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Acronyms and Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ANSTI	African Network of Scientific and Technological Institutions
BTVET	Department for business, technical and vocational education (Ministry of Education and Sports)
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CMC	Community multimedia centre
DRC	Democratic Republic of Congo
EFA	Education for All programme
ESC	Education Service Commission
EMIS	Education Management Information Systems
EDUCAIDS	Global Initiative on Education and HIV & AIDS
GDP	Gross Domestic Product
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
IDP	Internally Displaced Persons
IGAD	Intergovernmental Authority on Development
IHE	International Institute for Hydraulic and Environmental Engineering
ICPAC	IGAD Climate Prediction and Application Centre
IPDC	International Programme for the Development of Communication
ISARM	Integrated Shared Aquifer Resource Management
ISCED	International Standard Classification of Education
JUNTA	Joint UN Team on AIDS
KIDDP	Karamoja Integrated Disarmament and Development Programme
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MOE&S	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Educations
NDP	National Development Plan
NGO	Non-governmental Organization
OVC	Orphans and Vulnerable Children
OPEC	Organization of the Petroleum Exporting Countries
PEAP	Poverty Eradication Action Plan
PLHIV	People Living with HIV&AIDS

PLWHA	People Living with HIV and AIDS
PNSD	Plan for National Statistical Development
PRDP	Peace, Recovery & Development Plan
STI	Science and Technology Institutions
TA	Technical Assistance
TTISSA	Teacher Training Initiative for Sub-Sahara Africa
UBOS	Uganda Bureau of Statistics
UBW	Unified Budget and Workplan
UCPD	UNESCO Country Programme Document
ULAL	Uganda Literacy and Adult Learners Association
UNEB	Uganda National Examinations Board
UN	United Nations
UNAIDS	The Joint United Nations Programme on HIV&AIDS
UNCT	UN Country Team
UNCG	UN Communication Group
UNDAF	UN Development Assistance Framework
UNDP	UN Development Programme
UNEP	UN Environment Programme
UNESCO	UN Educational , Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics
UNESS	UNESCO National Education Support Strategy
UNIFEM	UN Development Fund for Women
UPE	Universal primary education programme
UNICEF	UN Children's Fund
UNIDO	UN Industrial Development Organization
UNPRAP	UN Peace Recovery Assistance Plan
WB	World Bank

PART I: Situation analysis

Country Assessment

1. Building on the new atmosphere of peace, economic liberalization, macroeconomic stabilization and increases in foreign aid, Uganda's annual per capita GDP growth of 3.5 percent was among the fastest in the world in the 1990s. Annual real growth averaged 6.9 percent, well above the sub-Saharan African average of 2.0 percent. Despite exogenous shocks to the economy over the last three years, macroeconomic stability and resiliency were maintained; GDP growth averaged 8.0 percent between 2004/2005 and 2007/2008.

2. Most policies, laws and standards are up-to-date; the key challenges are effective implementation and enforcement. Social services, especially health and education, continue to be functionally weak, with poor oversight and supervision. Diverse natural and cultural heritage and cultural industries must be further safeguarded and promoted in order to ensure the development of the country that is based on the identity of people. Sound governance and financial management, including transparency and accountability, are not yet a universal norm. Particularly at service delivery points, inadequate resources and capacity are major challenges.

3. As a result of the decentralization policy, numerous improvements have been realized in governance through democratic participation and community involvement, empowering local communities to manage their affairs. However, the tendency to multiply the number of districts decreases efficiency by increasing the challenges of insufficient technical and managerial capacity thereby contributing to gaps in coverage and quality of services and infrastructure.

4. Multiparty elections in 2006 marked an important cornerstone in Uganda's democratization process. Uganda is progressive in committing itself to promote and respect internationally recognized human rights instruments. It has ratified several major international and regional instruments.

Whereas Uganda has come a long way in ensuring the protection of and respect for the rights of its citizens and those who have sought refuge in its territory, human rights violations, corruption and impunity are major challenges still to be overcome. Another challenge is domesticating signed treaties and meeting their reporting obligations. Popular confidence in the rule of law remains low, with issues to resolve in many parts of the justice sector.

5. The Constitution of Uganda and the Uganda Gender Policy provide a positive legal and policy framework for gender equality and the promotion of women's rights, including affirmative action in favor of women and other marginalized groups to redress current disparities. Women's representation in decision-making is increasing: women account for 24 percent of cabinet members and 31 percent of parliamentarians. Female access to higher education, property ownership and decision-making is still inequitable. There are also significant differences between men and women's access to productive resources and economic opportunities, contributing to feminization of poverty. Gender based violence remains prevalent, underreported and rarely redressed.

6. Uganda has made good progress towards achieving some of the targets set out in its Poverty Eradication Action Plan (PEAP) and in the Millennium Development Goals (MDGs). PEAP implementation, especially in social development, led to a significant contribution to poverty reduction. The percentage of the population below the poverty line decreased from 44 percent in 1997/1998 to 31 percent in 2005/2006.

7. The population growth rate of 3.2 percent is one of the highest in the world, and poses serious challenges to job creation, agricultural production, income distribution and the delivery of social services Nearly half of the population (around 48 percent) is below the age of 15 years, resulting in the highest dependency ratio in ..

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1   APRM, Country Review Report Number 7, Republic of Uganda, January 2009, p. xxxvi.

currently standing at 1.12 dependents per worker compared to the 0.87 average for sub-Saharan Africa.

8. Eighty-five percent of Ugandans live in disadvantaged rural areas where resources and potential to tap for higher economic growth are underutilized. The Inequality GINI for urban areas of Uganda was 0.36 in 2005/6, and 0.43 for rural areas , and the urban income poverty rate was 13.7% compared to the 41.7% in rural areas. Many rural populations are constrained along an "agricultural value chain" that stretches from production to storage and marketing, and they have limited opportunities to diversify their livelihoods.

9. Life expectancy at birth is currently low, at around 50 years, primarily due to preventable and treatable diseases such as malaria. The prevalence of HIV & AIDS declined from 18.5 percent in early 1990s to 6.4 percent in 2005. However, rapid population growth has led to a dramatic increase in the number of new HIV infections each year. The number of new infections continues to grow: in 2008 there were 1.1 million people living with HIV, of which 120,000 were children. Almost half of all new infections are among married people and those in long-term relationships. Mother-to-child transmission accounts for 18 percent of all new infections. The HIV epidemic, along with other endemic diseases such as malaria and respiratory tract infections, is a key contributor to vulnerability. An additional challenge to adult mortality is the estimated maternal mortality ratio of 435 per 100,000 live births, which is one of the highest in the world.

10. Uganda is now on track to meet MDG 1, although regional inequalities remain. Net enrolment in primary schools is above 84 percent, so achievement of MDG2 (universal primary education) is possible even though drop-out rates are high and the average quality of education is poor. The MDG target on gender parity in primary school enrolment was achieved in 2006, but the completion rate for girls is 42 percent, compared with 55 percent for boys. Technical, vocational and university education are not yet adequately supporting the development of a work force with appropriate skills. Inadequate numbers of skilled professionals, which is due to poor human resource management, insufficient budgetary allocations and absenteeism, hamper the delivery of quality social services, especially in hard-to-reach areas.

11. Northern Uganda, recovering from decades of violent conflict that has now ended, and North-eastern Uganda, plagued by insecurity, underde-velopment and the effects of climate change, are in need of special attention to bring human development indicators first to the national average, and then to the MDG targets. Pockets of disparity exist across the rest of Uganda, as well. Among these, the Southwest, Central West and Northwest regions of Uganda have long been hosting refugees, with periodic cross-border conflict. Humanitarian emergencies continue to occur every year from an array of causes, includ-ing environmental degradation, extreme vulner-ability and lack of coping mechanisms, low levels of education and productivity and global factors such as climate change, rising food prices, and epidemics. Riverine and lacustrine areas of the country are subject to flooding, while others are prone to drought.

12. Another disadvantaged area of the country is the Northeast, (Karamoja), where over 80 percent of the population live below the poverty line and experience the highest levels of deprivation in the country, as defined by the UNDP Human Poverty Index. In recent years, prolonged dry spells have further deepened the vulnerability of the population of the region, Adding to the misery are animal and crop diseases, a low level of basic service provision in the region, and the frequency of raids, attacks and other criminal activities, which compromise the health, educa-tion and protection status of the population, particularly women and children.

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2   UNHS and World Bank calculations
3   State of Ugandan Population Report, 2007
4   Economic assessment of HIV, 2008
5   DHS.

Pertinent Development Issues

13. The National Development Plan (NDP) is a medium-term development strategy for the period 2010/11 to 2014/15, following the Poverty Eradication Action Plan (PEAP). The NDP includes sector specific targets, with an overall theme of "Growth, Employment and Prosperity for Socio-Economic Transformation" and its eight overall objectives are:
i) Increasing household incomes and promoting equity
ii) Enhancing the availability and quality of gainful employment
iii) Improving stock and quality of economic infrastructure
iv) Increasing access to quality social services
v) Promoting science, technology, innovation and ICT to enhance competitiveness
vi) Enhancing human capital development
vii) Strengthening good governance, defense and security
viii) Promoting sustainable population and use of the environment and natural resources.

14. Within these objectives, priority actions are required in: (i) Industrialization and value-addition; (ii) development and promotion of the tourism industry; (iii) accelerating agricultural growth; (iv) improving the stock and quality of physical infrastructure; and (v) human resource development

15. Other development plans include : (i) the Education Sector Strategic Plan 2004-2015, which gives the basis for free and compulsory primary education; (ii) the Uganda National Disaster Preparedness Policy and Institutional Framework; (iii) the National Adaptation Plan of Action 2007, which deals with the challenges of climate change; (iv) the National HIV & AIDS Strategic Plan 2007/08-2011/12; (v) the Development Assistance to Refugee Hosting Areas 2009-2013; (vi) the Decentralization Plan, whose aim is to support the implementation of the Government's national strategies at the district level while promoting the participation of citizens and local communities; (vii) the Water Supply and Sanitation Sector Investment Plan 2009-2014; (viii) Health Sector Strategic Plan 2009/10-2014/15; and (ix) the Justice Law and Order Sector Strategic Investment Plan 2006-2011.

16. In line with the growth-oriented approach of government envisaged in the new National Development Plan, the UN has identified that without making inroads in the human development realm the opportunities offered by economic growth will only reach limited segments of population of the country. The UN Development Assistance Framework (2010-2014) is thus aimed to support the achievement of the national development plan priorities with focus on Equity and Inclusion, Peace and Recovery, Population Dynamics and Sustainable Growth.

Challenges and Opportunities facing UNESCO

Challenges

17. Firstly, UNESCO's in-country situation as a non-resident agency, results in limited participation in UNCT interactions and most of the decisions regarding UNCT plans and joint programmes take place without UNESCO's presence at the table. Secondly, absence of an office creates a false perception of weak capacity for implementation. UNESCO will have to address both issues relating to its non-resident status by making resources available, for example, to cover costs of frequent visits and awareness creation at national level of the network of expertise at its disposal.

18. UNESCO's budget allocation to clusters of countries through the cluster office system may be effective in building sub-regional resource capacity; however, it has limitations for country-level programming. The new country-based approach adopted by UNESCO's Education Sector through the UNESCO National Education Support Strategy (UNESS) is an excellent initiative and strategic opportunity for UNESCO to align its programme to the country's priorities and needs, identifies comparative advantage, and allocate resources accordingly. (unclear; please re-formulate) . The Uganda UNESS process started in 2007, and the draft document was made available in late 2008. The significantly updated version will be finalized in mid 2010 and is grounded in the Uganda Education Sector Strategic Plan (2005-2014). Four priority areas have been identified in the updated Uganda UNESS for 2008-2013 , which are reflected as the Education component of the Uganda UCPD.

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6   As of 2009, there are more than 140,000 refugees and asylum seekers from 23 countries, with most coming from Democratic Republic of Congo, Rwanda, Sudan and Somalia.

7   PEAP report 2005

19. When Uganda was proclaimed a republic in 1962, the traditional kings – those of Ankole, Busoga, Buganda, Bunyaro-Kitare, Rwenzururu, and Tooro – ceased having political power. The traditional kingdoms, nevertheless, continued having important functions in the protection of the cultural heritage of the country, particularly since 1993 when the role of traditional kingdoms was recognized again.

   In recent years, some events have pointed to an emerging tension between the central Government and some of the traditional kingdoms, which became evident after the fire incident of 16 March 2010 that destroyed the main house at the World Heritage site of the Tombs of Buganda Kings at Kasubi. Following the incident, UNESCO undertook an assessment mission in April 2010, and the Organization will continue to support the reconstruction of this architectural masterpiece in coordination both with the central Government and the Kingdom of Buganda. In the long run, UNESCO shall advocate the role of culture in promoting social cohesion and peace.

20. UNESCO also faces challenges in aligning all its programme priorities with those of the 2010-2014 UNDAF Document and the National Development Plan (NDP).

   The contribution of some programme areas such as Social and Human Sciences, Culture and Communication is not considered outputs of the two documents. Among the UNESCO programmes, it is only education and Science (particularly the environment, climate change and natural resources), cross-cutting issues such as Gender, Human rights and HIV and AIDS, that stand out prominently in the UNDAF priorities. Culture, Social and Human Sciences, and Communication are largely considered as tools to achieve national development goals, hence, UNESCO is challenged to identify relevant development goals and targets whose achievement can be influenced by these programmes.

21. **Northern Uganda:** Over 400,000 remained displaced in 2009 and many returnees lack access to safe water, schooling and health care. Here, UNESCO is challenged in accessing Northern Uganda where there is increased demand for UNESCO services, given this region's remoteness and limited infrastructure.

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8   UNESS is the country-based education support strategy document which comprises the selection of a set of government priority areas in education for UNESCO to address in coordination and synergy with other development partners with the objective of enabling the country to achieve EF A and education development more broadly.

22. **Human Rights:** The most important challenges remain in the area of economic, social and cultural rights, especially of the most vulnerable groups of the population, including women. In this area UNESCO is particularly concerned about the country's seemingly diminishing commitment to safeguarding freedom of expression and other fundamental liberties. In early 2010 the Uganda Government published a Media Bill which media stakeholders view as repressive. Under this bill, if passed into law, "publishers and journalists would have to apply annually for a license, which could be revoked in the interests of "national security, stability and unity," or if coverage was deemed to be "economic sabotage." UNESCO's challenge is to reverse this trend and to ensure the independence of civil society watchdogs (including media).

23. **Gender:** The continued existence of gender discriminatory laws and the slow pace of much-needed legislation to address the root causes of violence against women and children further impede the attainment of gender equality. UNESCO would be concerned that gender inequality and the lack of respect for the rights of all human beings, regardless of gender, are both a cause and consequence of poverty and low educational attainment. Gender inequality is a contributing factor to the slow progress of the attainment of critical MDGs, including the reduction in HIV&AIDS prevalence and gender parity in education. UNESCO's challenges would include addressing factors contributing to gender-based violence such as traditional cultural practices, alcohol abuse, and lack of information and rights awareness.

24. **Culture:** One of the main challenges in the field of culture is insufficient recognition of the role that culture can play in development; this is reflected, for instance, in the low national budget allocated for cultural issues. Its rich cultural heritage – both tangible and intangible – is an asset for the country, but the economic and social values are not yet fully recognized by the general public. This is particularly the case for intangible or living heritage; rampant modernization causes young people to underestimate the importance of traditions and practices that are crucial for the identity and the continuity of

their communities. Uganda has one cultural and two natural properties inscribed on the World Heritage List but their potential as heritage resources, particularly for tourism, has not been fully realized; the country needs to further invest in building technical capacity for managing and promoting such heritage assets. In the field of creative industries, there are a number of performing artists; Lack of training opportunities and professional standard facilities (e.g. recording studios, and large capacity theatres), however, means that their talents are not explored to their full potential.

25. Environment: As the custodians of many natural resources, the rural poor are the most affected by environment and natural resource degradation and are the most vulnerable to environmental hazards. UNESCO is challenged to assist the Government of Uganda to promote sound environmental management, given that the quality of the environment continues to decline.

26. HIV and AIDS: The Millennium Development Goal 6 calls on the UN to support countries to halt and begin to reverse the spread of HIV. In the 1990s, Uganda was one of the few countries globally to have made progress toward this MDG.

   Yet, recent preliminary data indicates that the adult HIV prevalence rate is increasing, threatening a reversal of past gains. Through its HIV/AIDS and EDUCAIDS programmes, UNESCO is challenged to increase information dissemination and public education particularly to vulnerable groups such as women and children.

27. Education: Since the introduction of Free Primary Education in 1997, Uganda has made significant progress in access to primary education across the country. After only one year of implementation, the enrollment jumped by 68 percent.
   However, gender and regional disparities exist in the access, making it particularly a challenge to reach areas disturbed by conflict.
   While the national government has prioritized the provision of basic education as a top government priority and allocated more than 20 percent of the annual state budget, the quality and relevance of education (teacher development and management, and curricu -

lum and assessment) is the single most important challenge and could potentially hurt the progress made to date if not tackled on a urgent basis.

HIV and AIDS within the teaching profession is a serious threat. Many affected teachers suffer from poor health resulting in frequent absenteeism. HIV and AIDS orphans are in school: Some are HIV-positive, while others take care of their sick family members. The pandemic contributes to rising drop out rates, absenteeism, repetition and poor academic performance and overall poor quality education. With the new decentralization system of education service management, there is a need to strengthen the capacity of the districts

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9   According to the HIV&AIDS surveillance report 2005-2007, HIV prevalence in 2007 was estimated at 6.2 percent.

Opportunities

28. **Northern Uganda:** After 21 years of conflict in Northern Uganda, peace now prevails throughout the country. Already nearly a million IDPs have returned or are returning to their areas of origin. In October 2007, the Government launched its Peace, Recovery and Development Plan for Northern Uganda (PRDP) 2007–2010. The PRDP functions within the PEAP and also will be encompassed by the National Development Plan. The UN, in close collaboration with partners, developed a Peace-Building and Recovery Assistance Plan (UNPRAP), 2009-2011, a common strategy of UN support to transition from humanitarian relief to recovery and long-term development in Northern Uganda.

    The planned results in the UNPRAP and UNDAF also support the Karamoja Integrated Disarmament and Development Programme (KIDDP) 2007-2010, whose implementation began in 2008. The KIDDP is a medium-term framework harmonizing the various interventions by the Government and its development partners in the North Eastern region. UNESCO, like other UN agencies, has the opportunity to develop programmes and projects to reach the region of the country.

29. **Gender:** Uganda is a signatory to several major international human rights conventions and texts related to women's rights, such as the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action. However, certain social and traditional norms and practices have prevented the implementation of some of these conventions.

    Gender considerations are a special area of focus in this UNDAF because of the need to ensure that all proposed UN actions identify and address inequality and social exclusion. UNESCO has the opportunity to mainstream gender issues in all its activities, especially those aligned to the UNDAF identified priorities of governance, human rights, sustainable livelihoods and quality social services.

30. **Environment:** Environmental sustainability is an explicit objective of Millennium Development Goal 7, and a thread that runs through all the other MDGs. Environment and natural resources enhance performance and productivity; they also provide the raw material for economic sectors. Environmental issues are mainstreamed throughout the UNDAF, and are particularly addressed in Outcome 2 of the Uganda UNDAF. In addition, the UN System proposes to implement a joint UN Programme on Climate Change, and UNESCO will play an active part in this initiative. The gender dimensions of climate change will be taken into consideration in the implementation of this Joint UN Programme. The programme will make use of the UNESCO supported "Training Manual on Gender and Climate Change".

31. **Culture:** Uganda is a home to at least 45 ethno-linguistic communities . Its cultural diversity is considered as a major driving force for development, as is emphasized in the national cultural policies developed in 2006 . The national authorities, however, have not yet started to implement these policies in any substantial way. Uganda has so far ratified the World Heritage Convention of 1972 and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The national authorities are also preparing to ratify the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. These international legal instruments provide a framework through which to conserve, safeguard and promote the diverse forms of heritage and cultural expressions in the country.

32. **HIV & AIDS:** UNESCO needs to redouble its efforts to reach the target of universal access to prevention. HIV&AIDS is a special area of focus in the UNDAF and UNESCO has a well defined place to intervene through its EDUCAIDS and other HIV/AIDS programmes.. In addition, UNESCO should seek to participate in the long-standing and successful UN joint programme on HIV &AIDS which will continue as an important operational mechanism of the UNDAF. UNESCO will emphasize strengthening the gender component of this UN Joint Programme as an entry point.

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10   www.ethnologie.com; of 45 languages listed two have no known speakers.
11   Ministry of Gender, Labour and Social Development of Uganda, December 2006. Uganda National Cultural Policy: A culturally vibrant, cohesive and progressive nation.

UNESCO has also recruited a National Professional Officer-HIV/AIDS whose portfolio includes representation of the agency in the Joint UN Team on AIDs and participation in UNCT. The staff is currently hosted at the UNAIDS secretariat in Kampala. This way, the visibility of UNESCO will be enhanced

33. Education: as a lead agency for Education for All and based on the findings of recently conducted Education Programme Review of the Nairobi Office (2001-2008), UNESCO is well positioned and has comparative advantage in four areas: (1) support to education sector planning and management; (2) improvement of the quality and relevance of education; (3) support to strengthen comprehensive education sector responses to HIV and AIDS through EDUCAIDS; and (4) support to teacher management and development.

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12 Other Conventions in the field of culture not ratified by Uganda include the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (as well as the 1995 UNIDROIT Convention which complete the UNESCO instrument); the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two (1954 and 1999) Protocols.

PART II: Past & present cooperation & lessons learnt

Key Results Achieved

Education

34. UNESCO spearheaded an initiative on quality standards and quality assurance in basic education with funding support from the Government of Italy. Uganda actively participated looking at challenges facing government in the implementation of its universal primary education (UPE) programme and the need to assure quality in the provision of education services. The Ministry of Education and Sports with the National Council for Higher Educations (NCHE), the Uganda National Examinations Board (UNEB), the National Curriculum Development Centre (NCDC) and the Education Service Commission (ESC) compiled a 'position paper' on quality standards and quality assurance in Uganda that served to guide the design of an intervention.

35. Uganda Education Service Commission (ESC) received support from UNESCO-Nairobi for the development of technical and vocational education training at the secondary level. A survey of institutions in four regions was carried out. This involved an assessment of training needs of teachers in secondary, technical and vocational training institutions; assessment of the relevance and practicability of the training programmes at different levels; identification of basic skills, values and knowledge expected of teaching personnel in secondary, technical and vocational training institutions and how these skills are linked to job requirements. The survey findings were disseminated at a national stakeholder's workshop.

36. Uganda participated in a series of cluster-wide consultations on HIV/AIDS and education that were convened by UNESCO-Nairobi Office. These were concerned with the development of education sector policies on HIV/AIDS and education workplace policies. There was opportunity for Uganda to share and build on policy development experiences gained in the cluster countries. The Ministry of Education and Sports also carried out with UNESCO-Nairobi support an HIV&AIDS capacity building project that resulted in the development of HIV/AIDS resources for secondary schools.

These HIV and AIDS resource materials have been used to help Ugandan teachers acquire life skills and pedagogy to successfully engage with learners on HIV/AIDS prevention, positive living, healthy lifestyles and more. Building teachers' capacity in these areas has enabled them to impart the same to their students in an age-appropriate fashion.

Two manuals were published: Training of Trainers Manual and Life Skills Facilitators' Manual for Secondary Schools. An inventory of commonly used life skills materials was also published. A film on life skills education for use in secondary schools was commissioned by UNESCO- Nairobi to complement the manuals for trainers and facilitators. The film includes performances by the renowned 'Hope of Africa' group illustrating effective and learner-centred peer education.

37. UNESCO provided support to the Uganda Literacy and Adult Learners Association (ULAL), a registered voluntary non-governmental, non-profit making and charitable organisation that brings together adult literacy learners to encourage them to participate in the promotion of literacy and post-literacy programmes in Uganda. A national workshop was first held to generate ideas for enhanced learner participation in advocacy, mobilization and monitoring in adult literacy. This was followed by a series of writers' workshops to develop guidelines for advocacy, mobilisation and monitoring, involving learners and these were translated into local languages.

38. UNESCO supported an assessment study on primary school performance in Teso region to identify factors that are contributing to poor performance in primary school and the deterioration in the quality of education. The study maps out the status of education in Teso region; identifies factors responsible for deteriorating performance of primary education; and recommends appropriate interventions to improve

performance on the primary school leaver examination, and education, in general. The study covered all six districts of Teso region, namely, Soroti, Kumi, Bukedea, Amuria, Katakwi and Kaberamaido.

39. Since 2009 with the financial support from the Government of Japan, UNESCO is supporting capacity development of BTVET institutions in ICT.

Science

40. UNESCO, using funds from extra-budgetary sources, has since 2009 supported a domestic rain-harvesting project in the Sheema South Region (Bugongi, Shuuku & Kitagata Sub-counties). The objectives of the project include support for individuals and the community members in groups to construct rainwater harvest tanks and access safe and clean water for their domestic needs as well as for the needs of rural schools and rural health centers.

41. UNESCO, through its project, the African Network of Scientific and Technological Institutions (ANSTI), has in the past supported staff development in science and technology in several universities in Uganda, through the award of post graduate training fellowships and conference grants. In 2009, the Nairobi office, through ANSTI, also collaborated with Makerere University to organize a forum of University leaders responsible for science and Technology teaching and research. The conference was attended by 180 participants from all over the continent. Participants deliberated on issue affecting the research, development and deployment for the sustainable development of the continent.

42. UNESCO supported Uganda to assess the Queen Elizabeth Biosphere reserves management which is one of the outputs of the Madrid Action plan for Biosphere reserves (2008-2013). This periodic review will help the country to use biosphere reserves as learning sites for sustainable development for improving biodiversity conservation and human well-being.

Social and human sciences

43. UNESCO has made significant progress towards building knowledge on youth for the formulation of informed and effective policies. With the financial support of the Veneto region (Italy), UNESCO has carried out a mapping of policy responses related to youth development and prevention of violence in four

countries in the Great Lakes Region, including Uganda. As part of this project, the Round table "Towards inclusive policies for youth development and violence prevention in the Great Lakes Region", organized by UNESCO in Nairobi, on 3 December 2009, examined the risk factors correlated with violence among youth in four countries of the Great Lakes region (Kenya, DR Congo, Burundi, Tanzania) as well as preventive measures to address them. The Round Table identified key policy recommendations to be addressed by national governments :

- Advocate for and focus on integral policies for youth in post conflict situations (education, employment, gender, sport, culture, civic education, etc.)

- Design comprehensive, integrated and coherent employment policies

- Implement policies that inhibit migration to urban areas

- Ensure that youth from poor urban settings have access to educational, employment and leisure programmes, particularly during long school holidays

- Develop programmes to promote tolerance and better understanding among young people, with a view to eradicating contemporary forms of racism, racial discrimination and xenophobia, and to fostering the development of social organisations, particularly through youth associations and community involvement. Said programmes should be run principally through the informal education system, as it is important to recognize the structural limitations of formal education in the region

- Undertake information campaigns and educational and training programmes with a view to sensitizing young people on the detrimental effects of violence on the person, family, community and society, and teaching them how to communicate without violence. Particular attention should be placed on out-of-school activities

- Encourage youth associations and their activities through financial, educational and technical support

- Develop and strengthen opportunities for young people to learn their rights and responsibilities, especially for those who do not attend school

- Conduct advocacy campaigns in the Great Lakes Region that call for the development of policies on peace-building and conflict management with the active participation of young people. Work with the ICGLR on this issue

- Advocate for the establishment of a comprehensive education for peace programme in formal and non formal education system

- Reintegrate former youth and child soldiers by providing training and livelihood skills, in the context of a holistic (social and psychological) reintegration in to the fabric of their societies

- Pay special attention to Technical Vocation Education in countries in post conflict situations

- Advocate for special policies that protect young people in situations of displacement (internally displaced persons, refugees and migrants)

- Reinforce South-South cooperation and coordination. For example, replicate successful initiatives such as "Haz realidad tu negocio" ("Make your business a reality")

Culture

44. In the field of culture, UNESCO Nairobi endeavors to promote (1) cultural diversity through the safeguarding of heritage in its various dimensions and the enhancement of cultural expressions, and (2) social cohesion by fostering pluralism and intercultural dialogue, as well as by advocating the central role of culture in sustainable development. In Uganda, our recent activities have concentrated on world heritage, intangible cultural heritage, museums and on cultural industries.

45. UNESCO Nairobi supported the Ugandan authorities in implementing the World Heritage Convention in its territory. For example, assistance was provided in 2008 for the National Museum of Uganda to map heritage assets in the country, in preparation of the revision of the Tentative List under the World Heritage Convention.

46. Intangible cultural heritage consists of living traditions and expressions that are crucial for the sense of identity and continuity of communities and individuals, in the sense of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Together with a number of institutions, individual experts and community members, UNESCO Nairobi implemented an extra-budgetary project financed by the Government of Japan aiming to revitalize the practice of bark cloth making. Furthermore, our office supported the organization of a national consultation meeting on intangible cultural heritage, which led to the ratification in 2009 by Uganda of the 2003 Convention.

47. There is a growing number of community museums in Uganda wishing to collect, safeguard and present their cultural heritage – often covering tangible, intangible and movable heritage – of the people at the grassroots level. Following the identification of 13 active community museums, our office supported in 2009 their development by providing training and networking opportunities.

48. In order to achieve viable creative industries, it is important that the sector operators are familiar with the funding opportunities and the management of projects. In 2009, a group of Ugandan musicians and music producers received a training, which was financed by UNESCO's Global Alliance for Cultural Diversity programme and the Government of Spain, on project designing, fund raising techniques and grant management

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13   See: www.cinterfor.org.uy/public/spanish/region/ampro/cinterfor/ temas/youth/exp/observa/peru/jov_emp.htm.

Communication and Information

49. Support was provided towards the formulation of a national communication and information policy. This policy informed the subsequent development of the media and ICT legal frameworks.

50. Through the Regular Budget and the International Programme for the Development of Communication (IPDC), UNESCO supported six community multimedia centres (Apac, Buwama, Kagadi, Kachwekano, Nakaseke, and Nabweru), by providing ICT equipment, staff training and website development for network exchange of locally produced content. UNESCO is currently establishing a community multimedia centre (CMC) in the Ngora Town of Kumi District.

51. Under the initiative on the establishment of African Centres of Excellence in Journalism Education, UNESCO has contributed training audiovisual equipment and books for improving teaching resources at the Makerere University's Department of Mass Communication. This assistance is part of the ongoing support towards upgrading this centre towards fully adopting the UNESCO Model Curriculum for Journalism Education. In addition, UNESCO has provided radio broadcasting equipment and staff training as support towards upgrading the campus radio at the same department.

52. UNESCO supported a consultant mission that took place in Uganda from 10- 20th September 2009 within the framework of the main line of action V.1.3 "Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media".

    The purpose of the mission was to conduct a gap analysis to assess how communication for development can be integrated into the UNDAF process of Uganda and entailed meetings with multiple stakeholders including government ministries, regulatory bodies, professional media associations and enterprises, civil society, the UNCT and the UNCG.

    The key recommendations emerging from the mission include (i) strengthening journalistic professional skills and deontology to ensure effective reporting of development issues (ii) strengthen community media to bolster public dialogue and foster accountability and good governance.

HIV/AIDS

53. Support was provided to the Ministry of Education through the Uganda National Commission for UNESCO for the production and popularization of the Education Sector HIV and AIDS Policy from the zones to the national level. UNESCO also trained a total of 22 lecturers from Makerere, Gulu, Kyambogo, Mbarara and Aga Khan Universities on mainstreaming and integration of HIV and AIDS into Faculties of Science and Engineering. HIV Work place policy for the Ministry of Education and sports was developed and partially disseminated.

UNESCO Institute for Statistics

54. The UNESCO Institute for Statistics (UIS) has a specific history of engagement with the Republic of Uganda, through its involvement with the development of a national Education Management Information System (EMIS). The current statistical system and database, which is used by the Ministry of Education to produce basic statistics on the education system, was developed through a technical assistance (TA) intervention from UIS, led by Mr. Marc Bernal.

    This system is still in use and produces good statistics / indicators for all data required for national reporting. The most recent UIS mission to Uganda was conducted by the Cluster Advisor, Mr. Moritz Bilagher, in November 2009.
    The country is, normally, a reliable partner in providing international data and responses to UIS' main education questionnaires were received. In addition a map of the national education system, or ISCED-map (i.e. map according to the International Standard Classification

55. of Education) was drawn up.

    Furthermore, contacts were established with other relevant entities, such as the Ministry of Gender, Labour and Social Development, which is responsible for statistics on culture and non-formal and adult education, as well as the media council, the national science and technology council and, of course, the National Statistical Office UBOS (Uganda Bureau of Statistics).

    The Executive Director of UBOS, Mr. Gordon Male-Mukasa has been a member of UIS' Governing Board. Some requests for cooperation were received, e.g. in the areas of cultural statistics and literacy assessment, which are currently being evaluated and discussed with relevant colleagues with UIS and the wider UNESCO.

Lessons Learnt

56. The recently conducted Programme Review of the Nairobi Office revealed that while UNESCO's support to education sector development in the Cluster countries including Uganda was very well received and responded to priorities of the countries, the nature of assistance tended to be ad-hoc, and piecemeal, and did not necessarily result in impact. The lesson learned from UNESCO's programme in Uganda from 2001 to 2008 therefore is the need to prioritize and focus on a number of areas for which UNESCO has comparative advantage and the technical capacity to deliver. This means that the focus must be more on country-based upstream work through capacity development and advocacy, rather than downstream type of activities such as organization of workshops and consultations, and provision of funds

57. One of the observations in most member countries of the Nairobi Cluster, including Uganda, is that science and technology capacity and its promotion is not explicitly mentioned as a desired goal of the national planning and policy documents. Rather Science and technology are mentioned as valuable tools and knowledge for development without taking cognisance of the fact that neither tools nor the capacity to use them exist. .

    The lesson from this is that the UNESCO science programme must define the roles of Science in addressing urgent socio-economic programmes such as poverty, water and sanitation and small scale enterprise development. An obvious entry point for UNESCO science programmes into the Uganda development programmes is environment

58. If lasting results are to be achieved in the conservation and safeguarding of heritage in its diverse dimensions, a concerted and systematic approach is required. Scattered individual activities, however praiseworthy, as a rule have no sustainable impact. In other words, a systematic approach is to be ensured through the establishment of cultural policies, the involvement of regional and local authorities, capacity building of experts and national commitments to undertake a specific number of activities.

    For some of the past activities our office encouraged cooperation between national authorities, local NGOs and individual experts in the field of culture.

Different actors contributed in a complementary manner, although cooperation initially was not easy.

59. There is growing expectation for UNESCO to focus on concrete high impact communication and information activities, such as community radios and community multimedia centres. UNESCO needs to strategically select activities that give high visibility and return on investment, and here partnerships with other development agencies are key. Local media organizations, professional bodies, the Uganda National Commission for UNESCO and other local partners play key roles in ensuring implementation success of previous activities.

60. Uganda has benefitted from a lot of attention with many interventions in the fight against HIV and AIDS. However, a lot still needs to be done in the tertiary learning institutions, especially in the area of mainstreaming of HIV into programmes and workplace policy issues.

61. During the most recent UIS mission, it has become clear that further work on some projects (e.g. support for the development of a national framework for cultural statistics), will involve more than one partner. Consensus has to be reached before embarking on any such project. Further, continuous involvement seems, so far, necessary to ensure sustainability of data provision in the field of education and adequate staffing.

PART III: Proposed cooperation framework

(The UNESCO Country Programme 2010-11)

62. The proposed cooperation framework highlights UNESCO's participation in UNDAF 2010-14 and also identifies other activities (regional, cluster and national) from which Uganda will benefit.

UNDAF 2010-2014

63. The UNESCO Country Programme activities and goals will contribute to all three areas of the UNDAF results matrix. These UNDAF results are:

Outcome 1:
Capacity of selected Government Institutions and Civil Society improved for good governance and realization of Human Rights that lead to reducing geographic, socio-economic and demographic disparities in attainment of Millennium Declaration and Goals by 2014.

Outcome 2:
Vulnerable segments of the population increasingly benefit from sustainable livelihoods and in particular improved agricultural systems and employment opportunities to cope with the population dynamics, increasing economic disparities, economic impact of HIV&AIDS, environment shocks and recovery challenges by 2014.

Outcome 3:
Vulnerable populations in Uganda, especially in the north, increasingly benefit from sustainable and quality social services by 2014.

64. In specific terms, UNESCO shall make contributions to the following key areas for future cooperation within the UNDAF.

Outcome 1:
Capacity of selected Government Institutions and Civil Society improved for good governance and realization of Human Rights that lead to reducing geographic, socio-economic and demographic disparities in attainment of Millennium Declaration and Goals by 2014.

Agency Outcome 1.1
National and local Government planning, budgeting, expenditure, implementation, monitoring and accountability systems and structures prioritize disparity reduction

• Under UNESCO's programme action on "Strengthening science education and capacity-building in the sciences", the office will contribute to the government's efforts to mainstream gender in Science, Technology and Innovation through support to gender in science and technology institutions (STI) mapping exercise to generate sex-disaggregated data.

• In the field of culture, UNESCO intends to support Uganda's effort in implementing the 1972 World Heritage Convention and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, particularly as regards to:

- The finalization of the revision of the Tentative List under the 1972 World Heritage Convention to identify properties that may have outstanding universal value and that may be nominated for inscription on the World Heritage List;

- Provision of technical assistance to the national authorities to prepare international assistance requests for example on inventorying of elements of the intangible cultural heritage and on designing safeguarding activities of selected elements.

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14   Vulnerable segments of the population are defined as population groups whose survival, well-being, development or other rights are threatened, and whose capacity to cope on their own is severely limited or compromised.

15   Vulnerable segments of the population are defined as population groups whose survival, well-being, development or other rights are threatened, and whose capacity to cope on their own is severely limited or compromised.

- UNESCO shall also encourage the national authorities to raise the capacity of cultural officers, at national and regional level, for developing and executing activities in the field of culture and for introducing culture in the development agenda of the country, particularly by supporting:

- The preparation of a detailed and feasible action plan to implement the Cultural Policies of 2006 and;

- The implementation of a number of activities in accordance with that action plan.

• Support will be provided to local media stakeholders to re-negotiate media law reforms, safeguarding of freedom of expression and capacities of relevant media institutions will be built

• UNESCO through its institute for statistics (UIS) will support, where necessary, the further development of Uganda's Education Management Information System (EMIS), which will support provision of statistics in education participation in Uganda. UIS will support, where and if necessary, the further development of a system in Uganda that can produce accurate and reliable statistics on science, technology and innovation (STI), disaggregated by sex.

Agency Outcome 1.2
Selected Government, Civil Society and Governance institutions   are increasingly integrating and applying human rights standards and principles.

• Course content for specialized short training on human rights reporting, investigative journalism, and elections coverage will be adapted from existing training modules (including those produced by UNESCO) and these training will be offered as workshops in collaboration with the Makerere Department of Mass Communication as the UNESCO identified potential centre of excellence in journalism education.

These courses will target practicing media professional, especially those associated with community broadcasting, at the same ensure gender balance and that the content is gender-responsive.

• UNESCO, through its programmes on social and human sciences and addressing gender issues, will co-operate with the centres at universities and higher level institutions with potential to educate the current and future generation of leaders of the Great Lakes region about women's rights, in conjunction with the newly established Regional Research and Documentation Centre for Women, Gender and Peace Building in the Great lakes region as a category 2 centre under the auspices of UNESCO, in Kinshasa, DRC. In Uganda, this is the Center on women, gender and peace-building in the Great Lake Region at Makerere University.

Agency Outcome 1.3
Formal and informal justice systems, uphold human rights and foster peace and reconciliation.

• The capacity of at least one national media institution to report on implementation of international Human Rights covenants and other conventions in Northern Uganda will be built. The selected institution will be supported to establish or strengthen its network of field stringer reporters in Northern Uganda.

Outcome 2:
Vulnerable segments of the population increasingly benefit from sustainable livelihoods and in particular improved agricultural systems and employment opportunities to cope with the population dynamics, increasing economic disparities, economic impact of HIV&AIDS, environment shocks and recovery challenges by 2014.

Agency Outcome 2.1
Public and civil society institutions and vulnerable communities are formulating and implementing   harmonized   rights-based   policies, programmes and legal frameworks that increase employment, food security and income.

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16   Including Parliament and its Committees, Human Rights Commission, Electoral Commission, Equal Opportunities Commission, Local Councils, OPM (Office of the Prime Minister)   etc.

• For the 2010/11 Biennium, the office will work in collaboration with the Ministry of Education, Universities, Ministry of Information, National AIDS Commission, Media houses, Ministry of Gender, Council for Higher Education. Creation of awareness on stigma and discrimination among university populations and increased understanding of and support for PLWHA; through media diaries. Training of journalists, counselors and HIV and AIDS Coordinators in Universities in the collection, processing and distribution of appropriate information on stigma and discrimination accounts by PLWHA.

• Promotion of comprehensive education sector responses to HIV and AIDS through EDUCAIDS - Three of the six Nairobi Cluster countries, Kenya, Rwanda and Uganda, continue to face considerable challenges in their endeavor for national sustainable development, partially due to the increasing prevalence rates of HIV infection, the lack of evidence on its impact on the education sector, thus un-readiness and unpreparedness of the sector as a system to effectively respond to the epidemic in a comprehensive manner.

One of the major challenges is the lack of political will and leadership in recognizing and translating into action, the need to develop comprehensive and gender transformative responses in the sector, evidenced by the lack of competence personnel, low-profile of an unit tasked to spearhead prevention and mitigation in the sector and low level presence of the sector in the national response as a whole. In this context, this Activity will seek to progressively promote high level dialogue and establish a cross-national forum where countries can develop common approaches and framework as well as share experiences and information. The primary target group is Permanent Secretaries or his designates of the three countries. This Activity will be complemented by UBW and OPEC initiatives in the three countries.

UNESCO will continue to provide support to the Ministry of Education and Sports in Uganda through the National Commission secretariat. The over all objective of the support is to strengthen the capacity of the Ministry to mainstream HIV in all educational programmes at various levels.

Through the National professional officer placement in the country and the Technical Assistant to the MOE&S , UNESCO will provide technical assistance for

development and dissemination of the relevant policy and strategic documents such as Sector Strategic plan, workplace policy monitoring and evaluation plan and sector coordination strategy among others. UNESCO will also support the ministry in leveraging resources for HIV programmes through Joint UN Team on AIDs and by providing technical assistance for proposal development and fundraising to the ministry.

Another area of support will be in capacity building for the Ministry staff in main streaming HIV in education. UNESCO's visibility will over this period be increased through regular participation in the JUNTA and the relevant Technical Working Groups.

The National Professional Office will represent UNESCO in these meetings. Lobby advocacy and networking for the main HIV stake holders in education will be improved through UNESCO's support to the ministry, especially focusing on the gender disparity and Greater Involvement of People Living with AIDS within education sector. In order to inform polices and contribute to better planning, UNESCO will support the ministry to undertake operational studies and document evidences within the sector

Agency Outcome 2.2

Vulnerable communities, Government, civil society and the private sector are managing and using the environment and natural resources sustainably for improved livelihoods and to cope with the impact of climate change.

• In support of this outcome, UNESCO will implement the following activity in Uganda: Support to activities to improve research capacity. Any increase in the volume and quality of research especially in agricultural technology will enhance agricultural production and productivity. UNESCO Nairobi office will provide grants to senior researchers at different stages of their research work.

• In contribution to UNDAF outcome 2.2 The following activity will be undertaken: Technical Assistance to member states for STI policy and Legislation. The formulation and integration of science and technology policies into national development plans will facilitate access to infrastructures and knowledge for socio-economic development.

• Under the UNESCO Main line of action 3, (i.e. promoting the sustainable management and conservation of freshwater, terrestrial resources an biodiversity as well as disaster resilience) the following activity will be undertaken in Uganda and can be considered as contribution to UNDAF outcome 2.2:

- vulnerability assessment of urban groundwater (case of Kampala). For a better sustainable management of Urban aquifers within Kampala, there is a need to understand the mechanism and to identify the sources of pollution. The findings will be used for awareness raising and for preparation of a protection Action Plan of the aquifers.

- Promoting sustainable development through Biosphere reserves in taking stock of best practices within the world network and disseminating them throughout the 2 existing biosphere reserves (Mount Elgon and Queen Elizabeth)

- Restoring degraded areas around Mount Elgon BR with the aim of receiving payments for ecosystem services for the benefit of local communities.

• Under UNESCO Climate Change intersectoral platform, UNESCO will contribute to the Climate Change UN joint programme for UGANDA.

Outcome 3:
Vulnerable populations in Uganda, especially in the north, increasingly benefit from sustainable and quality social services by 2014.

Agency Outcome 3.1
Evidence-based policies, strategies and plans are reviewed, developed and adequately resourced through participatory and inclusive approaches to increase access to quality social services.

• Support to Plan and Manage the Education Sector through EFA End Decade Assessment - Given the fact that the sector receives between 20 and 30 percent of the annual state budget and is a significant recipient of development partner resources, and many of the cluster countries suffer from unexpected man-made / natural disasters, it is most critical to collect and use data to plan and monitor and evaluate the sector progress.

Policy and planning must be informed by systemic and systematic monitoring and evaluation of education systems. Global Monitoring Reports, UIS publications and national policy documents show lack of timely, relevant, appropriately sex-disaggregated data such as by sex, geographic location, languages, and disabilities.

Even if some data are available, there is very little evidence of their use, based on analysis and interpretation of national policy documents and other key sector documents. UNESCO will support the capacity development of educational statisticians and monitoring and evaluation officers in data collection, analysis and interpretation, and of policy planners in the use of such data, using the exercise of EFA end-decade assessment. Along the process of conducting the assessment, diagnosis will be made on availability and functionality of tools, such as EMIS.

The scope and modality of proposed end-decade assessment will be similar to Asia Pacific EFA Mid-Decade Assessment conducted in 2006-2007. The increased capacities and availability and use of data will inform high-level policy dialogue at the ministerial level on critical issues such as gender equity and equality, quality, teachers, literacy, youth at risk, for achievement of quality EFA and in preparation for national reporting on EFA leading up to 2015.

Agency Outcome 3.2
National and Local Government and civil society systems have increased capacity to effectively implement policies in line with international standards and guidelines, and deliver equitable and quality social services in a context of high population growth, inequities, and with special emphasis on the unique circumstances of the pastoralist, returnee and transit populations in the north.

• Support to Teacher Development through Teacher Training Initiative for Sub-Sahara Africa (TTISSA) - Having made significant progress on equitable access to formal basic education, Nairobi Cluster countries are now confronted with most critical task of improving the quality of education.

One single factor affecting education quality is lack of comprehensive teacher development policy and programme, addressing the critical issues of placement, status and capacities of teachers and principals (or head teachers) in delivery of their services for quality teaching and learning in the school setting. As identified through the draft UNESS for Uganda, UNESCO will target its support in Uganda within the framework of TTISSA through undertaking of a diagnostic study and putting in place policy changes / directors in this regard. The target group is the senior management and staff of the Ministry of Education and Sports and Teacher Service Commission.

• National capacities strengthened to lead and coordinate the improvement of quality of education through education for peace

Non-UNDAF Activities

65. As a Cluster Office for all UNESCO programmes and a Regional Office for Science, the Office will undertake activities which may not be in the UNDAF results matrix but will nonetheless reinforce them. Below are some of the activities from which Uganda will benefit:

Basic and Engineering Sciences

66. UNESCO will contribute to the planning and strategic frameworks for the development of bio-fuels in Uganda. Liquid biofuel (bio-diesel and ethanol mainly) has attracted increasing attention from public and private investors in recent years due to the volatility of oil prices and threats on its long-term availability, as well as growing international pressure for economies to adopt cleaner energy options. UNESCO will undertake an assessment of the science and technology capability for the development of biofuels.

Ecological and Earth Sciences

67. UNESCO will support the creation of an East African sub network of Biosphere reserve to improve collaboration, especially regarding shared ecosystems. UGANDA will benefit from the special attention that will be given to Mont Elgon transboundary biosphere management.

Water Sciences

68. UNESCO will support the IGAD Climate Prediction and

Application Centre (ICPAC) for the validation of the drought monitor tool within the East African and IGAD countries. After validation, this tool can be used for drought monitoring within the su- region which could contribute to anticipate the consequences of drought.

69. UNESCO has launched in February 2010 the ISARM-IGAD network for the sustainable management of trans-boundary aquifers through their inventory and study within the sub-region. UNESCO will support that network to prepare proposals on sustainable management of trans-boundary aquifers with the sub-region.

70. UNESCO through its category I center on water education (UNESCO-IHE), will continue to support the training of Ugandan water professionals at master and doctoral levels and ensuring gender balance.

Culture

71. UNESCO Nairobi office will continue to support the development of the community museums identified in 2009, by providing additional training (particularly on collection management) and facilitating the preparation of promotional materials.

Communication and Information

72. The establishment and/or strengthening of Community Multimedia Centres (CMCs) and their national network will continue as hubs for information access/sharing at community levels.

73. Advocate and support community media broadcasting standards and legislation.

74. Integrate Media Development Indicators in development planning processes to enable the systematic identification of priority capacity needs and to support the enhancement of credible and professional reporting.

75. Makerere University's Department of Mass Communication is expected to be further supported as a potential centre of excellence in journalism education. An in-country media development assessment using the UNESCO Media Development Indicators is planned. In addition, capacity of libraries and archives will be built for the development of digital collections.

76.   Replicate at the country level, information and experience sharing platforms such as the UN Inter-agency Round Table on Communication for Development to engage the participation of multiple stakeholders and to advance the country's capacity in consolidating experience, resources and actions using a communication perspective.

UNESCO Institute for Statistics (UIS)

UIS has been asked to support development of a system for literacy statistics in Uganda, and is evaluating that request. UIS has also been asked to assist in the development of a national framework for cultural statistics, and is currently also evaluating that request. Generally, UIS intends to support the development of a Plan for National Statistical Development (PNSD). In doing so, it will be led by the Uganda Bureau of Statistics (UBOS), which is coordinating this work.

PART I: Partnerships

Country Assessment

77.   The following are some of the expected partners who will collaborate with UNESCO in the implementation of the programmes elaborated in this document:

Education

The Ministry of Education and Sports, The Teacher Service Commission, The Ministry of Gender, Labour and Social Development, Uganda National Commission for UNESCO, Makarere University, UN Agencies in particular UNICEF, and UNAIDS

Natural Sciences

• Universities involved in teaching and research in science and technology. In particular Makerere University, Busitema University Gulu University and Kyambogo University and National Council for Science and Technology
• IHP national focal point Ministry in charge of water resources; Universities involved in teaching and research in hydrology and water resources
• Uganda Wildlife Service
• MAB national committee focal point

Culture

• The Ministry of Gender, Labour and Social Development, the National Museums of Uganda, Community museums and NGOs: possible areas of cooperation; Includes the implementation of the UNESCO Conventions in the field of culture in Uganda, the development of community museums and the preparation of an action plan for the implementation of the Cultural Policies of 2006.

Communication and Information

• UNCT(Uganda), Article 19, International Media Support, PANOS, AMARC, Africa Media Initiative (AMI), Uganda Ministry of Information, Uganda Communica-

Local NGOs/Associations working in media: Possible areas of Cooperation; Re-negotiation of reforms in the latest Media Bill, Establishment and/or strengthening of a stringer network in Northern Uganda, and Promotion of community media

• Media training institutions: Possible areas of Cooperation; Preparation and offering of short specialized courses in journalism, Strengthening of teaching/learning resources at the selected institutions, and Exchange programmes with similar institutions in the region

• Major National Libraries: Possible areas of Cooperation; Development of digital library collections.

Others

• UNIFEM, UNDP, World Bank, UNIDO, UNAIDS, Ministry of Education Science and Sports, Ministry of Information, Media Houses, National Council for Science and Technology, Ministry of Gender, Universities, National AIDS Commission. The Uganda Bureau of Statistics (UBOS), The Ministry of Education, The Ministry of Gender, Labour and Social Development, The national Media Council, The national Science and Technology Council, The Joint UN M&E group

UCPD Results Matrix (Outcomes included in the UNDAF)

Results Matrix for UNDAF outcome 1

UNDAF/One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
UNDAF Outcome 1: Capacity of selected Government Institutions and Civil Society improved for good governance and realization of Human Rights that lead to reducing geographic, socio-economic and demographic disparities in attainment of Millennium Declaration and Goals by 2014.				
Agency Outcome 1.1 National & local Government planning, budgeting, expenditure, implementation, monitoring & accountability systems and structures prioritize disparity reduction.	1.1.1 Good quality science, technology and innovation (STI) statistics, disaggregated by sex, are available.	1.1.1 Good quality STI statistics, disaggregated by sex, are reported through UIS" S&T statistics questionnaire, on time.	1.1.1 $0	1.1.1 $10,000
	1.1.2 National authorities supported in implementing the international legal instruments in the field of culture ratified by Uganda and in developing a plan of action to apply cultural policies.	1.1.2 The Tentative List under the World Heritage Convention revised, international assistance requests submitted under the 2003 Convention, and a plan of action developed for partly implementing cultural policies.	1.1.2 $35,000	1.1.2 $0
	1.1.3 Support media law reforms, promote freedom of expression and capacity building for relevant media institutions	1.1.3 Amendments to the repressive proposed 2010 Media Bill are prepared and submitted to Government by Ugandan media stakeholders	1.1.3 $5,000	1.1.3 $20,000
	1.1.4 Development of Uganda's Education Management Information System (EMIS), which will support provision of statistics in education participation in Uganda.	1.1.4 Provision of education statistics	1.1.4 $	1.1.4 $15000
Agency Outcome 1.2 Selected Government, Civil Society & Governance institutions are increasingly integrating and applying human rights standards and principles.	1.2.1 Specialized short training on human rights reporting, investigative journalism, and elections coverage conducted through the Makerere Department of Mass Communication, and community media promoted.	1.2.1 Specialized short courses in journalism are offered (in collaboration with Makerere Department of Mass Communication) to practicing media professionals	1.2.1 $5,000	1.2.1 $40,000
Agency Outcome 1.3 Formal and informal justice systems, uphold human rights and foster peace & reconciliation.	1.3.1 Capacity building of national media institutions to report on implementation of international Human Rights covenants and other conventions in Northern Uganda.	1.3.1 At least 1 national media institution establishes/strengt5hens its field network of trained stringer-reporters in Northern Uganda	1.3.1 $5,000	1.3.1 $50,000

17   Including Parliament and its Committees, Human Rights Commission, Electoral Commission, Equal Opportunities Commission, Local Councils , OPM (Office of the Prime Minister) etc.

Results Matrix for UNDAF Outcome 2

UNDAF/One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
UNDAF Outcome 2: Vulnerable segments of the population increasingly benefit from sustainable livelihoods and in particular improved agricultural systems and employment opportunities to cope with the population dynamics, increasing economic disparities, economic impact of HIV&AIDS, environment shocks and recovery challenges by 2014.				
Agency Outcome 2.1 Public and civil society institutions and vulnerable communities are formulating and implementing harmonized rights-based policies, programmes and legal frameworks that increase employment, food security and income.	2.1.1 Tools for advocacy against HIV stigma and Discrimination of PLWHA in tertiary learning institutions are available for use by the education sector 2.1.2 Promotion of comprehensive education sector responses to HIV and AIDS through EDUCAIDS -High level dialogue on strengthening education sector responses promoted (Cluster-wide initiative)	2.1.1 2.1.2.1 Establishment of a cross-national forum. 2.1.2.2 Development of common approaches, framework & benchmarks 2.1.2.3 Implementation of common framework and benchmarks	2.1.1 $20,000 2.1.2 $20,000	2.1.1 $20,000 2.1.2 $0
Agency Outcome 2.2 Vulnerable communities, Government, civil society and the private sector are managing and using the environment and natural resources sustainably for improved livelihoods and to cope with the impact of climate change.	2.2.1 Research capacity enhanced through UNESCO grants for different research activities undertaken by senior scientists 2.2.2 Science and Technology policy integrated into different development plans 2.2.3 Vulnerability of urban groundwater in Kampala to pollution is assessed and action plan for the protection is produced 2.2.4. Foster sustainable development through support to Biosphere reserves management 2.2.5. Promote contribution of Biosphere reserves in adaptation and mitigation of Climate change impacts. 2.2.6. Support communities to benefit from Carbon market	2.2.1 Number of Grants 2.2.2 revised STI policy document 2.2.3 Report study and protection action plan 2.2.4 development of transboundary management of Mont Elgon 2.2.5. Identify opportunities at site level to support communities to cope with climate change impacts 2.2.6. Number of sites restored and contract signed	2.2.1 $10000 2.2.2 $10000 2.2.3 $8000 2.2.4 $ 5,000 2.2.5. $ 2000 2.2.6. $0	2.2.1 $50000 2.2.2 $50000 2.2.3 $0 2.2.4 $ 0 2.2.5. $25 000 2.2.6. $30,000

Results Matrix for UNDAF Outcome 3

UNDAF/One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
UNDAF Outcome 3: Vulnerable populations in Uganda, especially in the North, increasingly benefit from sustainable and quality social services by 2014.				
Agency Outcome 3.1 Evidence-based policies, strategies and plans are reviewed, developed and adequately resourced through participatory and inclusive approaches to increase access to quality social services.	3.1.1 Further support is provided to development of country's EMIS as well as to international reporting of education data.	3.1.1 Good quality education data are received on time for international reporting through UIS' education questionnaires.	3.1.1 $0	3.1.1 $10,000
	3.1.2 National capacities of policy planners, M&E officers and educational statisticians improved in data collection, analysis, interpretation and use for policy and planning, and monitoring and evaluation, in support of the achievement of EFA & national education sector goals;	3.1.2 Availability of completed, officially approved end-decade EFA assessment outcome report 3.1.2.2 Evidence of use of EFA assessment outcomes in policy and planning documents in two countries.	3.1.2 and 3.1.3 $80,000	3.1.2 $0
	3.1.3 High level policy dialogue and actions promoted on issues related to educational quality and equity with particular focus on inclusion, gender and youth, based on research and data evidence	3.1.2.3 Monitoring system of progress in education put in place or strengthened in two countries. 3.1.3.1 Education Ministers & Permanent Secretaries in three out of six Cluster countries participated in Ministerial Ministers meetings fully informed about the status and outlook of national education systems using evidence, and quality issues and solutions, and engaged in policy dialogue, citing EFA assessment outcomes. 3.1.3.2. Education Ministers / Permanent Secretaries issued ministerial instructions on policy directions or changes as a result of EFA assessment outcomes.		

UNDAF/One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Outcome 3.2 National and Local Government and civil society systems have increased capacity to effectively implement policies in line with international standards and guidelines, and deliver equitable and quality social services in a context of high population growth, inequities, and with special emphasis on the unique circumstances of the pastoralist, returnee and transit populations in the north.	3.2. 1 National capacities strengthened to develop and implement comprehensive approach to teacher education through TTISSA	3.2. 1.1 Availability of officially approved and released diagnostic study on teachers and their development in Uganda	3.2. 1 $73,500	3.2. 1 $0
	3.2.2 National capacities strengthened to lead and coordinate the improvement of quality of education through education for peace	3.2.1.2 Evidence of policy reforms and changes concerning teacher development in Uganda	3.2.2 $50,000	
		3.2.2.1 No. of coordination and thematic working group meetings under MOE leadership at national, provincial and district levels.		
		3.2.2.2 No. of MOE partners and stakeholders participating in coordination and thematic WG meetings		
		3.2.2.3 No of capacity building trainings held through UNESCO support.		
		3.2.2.4 No of education personnel equipped with knowledge and skills in Education for Peace		
		3.2.2.5 Frequency of anecdotal as well as quantitative feedback on constructive, peace promoting attitudes and values manifested in schools and community (anecdotal & quantitative)		
		3.2.2.6 Availability of national integrated policy for education for peace both in formal and non formal education.		

UCPD Results Matrix

(Outcomes not included in UNDAF)

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$	UNDAF outcome to which expected result could be seen as contributing (if any)
Capacities of community museums further developed in Uganda.	At least five community museums received further training on museum management and prepared a draft inventory of objects in their collection and communication material.	$12,000	$0	None
Upgrading of the Department of Mass Communication at the Makerere University with additional teaching/learning resources	- Introduction of at least one new journalism course - Campus radio upgraded and operational - Additional media teaching equipment and materials provided	$10,000	$30,000	Outcome 1.2
An in-country media development assessment conducted using the UNESCO Media Development Indicators.	- National media assessment report published	$10,000	$20,000	Outcome 1.1
Development of digital library collections	- At least 2 librarians trained in document digitization techniques using open source Greenstone software	$5,000	$0	None
Establishment and/or strengthening of Community Multimedia Centres (CMCs) and their national network	- At least 1 CMC established and the national CMC network strengthened	$5,000	$30,000	Outcome 1.2
Assessment report of capabilities and state of science and technology for addressing biofuel development in Uganda	The report on the science and technology capacity in Uganda for biofuels development.	$5,000	$10,000	Outcome 2.3
Drought monitor validated in Eastern Africa sub-region	Report of the validation Drought monitor operational in Eastern Africa	$10,000	$20,000	Outcome 2.2
Transboundary aquifers identified	Report on ISARM-IGAD	$5,000	$20,000	Outcome 2,2
Support the creation of an East African sub network of Biosphere reserve	Improved collaboration, especially regarding shared ecosystems. UGANDA will benefit from the special attention that will be given to Mont Elgon transboundary biosphere management.	$ 5,000	$ 10,000	Outcome 2.2.