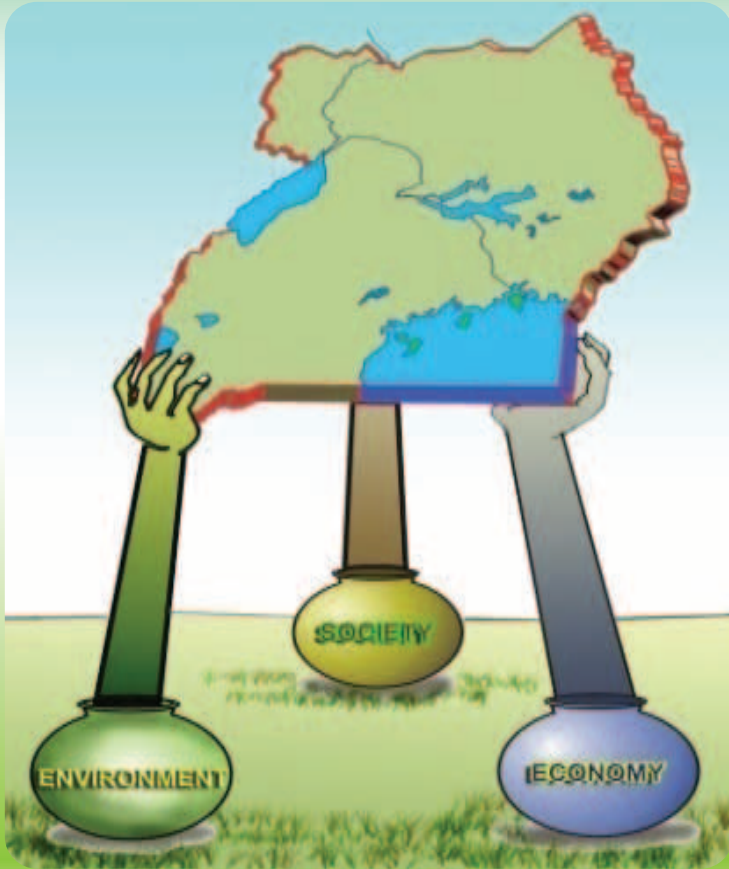


EDUCATION FOR SUSTAINABLE DEVELOPMENT UGANDA IMPLEMENTATION STRATEGY



Uganda National Commission for UNESCO

2010

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All correspondence should be addressed to:

Secretary General
Uganda National Commission for UNESCO 2010
P.O Box 4962, KAMPALA
Tel: 256-041-259713, Fax: 256-041-258405
Email: admin@unesco-uganda.ug; aomare@unesco-uganda.ug
www.unesco-uganda.ug



Uganda National Commission for UNESCO

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LIST OF ACRONYMS

| | | |
|---------|---|--|
| AIDS | - | Acquired Immunodeficiency Syndrome |
| BOG | - | Board of Directors |
| CAO | - | Chief Administrative Officer |
| CBO | - | Community Based Organisation |
| CSO | - | Civil Society Organisation |
| EFA | - | Education for All |
| ESD | - | Education for Sustainable Development |
| HIV | - | Human Immunodeficiency Virus |
| IIS | - | International Implementation Strategy |
| LC | - | Local Council |
| MDG | - | Millennium Development Goals |
| MP | - | Member of Parliament |
| MOES | - | Ministry of Education & Sports |
| NAB | - | National Advisory Board |
| NEMA | - | National Environment Management Authority |
| NCDC | - | National Curriculum Development Centre |
| NCHE | - | National Council for Higher Education |
| NGO | - | Non Governmental Organisation |
| PTA | - | Parents Teachers Association |
| SMC | - | School Management Committee |
| UNATCOM | - | Uganda National Commission for UNESCO |
| UNDESD | - | United Nations Decade of Education for Sustainable Development |
| UNEB | - | Uganda National Examinations Board |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organisation |
| WSSD | - | World Summit for Sustainable Development |

ACKNOWLEDGEMENTS

The need to develop a national strategy for Education for Sustainable Development (ESD) was recognised at the Consultative meeting on ESD held in Nairobi in 2005 for Secretaries-General of National Commissions for UNESCO of the Nairobi Cluster countries. As a follow up to this the Permanent Secretary, Ministry of Education and Sports appointed a National Steering Committee for the Decade to ensure the implementation of the Decade. The National Steering Committee embarked on various activities. The development of this strategy was one such activity.

The Uganda National Commission for UNESCO would like to express its gratitude to everyone who has been involved in the process of developing this strategy.

It is not possible to acknowledge everyone by name. However, we would like to recognize the input of the Members of the National Steering Committee of the Decade of Education for Sustainable Development (DESD) and all the stakeholders who made their input at the workshop to adopt this strategy. We are most grateful particularly to those members who worked on specific sections of this document; Dr. Jessica Aguti of Makerere University, Dr. Daniel Babikwa, and Ms. Beatrice Adimola of NEMA.

We would also like to acknowledge the support of the Ministry of Education and Sports and, UNESCO Nairobi Office for technical back up and the resources. Special thanks also go to the team at UNATCOM for their cooperation and support in the process of implementing the DESD activities, especially to Rosie Agoi for coordinating the work.



Augustine Omare-Okurut
Secretary General
Uganda National Commission for UNESCO
Kampala, May 2010

FOREWORD

Education is the key to development. In this respect Uganda has put in place policies and strategies aimed at providing every citizen at all levels, with an education that is holistic, relevant and of good quality.

Issues of development have always been around us. The concept of “sustainable development” is not entirely new. What is new is the challenge it poses to society and particularly to the education system. How do we make sustainable development a living reality among our people through education? Education for Sustainable Development (ESD) is the answer.

This National Strategy for the Implementation of the Decade of Education for Sustainable Development is developed as a response to the UN General Assembly resolution in 2002 designating the period 2005-2014, Decade of Education for Sustainable Development (DESD), as well as to the invitation by UNESCO to Member States to participate in the implementation of the Decade.

The strategy was developed through a consultative process spearheaded by the Uganda National Commission for UNESCO (UNATCOM). It involved the participation of a cross-section of stakeholders in education, economy, environment and society sectors through meetings, workshops and seminars.

The final outcome is a living document, open to adaptation by various stakeholders at institutional, local and national levels. The main focus of the strategy is to create awareness, education and training that will enhance the understanding and application of sustainable development in the day to day life of Ugandans.

The Ministry of Education and Sports as the lead ministry in education for sustainable development will champion the implementation of the strategy. However, it should be noted that issues of sustainable development cut across sectors. The three pillars: the economy, environment and society, concern us all and cannot be left to the mainstream education sector alone.

I therefore invite all players in the development process, public and private to embrace the strategy and to integrate it into their programmes and activities. We have recently witnessed at a high cost, the effects of climate change and environment degradation on our society and the economy through drought, floods and landslides. We cannot afford therefore, to remain aloof on matters of education for sustainable development.

The successful implementation of this strategy will put in place the foundation upon which we shall appreciate and safeguard our environment, strengthen our economy and have a safe, healthy environment and society now and in the future.

A handwritten signature in black ink, appearing to read 'G. Namirembe Bitamazire', written over a faint horizontal line.

Hon. Geraldine Namirembe Bitamazire, MP
**MINISTER OF EDUCATION & SPORTS/
CHAIRPERSON UNATCOM**

PREFACE

The Education for Sustainable Development (ESD) implementation strategy presents Ugandans opportunity to take responsibility for development that is sustainable. Education for sustainable development will enable all Ugandans understand and address issues in the three pillars of sustainable development namely environment, society and economy. Environmental issues that are increasingly affecting us include land degradation, climate change, and poor waste management. Social issues include human rights, population growth, security, corruption, HIV/AIDS, urbanization. Economic issues include poverty eradication, economic development and its ramifications, consumerism and effects of globalization. Through ESD, public awareness and understanding of the concept of sustainable development will be enhanced leading to a population that is active and responsible.

Key to the implementation of Education for Sustainable Development is the clarification of values in the light of environmental sustainability, social sustainability and economic sustainability. Development must take care of the environment while ensuring that environmental resources are available for all generations. The values of respect for human rights, dignity and equity should form the basis of decisions and relationships. In pursuit of economic growth, we should ensure balance and equity so that all benefit. These values must be taught to all sectors and the public.

The strategy is a framework for all sectors to take action within their own contexts. This will enable our society to be reached through various means of education while challenging people to critically look at their unsustainable behaviour. The strategy compliments all national policies and plans for sustainable development. It is hoped that people's perception and attitude will be changed towards sustainable management and use of resources. The need to coordinate all activities and initiatives on sustainable development cannot be overemphasized.

The National Environment Management Authority welcomes the ESD strategy as key to creating understanding and ensuring sustainable development in Uganda.

I wish you all fruitful reading.

A handwritten signature in black ink, reading "Aryamanya-Mugisha". The signature is fluid and cursive, with a long horizontal stroke at the end.

Aryamanya-Mugisha, Henry (Ph.D)

EXECUTIVE DIRECTOR

NATIONAL ENVIRONMENT MANAGEMENT AUTHORITY

CHAPTER 1

INTRODUCTION

1.0 Background to the Decade

The Rio de Janeiro Earth Summit in 1992 adopted Agenda 21 and the Action Plan of 21st Century. The main object of the agenda is to address the concerns of ensuring that society takes into account that development needs to be sustainable to meet the needs of the present generations without jeopardizing the chances of future generations to meet their own. UNESCO was charged with the responsibility for implementing chapters 35 and 36 of Agenda 21: Science for Sustainable Development and, Promoting Education, Public Awareness and Training respectively. Chapter 36 notes that besides being a fundamental right, “Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.”

1.1 Johannesburg Summit

The Johannesburg World Summit on Sustainable Development, 2002 acknowledged that some progress had been made in commitments to sustainable development. It also re-affirmed the determination to promote the three pillars of sustainable development, namely: economic development, social development and safeguarding of the environment.

The summit also regrettably noted however, that little progress had been made in achieving sustainable development through education. It therefore named education as the key to creating public awareness, and training for moving society sustainably to ensure sustainable development. It also noted that if education was not consciously re-oriented and consciously planned towards sustainable development, the world would miss out on achieving the Millennium Development Goals (MDGS) as well as the Education for All (EFA) Goals.

1.2 UN Decade of Education for Sustainable Development (UNDESD)

In pursuit of the observations at the World Summit for Sustainable Development (WSSD), the United Nations General Assembly in December, 2002 adopted Resolution 57/254 designating the period 2005-2015, the UN Decade of Education for Sustainable Development (UNDESD). It also mandated UNESCO to spearhead the implementation of the Decade. UNESCO consequently developed an International Implementation Scheme (IIS) for the Decade. The IIS sets a broad framework for partners to contribute to the Decade, focusing on commitments that Member States identify to achieve during the Decade. It also provides a framework for regional/ national/ local plans, strategies and time process to implement the Decade.

1.3 Uganda Strategy

The Government of Uganda has developed this strategy to address the challenges of implementing the United Nations Decade of Education for Sustainable Development. The document is a

collective effort of many stakeholders in education, environment, society and the economy disciplines.

1.4 National Aspirations and Goals

The strategy takes into account the national aspirations and goals as spelt out in key instruments like the Constitution of Uganda, The Vision 2035, the National Development Plan, the Education (2008) Act, the National Environment Act and the various sectoral strategies. These instruments address in different ways issues of the environment, economy and society, which are the key pillars of ESD. The Constitution for example, commits itself to building a just and fair society, espoused in Chapter 4: The Bill of Rights of the citizens. The National Environment Act guarantees the right to a clean and healthy environment, while the Education Act ensures a right to education. All these invariably lead to ensuring rights based approach to development.

The strategy also recognizes the already existing initiatives being implemented by various actors and partners, which may not necessarily be called ESD but, address issues of sustainable development. Unfortunately, many of these initiatives are not known to many actors in ESD. The strategy, through joint planning hopes to capture all these initiatives under one major document. This will help in ensuring coordination, rational application of resources as well as cooperation and contribute to entrenching sustainable development in institutional programmes.

2 CHAPTER

2.0. THE UN DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNDESD)

2.1 Global Perspective

The World Summit on Sustainable Development in Johannesburg in 2002 (WSSD) recognized the unsustainable nature of current economic development trends in the world and its potential effect on life and its support systems. The summit identified education as one of the major means of creating public awareness, and training as a key avenue for moving society toward sustainability through re-orienting education towards sustainable development. It was also recognized that the MDGs (Millennium Development Goals) could not be realized without re-orientating the education systems of the world to uniformly and consciously work towards sustainable development. The summit hence broadened the vision of sustainable development and re-affirmed the educational objectives of the Millennium Development Goals and the Education for All, Dakar Framework for Action.

The UN General Assembly also designated UNESCO the official lead UN Agency for the UNDESD. The Agency was mandated to spearhead the implementation of the decade with one of the major roles as to assist Member States to develop localized ESD implementation strategies. In connection with the above, National governments and ministries of education committed themselves to work with UNESCO and other stakeholders to ensure that the goals and aspirations of the decade are met as planned. This document therefore represents efforts by UNESCO and the government of Uganda to come up with a strategy to guide the implementation of the UNDESD in Uganda.

2.2 ESD Global Vision

The global vision for the Decade of Education for Sustainable Development was articulated as ***"A world where everyone has the opportunity to benefit from quality Education and learn the values, behaviours and lifestyles required for a sustainable future and for positive social transformation"***.

The overall goal of the decade

The overall goal of the decade is to integrate the principles, values and practices of sustainable development into all aspects of education and learning so as to encourage societal change in behaviour that will create a more sustainable future particularly in the areas of:-

- Environmental integrity
- Economic viability, and
- A just society for present and future generations

ESD is an all encompassing endeavour to revamp education worldwide. Governments, education ministries in particular are urged to engage in processes that will ensure its successful implementation. Governments are expected to among other things:

- Provide, refine and promote the vision of and also the transition to sustainable development through all forms of education, public awareness and training through formal, non formal and informal education.
- Develop policies, plans and programmes in all areas of education.
- Provide an enhanced profile for the important role of education and learning in pursuit of sustainable development.

2.3 Objectives of the DESD

The core objectives of ESD are:-

- To promote and improve basic education including, literacy and

lifelong learning for sustainable livelihoods with emphasis on access, opportunity and quality for all children and youth, in and out of school.

- To reorient existing education programmes at all levels focussing on content and methodology, including the different dimensions of sustainability namely: social, economic, ecological, cultural, knowledge, skills, ethics, values and perspectives;
- To create public awareness and understanding of the principles of sustainable development drawing on the capacities and comparative strengths of the media and civil society;
- To develop training programmes for building skills and capacities that promote sustainable practices;
- To develop strategies for the enhancement of the required capacities for the attainment of sustainable development;

The following seven approaches are proposed for the realisation of the goals of the:

- Advocacy and vision building
- Consultation and ownership
- Capacity building and training
- Research and innovation
- Use of information and communication technologies
- Monitoring and evaluation, and
- Partnerships and networks

2.4 The Pillars of Sustainable Development informing ESD

Education for sustainable development is grounded on three pillars of sustainability namely: **Society, Environment and Economy.**

Society: understanding social institutions and their roles in change and development as well as the democratic and participatory systems; for expression of opinion, selection of governments, the forging of consensus, and resolution of differences.

Without understanding and harnessing social dynamics the necessary social environment to nurture sustainable development cannot be achieved.

Environment: The scarcity of resources and fragility of the physical environment, the effects of human activity and decisions on the different components of the environment and the direct and indirect relationship between the environment, society and development processes. The emergent understanding will naturally empower society to commit itself to factor environmental concerns into social and economic policy development.

Economy: To grasp the limits and potential of economic growth and its impact on society and on the environment is critical. This will help to expose the challenges associated with the current development thinking which elevates economic growth above everything else and in the end undermines the capacity to balance the three pillars of sustainability.

2.5 Major characteristics of ESD

In addition to the focus on the balancing of the three pillars of sustainability i.e. society, economy, and environment, ESD seeks to promote:

- Inter/trans-disciplinarily and holistic learning across curricula as opposed to the traditional discipline-based approach;
- A deliberate and conscious integration of values and ethics underpinning sustainable development;
- A learner-centred lifelong learning environment;
- Critical thinking and problem-solving to empower society to appropriately and confidently engage the dilemmas and challenges of sustainable development;
- Contextualised learning that considers local relevance and cultural appropriateness by addressing global as well as local issues in the curricula;
- Formal, non-formal and informal education;
- Realisation of the evolving nature of the concept of sustainability;
- The use of a variety of pedagogical techniques that promote participatory learning and higher order thinking skills.

The attributes above largely define the character and dimension of ESD in different contexts. ESD principles remain the same although the details will vary from context to context.

In Uganda, ESD will focus on the key issues of poverty, economic development/transformation, governance, democracy, natural resources management and utilisation, energy, waste management, globalisation/localisation (localising global issues), culture, patriotism, ethnicity, health including HIV/AIDS, ethical conduct and values will feature prominently. These are issues which Ugandans grapple with on a daily.

In the final analysis, ESD is about values and respect for others including the current and future generations, respect for difference and diversity, respect for the environment and the resources of the planet we inhabit. Education thus acts as a means for understanding society and its links with the wider natural and social environment which in a way serves as a lasting base for building respect. Education for sustainable development as such aims to promote a sense of justice, responsibility, exploration, and dialogue that will lead to positive change in behaviour necessary for sustainable development. It appeals to the need to revisit all aspects of education and development including curricula, pedagogy, philosophy, goals and aspirations.

2.6 ESD from the Ugandan perspective

Uganda's overarching development policy is to "ensure sustainable social and economic development that maintains or enhances environmental quality and resource productivity on a long term basis, that meets the needs of the present generation without compromising the ability of future generations to meet their own needs implies a key role for education. This is also reflected in the National Development Plan which reiterates the importance of education in the provision of the public goods whose returns are critical for sustained economic growth (sic) and social transformation.

ESD will in the case of Uganda aim to specifically promote values and practical processes to provide skills and competencies to

nurture sustainable development at all levels. Such values will as of necessity be in line with the attributes of the National Vision (NDP, 2010) of independence, sovereignty, democracy, stability, knowledge ability, ability to harness and utilise available resources gainfully and sustainably and beyond.

This ESD strategy proposes guidelines and modalities aligned to the above mentioned national development policy goals and the objectives of the DESD that will contribute to the attainment of sustainable development. The strategy aims at contributing to the four thrusts of the decade namely:

- Improving access to quality basic education
- Reorienting existing Education programmes at all levels
- Enhancing public understanding and awareness of Sustainable Development
- Enhancing capacity of sustainable development through training

These thrusts are in line with the national broad aims of education outlined below:

- To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of international relations and beneficiaries' inter-dependence;
- To inculcate (sic) moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development for better health, nutrition and family life, and the capability for continued learning; and

- To contribute to the building of an integrated, self-sustaining and independent national economy.

2.7 Government Initiatives

The Government of Uganda has put in place a number of initiatives in the education sector to address some concerns of the ESD. It has established:

- A Directorate of Educational Standards to ensure the quality of formal basic education
- National Council for Higher Education to regulate University and tertiary education.
- Universal Primary and Secondary education (UPE and USE) to address the issues of access.
- Compulsory science education in secondary schools is meant to address application and relevance, essential elements of quality education.
- The Review of curricula, in particular the introduction of thematic curriculum at lower primary addresses the ESD goals of making the curricula locally relevant and culturally appropriate.

The goals of education at all levels highlighted in the National Development Plan correspond with those of ESD. Emphasis is placed on increasing access and equity, improving quality and relevance, effectiveness and efficiency of education at the primary, secondary, technical and tertiary levels of education.

Despite these efforts, there are still multiple challenges to the national education system. The formal education system is criticised for being too theoretical, emphasising the cognitive and little on the affective and psychomotor domains. It has therefore produced graduates who lack practical skills, values and ethics to survive and manage resources in a challenging world.

Non formal and informal education also needs reviewing. It is not receiving adequate attention despite its acknowledged role in implementing the government programmes and policies of transforming society.

2.8. Process modalities for implementing ESD

2.8.1 Improving the quality of education

The improvement of the quality of education entails among other things deliberate review of the content, processes and methods that include the curriculum process, learning materials, facilities and human resources. Their review process should specifically include:

Reorientation of the teaching and learning methods to make them locally relevant, culturally appropriate, age and gender sensitive, inclusive of all learners and cognisant of global concerns;

Change in pedagogy - learner centred teaching and learning methods will have to be promoted to empower learners to become self driven and reflexive in their approach towards life in general and sustainable development in particular;

Continuous professional development of all educators focusing on pedagogy, and content and the use of participatory action oriented on the job approaches which will engage them in a continuously empowering process at the theoretical and practical levels in the pursuit of sustainable development.

Development of relevant teaching and learning resources catering for the three realms of sustainability (environment, economy and society)

2.8.2 Integrating sustainable development in our education

Integrating sustainable development will involve mainstreaming of key sustainable development concerns into the existing curricula, particularly social, economic and environmental issues. Due attention shall be given to the following:

- a) a curriculum framework
- b) inter and trans-disciplinarily
- c) skills development
- d) provision of knowledge

- e) promotion of ESD values and ethics
- f) lifelong learning

- **Curriculum framework:** The curriculum should include ESD perspectives informed by a critical approach/paradigm to curriculum development as opposed to a technocratic approach.
- **Inter and Trans-disciplinarily:** ESD should encourage theme teaching and learn teaching in different education settings. Themes should be derived from the three ESD pillars and may include: poverty, wasteful consumption, and gender inequality, violation of human rights, environmental degradation, conflict and waste management among others.
- **Skills development for creating a sustainable future:** ESD should promote decision-making, problem-solving, critical and creative thinking, communication (oral and written), computation skills, and inquiry/research skills.
- **Knowledge imparted:** ESD should draw knowledge from society, economy and environment. The knowledge base should support sustainability goals as identified in the national ESD priorities and should capture the major issues of concern in the curriculum at different levels in formal and non-formal settings.
- **Values and ethics:** ESD should promote values and ethics such as:
 - a) Respect and care for the 'community of life,
 - b) Social and economic justice,
 - c) Ecological integrity,
 - d) Democracy, no-violence and peace
- **Perspectives:** ESD should consider history and the future, as well as accommodate the needs of different stakeholders, while promoting consensus and vision building.

- **Lifelong learning:** ESD should strengthen and sustain lifelong learning by empowering people to improve their livelihoods and well being through informed decisions that are culturally appropriate and relevant.
- **Capacity building:** Capacity building for ESD involves all stakeholders. It should be appropriate, relevant, and timely and provide opportunities for knowledge and skills development.

3

CHAPTER

3.0. SITUATIONAL ANALYSIS AND RATIONALE FOR ESD IN UGANDA

3.1 The country

Uganda is a land-locked country lying on the equator at the centre of Africa. It shares borders with Sudan to the North, DR. Congo to the West, Rwanda and Tanzania to the South and Kenya to the East. About 20% of the country is covered by inland lakes. The rest of the landscape ranges from tropical rain forest to savannah with mountains on the western and eastern border. The climate is tropical.

Uganda relies heavily on agriculture, the basis of livelihood for 80% of the population. Banana plantains, cassava, sweet potatoes and maize are major subsistence crops. The major export crops are coffee, tobacco and cotton. There is a modest manufacturing and tourism sector and relatively new development of horticulture. Oil reserves have been identified and may have an important input on the economy in future.

Uganda's annual growth between 1998 and 2005 has been 6% on average. By maintaining macroeconomic stability and liberal economic policies, Uganda has been able to attract some multinational investment and donor support. The GDP is still growing but is below the levels required (approximately 7% per annum) to meet the Millennium Development Goals poverty reduction targets, and the current global economic problems may

impede this still further. Public Administration expenditure still represents around 18% of the budget.

Uganda has made significant strides in reducing poverty, though it remains one of the world's most impoverished countries, placed 154 out of 177 on the 2007 World Development Report. Between 1992 and 2006 it achieved a reduction from 56% to 31% of the population living below the poverty line. Primary school enrolment rose from 62% to 86%, putting Uganda on track to meet the Millennium Development Goals for education, though there have been problems with the drop-out rate. There have been improvements in healthcare indicators and significant success in tackling HIV/AIDS. HIV prevalence has been reduced to 6.4%, although the number of new infections is on the increase. Uganda also has many other challenges, including its high population growth rate, one of the biggest in Africa.

3.2 The socio-economic, political and environmental context

The current socio-economic, political and environmental status of Uganda will inform the nature and dimension of Uganda's pursuit of Education for Sustainable Development. Issues of globalisation, governance and human rights, traditional value systems, cultural diversity and its related socio-cultural structures, population growth, gender equality, health, and the environment are among the key contextual issues which will directly influence and impact on Uganda's pursuit of ESD.

3.3. Globalisation

Globalisation is the interconnectedness of people and places as a result of advances in transport, communication, and information technologies that cause political, economic, and cultural convergence (Bishnu 2004). Globalisation is removing the barriers between people and places. Globalization has had negative and positive effects on different countries in the world.

In Uganda, globalisation has manifested itself in the following ways:-

- Changes in the value systems through exposure to a wide range of media and a multiplicity of cultures hitherto not known, some of which conflict with local value systems.
- Uganda's development seems to be concerned, more with modernisation and economic growth than the social well being of its citizens. The economic gains expressed in statistical figures do not critically relate to socio-economic and ecological effects on the environment. As a result, natural forests and wetlands are being de-gazetted for economic investments, while at the same time Ugandans are increasingly engaged in unsustainable economic activities like swamp reclamation, sand and clay mining, stone and sand quarrying and charcoal burning that degrade the environment and the natural resource base.
- The discovery of oil in Uganda poses a great challenge to sustainable development. The socio-economic and ecological ramifications of oil discovery and exploitation that have bedevilled countries in Africa and other parts of the world must be objectively addressed.
- Uganda is becoming a major tourist destination. The social and ecological effects of tourism should also be addressed for sustainable development.
- There is generally a narrow concept and scope of poverty which has led to unsustainable strategies to address it. Many Ugandans are leaving the country in search of 'greener' pastures. This includes both skilled and unskilled labour force. As more and more professionals leave the country, Uganda faces the problem of brain drain.

3.4. Economic Impact

- The neo-liberal economic reforms implemented by government have affected the economy significantly. The trade relations are increasingly skewed in the favour of the rich industrial Northern economies. The free movement of goods and people seems to favour the developed North. Uganda, like many other developing countries are becoming increasingly dependent on the developed countries, with more of Southern resources cheaply flowing northwards.
- The economic reforms associated with globalisation have accelerated the flight of capital, natural and human resources from Uganda to other countries. The removal of any form of controls and protection on the local economy has made it much easier for Ugandan resources to be exploited by international capitalist investors from countries which ironically still protect their industries and other commodities.
- The opening of the local market to international goods is also leading to the dumping poor quality goods such as computers, second-hand vehicles and used refrigerators from other countries flood the African market, hence draining the
- country of its meagre resources and in the long term end up frustrating local development initiatives and the economic base.
- Excessive consumerism and consumption of goods and services without planning for sustainability is a growing phenomenon that needs to be addressed through education and training.

3.4.1 Governance and human rights

Governance in its widest sense refers to how an organisation, including a nation, is run. It includes all the processes, systems, and controls that are used to safeguard the organisation/nation, its assets and structures.

Governance has for long been an area of contention in Uganda. The country has gone through a turbulent political history since its independence. The rule of law has been the exception for the longer part of the country's independence. Gross human rights violations have been rampant. This has impacted negatively on the nature of governance and the entire political set up of the country. The current trend in governance is towards reversing wrongs of the unpleasant past. Efforts to respond to governance challenges include among others:

- The promotion of participatory democracy through the Local Council (LC) system whose major purpose is to provide equal opportunities for different members of society to participate without any discrimination based on social, cultural, economic, political or physical criteria.
- The organisation of regular elections at different levels of society has introduced a new political culture of accessing political power and other power related positions in the country. This has also facilitated the growth of the culture of public debates on topical issues such as taxation, political systems, land and others in different forums; through such debates, people's concerns, fears and interests are frequently voiced.
- Government has also taken steps towards opening up space for freedom of the media.

The above achievements notwithstanding, there are still shortfalls in respect of good governance and human rights. These are:

- a) Freedom of expression
- b) Privatisation scheme
- c) Election malpractice and violence
- d) Corruption
- e) Negative cultural practices against women
- f) Unsustainable development programmes

- g) Non commitment to set policies
- h) Human rights abuse
- i) Internal conflicts

3.4.2 Traditional value systems, cultural diversity and utilization of tribal/local structures

Uganda's traditional socio-economic and political systems played key roles in ensuring social cohesion, instilling values, cultures and social norms that promoted sustainable propagation of the society.

- Although the power and influence of local leaders may be waning, each community still has its traditional leaders in the systems that are generally respected and wield some powers.
- Cultural leaders have been effective in mobilization of the people i.e. community work, public infrastructure, good practices of hygiene, immunization and universal education, among others.
- Some good traditions and norms are disappearing with globalization e.g. farming methods; ways of ensuring food security; traditional health eating habits. Systems for enforcing African values and norms have been eroded by western education and by the adoption of western lifestyles.
- Modernisation and urbanization are eroding some core local traditions, values and norms including language, discipline and respect for people and property.
- Some traditional forms of wealth acquisition and practices are socially repugnant and ecologically unfriendly.

3.4.3 Health

Issues of development, environment and health are closely related. A healthy population and safe environment are important preconditions for sustainable development. Education for Sustainable Development needs to pay attention to health. Poor health undermines and retards economic and social development, triggering a vicious cycle of unsustainable use of resources and environmental degradation.

Mortality and morbidity rates in Uganda are high for the different age categories. And, apart from HIV/AIDS, the causes of death are still largely preventable and curable diseases accentuated by poverty, poor hygiene and ignorance. This is so, despite the different measures taken to sensitize the people on issues of health. The emergence of HIV/AIDS in the 1980's compounded the health situation and turned around the entire concept of health and strategies for achieving and maintaining it. HIV/AIDS has continued to affect all sectors in the country. The effects range from loss of both skilled and non-skilled human resources, decline in professional efficiency and effectiveness and making labour less productive. In the education sector, AIDS contributes to absenteeism of teachers and students either due to sickness or because of the time spent looking after the sick. In addition to all the above, the health costs are high.

- Ignorance is still a hindrance to good health practices leading to children dying of preventable diseases.
- Commercialization of traditional food crops is leading to increased cases of malnutrition, sickness and disease. In many households food crops are the only commodity that can be sold to earn money, which is a major challenge to food security and a key source of vulnerability at household level.
- While government has tried to establish health infrastructure in the rural areas, not all areas have been adequately covered by the health facilities, and where they exist there is often inadequate supply of drugs and medical personnel.

- The costs of medication even for common illness like malaria are high. This leads to a disease burden to the family.
- The emergence of degenerative diseases such as cancer, hypertension and diabetes has further exacerbated the problem. This is in addition to other environment related diseases like cholera, water borne diseases, ebola, respiratory infections and disorders.
- Uncontrolled crop and animal diseases and pests e.g. coffee wilt in the Central Region and rinder pest epidemic in Eastern Uganda.

3.4.4 Gender equality

Gender equality is central to sustainable development. If each member of the society respects others and plays a role in development they can together fulfil their full potential. The broader goal of gender equality is a societal goal to which education, and all other institutions must contribute. Gender roles and relationships in environmental management and access to environmental resources and assets are a key dimension.

Environmental problems seem to affect women more than men. Deforestation for example leads to fuel wood crisis, which force the women to travel for miles in search of fuel wood. In the same way a problem with water sources compels women to move long distances in search of water in addition to their other daily chores.

The Government of Uganda has addressed gender issues in different sectors and programmes. The National Constitution (1995) provides a legal basis for the integration of gender issues in all development programmes. Specific measures have been taken to ensure that gender parity is achieved. Such measures include:

- Affirmative action for women in gender to address imbalance between women and men.
- Making school and learning environment child friendly especially sanitary provisions for the girl child will encourage the education of all actors in sustainable development.
- Affirmative action for girls in higher institutions of learning.
- Equal opportunities for girls and boys under Universal Primary and Secondary Education Programme.
- Thirty percent representation of women at all levels of decision making in the country.
- Putting in place equal opportunities Commission.
- Gender in the education policy.

3.4.5 Poverty

Poverty is both a cause and a result of environment degradation. Poverty stricken communities will harvest any available resources including cultivating in marginal or fragile ecosystems. This accelerates environmental degradation. Both the rich and the poor are affected by the degradation; the poor face the consequences even harder. Uganda's Poverty Eradication Action Plan (PEAP) highlights a number of environmental related causes of poverty in different districts of Uganda. Major causes mentioned include: vermin, natural disasters, soil exhaustion, droughts and climatic shocks, water scarcity, landlessness, landslides and floods (MFPEd, 2002).

3.4.6 Population Growth

According to the 2002 Population and Housing Census, Uganda's population is growing at a high rate of 3.3% per annum which is among the highest in the world. With a population of 28 million in 2007 it means Uganda is adding 1 million persons per year (PSEC, 2005). Unplanned population growth acts as a key catalyst and a multiplier of poverty led environmental degradation. Poverty intensifies population growth, which intensifies environmental degradation, which in turn intensifies poverty thus the "vicious circle".

There is increased urbanization in Uganda with the result that there is growing populations in the urban areas, more and more slums, air pollution (because of cars and industries), traffic jams, garbage management challenges, diseases because of poor sanitation, and increased access to electronics with the accompanying problem of disposal.

3-4-7 Energy and the environment

Energy, whose source is the environment (firewood, charcoal, Hydro-electric Power, biogas, solar, geothermal, wind etc), is a critical factor in both poverty alleviation and the development process. The search for energy is a major contributor to environmental problems. The production, processing, conversion, transportation and final use of energy all have potential adverse environmental conditions and also give rise to numerous health and safety issues.

More than 90% of the population has no access to clean and safe cooking fuel, relying mainly on traditional biomass and unsustainable wood supplies, crop residues and cow dung. Scarcity of fuel wood and water is increasingly being experienced in many parts of the country.

3-5 GAPS

3-5.1 Globalisation

- The education system needs to adequately prepare the population to cope with challenges brought on by globalization.
- The economic discourse associated with globalisation perpetuates tendencies that contradict the goals of sustainable development.

3-5.2 Governance

- The education system should promote good governance. There seems to be no well articulated national philosophy/ideology and strategy to ensure that Uganda's education goals are achieved.

- The education system does not seem to adequately empower Ugandans to become critical/reflective citizens with the ability to evaluate situations and make informed decisions divorced from tribal/religious/political influences.
- While there is a lot of talk about participation in decision making, there is little evidence of steps in the education system to create participatory citizens.
- Apparent inability of the judicial system to ensure prompt and adequate justice.
- Prolonged and unresolved armed conflicts.
- Corruption seems to be eating the moral fabric of society to the extent that even school politics is getting tainted with bribery and corruption.

3.5.3 Culture and traditional values

- The school system does not seem capable of helping restore interest and respect for local culture and values.
- Anti local languages practices in the schools in the past denied the children access to a rich source and cultural values.
- Even attempts to restore local languages in schools are hindered by teachers' lack of critical and analytical skills to handle it.

3.5.4. Environmental Sustainability

- Environmental education is academic and theoretical. Practices and participation in restoration and conservation activities are minimal in schools.
- Schools are often not good examples of healthy environments. Sometimes educational institutions are themselves instead examples of filth, garbage heaps and poor sanitary practices.
- Education is generally geared towards passing examinations,

such that even when health, environment and cultural issues are covered in the curriculum, only theory is emphasized.

- Although there has been sufficient information on HIV/AIDS, there has been significant attitudinal change.
- Inadequate health education for the masses.

3-5-5 Gender equality

- Despite the fact that Uganda has made significant gains in addressing gender issues, women and girls are still disadvantaged in society.
- High drop out rate of the girls from schools persist.
- Emphasis on affirmative action for women/girls might lead to neglect of the males.
- Failure to effectively promote integration of both genders especially in the rural areas.

4

CHAPTER

4.0. STAKEHOLDER PARTICIPATION AND COORDINATION FOR ESD

4.1. Introduction

The multi sectoral nature of ESD, calls for collaboration of various stakeholders in the implementation of ESD. These include government, educational institutions, civil society, media, NGOs and the private sector. While different groups may have different roles and responsibilities, collaboration and team work will be necessary in order to harness synergies. The implementation of ESD National Strategy will therefore require a well defined coordination strategy to ensure maximization of synergies.

4.2. Stakeholder Categories

The following shall be the major actors in the implementation of the ESD National Strategy in Uganda:

- a) Government
 - Ministries, departments and agencies
 - Parliament
 - Local Governments at all levels.

- b) Educational Institutions
 - Universities
 - Research Centres and Organizations
 - Educational agencies like UNEB, NCDC, and NCHE, UNATCOM

- Schools
 - Institutes
 - Colleges
 - University Councils, Boards of Governors (BOGs), Parents' Teachers Associations (PTAs), Professional Associations, and School Management Committees (SMCs)
- c) Civil Society Organizations (CSOs)
- NGOs
 - Community Based Organisations (CBOs)
 - Professional Associations
 - Trade Unions
 - Faith Based Organisations
 - Religious Institutions
- d) Private Sector
- Corporate organisations
 - Business communities and Associations
 - Cooperative Societies
- e) Media
- Electronic media
 - Multimedia
 - Print media
- f) Development Partners
- Inter governmental agencies
 - Education development partners
 - Bilateral partners
 - Multilateral partners
- g) Local Communities
- Local Councils I, II, & III
 - Faith based leaders
 - Cultural institutions and leaders

4.3. Roles and responsibilities of stakeholders

i) Government

Government is the primary stakeholder in ESD whose commitment is absolutely necessary if this Strategy is to be successfully implemented. Therefore, the line Ministries of Education and Sports, Health, Agriculture, Gender, Labour & Social Development and agencies must ensure that resources are committed to ESD activities within their budgets. In addition, government will also perform the following roles:

- Establish an efficient and effective National Coordination Section in a parent Ministry and, coordination units within other line Ministries and agencies for the implementation of the ESD National Strategy.
- Avail and mobilise resources for ESD activities.
- Foster public awareness, participation and capacity building on ESD at all levels.
- Mainstream/integrate ESD into both the formal and informal education curricula at all levels (basic and tertiary).
- Ensure that tertiary institutions also mainstream/integrate ESD into their curricula and programmes.
- Monitor and evaluate ESD implementation.

ii) Educational Institutions

Educational institutions in Uganda right from pre-primary schools through to universities have a major role to play as change agents particularly in:

- Instilling and propagating the positive attitudes.
- Promoting public awareness and understanding of ESD
- Reorienting existing education through curricula reviews, appropriate. pedagogies/andragogies and institutional structures.
- Training, materials development and networking opportunities.

Universities and Research Centres/Organizations have a core role to play in research and knowledge creation. The implementation of the ESD National Strategy should be based on research so as to ensure relevance, applicability and sustainability of interventions designed. In addition, universities and Research Centres/Organizations need to:

- Integrate ESD in the Universities curricula and programmes.
- Contribute to policy debates, discussions and formulation and ensure research done informs these.
- Train and retrain different persons needed for the implementation of the ESD National Strategy.
- Ensure partnerships and knowledge sharing with communities so as to enrich ESD interventions.
- Integrate indigenous knowledge in ESD interventions.

Uganda has a number of educational agencies like UNEB, NCDC, and NCHE that play a huge role in the implementation of a number of educational activities in the country. In the implementation of the ESD National Strategy these agencies will therefore need to monitor and supervise the educational institutions to ensure in the integration and implementation of ESD activities

iii) Civil Society Organizations (CSOs)

CSOs are increasingly becoming major players in the implementation of government programmes. Their main advantage is their capacity to reach the grassroots and to employ a variety of strategies to achieve desired results. Some CSOs also have the capacity to mobilize resources for the implementation of various programmes.

In the implementation of ESD, Civil Society Organization will participate in:

- Advocacy for policy reform and legislation for the public's engagement in ESD

- Adopting popular participatory learning and action
- Promoting community involvement at all levels of the ESD implementation
- Capacity building
- Research
- Networking and partnerships
- Monitoring and evaluation

iv) **Private Sector**

The Private Sector in Uganda is growing and increasingly becoming a major player in public affairs. The private sector is active in education, manufacturing as well as health and tourism. It should therefore participate in the implementation of the ESD National Strategy by:-

- Promoting sustainable industrialization, manufacturing and consumption
- Building capacity and training
- Advocacy for adherence to rules and regulation meant to promote ESD among the Private Sector players in particular and the nation as a whole
- Implementing ESD activities
- Increasing social responsibility activities that promote ESD
- Monitoring and evaluation of Private Sector ESD activities

v) **Media**

The media has diverse technologies available to it for promoting communication for development. These should be used maximally for promoting ESD thoughts:-

- Awareness campaigns
- Promotion and dissemination of ESD issues
- Focusing attention on specific ESD critical issues
- Media coverage

vi) **Development Partners**

Development partners, particularly those engaged in education are vital partners in the implementation of government programmes.

They should target resources to critical partners like Universities, Research Centres, CSOs, NGOs and CBOs. Build and foster partnerships to enhance ESD, or provide technical and financial support.

vii) Local Communities

Local Communities are core stakeholders in ESD because they are main players in all ESD related activities. Local Councils at all levels; faith based organisation and cultural institutions are major players in the implementation of ESD. In this respect, they will:-

- Mobilize the communities to engage in activities that will enhance ESD
- Share and utilize indigenous knowledge to promote sustainable development
- Participate in ESD activities
- Promote good practices for the attainment of sustainable development
- Contribute resources: knowledge, skills etc to the activities.

4.4. Coordination of ESD

The coordination of ESD will be centred at the Ministry of Education and Sports (MOES). The coordination section will be a full time Secretariat answerable to the Permanent Secretary. It will be supported by departments, agencies and other line ministries. The coordination structure is given in [figure 1](#) and will include:

- National Advisory Board
- National Steering Committee
- District Steering Committees
- Sub county Steering Committees

Details of membership for these and their roles and responsibilities will be as follows:

a) National Advisory Board (NAB)

Membership

- Ministers of core line Ministries like Education and Sports, Health, Agriculture, Gender, Labour & Social Affairs
- A representative of the Social Services Committee of Parliament
- A representative of the Private Sector
- A representative of NGOs and CBOs

Chair

- The Chair of the Board shall be held on one year rotation cycles by the respective line Ministers.

Roles and responsibilities

- Formulate policies to govern and guide ESD activities
- Provide linkage between the National Steering Committee and the line Ministries
- Report to and advise the line Ministries on ESD matters and activities
- Report to and advise Parliament on ESD matters and activities
- Monitor and evaluate ESD activities

b) National Steering Committee

Membership

- Permanent Secretaries of the core Ministries like MOES, Health, Agriculture, Gender, Labour & Social Affairs
- To be chaired by the Permanent Secretary MOES
- A representative of Universities
- A representative of NGOs and CBOs
- A representative of the Private Sector
- A representative of NEMA
- The Secretary General UNATCOM -UNESCO

Roles and responsibilities

- Develop and design policies and guidelines for ESD activities for approval by the NAB
- Develop and design ESD programmes
- Coordinate all ESD activities in the country
- Maintain links with the District Steering Committees
- Supervise, monitor and evaluate implementation of the ESD National Strategy
- Lobby and plan for funding of the ESD National Strategy

c) District Steering Committees***Membership***

- Chief Administrative Officer (CAO) - **Chair**
- Heads of Department line fields e.g. Education, Health, Forestry, Community Development,
- Chairperson District Social Services Committee

Roles and responsibilities

- Develop and design ESD district programmes
- Coordinate all ESD activities in the district
- Provide a link between the district and the National Steering Committee
- Supervise, monitor and evaluate the implementation of the District ESD activities
- Lobby and plan for funding of the District ESD activities

d) Implementing Department/Unit/Organization

ESD activities will take place within Universities, Schools, Colleges, District Departments, NGOs, CBOs, factories etc. At each of these institutions, it will be vital to identify a department, person(s) that will oversee and actually implement the ESD activities. The management structures at this level will depend on the management structure and style of the organization but the structure should be one that will not inhibit implementation of ESD activities.

e) Secretariat

There will also be a Secretariat that will be under the supervision of the Permanent Secretary MOES.

Staffing

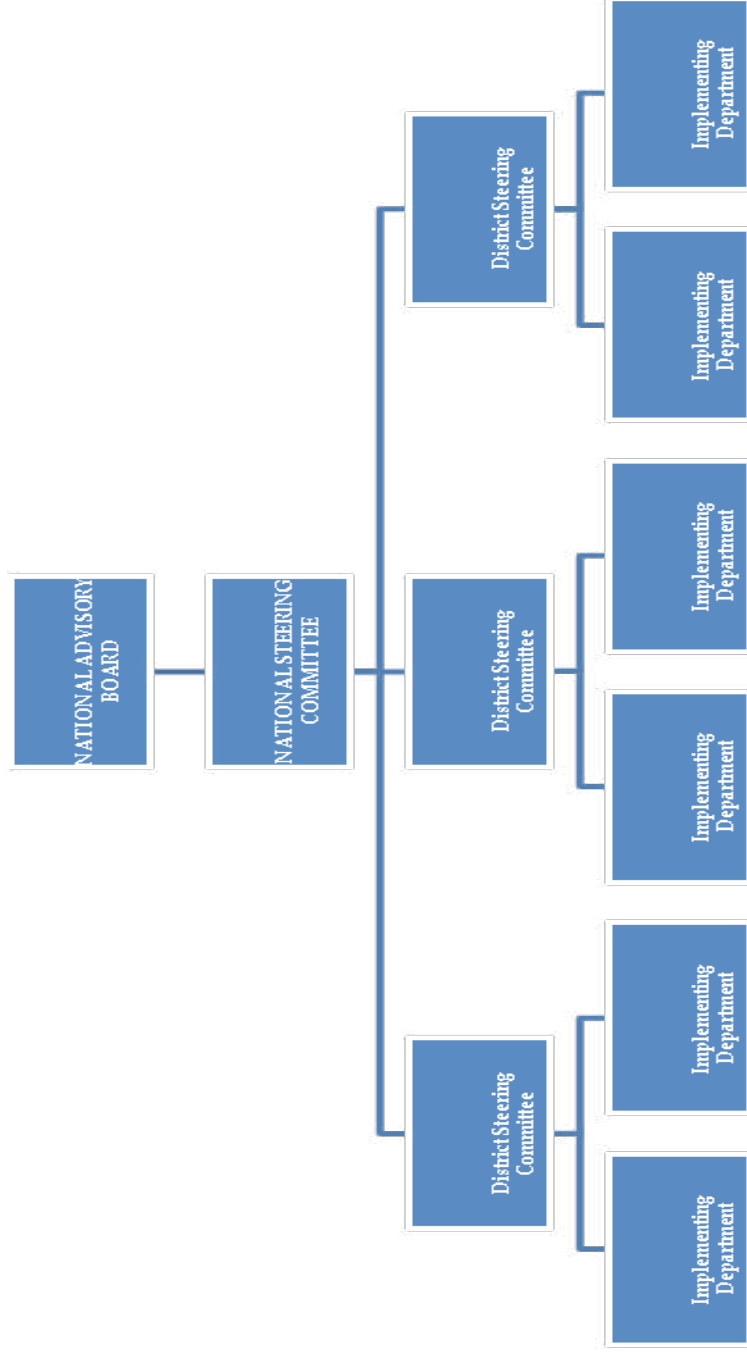
For effectiveness and efficiency, the Secretariat shall have the following staff:

- An Education Officer with qualification/experience relevant to ESD
- An Administrative Assistant
- Messenger

Roles and Responsibilities

- Secretary to National Advisory Board and National Steering Committee
- Support the Steering Committee in the Coordination and Monitoring of the ESD activities
- Maintain proper records on all ESD activities
- Maintain a database of all ESD activities and researches
- Ensure prompt and effective communication among all the Coordination organs and the ESD stakeholder

4-5. Figure 1: ESD Coordination Structure



4.6 Resource mobilisation

The Ministry of Education and Sports as a lead ministry in ESD will allocate a dedicated budget to ESD activities. The other line ministries, local government and agencies will also commit budgets to supporting ESD within their programmes.

Furthermore, stakeholders - partners, implementers and line ministries are urged to source for funds over and above their budgets for the implementation of the programme. Other strategies will include:

- Public/Private Partnerships
- Mobilization of resources for specific ESD projects within Ministries, Districts, institutions, NGOs/CBOs etc
- Lobbying development partners to commit funds to specific ESD projects

CHAPTER 5

5.0. IMPLEMENTATION FRAMEWORK

- 5.1. The effective implementation of this strategy demands active participation by players in ensuring that educational programmes are oriented to promoting sustainable development. To avoid duplication and exclusion and ensure inclusion, stakeholders will coordinate their efforts with the secretariat. Other avenues will be communication and information sharing regularly to develop a database of ESD activities. Commitment and vision development is important in championing the process.

The following strategies will be used:

- a) Advocacy and vision building
- b) Consultation and building
- c) Partnerships and network
- d) Capacity building and network
- e) Research and Innovation
- f) Use of ICTs
- g) Monitoring and evaluation
- h) Establishing Regional Centres of Expertise

Strategic Objectives

The National Stakeholders Conference in 2008 endorsed the following key strategic objectives:

1. Improve access to quality education
2. Reorient curriculum and programmes to promote sustainable development
3. Promote awareness and understanding of sustainable development
4. Build capacity to carry out education for sustainable development

Uganda Education for Sustainable Development Implementation Framework (2005-2014)

| Objectives | Strategy | Activities | Output | Performance Indicators | Stakeholders |
|---|---|---|--|---|--|
| 1.Improve access to quality education | Promote completion of education from Primary to Secondary | Campaign to encourage completion of education Promoting research in pupil student retention | Ratio of learners completing PLE and USE schools | PLE and USE completion ratio | MOES, DES, NGOS, Private Sector |
| | Increase access to scholastic material | Promote reading culture Develop materials on ESD issues affecting learners | Textbook ratio for learners to enhance literacy | Adequate reading and writing materials for learners | MOES, NCDC, DES, NGOS CBOs |
| 2.To improve the quality of education through reorienting curriculum for sustainable development | Curriculum reviews to improve the quality of Education Pedagogy and Instructional materials | Curriculum and programmes review, in Universities, Teachers Colleges. Train for critical thinking, skills to organise and interpret data. Skills to formulate questions and the ability to analyse issues that confront communities. | Reviewed curriculum, University and Teachers College programmes reviewed. Skills imparted. | Review meetings and workshops, reports. | NCDC, MOES , UNEB and DES NEMA, NGOS Government Line Ministries Universities, Teachers Colleges, Vocational Training Colleges and Institutes, Schools , CSOs |

| | | | | | | |
|--|---|---|---|--|---|--|
| | | | | | | |
| | Reorientation of the education system | Rework the curriculum framework to include the ideology of ESD. Inter and Trans disciplinary. Specific focus on skill development, values and ethics. Study local, regional and International issues Building an education system that prepares young people for success in a continually changing world of work. | Reworked curriculum, integration of skills and focus on ESD ideology | Review meetings, Skill development, values and ethics given due attention. | NCDC, MOES , Institutions, Universities, Teachers Colleges, UNEB and DES | |
| | Develop synergies between schools and communities | Enhance school community links and transfer of learning. Realign education with indigenous culture, knowledge and context | Joint projects, initiatives and innovative approaches in addressing issues in communities | Models, projects in schools and communities | Schools, communities, households, MGLSD, MOES, Lead agencies Local councils, MOLG | |

| | | | | | |
|--|---|--|--|---|---|
| <p>3. Promote awareness and understanding among the public of sustainable development</p> | <p>Public awareness of sustainable development</p> | <p>Awareness campaigns in the media.</p> | <p>Campaigns carried out to the public. ICTs used to enhance coverage and engagement</p> | <p>Campaign messages, media education, workshops.</p> | <p>CBOs, CSOs, Ministry of Gender and Social Development, Ministry of Education and Sports, Ministry of ICT, Print and electronic media, Drama groups</p> |
| | <p>Create awareness among stakeholders. Identify roles of different stakeholders and ways of playing those roles.</p> | <p>An informed and participating public and stakeholders</p> | <p>partners playing their roles</p> | <p>Awareness workshops, key</p> | <p>All stakeholders Regulated communities Households</p> |

| | | | | | |
|------------------------------------|---|---|---|---|---|
| | <p>Establish Regional Centres of Excellence</p> | <p>Networks mobilised to deliver ESD</p> | <p>RCEs established throughout the country engaging public and private Universities</p> | <p>Partnerships established Local focus identified</p> | <p>Universities, Local Governments, Educational institutions, Private sector,</p> |
| <p>4. Building Capacity</p> | <p>Research</p> | <p>Help institutions in terms of training action oriented/practitioner research for all educators at their different levels and to mainstream research in their programmes as a capacity building tool for implementing ESD</p> | <p>Research work by institutions</p> | <p>Research programmes mainstreamed in institutions Research agenda developed</p> | <p>Research institutions, Universities</p> |

| | | | | | |
|--|---|---|---|---|---|
| | Enrich skills development for the workforce | Enriching the skills development Expanding internship, apprenticeship and other opportunities for applied Enhancing linkages with private sector and informal sector. | An enriched education system | Programme for the introduction of skills development in private and informal sector | MGLSD, MOES, CBOs, CSOs Agencies |
| | Build capacity to equip workers with skills to manage resources | Training on environmental awareness and management. Provide training for workers for efficiency, information and skills. | An environmentally aware populace and workers equipped with skills to manage resources. | Training programmes and schedules in place. | NEMA, MOES, MGLSD, CBOs, CSOs, Media, MWE, Private Sector |

STAKEHOLDER PARTICIPATION ACTION PLAN

| Programme Area | Activity | Objective | Actors(Organisation/ department/Institution/ Sector | Time Frame |
|--|--|--|--|-------------|
| Completion of Basic Education | a) Campaign to enhance completion of Education b) Research into pupil/ student relation c) Development and dissemination of scholastic materials d) Promote reading culture | Ensure completion of Primary and Secondary Education | <ul style="list-style-type: none"> - MOES - DES - NGOs - Ministry of Gender, Labour and Social Development - Universities - CBOs - NCDC | 2007 - 2014 |
| Curriculum review and orientation | a) Reviewing Curriculum b) Improving pedagogy, c) developing instructional and learning materials | Review curriculum and to improve on the quality of education and re-orient it to sustainable development | <ul style="list-style-type: none"> - NCDC - NEMA - Government Live Ministries - Universities - Colleges - Teachers - CSO | 2007 - 2014 |
| Public awareness | a) Media campaigns b) Informing the public c) Mainstreaming ESD across National Policies d) Establish Regional Centres of Expertise (RCE) | Enhance public awareness and understanding of sustainable development | <ul style="list-style-type: none"> - Printer and Electronic Media Houses - Drama groups - CBOs - CSOs - MOES - Ministry of Gender, Labour and Social Development - Universities - NEMA | 2007 – 2016 |

| Programme Area | Activity | Objective | Actors(Organisation/ department/Institution/ Sector | Time Frame |
|---|---|---|---|-------------|
| Capacity building | <p>a)Action Oriented Research</p> <p>b)Training workers to sustainably management resources</p> <p>c)Skill training for workers</p> | <p>Carry out action research to enhance understanding</p> <p>Develop workforce skilled and equipped to manage resources</p> | <ul style="list-style-type: none"> - Research - Institutions - Universities - Line ministries - Agencies - CSOs - CBOs - Colleges | 2007 - 2014 |
| Evaluation, Reporting and Monitoring | <p>a)Develop a monitoring strategy</p> <p>b)Regular reporting</p> <p>c) Annual forums to publicize progress and share information</p> | <p>Assess the performance</p> <p>Ascertain gaps</p> | <ul style="list-style-type: none"> b)UNESCO c)MOES d)NEMA e)Universities f) CBOs g)CSOs h)Institutions | 2009 - 2014 |

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