

2020-2024



# Contents

FOREWORD	i
ACKNOWLEDGEMENT	ii
-----	
<b>EXECUTIVE SUMMARY</b>	<b>6</b>
-----	
<b>1.0 ABOUT EDUCATION LOCAL EXPERTISE CENTRE UGANDA</b>	<b>8</b>
-----	
<b>2.0 CONTEXT ANALYSIS</b>	<b>10</b>
2.1: Global analysis	10
2.2: The African context	10
2.3: The Ugandan context	11
2.4: Key challenges of Uganda's education sector	12
2.5: ELECU strengths, weaknesses, opportunities, threats	13
2.7 Stakeholder analysis	14
-----	
<b>3.0: STRATEGIC FRAMEWORK</b>	<b>16</b>
3.1: Strategic overview	16
3.2: Strategic objectives	17
3.3: Strategies for implementation	18
3.4 Governance and human resource	19
3.5 Budgets and resource projection	20
3.6 Monitoring and evaluation plan	22

# Foreword

---



The Education Local Expertise Centre Uganda (ELECU) has developed a strategic plan and it is the third guiding document since inception of the organisation. The plan is premised on our vision of “a prosperous Uganda where children have access to quality basic Education”.

In the 2020-2024 strategic plan, ELECU proposes direct implementation aimed at:

- i. Increasing access to quality Basic Education
- ii. Enhancing teacher effectiveness in pedagogy, child protection and use of information communication technology
- iii. Increasing access to quality of skills provision for the youth in technical and vocational institutions.
- iv. Effective community involvement in promotion of quality basic Education
- v. Building the institutional capacity of ELECU to make it a leading centre of research and expertise in Education matters.

Within the framework of the Sustainable Development Goals (SDGs), and Uganda’s Vision 2040, ELECU will focus on its strength in education and the strong linkages with actors at international, national and decentralized levels.

This strategic plan forms the backbone of ELECU’s activities and hence offers a strategic direction in the next five years. ELECU is committed to strategic partnerships in order to achieve the laid down strategic goals and is open to mutual partnership with like-minded organizations including government.

A handwritten signature in dark ink, appearing to read 'Vasco Kura', written over a light blue rectangular background.

**Vasco Kura**  
**Board Chairman**

# Acknowledgements

---



ELECU is grateful to all those who participated in the formulation of this strategic plan 2020-2024 guided by the ELECU board and management. Your contributions have been invaluable.

ELECU has worked closely with the following strategic partners: Edukans Foundation Netherlands, Save the Children International, ICCO Cooperation, Oak foundation through Global Health Uganda (GHU), Tools to work in the Netherlands, Van Doorn Foundation, UNESCO, Ministry of Education and Sports, Office of the Prime minister, District Local Governments, different fora like the Uganda National NGO Forum, Forum for Education NGOs in Uganda (FENU), Education in Emergencies working group, Ministry of Gender Child Protection Working Group, The Reading Association of Uganda (RAU), and the media. Your support has enabled us to advance greatly on this ambitious journey.

Furthermore, ELECU will continue to implement her programmes with partners who have been instrumental in contributing to improved learning outcomes for Ugandan children. These include: district local governments, education institutions like Nakaseke PTC, Pacer Polytechnic, various primary schools, school governing bodies like the School Management Committees and Parent Teacher Associations and refugee welfare councils.

ELECU, in a special way, wishes to thank all the funders of the previous strategic plan including the Edukans Foundation, Save the Children International, Tools to work, Global Health Uganda and Van Doorn Foundation which facilitated the strategic planning process, as well as the implementation of the previous strategic plan, 2015 - 2019.

We look forward to continuing this journey together as we work to improve the education outlook for Uganda's learners.

**Seraphine Awacango**  
**Chief Executive Officer**

## IMPROVING THE QUALITY OF LEARNER OUTCOMES

---

ELECU has developed 2020-2024 strategic plan based on the learning from the previous strategic plan (2015-2019), through a participatory review and strategic thinking process led by the Board members, staff and partners.

Under the 2015-2019 strategic plan ELECU registered notable achievements including improving teachers' effectiveness in using ICT to improve service delivery; empowering communities to support education; enhancing leadership capacity for school leaders; and supporting skills acquisition to improve youth incomes.

ELECU worked with the Ministry of Education and Sports, Ministry of Gender, the local governments, Uganda National NGO Forum and humanitarian support organisations including the Office of the Prime Minister and UNHCR. With this funding, we expanded our scope of activities to target refugees and host communities in two settlements in West Nile and western Uganda.

Current trends show that Uganda's education sector is impacted by growing learner numbers due to the high population growth, low levels of public expenditure in education which affects both access and quality of education. This is resulting in over-reliance on household contribution to education and weaknesses in teacher

development and school management aggravating existing problems like gender-based violence, sexual abuse, and child exploitation.

Further, the influx of refugees in Uganda has emphasized the need for more inclusive education for this special interest group.

In the next strategic plan, ELECU will use national indicators from the Ministry of Education to determine which regions to work with in order to optimise its contribution to quality education service provision. The selection shall be informed by the finding of the needs assessment and baseline information collected at the beginning of the operationalisation of the new strategic plan.

The delivery of our services operates within the framework of our vision: "a prosperous Uganda where all children have access to quality basic education" and our mission: "improved basic education in Uganda for sustainable livelihoods".

To this end we will continue to build on our work in the **West Nile region:** Moyo, Obongi Pakwach; **Rwenzori subregion:** Bundibugyo, Kasese, Ntoroko, Kamwenge; **Lango subregion** Alebtong, Amolatar, Apac, Dokolo, Kole, Lira, Oyam, Otuke; **Teso subregion:** Amuria, Bukedea, Kaberamaido, Katakwi, Kumi, Ngora, Serere, Soroti; and **Central region:** Nakasongola, Luweero, Nakaseke and Kampala -our secretariat.





*ELECU supported schools to improve learner outcomes*

## Who we are

The Education Local Expertise Centre Uganda (ELECU) is an NGO that focuses on improving quality of basic education with a focus on the most marginalised, disadvantaged communities.

ELECU programs address gaps in community participation, literacy and numeracy, vulnerable children and teachers' capacity and motivation.



## What we believe

In order to achieve quality basic education, high completion rates and quality learner outcomes there must be:



**Teachers should be trained in the appropriate curricula** supported by information communication technology.



**Learners should be empowered** to learn through active participation in school work using a variety of tools.



**School communities must be empowered** and involved in learning and child welfare.



**Schools environments** should be safe for learners and have appropriate and safe infrastructure.

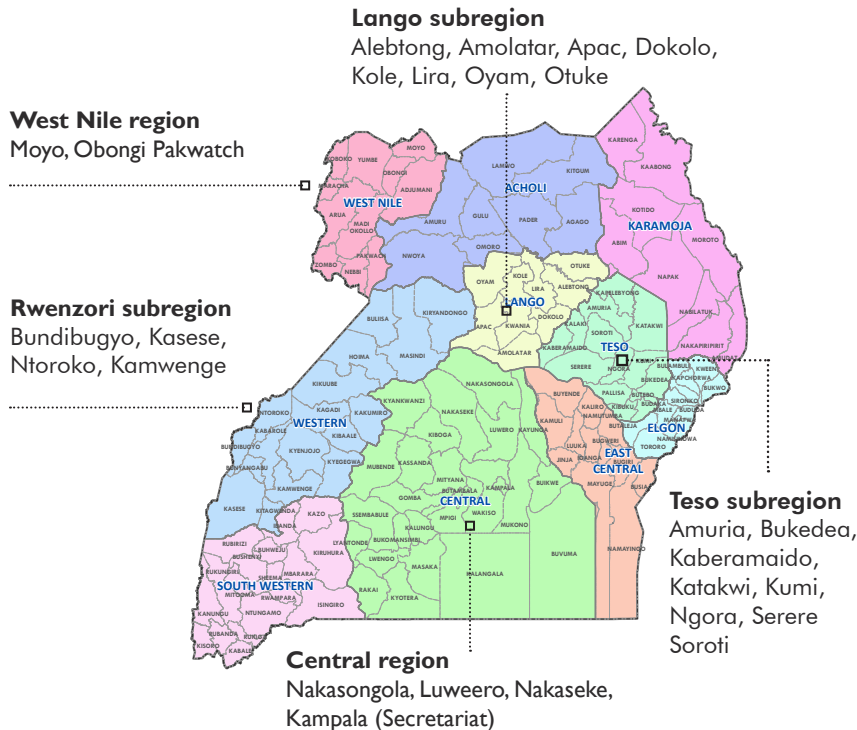


**Schools administration** are supported to focus on transformational school management by promoting ongoing leadership development.



## Where we work

---



## Our theory of change

---

If, teachers are effective in their teaching/work, learners are stimulated and supported to actively participate in learning based on appropriate policy and curricula, school management is supported with appropriate ICT systems and effective supervision by Government; schools have appropriate and sufficient infrastructure; and communities are empowered and involved in learning; then this will lead to improvement in quality basic education with high completion rates that will lead to quality learner outcomes.

## Who we work with

**ELECU works with communities, districts, regional, national and development partners both in the public and private sectors.**

- i. Edukans Foundation Netherlands
- ii. Save the Children International
- iii. ICCO Cooperation
- iv. Oak foundation through Global Health Uganda
- v. Tools to work in the Netherlands
- vi. Van Doorn Foundation
- vii. UNESCO
- viii. Ministry of Education and Sports
- ix. Ministry of Gender Child Protection Working Group
- x. Office of the Prime Minister
- xi. District Local Governments
- xii. Uganda National NGO Forum
- xiii. Forum for Education NGOs in Uganda
- xiv. Education in Emergencies Working Group
- xv. The Reading Association of Uganda



## 2.1 Global analysis

---



In recent years, there has been a gradual paradigm shift in the global education policy agenda from a focus on quantitative indicators towards a more coherent concern with actual student achievement, learning outcomes, and quality of education responding to the UN Sustainable Development Goals (SDGs).

The UN-led process that involved its 193 Member States and global civil society, began in 2016 described as “Localizing the SDGs” to highlight the role of local institutions and local actors in achieving the SDGs. It was unanimously agreed, that for the SDG framework to be a game changer in Africa, development efforts should focus on ensuring universal transformative education that promotes relevant social and technical skills to prepare youth for the world of work.

Evidence revealed that when the SDGs were being formulated, most youth (mostly female) in the region lacked the transferable skills required for them to access formal employment, or to become job-creating entrepreneurs. ELECU’s new strategic plan is therefore aligned to this new global thinking.

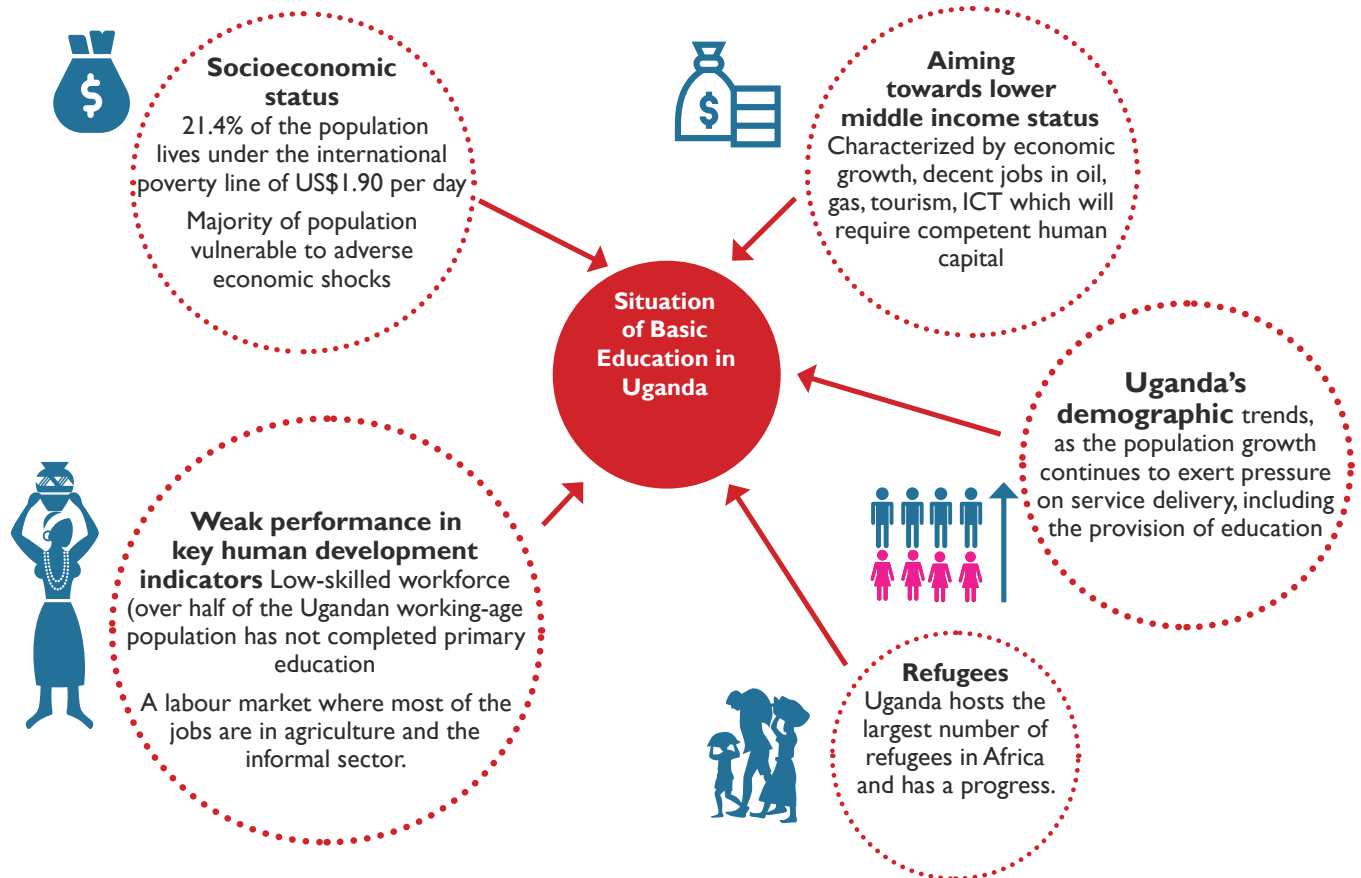
## 2.2 The African context

---



The African Union’s development blueprint (Agenda 2063) and the long-term vision of many African countries highlights the importance of quality secondary, technical education and competence in Science Technology and Maths (STEM) in enhancing the overall quality of the region’s human capital and socioeconomic transformation prospects. These regional development plans and education sector specific strategies describe key challenges that the education sector is facing ranging from equity, quality and relevance.

## 2.3 The Ugandan context



Data source: UNHS 2016/17

## 2.4 Key challenges of Uganda's education sector

### Growing number of school going children



With population growth forecast at 131 million people by 2065, a large share of the population will be of school-going age (3-18 years) which will aggravate access to education where capacity is already constrained.

### Low levels of public expenditure on education



results in over-reliance on household contribution to education. Uganda spent 11.4% of the national budget on education compared to the global standard of 15-20% expenditure.

### Primary education is characterized by low levels of literacy and numeracy.



**Safety and protection:** Various household surveys conducted in the past decade revealed that gender-based violence is widespread, with prevalence rates of 50% for physical violence and 14.7% for sexual violence. Gender Based Violence affects all people irrespective of their social, economic, and political status.



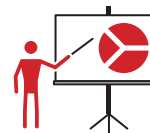
### Early Childhood Education

Limited funding for pre-primary education with only one out of five children accessing pre-primary education leading to low access and high dropout rates and poor performance in the early grades. Many pre-primary schools are not licensed and do not meet the basic minimum standards.



### Efficiency: High drop-out rates:

Uganda has the second-lowest primary school survival rate among its neighbouring countries in the sub-Saharan African region.



### Weaknesses in teacher development and management undermine the delivery of quality education

Insufficient training, low motivation and poor leadership are key causes of unsatisfactory pupil/student performance, teacher absenteeism and system inefficiencies in all sub-sectors of the education system.



### Education for refugees

The increasing numbers of refugees has put pressure on the education system, resulting in high pupil-teacher ratios, crowded classrooms, and poor learning outcomes. In 2018, the Education Response Plan for Refugees and Host Communities was launched shifting focus from humanitarian activities to integrated services, including education for refugees and host community children.

## 2.5 ELECU Strengths, weaknesses and opportunities, threats

### Strengths

- i. Skills in advocacy issues, mobilization at national and district level for dialogue between government and other education stakeholders
- ii. Strong partnerships and active participation in sector working groups
- iii. Holistic approaches to basic education like the Edukans model and STAR school approach, which focuses on teachers, the learner, communities and school leaders to improve learner outcomes

### Weaknesses

- i. Dependence on donors which threatens organizational independence and sustainability

### Opportunities

- i. Government promotion of partnerships with civil society to improve education outcomes including existing advocacy networks (FENU, MLEN, NNGO)S
- ii. Supportive policies and laws to for planning and delivery of universal basic education, particularly UPE and USE /UPPET
- iii. Government and donor interest in ECD

### Threats

- i. Changing donor environment, interest and demands
- ii. Delays in disbursement of funding to schools, affects school activities implementation
- iii. Failure of duty bearers to implement the national education policy
- iv. Socioeconomic hardships resulting from global pandemics like COVID 19 which is affecting learners' attendance of school



## 2.6 Stakeholder analysis

Category	Stakeholders	Stake/Interest	What ELECU should leverage
Central & Local Government Ministries and Agencies	Ministry of Education and Sports; Ministry of Health; Ministry of Finance, Planning & Economic Development; Ministry of Gender Labour and Social Development; Ministry of Internal Affairs; Ministry of Public Service; National Planning Authority; District Local Governments; Parliament	-Policy development & implementation -Long-term and medium-term expenditure planning -Manpower planning & forecasting -Resource budgeting & allocation -Recruitment & placement of teachers in schools -Maintenance of teachers' payroll -Supervision / inspection of schools	Provide statistics and data to inform relevant policy formulation, resources allocation to the education section and recommendations on how to improve budgeting and forecasting
Service Commissions	Teaching Service Commission District Service Commissions	Certification and recruitment of qualified teachers	Contribute to development of templates for enhancement and recruitment of quality teachers
Specialized Educational Agencies	NCDC; Examination bodies, UBTCs and UNEB; PTCs	Curriculum development; enforcement of education standards; Quality assurance; examination; training and retraining of teachers	Inputs in development of products that promote independent quality assurance of teachers training and format of examinations
Funding / Resource Institutions	Donors; Private sector bodies Edukans	Raising resources, accountability and reporting	Improve fundraising from other sources
Education Governance Bodies	SMCs, PTAs, PECs; Foundation Bodies; Alumni Associations Centre Coordinating Tutors	Governance and proper functioning of the school	Train foundation bodies to ensure that they monitor quality basic education delivery
Special Interest Groups	ELECU Board & staff, partners, Teachers unions, UNNGO forum, FENU, MLEN, media, religious leaders	Well-governed schools, quality teaching & learning, accountable leadership	Develop standardized format and tools
School level	Teachers, students, caregivers	Quality teaching, learning, Safe school environment	Develop tools and simplified programs and guidelines to provide a safe learning environment



***A teacher receives materials to improve learning***

## 3.1 Overview

**Vision:** A prosperous Uganda where all children have access to quality basic education

**Mission:** Improved basic education in Uganda for sustainable livelihoods

**Goal:** Improved quality basic education through teacher effectiveness, community involvement and enhanced learner outcomes in Uganda

### Target beneficiaries

#### Primary Beneficiaries

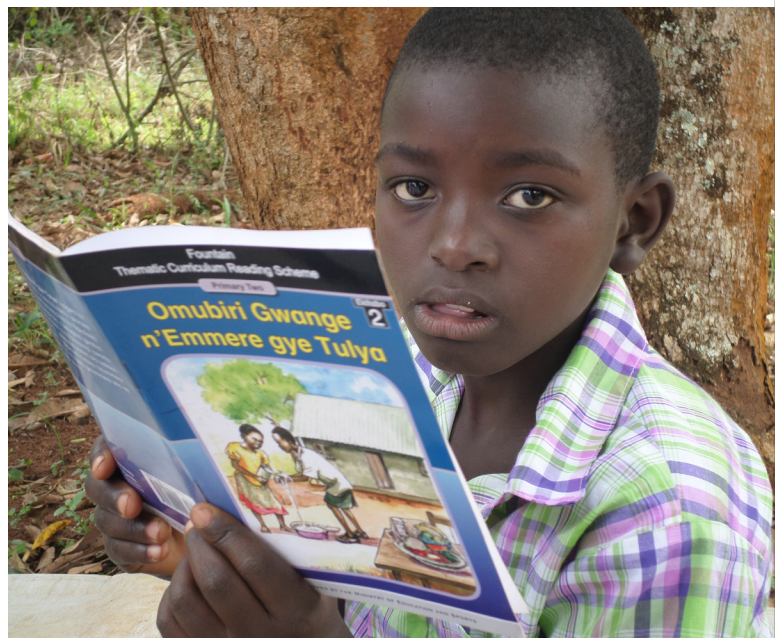
- i. Learners
- ii. Education in emergencies
- iii. Learners with special needs

#### Secondary Beneficiaries

- i. Teachers
- ii. Parents and community
- iii. Policy makers in the Education sector: Specialised Educational Agencies, Education Governance Bodies
- iv. Civil society organisations
- v. Development partners
- vi. Resource Institutions in the education sector supporting ECD and basic education

#### Tertiary Beneficiaries

- i. Special Interest Groups
- ii. Media





## 3.2 Strategic objectives



Increased access to quality basic education



Enhanced teacher effectiveness in pedagogy, child protection and use of ICT



Increased access and quality of skills provision for the youth in Technical and vocational institutions



Effective community involvement in promotion of quality basic education



Strengthened institutional capacity of ELECU as lead educational local expertise centre

### PROGRAMME VALUES AND PRINCIPLES

**Mutual Respect:** We treat our partners, clients, stakeholders and all members of society as full human beings with human dignity and equal rights.

**Professionalism:** We conduct ourselves responsibly and ethically and strive for excellence. We endeavour to communicate effectively and appropriately and always find a way to be productive.

**Team spirit:** We value working with one another and our partners as a team. We always share ideas and best practices and help each other to grow personally and professionally.

**Transparency and accountability:** We believe in good governance and ethical best practices. Therefore, critical information about our operations and activities are available to stakeholders at all times.

**Fairness:** We accord equal treatment irrespective of colour, gender, creed, political and sex orientation

### 3.3 Strategies for implementation 2020 – 2024

**Research, documentation, and sharing of good** practices as a Centre of Excellence for education research and innovation, knowledge to support evidence-based advocacy for policy change

**ELECU promoted participatory peer learning for** knowledge exchange that generated evidence, practices and experience among the various partners in the programme

**Promotion and use of local expertise:** 1743 Teachers, 1500 Teacher Trainee, 20 Teachers and CCTs development of non-book instructional materials

**Use of the media and formation of alliances** for effective public awareness, mobilisation and advocacy





### 3.4 Governance and human resource

#### ELECU ORGANISATIONAL STRUCTURE



#### ELECU Human Resource Plan

Position	2020	2021	2022	2023	2024
Chief Executive Officer	1	1	1	1	1
Finance & Administration	3	4	5	5	5
Program Manager	1	1	2	2	2
Business Development		1	1	1	1
Program staff	3	5	7	9	11
Monitoring & Evaluation Officer	1	2	3	3	3
Communication/RMO		1	1	1	1

## 3.5 Budget and resource projection



**Over the five-year period, ELECU will require a total of UGX 11.6 billion Medium Term Budget Projections**

Successful strategy implementation and management will require efficient and effective utilization of resources. ELECU will need human, material and financial resources to execute its programmes and run the organization. The right combination of the stated resources is key to accomplishing the strategic aims and objectives.

### **Human resources**

ELECU will need human resources to manage the organization and its programmes and projects. ELECU will hire and maintain qualified, experienced and competent personnel to efficiently and effectively plan, manage and implement the organisational programmes and activities. ELECU will manage its workforce in accordance with the best human resources management practices to retain staff and enable them optimise their productivity at programme and organisational levels. Diverse human resource management instruments will be prepared and operationalised to help create a good working environment.

### **Equipment and logistics**

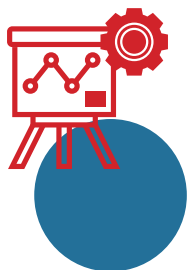
Material resources will be needed to facilitate smooth, efficient and effective organisational development and programme cycle management. ELECU will make and implement policies for prudent management of material resources and inculcate a sense of stewardship and accountability. Over the coming five years, ELECU will require diverse materials, including but not limited to, vehicles.

### **Financial resources**

ELECU will need financial resources to avail and maintain the other important resource requirements. ELECU will prepare and operationalise a pragmatic resource winning strategy to broaden and maintain the funding base to enhance institutional sustainability and effective programme cycle management. To enhance institutional sustainability, ELECU will negotiate with funders and charge management a fee on programmes and projects.

OBJECTIVE	ANNUAL BUDGETARY ALLOCATIONS (UGX)					
	2020	2021	2022	2023	2024	Total (UGX)
Increased access to quality basic Education	560,000,000	580,000,000	610,000,000	680,000,000	690,000,000	3,120,000,000
Enhanced teacher effectiveness in pedagogy, Child protection and use of ICT	550,000,000	650,000,000	700,000,000	720,000,000	720,000,000	3,340,000,000
Increased access and Quality of skills provision for the youth in technical and vocational institutions	280,000,000	350,000,000	500,000,000	530,000,000	550,000,000	2,210 000,000
Effective community involvement in promotion of quality basic Education	300,000,000	400,000,000	420,000,000	450,000,000	450,000,000	2,020,000,000
Strengthened institutional capacity of ELECU as lead educational expertise centre	110,000,000	170,000,000	220,000,000	250,000,000	250,000,000	1,000,000,000
<b>Total (UGX)</b>	<b>1,800,000,000</b>	<b>2,150,000,000</b>	<b>2,450,000,000</b>	<b>2,630,000,000</b>	<b>2,660,000,000</b>	<b>11,690,000,000</b>

## 3.6 Monitoring and evaluation



ELECU believes that monitoring and evaluation is an important tool for making informed decisions, adaptive management and institutional learning. Quality assurance, monitoring and evaluation will be one of the key functions to ensure that ELECU and its programmed are efficiently and effectively managed to the expectations of key stakeholders. Participatory monitoring and evaluation will be adopted throughout the life of this strategy to inculcate wider institutional learning and a broader sense of accountability. Internal Control systems will be strengthened to continue abiding by the International Financial Management and Reporting Standards.

### KEY ELEMENTS OF THE MONITORING AND EVALUATION PLAN

- ▶ **Community stakeholder monitoring and evaluation** through formation of community-based monitoring and evaluation committees (Children parents, teachers, School Management Committees, Civil Society Organizations, and Local and Central Government authorities)
- ▶ **Regular tracking of progress against organisational development and programmatic plans** through field visits, secretariat and board meetings for quality assurance. Tools for monitoring and evaluation will include, the logical framework, work plans and budgets. Progress will be reported through annual, semi-annual, quarterly and monthly progress reports.
- ▶ **Use of diverse indicators** to track progress and changes made at both organisational and programme levels. Indicators will be quantitative, qualitative, process, outcome and impact indicators. We will establish and track the logical link between inputs, outputs, outcome and impact for institutional and programmatic performance and effectiveness.
- ▶ **ELECU will establish baseline data** based on this strategic plan for comprehensive monitoring and evaluation. Mid-term and end-of- strategy evaluations will be conducted to assess relevance, effectiveness and the impact of ELECU interventions in pursuing its goal. Lessons learned will be documented for adaptive organisational and programme cycle management. The final strategy evaluation will inform the subsequent strategic planning process and operational planning.
- ▶ **Multipurpose reports will be developed for accountability, governance and decision-making.** The Executive Director with direct support of programme officers and the Finance and Administration Officer will prepare narrative and financial quarterly reports and share them with key stakeholders including development partners, governments and statutory bodies.



10:30-11:00 am  
11:00-1:00 pm  
1:00-2:00 pm  
2:00-3:00 pm

SCI/ECHO II

lifeguard





**CONTACT US:**

Education Local Expertise Centre Uganda (ELECU)

Plot 3271, Kansanga off Ggaba road,

P.O. Box 5200, Kampala - Uganda,

Tel:0414501541

Email: [elecu@lec-uganda.org](mailto:elecu@lec-uganda.org)

Website: [www.lec-uganda.org](http://www.lec-uganda.org)