Uganda National Commission for UNESCO

Training Report

Strategic Planning and Proposal Writing Training Workshop for the East African NATCOMS for UNESCO

Jinja Nile Resort Hotel {Uganda}

30th November – 3rd December 2009

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Supported By: German Commission for UNESCO

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SECTION ONE

Overview of the Training

1.1 Background to the Training

The National Commissions for UNESCO of the five East African Countries, namely, Burundi, Kenya, Rwanda, Tanzania and Uganda at their training workshop held in November 2008 in Kigali agreed to collaborate in a joint Capacity Building Program (CBP) towards the attainment of enhanced visibility, effectiveness and efficiency. To this effect a three year CBP was developed. This is a report of the first training on Strategic Planning and Proposal Writing held under this collaboration, hosted by Uganda National Commission funded by UNESCO with support of the German National Commission and UNESCO.

This report is divided into three major sections. Section one outlines the training objectives, identifies the participants at the training, their expectations, an analysis of their confidence levels and before and after the training and the methodology used. Section two provides a brief of the proceedings and, section three gives an overall picture of the training including evaluation and a way forward.

1.2 Training Objectives

The overall objective of the training was to equip the participants from the East African NATCOMS with skills in strategic planning and proposal writing, to enable them develop the strategic plans for their different countries as well as develop fundable proposals. By the end of the training, it was expected that participants would be able to:

- Conceptualize the development of strategic plans and proposal development processes
- Engage their partners in the development of their NATCOM strategic plans
- Develop fundable project proposals

1.3 Participants to the Training

This training drew 13 participants from National Commissions for UNESCO Secretariats from Uganda, Kenya, Rwanda, Burundi and Tanzania. The training targeted the ten (10) Secretary Generals and Assistant Secretary Generals, however, for practical reasons; programme staff were included in the training. The participants were:

Country	Participants
Burundi	Secretary General
	Assistant Secretary General
Kenya	Assistant Secretary General
	Program Officer - Social and Human Sciences
Tanzania	Secretary General
	Assistant Secretary General
Rwanda	Secretary General
Uganda	Secretary General
	Ag. Assistant Secretary General
	Program Officer - Sciences
	Program Officer – Culture and Communication

1.4   Participants Expectation and Challenges

In order to tailor the training to meet the needs of the participants, the facilitators designed a training expectation form to enable them establish a baseline for the training. Of the 11 participants, seven expected to acquire skills to develop strategic plans and write project proposals, one expected to learn how to develop a monitoring and evaluation plan. Only two out of the participants had no prior experience in developing strategic plans and those that had experience in developing strategic plan feared that strategic plans can sometimes not be funded.

Some of the challenges encountered by participants in developing strategic plans include:
- o   No clear guidelines given to them to develop strategic plans
- o   Difficulty to agree in strategic planning
- o   Difficulty to formulate vision and mission statements
- o   Developing clear strategic objectives based on vision and mission statements
- o   Difficulty to develop the logical framework of a strategic plan

Regarding project proposal writing, only one participant had never been involved in writing project proposals. Some of the challenges experienced by participants in project proposal writing identified were;

- o Difficulty to come up with SMART objectives
- o Clearly stating the problem
- o Stating clear indicators and realistic targets
- o Problem and needs analysis is time consuming
- o Making the proposal sellable to donors is hard

1.5   Participant Confidence Level

The facilitators designed confidence tests forms to gauge participants' level of confidence in the various subjects of the training. Of the ten key training subjects, majority of participants had low confidence in; a) developing logical framework, monitoring and evaluation (M&E) plans, SWOT analysis, problem analysis, and developing vision and mission statements. In response, the trainers allocated more time on the above-mentioned areas particularly problem analysis and logical framework development and thus time was not sufficient to cover sustainability and institutional capacity. Most of the participants had good confidence in developing work plans, and budgets

1.6   Venue and Duration of the Training

The training was held at Jinja Nile Resort from Monday 30th November to Thursday 3rd December 2009. Participants arrived at the training venue on Sunday evening 29th November 2009 to ensure that training started early on Monday morning.

1.7   Course Outline

The training focused on the processes involved in developing a strategic plan and project proposal. The areas covered in this training included the following:-

- o Conducting a situational and stakeholder analysis
- o Conducting SWOT analysis
- o Conducting problem analysis using problem tree approach
- o Developing vision and mission and strategic objectives
- o Developing a logical framework as a key tool in strategic planning and project proposal writing
- o Developing work plans and budgets
- o Developing monitoring and evaluation plans

- o   Developing sustainability plans (not covered due to time constraint)
- o   Writing project proposals

1.8   Methodology

The training took on a logical sequencing of the training content allowing participants to visualize and comprehend the logical processes involved in strategic planning and project proposal development. In effect, the training focused on design that provides the information required for strategic planning and proposal writing. Emphasis was placed on the key tools such as problem tree and objectives tree, logical framework matrix and monitoring and evaluation plan while providing clear linkages between the tools and the key components of the strategic plan and the project proposal.

Strategic planning is a mental exercise that requires participants to be mentally ready and engaged in the process. To achieve this, facilitators engaged participants intensely to make them question the current approaches in the delivery of their programs, the status of the organization while placing emphasis on the background and origin of UNESCO. This approach allowed participants to distance themselves from the current processes and critique it in preparation of the strategic planning processes. Through this approach, fundamental issues affecting the institutions were identified and analyzed.

The training took both a lecture and participatory approach in the delivery. Group approach was used to allow the participants to articulate some of the issues further and report back to plenary. Individual exercises were also conducted and immediate responses provided to enable participants build their confidence and learn from others through the processes. Overall, the small group was ideal for participatory learning approaches. This allowed for interaction between the facilitator and the participants. For most part, it allowed for one on one interaction and meeting the direct need for each participant. Individual challenges faced by the team members in strategic planning and proposal writing were discussed.

1.9   Facilitators

The training was led by a facilitator from Uganda Management Institute, the national centre for management capacity development who is a Development Analyst with comprehensive background and practical experience in strategic planning and project proposal writing. It was co-facilitated by a consultant from Oxford Consultancy firm with practical and theoretical knowledge in proposal writing.

SECTION TWO

Training Proceedings

2.1 Opening Remarks

The training was officially opened on Monday 30th November 2009. Opening remarks were made by the Secretary General of National Commission of UNESCO in Uganda, Mr. Augustine Omare-Okurut as the host, Secretary General of the National Commission for UNESCO of Rwanda Mr. Eliphaz Bahizi, in his capacity as the Co-Chairperson the East African National Commissions Capacity Building Project and the guest of honor, the Minister of State for Higher Education Hon. Mwesigwa Rukutana.

The Secretary General (SG) of Uganda in his opening remarks welcomed participants to Uganda and cited ARTICLE 7 of UNESCO which provides for establishment of NATCOMs, and thus the present NATCOMs, and ARTICLE 4 of the National Commissions Charter which makes demands on UNESCO and Member States to support NATCOMS in many ways including capacity building. He noted that the Director of UNESCO Nairobi Office sent his apology for inability to attend, much as he had wanted to. He highlighted the five fields of competence of UNESCO, and emphasized that this capacity building training is aimed at enhancing the skills of NATCOMs secretariat staff to lead projects in the five fields of UNESCO's competencies.

The Co-Chairperson of the East Africa NATCOMS Capacity Building Programme appreciated the hospitality of the Ugandan colleagues. He informed the participants that the SWOT analysis done after the Kigali workshop on October 2008 had identified some of the weaknesses highlighted as limited capacity in strategic planning, monitoring and evaluation, project proposal writing, IT skills, language barrier, customer care, teamwork, resource mobilization, leadership skills and financial management. The workshop came up with a roadmap mainly focused on capacity building of NATCOMs to respond to these weaknesses. He also noted that a preliminary workshop held in Bonn early 2008, had identified similar issues. The capacity building workshop for East Africa was organized in Kigali to introduce NATCOMs to Results Based Management and time was inadequate to capture all program design skills.

In that Kigali meeting each NATCOM was asked to prepare its own capacity building training needs assessment that was compiled by the Uganda NATCOM. It was agreed that training be rotational among countries and thus thanked Uganda for organizing this workshop. He was

happy that the East African region was working together and they promised the support of all NATCOMS.

2.2   Official Opening by Hon Minister of State for Education

The Honorable Minister of State for Higher Education, expressed happiness with the timing of the training when the East African Community (EAC) is ten years old; and said that expanding economic market and political union is critical at this time in East Africa and UNESCO's attempts to strengthen the cooperation is already being pursued by EAC. UNESCO programs are crucial for the attainment of sustainable development and therefore it is necessary for the secretariats to acquire the necessary skills and competencies for service delivery and fundraising. He noted that training is critical in enhancing capacity of highly placed people in the NATCOMs who make decisions. He appreciated UNESCO as the only UN body with presence in all East Africa Community Member States through NATCOMs, and was happy that NATCOM programs are implemented in cooperation with stakeholders.

He challenged the participants to utilize the skills acquired at the workshop in performing their duties at the respective NATCOMS. He officially declared the workshop open. The SG for Uganda henceforth handed to the Hon Minister a pack of learning materials and invited him to a group photo.

2.3   NATCOM Country Presentations

All five NATCOMs presented on key issues regarding their background, programs being implemented in the five core competencies of UNESCO and outlined the critical challenges experienced by their commissions. Details of the presentations are attached. Key issues that were common among all the presentations included the following:

- Low visibility and image of NATCOMs
- Understaffing of the NATCOMs
- Weak competence of the NATCOMs
- Funding Constraints
- Difficulty with stakeholder mobilization
- Challenge with the legal status within state governments
- Language barrier among members states
- Office placement within ministries is a challenge

These issues were discussed at length to establish some of the fundamental challenges that NATCOMs are facing. In the process it became clear that there was a gray line in the roles of UNESCO and most importantly, the key stakeholders of the NATCOMs are not clear on the

fundamental role of the Institution. Following closely from the presentation, a key pertinent issue that was important to address right from the start was the understanding of UNESCO as an institution and how the NATCOMs operate within the Institution. And therefore the question of identity of UNESCO was raised. Some of the responses to this question were as follows:

- Laboratory of ideas
- Clearing house (process and disseminate ideas)
- Catalyst (making things happen, troubleshooting)
- Standard setter (international standards and excellence)
- Analyst (think for people)
- Capacity building leader
- Development / intellectual cooperation

Based on the above, it was therefore important for the participants to identify the key stakeholders of the NATCOMs and refocus their attention and strategies to meeting the needs of these stakeholders.

- Policy Makers e.g. Parliament, Line Ministries, Local government, Government Agencies
- Academic Institutions, and Academicians
- Research and Development Institutions
- Advocacy Organizations (CSOs)
- Activists (Individuals and Foundations)
- Media
- Development Partners
- Opinion leaders – e.g. Religious and Cultural Leaders

Some of the Key Issues and Questions raised were:
- *How are we positioned to meet the needs of the stakeholders?*
- *Do our stakeholders understand us?*
  - *Do they know that we exist?*
- *What can we do to make them know we are useful?*
- *Are we producing a product needed by stakeholders so that they discover that they need us?*
- *Do we know the needs of our stakeholders?*
- *For our stakeholders to need us, they should first know that we exist!*
- *How shall we reposition ourselves to address this dilemma / problem? If we don't address those problems, we are not going to get the required resources.*
- *Does the location of the NATCOMs increase or limit their visibility?*

Through delving deeper into the issues and uncovering the background of UNESCO, it was agreed by all participants that the **fundamental problem facing NATCOMs and UNESCO as a whole is the lack of appreciation of intellectual and research input in the development chain.**

This therefore sidelines the efforts of UNESCO since it is viewed by its stakeholders as a funding agency as opposed to laboratory of ideas.

2.4   Presentations and Analysis

Following the rigorous identification of the fundamental problem facing NATCOMs and UNESCO as a whole, it was agreed unanimously that the next sessions of the training should be tailored to address this issue as a hands-on example to the training. The participants agreed to follow up on the direction that this training and analysis would take as a common East African NATCOMS strategy and project. As a result of this resolution, the training from this point forward integrated power-point presentation with brainstorming and practical assignments to establish a common strategic plan for the problem identified that would be operationalized and a project proposal that would be developed and implemented.

The power point presentations, discussions and practical sessions included:
- Overview of Strategic Planning (Power-point)
- Stakeholder and Situational Analysis (Discussions)
- Problem Analysis (Discussion, practical work and Group assignments)
- Objective Setting (Discussion)
- Logical Framework Analysis (Power-point presentation and practical work)
- Monitoring and Evaluation Plan (Power-point, Discussions and Practical Work)
- Proposal Writing (Presentation and Individual Practical Session and Presentations)

Key Problem Identified

Lack of appreciation of intellectual and research input in the development chain

Key issues identified in the analysis

- People may appreciate ideas in the long run but funds are appreciated in the short run
  - Current developmental challenges are not analyzed exhaustively to deal with the fundamental problem, therefore development resources allocated are not realizing the required impact
- Most development interventions are tackling effects as opposed to causes of problems due to the fact that conceptual and intellectual component left out in the development chain Funds
- Thinkers are being left out of the development chain, but this should be reversed.
- There is need to place conceptual skills in the development chain
- Conceptual analysis brings with it initiatives, strategies, ideas, designs for lasting impact

Key Causes Identified within the control and capabilities of NATCOMs to address include:

- Inadequate NATCOM secretariat staff capacity to guide and drive the country level intellectual and research input in the development chain

- Limited awareness of NATCOM stakeholders on the position of intellectual and research input in the development chain
- Limited linkages among the intelligentsia, policy and development practice to realize evidence based development processes

Strategic Framework adopted for addressing the Core Problem

VISION

> **East Africa NATCOM's strive for an East Africa where development interventions realize tangible impact in society through evidence based approaches**

MISSION

> **We are East Africa NATCOM's working towards improved appreciation of research and intellectual input into the development chain by strengthening linkages and developing the capacity of staff and stakeholders**

STRATEGIC OBJECTIVES

To strengthen the capacity of EA NATCOM secretariats to guide the research and intellectual processes in the development chain within UNESCO core competence	To promote linkages among intelligentsia, policy and development practice to realize evidence based development processes	To increase stakeholders awareness of the position of research and intellectual input in the development chain

Project Proposal Developed as a Key Output

Goal

Improved level of guidance in research and intellectual processes within UNESCO core competencies in the development chain

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Purpose

Increased expertise of East African NATCOM Secretariat Staff in the contemporary and cross-cutting areas in the UNESCO five fields of competencies

Outputs

1. East African NATCOM Capacity building secretariat established
2. East African NATCOM Strategic Plan finalized and published
3. Technical Training Needs Assessment and Training Plan on the contemporary and cross cutting issues in the five core competencies conducted
4. Technical Training Curriculum in the five core competencies and cross cutting areas developed

Activities

East African NATCOM Capacity building secretariat established

1.1   Furnish the office

1.2   Recruit personnel

1.3   Orient the personnel

East African NATCOM Strategic Plan finalized and published

2.1   Hire consultant to finalize strategic plan

2.2   Review strategic plan

2.3   Publish strategic plan

Technical Training Needs Assessment in the five core competencies conducted

3.1   Develop TOR for technical training needs assessment

3.2   Develop and circulate TNA tools

3.3   Analyze and produce TNA report

Technical Training Curriculum in the five core competencies developed

4.1   Develop TOR for curriculum development

4.2   Hire expert in curriculum development

4.3   Develop, review and produce curriculum in the five fields of competencies

2.5   Closing Ceremony

Following a successful completion of the training, an official closing ceremony was organized with the guest of honor being Professor Eriabu Lugujjo, the Vice Chairman of Uganda National Commission for UNESCO, chaired by the host country Secretary General, with the Chairperson

of East African NATCOMs and the Chairperson for the East African Capacity Building task force giving remarks.

Lead Facilitator

The Lead Facilitator gave an overview of the training highlighting the key tools used and the outputs attained and commended the participants for demonstrating high level of commitment to transforming the NATCOMs through the strategic planning process. She encouraged all participants to embark on developing or reviewing their strategic plans based on the skills acquired.

Host Secretary General of the Uganda NATCOM

The SG expressed his gratitude to the Ugandan team for putting together the program amidst their busy schedule and ensured that all the logistics of the training where in order. He appreciated the tireless work of the interpreters who enabled a learning to take place and the facilitators for delivering a practical training with tangible outputs. He thanked all the participants for their participation and for appointing Uganda as the Secretariat for the EA Capacity building Project. He promised that Uganda could take up the challenge, with support of the other NATCOMS. He wished everyone a safe journey and a Merry Christmas.

Chairperson East African NATCOMs – Secretary General of Rwanda NATCOM

This training has equipped participants with required skills to develop strategic plans and project proposal. NATCOMS resolved to work as a team of EA NATCOMs. A series of trainings have been scheduled in the coming year. He expressed joy for this capacity building project that has started with this Jinja training. Finally thanked the trainers, and interpreters for the job well done and the host Commission UNATCOM.

Chairperson EA Capacity Building Task force – Secretary General of Tanzania NATCOM

Appreciated UNATCOM for organizing and hosting this workshop, and further expressed gladness that out of this workshop a tangible output was achieved where the participants were able to develop a project proposal focused on increasing the expertise in the five core competencies. Finally she appreciated the trainers and interpreters.

Guest of Honor – Professor Eriabu Lugujjo; Vice Chairman of UNATCOM

Recognized the good step of Uganda strategic plan and now EA NATCOM strategic plan and commended the effort as being led by a local team from Uganda as opposed to flying in experts from overseas. He also noted that Uganda has been on the UNESCO Executive board twice, and that this too was a learning opportunity. He noted that NATCOMs globally, are still on slippery ground in terms of visibility. The coming together as East African NATCOMs is therefore strategic for overcoming some of the challenges of NATCOMS.

He commented on the trainings being planned as part of the capacity building project and recommended that it is modularized and made flexible to allow all staff including the busy ones benefit from this effort. He commended small beginnings with a remark ''*when I consider consequences of small things, I think that there are no small things*''.

He commended the cross-cutting and all embracing nature of UNESCO programming that tackles the current problems and addresses the real issues affecting society. He called for continued refreshing and review of curriculums and programs to ensure that contemporary issues are being addressed. Finally, he called upon members to value English and French and so as to improve functionality among NATCOMs and the need to draft the East African Strategic Plan.

SECTION THREE

Training Evaluation and Action Plan

3.1   Training Outputs

This training had two major outputs. This included:
- The framework for the East African Strategic Plan to address the common issues
- A framework of the Participatory Project for the East African NATCOMs

3.2   Confidence Test Analysis

Each of the participants took both a pre and post confidence test on the subject of strategic planning and proposal writing. For all the areas that were covered in the training, there was remarkable improvement in the confidence level of the participants as shown below.

Figure 1: Pre and Post Confidence Test Score
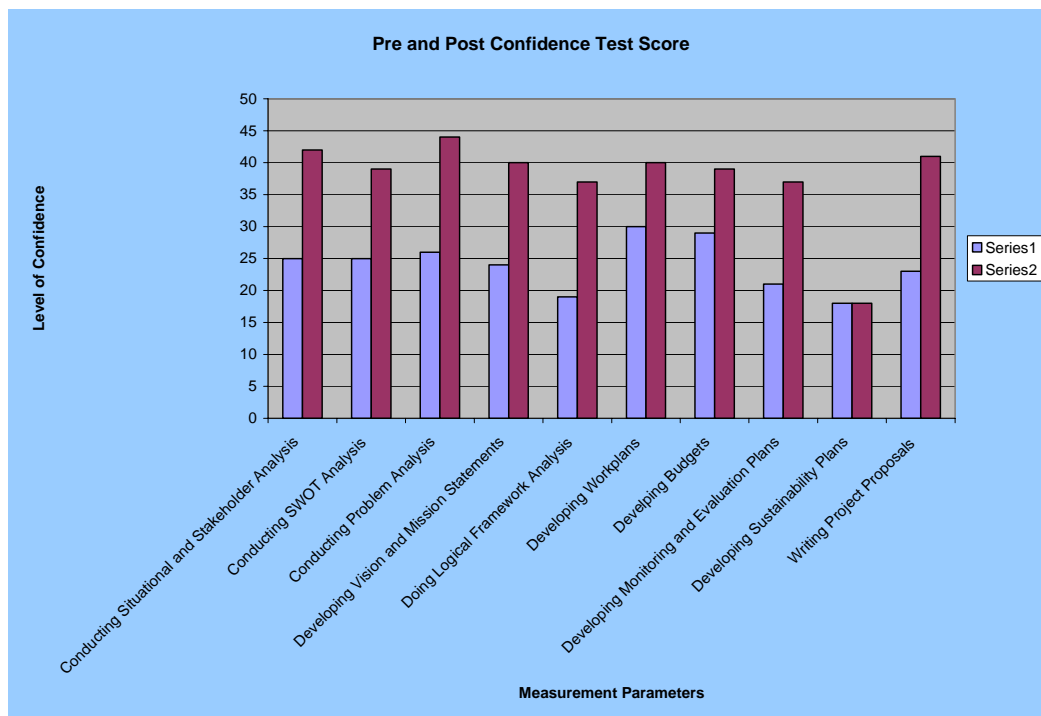
Due to time constraint, sustainability was not addressed and little time was also spent on budgets and work plans at project level and not at strategic level. The logical framework that

had the lowest score was simplified in the training and the results framework component done as individual assignments to build the participants confidence.

3.3   Training Evaluation

Overall, the participants rated the training as excellent as shown by the figure below. Out of the 12 participants, only one participant rated the training overall as good and the rest rated it as excellent.

Figure 2: Overall Training Rating
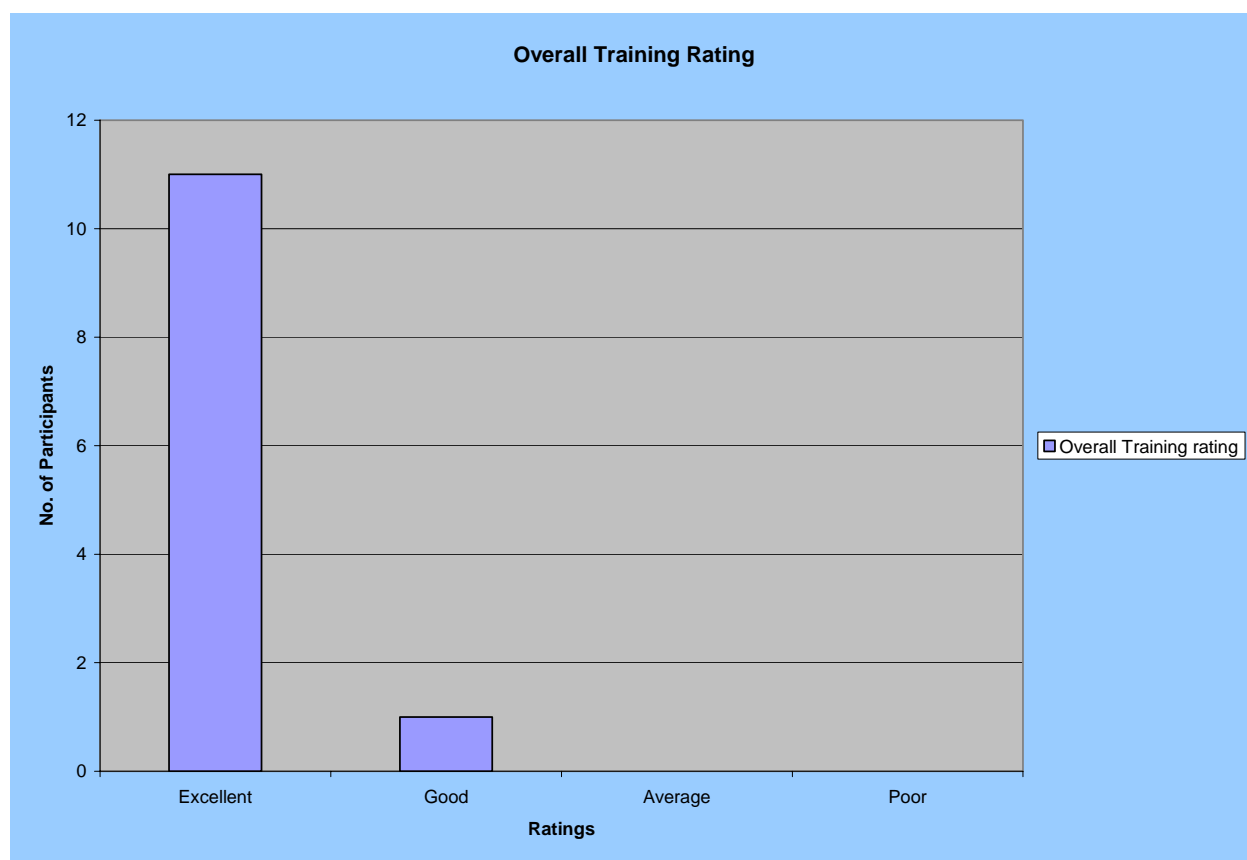
Specific areas of training such as ability of the training to meet expectations, appropriateness of the training to the participants, length of the training, ability of the training to meet specific needs, suitability of training facilities, meals and services in general. The evaluation overall was excellent. However, the duration of the training was short compared to the content that was available making it a very heavy training. This relates to the participants rating provided as lowest compared to all the evaluation parameters.

Figure 3: Training Evaluation
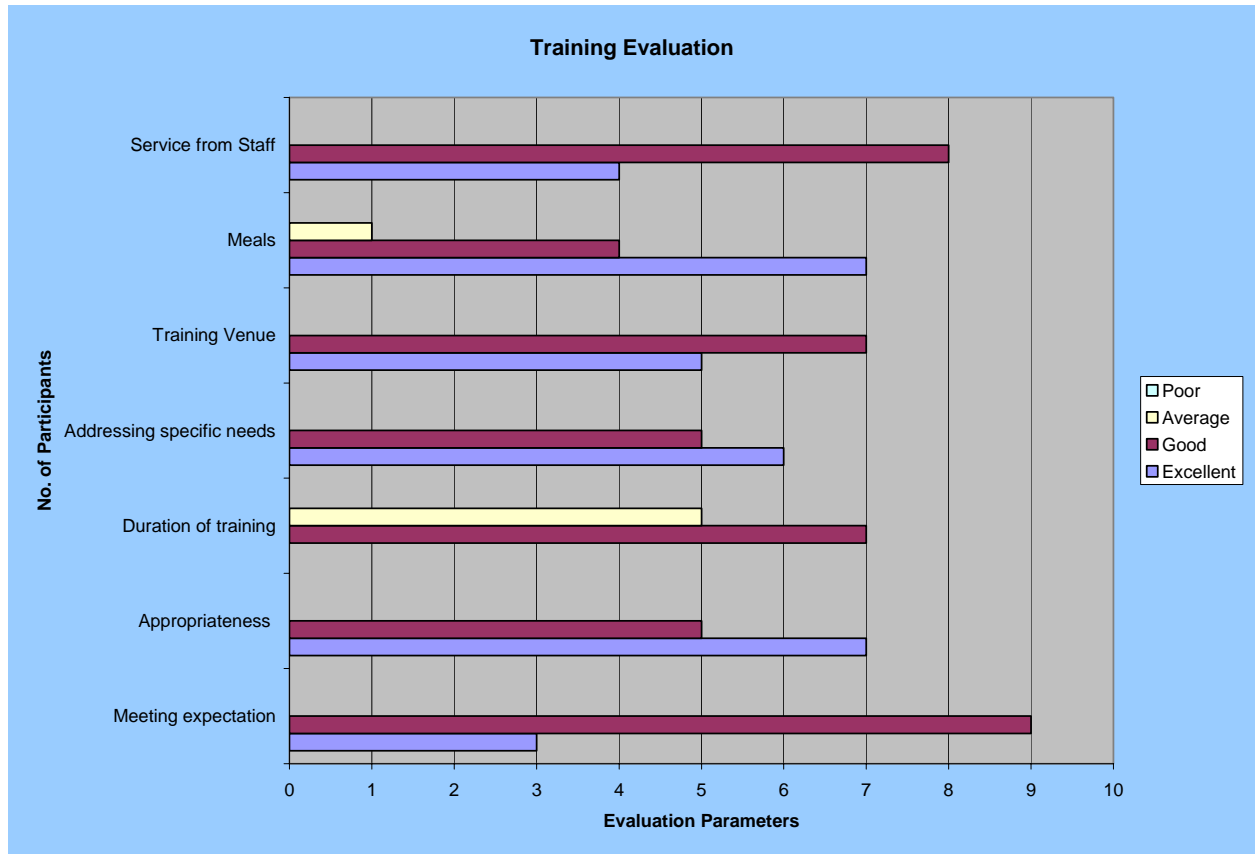
The facilitators, including their methodology and knowledge of the subject matter were evaluated. The evaluation showed that overall the course evaluation was excellent. The methodology used was rated 50% excellent and 50% very good.

Figure 4: Facilitators Evaluation

Facilitators Evaluation
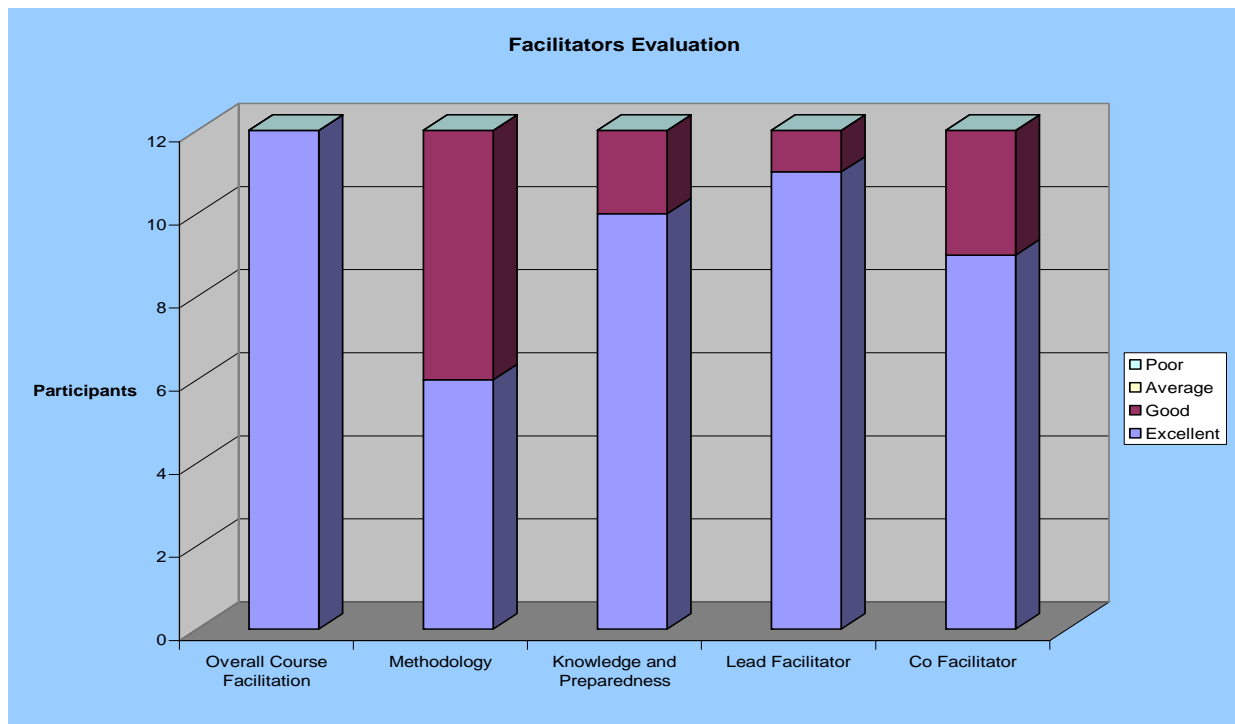
Some of the key issues and remarks raised by the participants in the evaluations forms include:

Time

- The time allocated for the training was short compared to the material intended to be delivered
- The time needed to complete the training should be critically examined
- More time was required for the training
- More time should be allocated
- Increase the training time to one week to enable areas such as budgets to be appropriately addressed
- 4 days ate not adequate for the training
- Take more time and add personalized assignments to make the participants understand

Courses for immediate follow-up

- Resource mobilization
- Negotiation skills
- ICT
- Communication skills

- Financial Management
- Financial Management
- Resource Mobilization
- French as a second UN language
- Public Relations
- Monitoring and Evaluation

Others

- The same course should be conducted for all Programme Officers in the five NATCOMS
- The training should be conducted regularly as most of the NATCOM activities relate to projects and proposal writing
- We should engage in such practical trainings
- The training was excellent and new skills and knowledge was acquired and we commend the facilitators for the work well done
- The overall organization was excellent
- These consultants should be engaged in the finalization of the East African Strategic Plan
- Prior distribution of learning materials before the workshop and more practical sessions should be considered
- Training came it was most needed
- Such trainings should be organized when individuals have just joined the organization
- Special thanks to the facilitators for the job well done
- The course should be repeated after three months to give participants a firm grasp on content

3.4   Challenges

The major challenge experienced through the training was the language barrier. It was noted that the interpreters were not subject matter confident to translate the messages passed on in context sometimes making the French participants loose track on the heated discussions going on. Group discussions were not used as often as was required due to the language barrier. However this was overcome with a great team of interpreters

3.5   Action Plan

Following the successful completion of the training program, the following action points were agreed upon by all the East African NATCOMs for implementation and read out during the closing ceremony as resolutions:

- All the NATCOMs shall work in solidarity as East African NATCOM for UNESCO
- The East African NATCOMs shall work together on the core problem identified that in turn was translated into the vision, mission and strategic objectives. For this to be

effective, all East African NATCOMs shall have one strategic plan with same vision and mission and strategic objectives to address this problem.

- This collaboration will be chaired on a rotational basis in tandem with chairpersonship of the EAC
- The management committee of the collaboration will be composed of the five Secretary Generals of the East African NATCOM
- The East African NATCOM Secretariat for Capacity Building will be hosted in Uganda
- Partnership projects to kick start this collaboration to be established based on the results areas agreed upon during the training. This project includes the finalization of the East African NATCOM strategic plan.

ANNEXES

I. Detailed Lists of Participants

		REGISTRATION FORM			
S/No	**Name**	**Designation**	**Institution**	**Phone Contact**	**E-mail Address**
1	BAHIZI, Eliphaz	Secretary General	NATCOM-Rwanda	250 788 53 84 50	comnatrwanda@yahoo.fr
2	BARUTWANAYO, Aaron	Secretaire Permanent	NATCOM-Burundi	257 222 169 40/22224517	abarutwa@yahoo.fr
3	KIONDO, Elizabeth (Prof)	Secretary-General	NATCOM-Tanzania	255 784 301912	eilkiondo@yahoo.com
4	OMARE-OKURUT, Augustine	Secretary General	NATCOM-Uganda	0772529498/0312111 571/4259713	aomare@unesco-uganda.ug
5	AGOI, Rosie	Asst. Secretary-General	NATCOM-Uganda	256 0772501041	ragoi@unesco-uganda.ug
6	MUGONGO MWINULA, Modester	Asst. Secretary-General	NATCOM-Tanzania	255 754 264212	modemwinu@gmail.com, modesterm@yaho.com
7	MUSODA, Ida Marie	Secretaire Permanent Adjoint	NATCOM-Bujumbura	257 22 21 6940/22224517	muluch2004@yahoo.fr
8	NJOKA, Evangeline (Dr)	Deputy Secretary-General	NATCOM-Kenya	254-722829710	eva-njoka@gmail.com
9	NZWILI, Mwose	S. Asst. Secretary-General	NATCOM-Kenya	254 722 890 61	m.nzwili@yahoo.com
10	OLOWO, Peter	Programme Officer/Sciences	NATCOM-Uganda	256 772602877	polowo@unesco-uganda.ug
11	KAWEESI, Daniel	Programme Officer/Culture & C&I	NATCOM-Uganda	256 712876638	dkaweesi@unesco-uganda.ug
12	NAKHUMITSA, Sarah	Regional Human rights Officer	UHRC-JRO	0772-513142	nakhumtsasarah@yahoo.com
13	ACIO OGWAL Evelyn	Lead Facilitator	Uganda Management Institute	0712 556025	evelynogwal@gmail.com
14	Opio Michael Ambrose	Consultant	Oxford Consultants	0777007531	oxford.consultants@yahoo.com
15	OKKER, Stella Linda	Senior Accounts Asst.	NATCOM-Uganda	0772-578546	
16	MUTUMBA, Irene	Secretary	NATCOM-Uganda	0772 450613	imutumba@unesco-uganda.ug
17	KAKAMWA, Charles	News Reporter	New Vision	0752-407492	ckakamwa@yahoo.com
18	KIRUNDA, Abubaker	News Reporter	Monitor Newspaper	0772-527045	kirundabaker@yahoo.com

II. Training Programme

Day & Date	Morning Session 9:00am – 11:00am	B	Mid Morning Session 11:30am – 1:30pm	L	Afternoon Session 3:00pm – 5:00pm
Monday 30th November 2009	Opening Ceremony; Key Note Address *"Strengthening Partnership between UNESCO and EAC in Member States"*	R	National Commission for UNESCO Presentations and Discussions: Uganda Kenya Rwanda Tanzania Burundi	U	Overview of Strategic Planning Situational and Stakeholder Analysis
Tuesday 1st December 2009	SWOT Analysis of the Region Problem Identification and Analysis; Development of Vision and Mission Statement; Strategic Objectives	E	Introduction to Logical Framework Analysis Development of Logical Framework	N	Development of Strategic Work plan and Budget
Wednesday 2nd December 2009	Monitoring and Evaluation of the Strategic Plan	A	Sustainability and Institutional Capacity for the Strategic Plan	C	Overview of Project Proposal Writing; Linkage between Strategic Plan and Proposal Writing
Thursday 3rd December 2009	Development of a Proposal - Regional Problem Identification and Analysis; Objective Setting	K	Development of a Proposal - Continued Logical Framework Development	H	Development of a Proposal - Continued Work plan and Budget

III. Pre -Training Expectation and Evaluation Form

Please take a few minutes to complete this form.

1. What are your expectations for this training working?

2. Have you been involved in Strategic Planning before?

3. If yes, what challenges do you experienced in Strategic Planning?

4. If no, what are your fears in strategic planning?

5. Have you developed project proposals before?

6. If yes, what challenges have you experienced in developing project proposal?

7. If not, what are your fears in developing proposals?

IV. Participants Confidence Test Form

	Participant Identification	PRE-TEST											
		A	B	C	D	E	F	G	H	I	J	K	Total
Training Subjects	Conducting Situational and Stakeholder Analysis	3	1	4	1	2	2	1	3	2	2	4	25
	Conducting SWOT Analysis	3	2	4	1	1	2	1	2	2	3	4	25
	Conducting Problem Analysis	2	1	4	1	3	3	1	3	3	3	2	26
	Developing Vision and Mission Statements	3	1	3	1	3	3	1	3	2	3	1	24
	Doing Logical Framework Analysis	2	1	3	1	2	2	1	2	2	2	1	19
	Developing Workplans	2	1	5	1	3	2	2	3	3	4	4	30
	Developing Budgets	2	2	5	1	2	2	2	3	2	4	4	29
	Developing Monitoring and Evaluation Plans	2	1	4	1	1	2	1	2	2	3	2	21
	Developing Sustainability Plans	2	1	4	??	1	1	1	2	2	2	2	18
	Writing Project Proposals	2	1	4	??	2	2	2	2	3	3	2	23
	Sub-Total	23	12	40	8	20	21	13	25	23	29	26	
		46%	24%	80%	16%	40%	42%	26%	50%	46%	58%	52%	

	Participant Identification	POST-TEST											
		A	B	C	D	E	F	G	H	I	J	K	Total
Training Subjects	Conducting Situational and Stakeholder Analysis	4	3	5	3	3	3	4	5	4	3	5	42
	Conducting SWOT Analysis	4	3	5	3	3	3	1	4	4	4	5	39
	Conducting Problem Analysis	3	3	5	3	4	4	4	5	4	4	5	44
	Developing Vision and Mission Statements	3	4	4	3	4	3	4	4	4	3	4	40
	Doing Logical Framework Analysis	3	4	4	2	3	3	3	4	4	3	4	37

Developing Workplans	4	4	5	2	3	2	3	4	4	4	5	40
Developing Budgets	3	??	5	2	3	3	4	5	5	4	5	39
Developing Monitoring and Evaluation Plans	3	3	5	2	2	3	3	4	4	4	4	37
Developing Sustainability Plans	2	1	4	??	1	1	1	2	2	2	2	18
Writing Project Proposals	4	3	5	3	3	2	4	4	4	5	4	41
Sub-Total	**33**	**28**	**47**	**23**	**29**	**27**	**31**	**41**	**39**	**36**	**43**	
	66%	**56%**	**94%**	**46%**	**58%**	**54%**	**62%**	**82%**	**78%**	**72%**	**86%**	

V. Training Evaluation Form

Please take a few minutes to complete this form.

Please Rate the Overall Training Program

	Excellent	Good	Average	Poor
How would you rate the course overall?	☐	☐	☐	☐
Did the course meet your expectations?	☐	☐	☐	☐
Was the level of the training appropriate to participants?	☐	☐	☐	☐
Was the length of the training suitable?	☐	☐	☐	☐
Did the training address your specific needs?	☐	☐	☐	☐
Were the facilities suitable for the training?	☐	☐	☐	☐
Were the meals okay?	☐	☐	☐	☐
Did you experience good service from staff in general?	☐	☐	☐	☐

Was the time for the training convenient?   *Yes* ☐   ☐

What should be put into consideration for future planning?

_____

_____

Please Rate the Consultants

	Excellent	Good	Average	Poor
How would you rate the overall course facilitation?	☐	☐	☐	☐
Was the methodology used appropriate?	☐	☐	☐	☐
Were the facilitators well prepared and knowledgeable?	☐	☐	☐	☐

Lead Consultant

Co- Facilitator

☐ ☐ ☐ ☐

Do you have any suggestions for other courses you would like handled as immediate follow-up and why?

_____

_____

_____

Do you have any other comments?

_____

_____

_____

Presentations of East African National Commissions for UNESCO

VI: Commission Nationale Du Burundi Pour L'UNESCO

I. CONTRAINTES MAJEURES

1. Besoins en personnel au niveau du secrétariat permanent : chaque secteur compte une seule unité sans aucune formation dans le cadre de l'UNESCO, avec une ancienneté de peu de temps.
Le secteur de Sciences exactes n'est pas couvert

2. Besoins en moyens logistiques et financiers : la Commission n'a aucun moyen de locomotion et ses équipements en informatiques sont trop vieux et insuffisants. Les dotations du Gouvernement sont limitées aux seuls salaires et au petit budget de fonctionnement

3. Certaines activités comme les Clubs UNESCO et Ecoles associées ne sont plus réalisées faute de moyens d'encadrement

4. Comme le Burundi est encore francophone, il y a une contrainte de communication avec les autres commissions de la sous- région qui sont pour la plupart anglophones

5. Le manque d'expérience de la plupart des membres du secrétariat permanent car ils sont tous presque nouveaux

6. Le non fonctionnement de la Commission nationale du Burundi pour l'UNESCO : les membres de cette commission ne sont pas actifs et n'ont bénéficié d'aucune formation. Tout le travail qui devait revenir à la commission est accompli par le Secrétariat Permanent.

7. Plusieurs Ministères partenaires : Enseignement Supérieur et recherche Scientifique ; Enseignement Primaire et Secondaire ; Jeunesse, Sports et Culture ; Enseignement des Métiers, Formation Professionnelles et Alphabétisation ; Communication ; Droits de l'Homme ; Relations Extérieures et Coopération Internationale....

II. BESOINS EN FORMATION ET EQUIPEMENTS

1. EN FORMATION

a) séminaires de formation sous-régionaux sur les thèmes comme :

- la gestion axée sur les résultats
- la recherche des financements extrabudgétaires
- le rôle des commissions nationales dans la consolidation et le développement de réseaux des partenaires
- les stratégies de planification
- échanges d'expériences entre les commissions de la région
- le statut et le fonctionnement des commissions nationales
- élaboration des projets et le suivi de leur mise en œuvre
- Formation et encadrement des clubs UNESCO et des écoles associées

  b) Formations locales

   - en informatique
   - en langue anglaise

2. EN EQUIPEMENTS

- Equipement en outils informatiques : ordinateurs et accessoires
- Equipements en moyens de locomotion

III. PRIORITES NATIONALES PAR RAPPORT AU BIENAL 2010-201

1. Sur le programme Education, la priorité pour le Burundi reste le renforcement de l'Education Pour Tous (EPT) à travers le programme du Gouvernement de la construction des écoles primaires sur chaque colline de recensement afin de permettre à tous les enfants en age scolaire d'aller à l'école.
Il faudra aussi continuer la formation des formateurs de qualité et en nombre suffisant, l'équipement des écoles nouvellement construites et la fourniture de matériels pédagogiques et didactiques.
En effet, depuis la politique de la gratuité de l'enseignement primaire au Burundi, les effectifs ont largement augmenté sans qu'il y ait aussi accroissement de la production des manuels scolaires. Il faut donc des efforts considérables pour garantir un enseignement de qualité.

Pour l'enseignement secondaire, un accent particulier sera accordé à la formation technique et professionnelle.

Avec l'augmentation des écoles secondaires à travers les collèges communaux, il faut une réorientation du cycle supérieur des humanités afin de favoriser beaucoup plus des formations techniques.

Il en sera de même pour l'enseignement supérieur où on devra développer des filières scientifiques et techniques afin de doter le pays de cadres pouvant directement être opérationnels sur le marché du travail et dans la création des emplois. Des réformes de programmes sont déjà en cours au niveau de l'Université du Burundi et à l'Ecole Normale Supérieure

2. Pour le programme des **Sciences exactes et naturelles**, le Burundi, à travers le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique va mettre en place une Direction Générale chargée de la Science, la Technologie et la Recherche afin de faire de ce secteur un réel catalyseur de développement.
Nous avons d'ailleurs déjà bénéficié des contributions de l'UNESCO (Paris et Nairobi) afin de mettre en place une stratégie nationale de développement de la science, la technologie et la recherche et des ateliers national et régional ont été organisés en janvier et novembre 2009 afin d'établir un état des lieux et définir les besoins prioritaires.

3. Pour le programme des **Sciences Sociales et Humaines**, des actions en rapport avec le genre, le VIH/SIDA et la résolution pacifique des conflits seront envisagées.
Des ateliers de formation seront organisés dans les écoles secondaires du pays en vue de former les pairs éducateurs qui encadrent les différents clubs qui se consacrent à ces domaines.

4. Pour le programme de la **Culture** en collaborant avec d'autres partenaires des actions seront poursuivies dans les domaines de renforcement de la cohésion sociale surtout durant la période électorale afin d'aider le peuple burundais à rester uni.
En outre, en collaboration avec le Bureau de l'UNESCO de Bujumbura, on va renforcer l'équipe nationale chargée de la réécriture de l'Histoire du Burundi afin que son premier draft soit disponible.

5. S'agissant du secteur de la **Communication et de l'Information,** la priorité sera accordée à la formation des hommes des médias soit par des ateliers et séminaires.
Il est aussi envisagé la réouverture de l'Ecole de Journalisme ou d'une faculté d'Information et Média à l'Université du Burundi.

Une formation en TIC sera aussi renforcée à travers tous les programmes de formation à tous les paliers d'enseignement secondaire et supérieur.
Des formations de courte durée seront envisagées pour les cadres et agents déjà en fonction dans les différents services de l'Etat.

**LE SECRETAIRE PERMANENT DE LA COMMISSION
NATIONALE DU BURUNDI POUR L'UNESCO**

Aaron BARUTWANAYO

KENYA NATIONAL COMMISSION FOR UNESCO PRIORITY AREAS

Paper Presented By: Secretary General

INTRODUCTION

- KNATCOM for UNESCO was established vide cabinet memo of 1964 and placed under the Ministry of Education where it remains to date. KNATCOM is currently a department of the Ministry of Education under Directorate of Policy and Planning.
- The Minister responsible for education oversees the Commission's Programmes and Activities.
- All the professional staff manning the five programme areas have been deployed from the Ministry of Education

KNATCM Vision and Mission

- *VISION: **to become a vibrant organization in the advancement of intellectual cooperation and human development**, in UNESCO's field of competence.*
- *MISSION: **to enable the Government ministries, departments, organizations, professionals, experts and the general public in Kenya to participate fully in all UNESCO programmes and activities to add value to UNESCO's work and extract value for the benefit of the country.***

CHALLENGES FACING KNATCOM

- ***Staffing:*** KNATCOM operates with a lean staff of seven educational professionals including Secretary General (SG) and the Deputy Secretary General (DSG).
- ***Legal status:*** The Commission lacks an appropriate legal status as it is established only through a Cabinet Memo.
- ***Visibility:*** While UNESCO as an institution is widely known, little is known about KNATCOM nationally.

CHALLENGES FACING KNATCOM

- *Insufficient Funds* to facilitate all stakeholder programmes and activities.
- *Low Involvement of Government Ministries in UNESCO Programmes and Activities*
- *Low Participation in Programme and Expert Committee Meetings*
- *Weak Partnerships and Linkages* between KNATCOM and other UN agencies, NGOs, and the Private sector need to be strengthened

KNATCOM-UNESCO PRIORITY AREAS

EDUCATION

Government gives priority to education as a key investment area in its development agenda(between 35% -40% of annual recurrent expenditure)

Priority areas

- *Implementation of Education for Sustainable Development Strategy*
- *Mainstreaming ECDE into Primary Education System.*

KNATCOM-UNESCO PRIORITY AREAS

EDUCATION CONT.

- *Monitoring Progress in realizing EFA*

  -Cluster countries should develop a monitoring mechanism to ascertain the realization of EFA within the cluster region.
- ICT integration at primary, secondary , TVET and university levels
- inclusive education with particular focus on gender

Programme Priority Areas

NATURAL SCIENCES

- Man and Biosphere: Operationalization of the Biosphere Reserve (BR) through capacity building of the managers and management committees of the BR. Specific focus will be on the following :
  - ✓ Malindi-Watamu BR,
  - ✓ Mt. Kenya
  - ✓ Mt. Elgon Trans-boundary initiative
  - ✓ Amboseli BR and Mt. Kilimanjaro trans-boundary ecosystem complex
  - ✓ Mt. Kulal
- Finalization of the Hydrology of the Mau Catchment

Programme Priority Areas

NATURAL SCIENCES CONT.

- Mt. Kenya World Heritage Site (WHS) extension to include Lewa, Forest Reserves (together with the culture sector)
- Capacity building of science and mathematics teachers at Primary level (in collaboration with the education sector).
- Science ,Technology and Innovation Policy advocacy

Social and Human Science Priority Areas

- Building local, regional and global youth networks through ASPNET and UNESCO clubs
- Sensitization and introduction of the teaching of Bioethics in institutions of higher learning
- Formation of a functional national MOST committee
- Sensitization and awareness creation against human trafficking
- implementation of SHS Strategy for Youth in Africa.
- Advocacy and creating awareness against discrimination of people with disability.
- Training rural women in entrepreneurial skills.

Programme Priority Areas

CULTURE PROGRAMME-Introduction

Culture is a people's way of life. It informs the unique identity of a community or society. Kenya is comprised of over 42 communities with diverse cultural heritage. These cultures when harnessed property can be a basis of developing an cohesive society. In the economic front culture has a great potential in the fight against poverty HIV/AIDS among others. In this regard culture is indeed the mainspring of development.

Culture Priority Areas

- ☐ Dissemination of National culture policy.
  -cluster countries which have developed national cultures policies be assisted to disseminate the same to their communities.
- ☐ Implementation of the 1972 convention with a view to increasing the number of World Heritage sites in Kenya.
- ☐ Enhance heritage conservation among the youth..

Programme Priority Areas

CULTURE PROGRAMME CONT.

- Implementation of the 2005 convention on cultural Diversity and Expression.

    -Cluster countries should network and compare best practices with respect to safeguarding intangible cultural heritage.

- Promotion of the Intangible cultural Heritage giving priority to the youth.
- Cluster country artists should network and promote cultural industries as a means of improving individual incomes and reduce poverty.
- Promotion of cultural industries as a means of reducing poverty.

Programme Priority Areas

COMMUNICATION

Communication and Information is the realization of knowledge society and globalization.

PRIORITY AREAS

- Promotion of Freedom of expression
- Promotion and establishment of multi-media centres

    -Cluster countries should be assisted to establish multi-media Radio stations amongst communities.

- Integration of ICT into Schools and Colleges

CONCLUSION

Kenya looks forward to networking among the East African countries and implementation of regional programmes

VIII: Rwanda National Commission for UNESCO (RNCU)

I. KEY ISSUES/CHALLENGES:

- Low level of English language (difficulties in collaborating and participating in English workshops / meetings at the national, regional and international level).
- Insufficient knowledge of ICT & no capacity in multimedia: (*Radio program; TV, Photoshop; website design and management; setting up a digital library*…).
- Lack of capacity of mobilizing and involving local partners (NGOs, private sector, public sector) and financial sponsors.
- Basic training not updated.
- Insufficient and limited budget
- Poor training in the elaboration and management of projects
- No updated knowledge in public administration
- No relevant training plan
- Weak publicity of the RNCU activities
- No collaboration between EAC UNESCO Associated Schools (ASPnet) & UNESCO Clubs Federations.

II. 2010-2011 PRIORITIES:

A. EDUCATION, YOUTH, ASSOCIATED SCHOOLS & UNESCO CLUBS DEPARTEMENT

- To involve the UNESCO Associated Schools, Clubs and Civil Society in the ending of UN Decade of Culture of Peace (2001-2010) activities.
- To train the Coordinators of Associated Schools on key programs of the 35 C/5.
- To visit the UNESCO Associated Schools countrywide.
- To strengthen the capacity building of the Rwanda National Federation of UNESCO Clubs (FRCU).

B. INFORMATION & COMMUNICATION DEPARTMENT

- Training of media practitioners on election reporting, democracy and ethics.
- Design project and fund mobilization to supply Radio studio production to the Media Great Lakes Centre.
- Training of Editors on children and women rights issues.
- Design and fund mobilization for the project media citizen participation in parliament activities
- Production of radio and TV programs on RNCU as well as UNESCO activities.
- Introduction of media clubs in UNESCO associates schools.
- Publishing in the same line articles in local newspapers (*Imvaho Nshya, La Nouvelle Relève* and *New Times* among others).

C.   <u>**SCIENCES AND TECHNOLOGY DEPARTMENT**</u>

- To carry out a consultancy on MAB Action Plan (2009-2012)
- To support the Secretariat of MAB national committee by a capacity building in implementation and logistic
- To carry out case study on water dependency system and groundwater vulnerability in GASABO district / Kigali City.
- To carry out a consultancy for the establishment of a Centre of Excellence in Biodiversity in Rwanda.

D.   <u>**CULTURE, SOCIAL & HUMAN SCIENCES DEPARTMENT**</u>

- To carry out an inventory of types of research so far done or those in pipeline in social sciences sector countrywide.

E.   <u>**ALL DEPARTMENTS**</u>

- Training in English & in ICT
- PP Projects evaluation and monitoring

TANZANIA NATIONAL COMMISSION FOR
UNESCO: KEY CHALLENGES AND PRIORITY
AREAS

PRESENTATION
BY
ELIZABETH KIONDO
SECRETARY GENERAL

BACKGROUND

- ☐ The Commission was established in 1962 after Tanzania became independent and joined UNESCO as a member.
- ☐ Was established through a Cabinet General Notice and was a department in the Ministry of Education
- ☐ In April 2008 the Parliament passed a bill to reestablish the Commission as an independent government organization. The Bill was assented by the President in June 2008 to become the UNESCO National Commission Act No.7 of 2008
- ☐ The Commission is a union organization serving both mainland Tanzania and Zanzibar

Background: structure

- ☐ The Commission is a policy and decision making body
- ☐ The Commission is headed by a Chairperson appointed by the President, a Deputy Chairperson and 15 Commissioners drawn from key stakeholders from public, private and civil society
- ☐ The Executive Committee consists of nine members
- ☐ Five Experts Committees representing the five areas of competence of UNESCO

Background: structure

- ☐ Secretariat
- ☐ The Secretary General
- ☐ Five Progamme Officers
- ☐ Administrative and support staff

Background: Transformation Process

- ☐ Appointment of Leaders of the Commission
- ☐ Drafting the scheme of service for staff of the Commission
- ☐ Proposed New Organization Structure
- ☐ Formulating staff and financial regulations for the Commission
- ☐ Identifying staff needs and optimum Levels of establishment
- ☐ Drafting the Strategic Plan for the next three years
- ☐ Drafting a Communication Strategy
- ☐ New office premises for the commission
- ☐ Organizing the First Annual Stakeholders Consultative Meeting 2009

STRATEGIC VISION AND MISSION OF THE COMMISSION

- ☐ **VISION**: To become a dynamic organization promoting UNESCOS' ideals towards a peaceful, knowledgeable, innovative, informed and patriotic society
- ☐ **MISSION**: To involve all stakeholders in UNESCO Programmes in its areas of competence in order to realise for Tanzania development goals and to promote peace and understanding among nations

Strategic functions

- ☐ To involve various ministerial departments, agencies and institutions in UNESCO programmes and activities

challenges

- ☐ Visibility – due to unique nature of the organization among stakeholders – NATCOM is not well known to most people including some key stakeholders
- ☐ Poor response and linkages between stakeholders and NATCOM – inadequate response from stakeholders leading to low participation in the implementation of UNESCO programmes

challenges

- ☐ Inadequate interactions and stakeholders expectations
  - ■ UNESCO Field Office, NATCOM and Focal points,
- ☐ Staffing – six Programme Officers and six supporting staff- being elevated to a government organization more staff are required to cater for expanded needs and expectations

Challenges

- ☐ Inadequate resources
  - ■ Depends on government subvention allocated by Ministry of Education which has numerous challenges and unsatisfied needs and demands
- ☐ Low capacity
  - ■ Low capacity due to inadequate training and orientation

PRIORITY AREAS: NATCOM

- ■ Strengthen administrative structures, procedures and planning
- ■ Capacity building for staff
- ■ Vibrant communication strategy
- ■ Improve working environment and incentives for staff
- ■ Strengthen linkages with stakeholders and partners
- ■ Mobilise resources

PRIORITY AREAS: EDUCATION

- ☐ The central role of education for development and improving quality of life of Tanzanians is widely recognized
- ☐ Steps taken by government include policy review and introduction of structural reforms to improve provision of education services
- ☐ NATCOM priority is to contribute to government efforts by identifying the following key priority areas:

PRIORITY AREAS: EDUCATION

- ☐ EFA Programme
- ☐ Education for Sustainable Development
- ☐ Teacher Training – TISSA
- ☐ Higher Education Initiatives
- ☐ Inclusive education- focus on marginalized communities

PRIORITY AREAS: science

- ☐ Science Technology and Innovative (STI) Policy
- ☐ Promotion of environment matters through the Planet Earth programme – issues of climate change and disaster mitigation
- ☐ Water resources management – International Hydrological Programme
- ☐ Capacity building for Science Teachers and promotion of Science Education
- ☐ Technical and Vocational Training

PRIORITY AREAS: social and human sciences

- ☐ Revitalization of MOST – movement for social transformation to enable social research to contribute effectively to national development
- ☐ Youth – the launching of youth desk and promotion of UNESCO youth activities
- ☐ Promotion of ASPNET and UNESCO Clubs
- ☐ Gender and development

PRIORITY AREAS: culture

- ☐ Ratification of cultural convention
  - ■ Cultural diversity
  - ■ Underwater cultural heritage
  - ■ Intangible cultural heritage

  Revitalization of the World Heritage National Committee

  -Management of World Heritage sites

  - Promoting cultural industries

PRIORITY AREAS: communication and information

- ☐ Capacity building for journalists and information professionals
- ☐ Promotion of community media centres
- ☐ Promotion of freedom of speech
- ☐ Strengthening of libraries and information centres
- ☐ Revitalization of both IFAP and IPDC National Committees

CONCLUSION

- ☐ NATCOM Tanzania is optimistic that with new initiatives the future is promising
- ☐ We look forward to active participation in the EA Network of NATCOMS

X: Uganda National Commission for UNESCO

Uganda National Commission for UNESCO

UNATCOM ISSUES AND PRIORITIES FOR 2010-2011 Biennium

Presented by

Augustine Omare-Okurut

Secretary General

Education programme
Objective 1. **To promote literacy in Uganda**

Major Issues and Challenges

- Lack of trained teachers/adult educators

- Limited service provision

- Social, cultural, economic barriers

- Low awareness of ECD

- Low implementation of ECD

UNATCOM's Outputs by 2011

- Literacy activities supported and promoted

- Early childhood programmes promoted

Objective 2: To promote quality education

Major Issues and Challenges

- Poor teacher incentives
- Lack of continuous professional development
- Lack of commitment
- Teacher absenteeism
- Human resource for ESD under-developed
- Low participation of implementers
- Limited awareness on ESD elements
- Uganda's violent history

UNATCOM's Outputs by 2011

- Capacity to deliver quality education enhanced.

- ESD programmes developed and implemented

- Peace education promoted in formal and informal education system

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Objective 3: To Support the Education Sector response to HIV and AIDS

Major Issues and Challenges

- Many uncoordinated HIV/AIDS policies and initiatives in the education sector

UNATCOM's Outputs by 2011

- EDUCAIDS framework for a comprehensive education sector response introduced to stakeholders

Objective 4: To improve Business, Technical, Vocational Education and Training

Major Issues and Challenges

- Stigma associated with BTVET
- Many BTVET graduates
- don't practice their trade
- Limited facilities, learning and instructional materials/equipment

UNATCOM's Outputs by 2011

- Appreciation of BTVET

Objective 5: To support capacity development of education partners

Major Issues and Challenges

- A small number of trained personnel in EMIS and Education Planning
- Limited networking among EFA partners

UNATCOM's Outputs by 2011

- National capacity to monitor EFA built

Major Programme II: NATURAL SCIENCES
Objective 6: To improve the quality of Science, Technology and Innovation in Uganda

Major Issues and Challenges

- Stereotyping in science education
- Inadequate staffing in science education
- Inadequate instructional materials, facilities and equipment in schools
- Lack of innovations and creativity in science learning and teaching

UNATCOM's Outputs by 2011

- Awareness and of performance on STI Education enhanced

Objective 7: To support the formulation and implementation of Science and Technology Policy in Uganda

Major Issues and Challenges

- Lack of a Science and Technology policy

UNATCOM's Outputs by 2011

- Formulation and implementation of Science and Technology Policy supported

Objective 8: To enhance awareness on climate change and promote sustainable management of fresh water and biodiversity

Major Issues and Challenges	UNATCOM's Outputs by 2011
• Environmental degradation	• Stakeholders' awareness of issues of environment, global warming, food security, fresh water and climate change enhanced
• Food in security	
• Limited awareness on climate change among the population	

Major Programme III:SOCIAL AND HUMAN SCIENCES Objective 9:To promote Human Rights in Uganda

Major Issues and Challenges	UNATCOM's Outputs by 2011
• Human rights abuse common	• Integration of Human Rights Education into the education system supported
• Limited knowledge of human rights responsibilities among many people	• Awareness of human rights enhanced

Objective 10: To strengthen research-policy linkages for the Management of Social Transformations (MOST)

Major Issues and Challenges	UNATCOM's Outputs by 2011
• Refugees/Internally Displaced Persons	• Philosophical reflection promoted.
• Rural - urban migration violence,	•
• Urbanization	Research-policy research linkages strengthened.
• Human Rights abuse,	
• Loss of values	
• Poor links between research policy action	• MOST National Committee established

Objective 11: To promote Physical Education and Sports Policy and popularize the International Convention on Anti – Doping in Sport

Major Issues and Challenges	UNATCOM's Outputs by 2011
• Lack of awareness of policy and the convention	• The Sports sector supported to:
	• Domesticate the International Convention on Anti – Doping in Sport
	• Popularise the Physical Education and Sports Policy

45

Objective 12: To support development of policies in the Ethics of Science and Technology

Major Issues and Challenges

- Limited knowledge on ethical issues in Science and Technology

- Abuse of the law and professional codes of conduct

- Lack of a comprehensive policy on ethics of Science and Technology

UNATCOM's Outputs by 2011

- Policy formulation on the ethics of Science and Technology supported

- Teaching of ethics in tertiary education promoted

- International instruments on ethics of Science and Technology Popularized

- National Bioethics Committee revitalized

Major Programme IV:CULTURE
Objective 13:To promote and safeguard Natural and Cultural Heritage

Major Issues and Challenges

- Laws on safeguarding cultural and Natural heritage are either outdated or not in place.

- Uganda is not a party to many UNESCO Conventions on culture

- Ratified Conventions not domesticated

- Low awareness and implementation of the Culture Policy and related laws

UNATCOM's Outputs by 2011

- Ratification, domestication and popularisation of Conventions promoted

- Law reforms and enactment supported

- Implementation of laws and policies on safeguarding cultural and natural heritage promoted

Objective 14: To Promote intercultural, interreligious dialogues, and cultural diversity

Major Issues and Challenges

- Lack of appreciation and respect of cultures and religions

- The impact of modernization and globalization on national cultures

UNATCOM's Outputs by 2011

- Intercultural and interreligious co-existence promoted

- Indigenous cultures preserved and promoted

Objective 15:To Strengthen the contribution of Culture to Sustainable Development

Major Issues and Challenges

- Limited appreciation and recognition of the place of culture in national development

-

- Negative Public perception of culture
- Weak legal and policy reforms and poor implementation.

UNATCOM's Outputs by 2011

- Culture in development promoted

Major Programme V: COMMUNICATION AND INFORMATION
Objective 16: To promote the freedom of expression and access to information

Major Issues and Challenges

- Professional competence of the media practitioners is inadequate

- Relative freedom of expression

- Poor information collection, processing, storage and dissemination systems

UNATCOM's Outputs by 2011

- Freedom of expression and access to information promoted

Programme VI: PROGRAMME EXECUTION AND ADMINISTRATIVE SUPPORT
Objective 18:   To increase UNATCOM's ability to deliver quality services

Major Issues and Challenges

- Limited financial resources
- Inadequate capacity to deliver (financial, human and material)

- Low participation of some stakeholders and partners

- Lack of a legal framework establishing the UNATCOM

- Multi- sectoral, National and international mandates not well understood

- Limited awareness of the IDC

- There is no database system

- Low capacity to document and disseminate information

UNATCOM's Outputs by 2011

- Programmes and resource base of UNATCOM Expanded

- Financial and human resource management policies and tools established and operationalised

- UNATCOM's ability to deliver quality services increased

- UNATCOMs capacity to document, process, produce and disseminate information and deliver quality services strengthened.

Strategic Planning

UNESCO STRATEGIC PLANNING AND PROPOSAL WRITING TRAINING WORKSHOP

30th November- 3rd December 2009
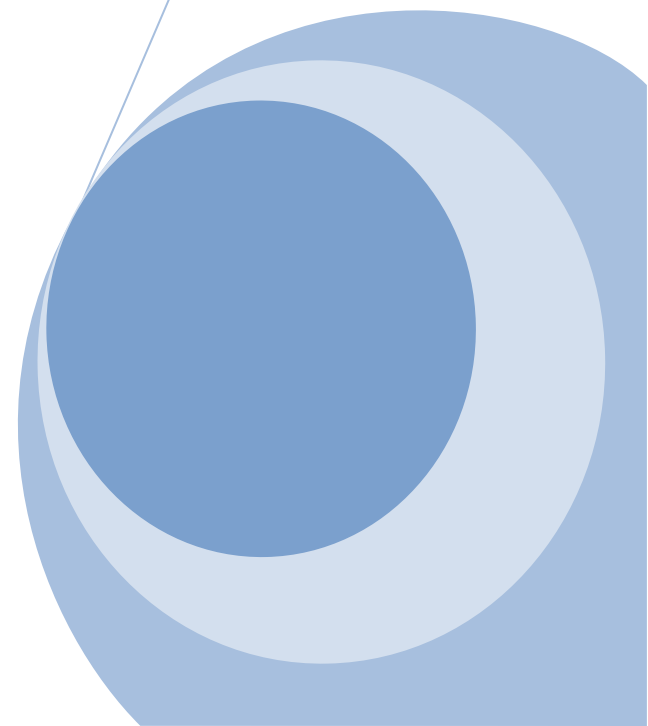
Overview of Strategic Planning

This document is an easy guide to the basic elements of strategic planning and is offered to assist participants to the training workshop to polish their skills in strategic plan development. It offers guideposts to help participants through each stage of the development process.

Simply put, strategic planning determines where an organization is going over the next year or more and how it's going to get there. Typically, the process is organization-wide. There are a variety of perspectives, models and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc. For example, there are a variety of strategic planning models, including goals-based, issues-based, organic, scenario.

Goals-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when). Issues-based strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans. Organic strategic planning might start by articulating the organization's vision and values and then action plans to achieve the vision while adhering to those values. Some plans are scoped to one year, many to three years, and some to five to ten years into the future. Some plans include only top-level information and no action plans. Some plans are five to eight pages long, while others can be considerably longer.

Strategic planning is an organization process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Strategic planning is the formal consideration of an organization's future course. All strategic planning deals with at least one of three key questions:

1. "What do we do?"
2. "For whom do we do it?"
3. "How do we excel?"

In many organizations, this is viewed as a process for determining where an organization is going over the next year or more -typically 3 to 5 years, although some extend their vision to 20 years. In order to determine where it is going, the organization needs to know exactly where it stands, then determine where it wants to go and how it will get there. The resulting document is called the "**strategic plan.**"

Preparation for Strategic Planning

Guidelines to Keep Perspective during Planning

Many managers spend most of their time "fighting fires" in the workplace. -- their time is spent realizing and reacting to problems. For these managers -- and probably for many of us -- it can be very difficult to stand back and take a hard look at what we want to accomplish and how we want to accomplish it. We're too buy doing what we think is making progress. However, one of the major differences between new and experienced managers is the skill to see the broad perspective, to take the long view on what we want to do and how we're going to do it. One of the best ways to develop this skill is through ongoing experience in strategic planning. The following guidelines may help you to get the most out of your strategic planning experience.

  i.   The real benefit of the strategic planning process is the process, not the plan document.
  ii.   There is no "perfect" plan. There's doing your best at strategic thinking and implementation, and learning from what you're doing to enhance what you're doing the next time around.
  iii. The strategic planning process is usually not an "aha!" experience. It's like the management process itself -- it's a series of small moves that together keep the organization doing things right as it heads in the right direction.
  iv.   In planning, things usually aren't as bad as you fear nor as good as you'd like.
  v.   Start simple, but start!

Need Consultant or Facilitator to Help You With Planning?

You may want to consider using a facilitator from outside of your organization if:

  i.   Your organization has not conducted strategic planning before.
  ii.   For a variety of reasons, previous strategic planning was not deemed to be successful.
  iii. There appears to be a wide range of ideas and/or concerns among organization members about strategic planning and current organizational issues to be addressed in the plan.
  iv.   There is no one in the organization whom members feel has sufficient facilitation skills.
  v.   No one in the organization feels committed to facilitating strategic planning for the organization.

vi. Leaders believe that an inside facilitator will either inhibit participation from others or will not have the opportunity to fully participate in planning themselves.

vii. Leaders want an objective voice, i.e., someone who is not likely to have strong predispositions about the organization's strategic issues and ideas.

Who Should Be Involved in Planning?

Strategic planning should be conducted by a planning team. Consider the following guidelines when developing the team.

i. The chief executive and board chair should be included in the planning group, and should drive development and implementation of the plan.

ii. Establish clear guidelines for membership, for example, those directly involved in planning, those who will provide key information to the process, those who will review the plan document, those who will authorize the document, etc.

iii. A primary responsibility of a board of directors is strategic planning to effectively lead the organization. Therefore, insist that the board be strongly involved in planning, often including assigning a planning committee (often, the same as the executive committee).

iv. Ask if the board membership is representative of the organization's clientele and community, and if they are not, the organization may want to involve more representation in planning. If the board chair or chief executive balks at including more of the board members in planning, then the chief executive and/or board chair needs to seriously consider how serious the organization is about strategic planning!

v. Always include in the group, at least one person who ultimately has authority to make strategic decisions, for example, to select which goals will be achieved and how.

vi. Ensure that as many stakeholders as possible are involved in the planning process.

vii. Involve at least those who are responsible for composing and implementing the plan.

viii. Involve someone to administrate the process, including arranging meetings, helping to record key information, helping with flipcharts, monitoring status of pre-work, etc.

ix. Consider having the above administrator record the major steps in the planning process to help the organization conduct its own planning when the plan is next updated.

x. Note the following considerations:

xi. Different types of members may be needed more at different times in the planning process, for example, strong board involvement in determining the organization's strategic direction (mission, vision, and values), and then more staff involvement in determining the organization's strategic analysis to determine its current issues and goals, and then primarily the staff to determine the strategies needed to address the issues and meet the goals.

xii. In general, where there's any doubt about whether a certain someone should be involved in planning, it's best to involve them. It's worse to exclude someone useful then it is to have one or two extra people in planning -- this is true in particular with organizations where board members often do not have extensive expertise about the organization and its products or services.

xiii. Therefore, an organization may be better off to involve board and staff planners as much as possible in all phases of planning. Mixing the board and staff during planning helps board members understand the day-to-day issues of the organization, and helps the staff to understand the top-level issues of the organization.

How Many Planning Meetings Will We Need?

Number and Duration of Planning Meetings

1. New planners usually want to know how many meetings will be needed and what is needed for each meeting, i.e., they want a procedure for strategic planning. The number of meetings depends on whether the organization has done planning before, how many strategic issues and goals the organization faces, whether the culture of the organization prefers short or long meetings, and how much time the organization is willing to commit to strategic planning.

2. Attempt to complete strategic planning in at most two to three months, or momentum will be lost and the planning effort may fall apart.

Scheduling of Meetings

i. Have each meeting at most two to three weeks apart when planning. It's too easy to lose momentum otherwise.

ii. The most important factor in accomplishing complete attendance to planning meetings is evidence of strong support from executives. Therefore, ensure that executives:
   a. issue clear direction that they strongly support and value the strategic planning process, and
   b. are visibly involved in the planning process.

An Example Planning Process and Design of Meetings

One example of a brief planning process is the following which includes four planning meetings and develops a top-level strategic plan which is later translated into a yearly operating plan by the staff:

a) Planning starts with a half-day or all-day board retreat and includes introductions by the board chair and/or chief executive, their explanations of the organization's benefits from strategic planning and the organization's commitment to the planning process, the facilitator's overview of the planning process, and the board chairs and/or chief executive's explanation of who will be involved in the planning process. In the retreat, the organization may then begin the next step in planning, whether this be visiting their mission, vision, values, etc. or identifying current issues and goals to which strategies will need to be developed. (Goals are often reworded issues.) Planners are asked to think about strategies before the next meeting.

b) The next meeting focuses on finalizing strategies to deal with each issue. Before the next meeting, a subcommittee is charged to draft the planning document, which includes updated mission, vision, and values, and also finalized strategic issues, goals, strategies. This document is distributed before the next meeting.

c) In the next meeting, planners exchange feedback about the content and format of the planning document. Feedback is incorporated in the document and it is distributed before the next meeting.

d) The next meeting does not require entire attention to the plan, e.g., the document is authorized by the board during a regular board meeting.

e) Note that in the above example, various subcommittees might be charged to gather additional information and distribute it before the next planning meeting.

f) Note, too, that the staff may take this document and establish a yearly operating plan which details what strategies will be implemented over the next year, who will do them, and by when.

g) No matter how serious organizations are about strategic planning, they usually have strong concerns about being able to find time to attend frequent meetings. This concern can be addressed by ensuring meetings are well managed, having short meetings as needed rather than having fewer but longer meetings, and having realistic expectations from the planning project.

How Do We Ensure Implementation of the New Plan?

A frequent complaint about the strategic planning process is that it produces a document that ends up collecting dust on a shelf -- the organization ignores the precious information depicted in the document.

The following guidelines will help ensure that the plan is implemented. (Note that reference to boards of directors is in regard to organizations that are corporations.

i. When conducting the planning process, involve the people who will be responsible for implementing the plan. Use a cross-functional team (representatives from each of the major organization's products or service) to ensure the plan is realistic and collaborative.
ii. Ensure the plan is realistic. Continue asking planning participants "Is this realistic? Can you really do this?"
iii.
     Organize the overall strategic plan into smaller action plans, often including an action plan (or work plan) for each committee on the board.
iv. In the overall planning document, specify who is doing what and by when (action plans are often referenced in the implementation section of the overall strategic plan). Some organizations may elect to include the action plans in a separate document from the strategic plan, which would include only the mission, vision, values, key issues and goals, and strategies. This approach carries some risk that the board will lose focus on the action plans.
v. In an implementation section in the plan, specify and clarify the plan's implementation roles and responsibilities. Be sure to detail particularly the first 90 days of the implementation of the plan. Build in regular reviews of status of the implementation of the plan.
vi. Translate the strategic plan's actions into job descriptions and personnel performance reviews.
vii. Communicate the role of follow-ups to the plan. If people know the action plans will be regularly reviewed, implementers tend to do their jobs before they're checked on.
viii. Be sure to document and distribute the plan, including inviting review input from all.
ix. Be sure that one internal person has ultimate responsibility that the plan is enacted in a timely fashion.

The chief executive's support of the plan is a major driver to the plan's implementation. Integrate the plan's goals and objectives into the chief executive's performance reviews.

i. Place huge emphasis on feedback to the board's executive committee from the planning participants.

ii. Consider all or some of the following to ensure the plan is implemented.

a. Have designated rotating "checkers" to verify, e.g., every quarter, if each implementer completed their assigned tasks.

b. Have pairs of people be responsible for tasks. Have each partner commit to helping the other to finish the other's tasks on time.

When Should Strategic Planning Be Done?

The scheduling for the strategic planning process depends on the nature and needs of the organization and the immediate external environment. For example, planning should be carried out frequently in an organization whose products and services are in an industry that is changing rapidly. In this situation, planning might be carried out once or even twice a year and done in a very comprehensive and detailed fashion (that is, with attention to mission, vision, values, environmental scan, issues, goals, strategies, objectives, responsibilities, time lines, budgets, etc). On the other hand, if the organization has been around for many years and is in a fairly stable marketplace, then planning might be carried out once a year and only certain parts of the planning process, for example, action planning (objectives, responsibilities, time lines, budgets, etc) that are updated each year. Consider the following guidelines:

- Strategic planning should be done when an organization is just getting started. (The strategic plan is usually part of an overall business plan, along with a marketing plan, financial plan and operational/management plan.)
- Strategic planning should also be done in preparation for a new major venture, for example, developing a new department, division, major new product or line of products, etc.
- Strategic planning should also be conducted at least once a year in order to be ready for the coming fiscal year (the financial management of an organization is usually based on a year-to-year, or fiscal year, basis). In this case, strategic planning should be conducted in time to identify the organizational goals to be achieved at least over the coming fiscal year, resources needed to achieve those goals, and funded needed to obtain the resources. These funds are included in budget planning for the coming fiscal year. However, not all phases of strategic planning need be fully completed each year. The full strategic planning process

should be conducted at least once every three years. As noted above, these activities should be conducted every year if the organization is experiencing tremendous change.

- Each year, action plans should be updated.

Conducting Strategic Planning

Strategic Planning Processes

Strategic planning includes three basic activities that include strategic analysis; setting strategic objectives; action planning; monitoring and evaluation.

Strategic Analysis ➡ **Setting Strategic Direction** ➡ **Action Planning** ➡ **Monitoring & Evaluation**

1. Strategic Analysis

A frequent complaint about strategic plans is that they are merely "to-do" lists of what to accomplish over the next few years. Or, others complain that strategic planning never seems to come in handy when the organization is faced with having to make a difficult, major decision. Or, other complains that strategic planning really doesn't help the organization face the future. These complaints arise because organizations fail to conduct a thorough strategic analysis as part of their strategic planning process. Instead, planners decide to plan only from what they know now. This makes the planning process much less strategic and a lot more guesswork. Strategic analysis is the heart of the strategic planning process and should not be ignored.

This activity can include conducting some sort of scan, or review, of the organization's environment (for example, of the political, social, economic and technical environment). Planners carefully consider various driving forces in the environment, for example, increasing competition, changing demographics, etc.

Carry out an environmental scan. This helps provide an understanding of how the organization relates to its external environment. The scan usually includes an external component identifying and assessing opportunities and threats in the external environment and an internal component assessing organizational strengths and weaknesses. This process is often referred to as "SWOT": strengths, weaknesses, opportunities, and threats.

SWOT Analysis

Internal Environment	Strengths	Weaknesses
External Environment	Opportunities	Threats

The external component of the environmental scan should include a review of the target or service community and the broader environment in which the organization operates, to identify the opportunities and threats facing the organization. This might include the following:

- Consider forces and trends in the broader community, political, economic, social, and sometimes technological. Look at changing demographics, political trends, community values, economic trends, the implications of new or changing laws and regulations affecting the organization, communications and other technological trends -- and consider their impact on your organization and the population it serves.
- Look carefully at the immediate target community or service area to determine its status and needs, and specifically those of current and potential clients and beneficiaries of the organization's services and advocacy.
- Consider opportunities and challenges related to resources and funders.
- Look at actual and potential collaborators and competitors, including organizations which may serve the same neighborhood and/or target population or may seek funds from the same funding sources, public or private.

This process may involve something as extensive as a community needs assessment with interviews, focus groups, and fax or e-mail surveys that is conducted by a consultant, or may be limited to a small number of informal discussions with clients and other community residents, heads of other Hispanic and non-Hispanic organizations, public officials, funder representatives, and other appropriate individuals.

The internal component of the environmental scan includes an assessment of the organization's strengths and weaknesses. This may include a number of components or approaches.

- You may want to assess current organizational performance in terms of financial and human resources (inputs), operating methods or strategies (processes), and

results or outcomes (outputs). If the organization does not have extensive objective measures of its outcomes, perceived performance can be partially determined through asking clients and stakeholders. Try to understand how key players or stakeholders in the broader community -- as well as constituents or clients -- view the organization. Sometimes, brief written forms are sent to, or interviews conducted with, key stakeholders; interviews are best conducted by a consultant, to assure frank and honest responses. Once you have this information, be sure to further analyze the reasons -- in terms of inputs and processes -- for perceived weaknesses in outcomes.

- It is often valuable to identify critical success factors for the organization. This step is not always included in strategic planning, but can be very useful. Try to understand what factors are necessary to the future and continued success of the organization. These may be factors like relationship with target community/constituency, resources, program strategies, governance structure, and staff skills and style. This may be done directly, or the organization might try a method suggested in the Aetna Management Process, which is to use "reverse logic," to identify the elements – the activities, attitudes, assumptions, etc. – that would cripple the organization and keep it from fulfilling its mission. Then use this to identify the critical determinants of success. Both Board and staff can provide useful input to this process.

- The organization might want to review or formalize organizational values and operating principles. Some organizations have written values and principles which guide their decision making and their ongoing activities. These can be very helpful in "defining" the organization.

A consultant can be hired to assist with the environmental scan, contacting stakeholders to provide an external view and staff to obtain an internal assessment. An organization that is open in its communications may be able to obtain this information without outside assistance, through a staff retreat or a series of meetings with staff in various components and at various levels within the organization. The committee responsible for the strategic plan should work with staff to plan the environmental scan, help to conduct external interviews with community leaders – especially if no consultant will be used, and assure that the Board receives a full report on the results of the environmental scan process.

The result of the environmental scan should be an analysis of organizational strengths and weaknesses and external opportunities and threats. This may be oral or written, and requires careful review and discussion by the strategic planning committee. Often,

your strategic planning retreat will begin with a presentation of results of the environmental scan. Sometimes, results are presented at a Board or Board-staff session prior to the retreat. In either case, the Board and staff should be familiar with the findings before strategic planning decisions are made.

Identify key issues, questions, and choices to be addressed as part of the strategic planning effort. This may mean specifying "strategic issues" or questions that the organization should address, and setting priorities in terms of time or importance. If there is little disagreement about issues and priorities, it may be possible to move immediately to the organizational vision and then goals. If there is no agreement on general directions and organizational goals, it may be important to explore issue priorities and identify critical choices. This might be done in several ways. For example:

• Board and staff might be asked to identify strategic issues from the environmental scan, with individuals identifying a specified number of such issues and indicating why each is strategic, including the benefits of addressing it and the negative consequences of not addressing it. These issues might involve a wide range of program or other issues – e.g., the need for new programs to address a particular community need such as education or housing, expansion of the organization's target area from particular neighborhoods to the entire city or county, agreement on who constitutes the organization's constituency, or a decision as to whether the organization should consider merging with another group.

• The planning group or a consultant working with the group might work to identify strategic issues emerging from the environmental scan, and then prioritize them in terms of importance, timing, and feasibility. The result should be a set of strategic issues that will be addressed as part of the strategic planning process, preferably during the retreat, and a second set that will not be addressed or will receive limited attention at the retreat, but will be considered by a Board committee or appropriate staff.

Whatever the method used, the issues discussion should generate some level of agreement about issues or choices to be considered and decisions to be made as part of the strategic planning process.

Identifying Critical Issue

A critical issue is one that meets one or all of the following criteria
- Is related to core problem of the organization
- Affects the lives of a significant number of people either directly or indirectly

- Can be addressed through the competencies and resources of the organization
- Needs to be addressed if the organization is to progress
- Builds on the strengths of the organization and/or the opportunities of the organization
- Addresses weaknesses in the organization and/or assists the organization to deal with the threats to its works

Prioritize Critical Issue
- Which of these must we deal with within the next six months if our work is to progress effectively?
- Which of these should be dealt with within the next year to ensure the long-term ability of the organisation or project to survive and do its work?
- Which of these should probably be dealt with in order to improve our working environment?

Problem Analysis

Based on the critical issue prioritized, a problem analysis should be conducted. Is a process of identifying problems, and whenever possible, establish the cause effect relationship with them. It is the analysis of problems identified during project identification. The analysis produces a visual presentation of the problems, often called the problem tree.

The purpose of the problem tree analysis is that it identifies the major problems and their main causal relationships; identifies problems and problem owners; structure problems and relations between them; develop a shared perception of problems among stakeholders; Develop options for which problems to concentrate on; and Helps find solutions by mapping out the anatomy of the problem.

1. **Setting Strategic Direction**

Planners carefully come to conclusions about what the organization must do as a result of the major issues and opportunities facing the organization. These conclusions include what overall accomplishments (or *strategic goals)* the organization should achieve, and the overall methods (or *strategies*) to achieve the accomplishments. Goals should be designed and worded as much as possible to be specific, measurable, acceptable to those working to achieve the goals, realistic, timely, extending the capabilities of those working to achieve the goals, and rewarding to them, as well. (An acronym for these criteria is "SMARTER".)

At some point in the strategic planning process (sometimes in the activity of setting the strategic direction), planners usually identify or update what might be called the strategic "philosophy". This includes identifying or updating the organization's mission, vision and/or values statements. **Mission statements** are brief written descriptions of the purpose of the organization. Mission statements vary in nature from very brief to quite comprehensive, and including having a specific purpose statement that is part of the overall mission statement. Many people consider the values statement and vision statement to be part of the mission statement. New businesses (for-profit or nonprofit) often work with a state agency to formally register their new business, for example, as a corporation, association, etc. This registration usually includes declaring a mission statement in their charter (or constitution, articles of incorporation, etc.).

It seems that vision and values statements are increasingly used. **Vision statements** are usually a compelling description of how the organization will or should operate at some point in the future and of how customers or clients are benefitting from the organization's products and services. **Values statements** list the overall priorities in how the organization will operate. Some people focus the values statement on moral values. Moral values are values that suggest overall priorities in how people ought to act in the world, for example, integrity, honesty, respect, etc. Other people include operational values which suggest overall priorities for the organization, for example, to expand market share, increase efficiency, etc.

Vision: Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction. Vision is a long term view, sometimes describing a view of how the organization would like the world in which it operates to be. For example a charity working with the poor might have a vision statement which read "A world without poverty". A **Vision statement** outlines what the organization wants to be, or how it wants the world in which it operates to be. It concentrates on the future. It is a source of inspiration. It provides clear decision-making criteria.

Mission: Defines the fundamental purpose of an organization or an enterprise, basically describing why it exists and what it does to achieve its Vision. A corporate Mission can last for many years, or for the life of the organization. It is not an objective with a timeline, but rather the overall goal that is accomplished over the years. In turn objectives aligned with the corporate mission are to be achieved. A **Mission statement** therefore tells you the fundamental purpose of the organization. It defines the customer and the critical processes. It informs you of the desired level of performance.

Values: Beliefs that are shared among the stakeholders of an organization. Values drive an organization's culture and priorities.

Setting strategic direction therefore involves:

- Developing/Updating Vision Statement
- Developing/Updating Mission Statement
- Developing/Updating Value Statements
- Developing Strategic Objectives

Tools in Used in Setting Strategic Direction

Various tools may be used in the setting of strategic direction. For the purpose of this paper the problem tree and objective setting will be used as the main tool in the analysis and setting objectives. Once the Vision, Mission and Strategic Objectives are identified, then the logical Framework Analysis is used to refine them and come up with strategic actions. This would then be the basis for action planning.

1. Action Planning

Strategic planning can be exhilarating when coming up with new visions and missions and values, talking about long-standing issues in the workplace and coming up with new and exciting opportunities. But without careful action planning and diligently ensuring actions are carried out -- the plan ends up collecting dust on a shelf.

Action planning is carefully laying out how the strategic goals will be accomplished. Action planning often includes specifying strategic action for each strategic objective. Therefore, reaching a strategic objective typically involves accomplishing a set of strategic actions along the way.

Often, each objective is associated with a ***tactic,*** which is one of the methods needed to reach an objective. Therefore, implementing a strategy typically involves implementing a set of tactics along the way, in that sense, a tactic is still a strategy, but on a smaller scale.

Action planning also includes specifying ***responsibilities*** and ***timelines*** with each objective, or who needs to do what and by when. It should also include methods to ***monitor*** and ***evaluate*** the plan, which includes knowing how the organization will know who has done what and by when.

Usually, ***budgets*** are included in the strategic and annual plan, and with work plans. Budgets specify the money needed for the resources that are necessary to implement the annual plan. Budgets also depict how the money will be spent, for example, for human resources, equipment, materials, etc.

1. **Monitoring and Evaluation**

Monitoring and evaluating the planning activities and status of implementation of the plan is for many organizations as important as identifying strategic issues and goals. One advantage of monitoring and evaluation is to ensure that the organization is following the direction established during strategic planning. That advantage is obvious. However, another major advantage is that the management can learn a great deal about the organization and how to manage it by continuing to monitor and evaluate the planning activities and the status of the implementation of the plan.

Benefits and Flaws of Strategic Planning

Benefits of Strategic Planning

Strategic planning serves a variety of purposes in organization, including clearly defining the purpose of the organization and establishing realistic goals and objectives consistent with the mission in a defined time frame within the organization's capacity for implementation. Some of the benefits of strategic planning include:

i.   Communicate those goals and objectives to the organization's constituents
ii.   Develop a sense of ownership of the plan
iii. Ensure the most effective use is made of the organization's resources by focusing the resources on the key priorities
iv.   Provide a base from which progress can be measured and establish a mechanism for informed change when needed
v.   Bring together of everyone's best and most reasoned efforts have important value in building a consensus about where an organization is going
vi.   Provides clearer focus of organization, producing more efficiency and effectiveness
vii. Bridges staff and board of directors (in the case of corporations)
viii. Builds strong teams in the board and the staff (in the case of corporations)
ix.   Provides the glue that keeps the board together (in the case of corporations)
x.   Produces great satisfaction among planners around a common vision
xi.   Increases productivity from increased efficiency and effectiveness
xii. Solves major problems

Four Fatal Flaws of Strategic Planning

According to Ed Barrows (2009); Strategy execution is drawing a lot of attention these days, but that in no way means companies have abandoned their time-tested strategic

planning processes. In fact, as far as management tools are concerned, strategic planning is as popular as ever, with 88% of large organizations engaging in some form of formal strategic planning, according to Bain & Company's 2007 Management Tools and Trends report. This number may still be on the rise as economic conditions force companies to search for new ways to jump-start business growth.

Yet despite this widespread adoption, managers continue to make fundamental mistakes that undermine otherwise well-intentioned strategy-formulation efforts. Here are four fatal flaws that consistently creep into strategic planning processes that, if avoided, can significantly improve both the process and the results.

- **Skipping Rigorous Analysis**

Many managers believe their business experience and knowledge base alone equips them with all the information they need to conduct effective strategic planning. This belief is almost always untrue and serves only to undermine the kind of critical thinking from which truly creative strategies are born. A good strategic planning process takes full advantage of the numerous tools of strategic analysis — such as the five forces model, strategic group maps, or the value chain — to gain key insights regarding how the industry is evolving, how competitors are changing positions, and where an individual firm's sources of competitive advantage lie.

- **Believing Strategy Can Be Built in a Day**

Changing the minds of key managers took longer than one day. Yet many executive teams earnestly believe that effective strategies can be identified, explored, and agreed upon during abbreviated offsite meetings where the main driver of the agenda is the timing of snack breaks. While offsite meetings are useful forums in which to share information and address key issues, meetings should be adequately timed — over days or weeks if necessary — so that sufficient preparation and review and discussion can occur before and during the event.

MDI Group, one of Atlanta's largest IT and financial staffing organizations, has engaged in annual strategic planning each year for the past decade. In preparation for their yearly offsite, the leadership team, after examining a comprehensive package of performance information, completes a series of templates including a SWOT analysis and a key capabilities review. "We would discuss our SWOT analysis in the morning of the first meeting day, summarizing critical issues as we went. Then we would brainstorm how to address those issues immediately following lunch, with a hard stop no later than 3:00pm," recalls Mike Cleland, president of the IT division. "It always felt rushed, and it seemed like we never really got our arms around the underlying forces driving the key

issues." In reality, they didn't. MDI leaders became frustrated as they kept encountering the same key issues year after year despite putting significant time and energy into the planning process.

So MDI modified its approach. For their most recent strategic planning efforts, the leadership team conducted the same up-front activities, but this time they identified four key issues a month before — not the day of — their meeting. Each key issue was assigned to an "issue team" comprised of senior managers for detailed analysis prior to the meeting. For three weeks each team applied a structured problem-solving approach to their issue, isolating root causes and identifying plausible courses of action. Teams then briefed their findings the day before the offsite to ensure all participants had a consistent understanding of the issue, the causes, the options, and — most important — the team's recommended plan going forward. The result was a streamlined process and better decisions. "It really accelerated the meeting," said MDI CEO Ella Koscik. "Also, we have a much higher level of confidence in our actions coming out of this meeting than we've ever had in the past."

- **Failing to Link Strategic Planning with Strategic Execution**

According to a recent survey by the Conference Board, execution overall and strategy execution in particular hold the first and second positions when it comes to "top issues" in executive's minds. It's no wonder — executing strategy requires the work of the entire organization, whereas strategic planning only requires the top team. But part of a top team's challenge in execution often stems from the failure to link their work with ongoing strategy execution. Managers must be thinking about executing even as they are formulating plan."

- **Dodging Strategy Review Meetings**

Strategic plans quickly become obsolete when there is no activity in place to keep them alive. Worse, managers sometimes feel freed from execution accountability when reviews are continually rescheduled or dropped from the calendar altogether.

The most direct way to maintain a consistent focus on strategy is to schedule and hold regular strategy review meetings. At the end of the strategic plan formulation, managers should establish a strategic governance process where strategy review meetings — whether they are monthly or quarterly — are scheduled a year in advance. This way, managers can be sure the time for the sessions remains sacrosanct. A typical strategy review lasts anywhere between a half and a full day — so leaders must plan accordingly. To make the meetings productive, the leadership team should develop a standing agenda they can follow consistently each time they meet. The strategy that

was created at the beginning of the execution cycle should be the topic of conversation at every meeting — no discussion of operational issues should be allowed. Consistent with avoiding fatal flaw number one, the necessary analysis should be prepared and the findings circulated before the meeting so that the session can be dedicated to guiding decision-making as opposed to conducting unbounded, unstructured discussion.

Preparatory Work for a Strategic Planning Process - Individual

This questionnaire will help participants in a strategic planning process to prepare themselves so they can make a useful contribution to the process.

Thinking about our context:

1. What has happened in the past three years in the external environment that could affect our work as an organization?

_____

_____

2. What are the challenges and threats facing us as an organization in our external environment?

_____

_____

3.   What are the opportunities we should be taking advantage of in the environment in order to:

a   Make us more sustainable as an organization?

b   Help us achieve our vision?

_____

_____

4.   What information do you have that you think is important to share with others in the strategic planning process?

_____

_____

Thinking about our organization:

5.   What are the important strengths of our organization?

_____

_____

6. What weaknesses are preventing our organization from achieving its vision?

_____

_____

7. Do you think we are clear about our vision, values and mission? Make some notes about what you think our vision, values and mission are.

_____

_____

8. What challenges have we failed to meet in the past two to three years and why have we failed to meet them?

_____

_____

9. What challenges have we met well in the past two to three years and what helped us to meet them?

_____

_____

10. What is the most important outcome that you would like to see emerging from this strategic planning process? Why do you think it is so important?

_____

_____

Sample Format of a Strategic Plan

1. **INTRODUCTION**

   A. Need for a Strategic Plan

   B. How the Plan was developed

2. **THE ENVIRONMENTAL SCAN**

A. Organizational History and Structure

B. The External Environment

- National Situation and Trends
- Local Situation and Trends
- Summary of Opportunities and Threats

C. The Organization

- Scope of Activities
- Program Operating Model
- Management
- Governance
- Summary of Strengths and Weaknesses

3. **STRATEGIC FRAMEWORK**

- Vision
- Values
- Mission
- Strategic Objectives
- Strategic Actions

4. **ACTION PLAN**

- Work plan
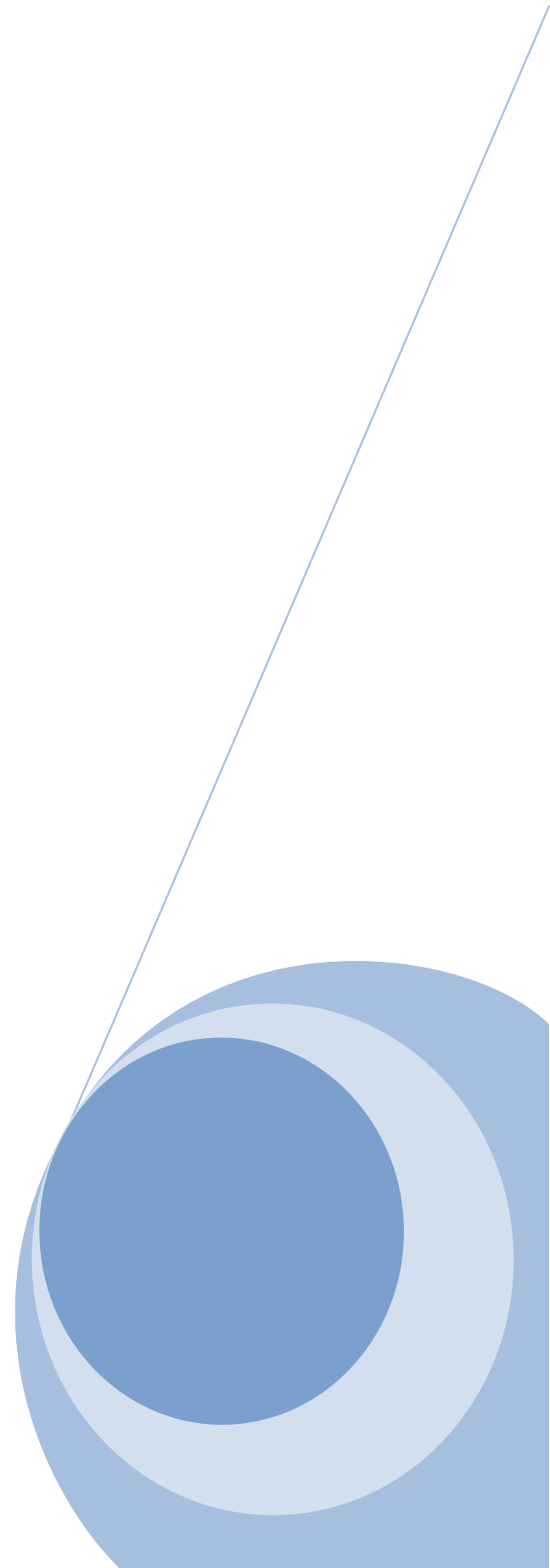- Budget

5. **MONITORING AND EVALUATION PLAN**

APPENDICES

- Logical Framework Matrix
- Monitoring and Evaluation Matrix
- Other

XII: Proposal Writing

PROPOSAL WRITING

**UNESCO STRATEGIC PLANNING AND
PROPOSAL WRITING TRAINING
WORKSHOP**

30th November- 3rd December 2009

Proposal Writing

This document is an easy guide to the basic elements of grant proposal writing and is offered to assist participants to the training workshop to polish their skills in proposal writing and submit fundable project proposals. It offers guideposts to help participants through each stage of the development process. These guideposts are transferable to a variety of grant applications.

Successful proposal writing involves the coordination of several activities, including planning, searching for data and resources, writing and packaging a proposal, submitting a proposal to a funder, and follow-up. Here are some tips that will help.

A Proposal is a statement of plan or intention that gives broad view of the operational and administrative steps to be undertaken to achieve the intended goal. Proposals are important as it provides the plan of action that is used to solicit for support or funding.

The general purpose of any proposal is to persuade the readers to do something, whether it is to persuade a potential customer to purchase goods and/or services, or to persuade your employer to fund a project or to implement a program that you would like to launch.

Any proposal offers a plan to fill a need, and your reader will evaluate your plan according to how well your written presentation answers questions about WHAT you are proposing, HOW you plan to do it, WHEN you plan to do it, and HOW MUCH it is going to cost. To do this you must ascertain the level of knowledge that your audience possesses and take the positions of all your readers into account. You must also discern whether your readers will be members of your technical community, of your technical discourse community, or of both, and then use the appropriate materials and language to appeal to both. You might provide, for those outside of your specific area of expertise, an executive summary written in non-technical language, or you might include a glossary of terms that explains technical language use in the body of the proposal and/ or attach appendices that explain technical information in generally understood language.

The most basic composition of a proposal, as with any other written document, is simple; it needs a beginning (the Introduction), a middle (the Body of material to be presented) and an end (the Conclusion).

- *The **INTRODUCTION** presents and summarizes the problem you intend to solve and your solution to that problem, including the benefits the reader/group will receive from the solution and the cost of that solution.*
- *The **BODY** of the proposal should explain the complete details of the solution: how the job will be done, broken into separate tasks; what method will be used to do it, including the equipment, material, and personnel that would be required; when the work will begin; and, when the job will be completed. It should also present a detailed cost breakdown for the entire job.*
- *The **CONCLUSION** should emphasize the benefits that the reader will realize from your solution to the problem and should urge the reader to action. It should be encouraging, confident and assertive in tone.*

Proposals are informative and persuasive writing because they attempt to educate the reader and to convince that reader to do something. The goal of the writer is not only to persuade the reader to do what is being requested, but also to make the reader believe that the solution is practical and appropriate. In persuasive proposal writing, the case is built by the demonstration of logic in the approach taken in the solution. Facts must lead logically and inevitably to the conclusion and solution presented. Evidence should be given in descending order of importance, beginning with the most important evidence leading and the least important at the end. Any questions that the reader might pose should be anticipated and answered in a way that reflects the position of your proposal. It is important that the writer, also, considers all sides of the argument providing other alternative solutions to the problem, but showing how the one chosen is superior to the others.

Preparation

In the whole process of applying for a grant, your initial steps will probably be the most time-consuming, but also the most important, part. If done well, your preparatory work will simplify the writing stage.

1. Define your Project

The main tools to use in defining the project should be the problem tree analysis and objective setting, which results are then refined in the logical framework matrix. Based on the refined logical framework, you are therefore in position to define your project. In defining your projects the key areas to consider are:

- Clarify the goal and purpose of your project linked to your strategic plan.
- Define the scope of work to focus your funding search.
- Determine the broad project goals, and then identify the purpose or expected outcomes and outputs that define how you will focus the work to accomplish those goals.
- These goal, purpose and outputs suggest the proposal will request support for recruitment activity, production training, and equipment purchase. In contrast, a different proposal with the same goal might focus only on equipment upgrades.
- Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions, etc.
- Draft expected project outcome and outputs in specific measurable terms.
- Draft a timeline that includes the planning phase, the period of searching for funds, proposal writing, and the intended project start date. Periodically update the timeline as you learn more about submission deadlines, award timetables, etc.

2. Identify the Right Funding Sources

Foundation centers, computerized databases, station development offices, publications, and public libraries are some of the resources available to assist your funding search. Do not limit your funding search to one source. Look for a match between your project and the grants you seek by looking for consistency between the purpose and goals of your project and the funder. In addition, pinpoint specific funding priorities and preferences. As much as possible, make direct contact with funders to support projects like yours.

- Request proposal guidelines as well as a list of projects previously funded through this specific grant program; an annual report may be available.

- Inquire about the maximum amount of the grant. Also, find out the average size and funding range of awards.
- Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling.
- Find out whether the funder has other grant sources for which your project is eligible.

3. Contact the Funders

- Think of the funder as a resource.
- Identify a project officer who will address your questions.
- Some funders offer technical assistance, others do not. If it's available, ask for technical assistance, including a review of proposal drafts.
- Inquire about how proposals are reviewed and how decisions are made.
- Inquire about budgetary requirements and preferences. Are matching funds required? Is in-kind support acceptable as a portion of applicants' share? What may be counted as in-kind support, and how might it be applied? Learn about payment processes, including cash flow.
- Remember, the contacts you make may prove invaluable in the future.

4. Acquire Proposal Guidelines

Read the guidelines carefully, then read them again. Be sure to ask the funder any questions you may have. Guidelines usually tell you about:

- submission deadlines
- eligibility
- proposal format: award levels forms, margins, spacing, evaluation process and restrictions on the number criteria of pages, etc.
- review timetable
- budgets
- funding goals and priorities

- award levels

- evaluation process and criteria

- whom to contact

- other submission requirements

5. Know the Submission Deadline

- Plan to submit your proposal on or preferably before the deadline.
- Determine what format the funder requires for submission.
- Be realistic about whether you have time to prepare a competitive proposal that meets the deadline.
- Know the funder's policies on late submissions, exceptions, and mail delays.
- Find out how the funder will notify you about the receipt and status of your proposal. Factor this information into your timeline.

6. Determine Personnel Needs

Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability; acquire permission to include them in the project; and negotiate compensation. Personnel compensation is important budget information.

7. Update your Timeline

This is a good point at which to update your timeline, now that you know about submission deadlines and review timetables. Factor into your schedule time to:

- Write multiple drafts
- Solicit the project officer for review of your draft
- Gather relevant and permissible materials
- Prepare an impartial critique of your proposal for clarity, substance, and form

Writing the Proposal

Structure, attention to detail, concise persuasive writing, and a reasonable budget are the critical elements of the writing stage. There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged. Standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Sometimes proposal applications require abstracts or summaries, an explanation of budget items, and certifications.

1. Narratives

a) Introduction

This section should start with an interesting opening statement that focuses the reader straight away to the problem to be addressed. This section also includes; who you are – Organization, Managerial, Administrative arrangements, Legality- charity or NGO, Goals and achievements. It also sets the stage by giving the structure of the entire document.

b) Background

The section cites relevant social economic or political conditions; Reviews relevant literature; Cite previous projects and studies that are similar to what you are proposing to do. Position your project in relation to other efforts and show how your project will: extend the work that has been previously done; avoid the mistakes and /or errors that have been previously made; serve to develop stronger collaboration between existing initiatives or is unique since it does not follow the same path previously followed. Briefly cite past and current accomplishments; Describe clients, beneficiaries and programs. Note that this section should explain:

- Why there is a need for this project
- What is the problem?
- What is the opportunity to improve?
- What is the basic situation?

Guide the reader through the funnel approach from the broad picture at national/international level narrowing it down to the specific area to be addressed. This should set the stage for stating the problem.

c) Problem Statement

Clearly state what you want to change – the need/problem that is the basis of your project; How do you know that this problem/need is important; Explain why your problem is more significant than someone else competing for the same funds.

A good understanding of the root causes of the problem - Reason to initiate particular action and why this action will solve the problem/need.

Clearly state what makes your organization best suited to conduct the project including but not limited to: Language benefit; Geographic location; Past involvement in this area; and Close relationship with beneficiaries

A problem statement should be: Realistic; Supported by statistical evidence; Developed with the input of stakeholders and clients/beneficiaries; Supported by statements from the authorities; Interesting to read and without jargon; and Relates to the purpose and goals of the organization

d) Justification

Discuss the advantages or benefits of doing the proposed project. This acts as an argument in favor of approving the project. Sometimes you may need to discuss the likelihood of the project's success.

In unsolicited proposal, this is very important – to sell to the audience. It also highlights the preconditions which favor the implementation of this project in terms of; Local needs and aspirations; Available inputs; Existing government policy support; and Supporting social-economic situations

e) Project Description

This is a very important section of the proposal. It describes the finished product of the proposed project. In many cases, you may need to include training, and ongoing service where required.

i) Goal

The goal is the reason for undertaking the project; the ultimate objective of the program to which the specific project will contribute. Goals are derived from Organisation's Strategic Development Plan. The goal describes what the purpose of this project when combined with others will achieve

ii) Purpose

The purpose is what the project is expected to achieve in development terms once it is completed within the allocated time. The purpose is the motivation behind the production of the outputs. As a rule of thumb a project should have only one Purpose. The reason for is practical. Experience demonstrates that it is easier to focus project *Outputs* on a single *Purpose.* Multiple Purposes diffuse project efforts and weaken the design.

The project purpose describes the reason for undertaking the project; It is the justification for spending money; and tt describes the real value, benefit or rationale for undertaking the project's intervention (Output)

iii) Outputs

Outputs are the specific results to be produced by the management of inputs. The outputs describe the project deliverables, the goods and services for which the project implementers are accountable. These are the concrete often tangible deliverables envisaged in order to achieve project purpose; Once the Outputs have been identified ensure that:

- All essential Outputs necessary for achieving the Project Purpose are included
- Only the outputs that can be guaranteed by the project are included
- Each Output can be seen as a necessary means to achieve the Purpose

The Outputs plus the Assumptions at that level produce necessary and sufficient conditions for achieving the Purpose. Ensure that all the outputs are precisely and verifiably defined and that all outputs are feasible within the resources available

iv)   Activities

Activities describe how the team will accomplish each of the Outputs. They reflect the processes and methods the project team will use and provide the starting point for the implementation planning process.

Ensure that all activities contribute directly to each Output. Also remember that activities define any actions required for gathering the means of verifying the elements described in the monitoring and evaluation system. Furthermore, ensure activities are appropriate to the situation in the organisation technology, culture etc.

Only those activities to be performed by the project are included. It is important to note that activities are stated in terms of actions being undertaken that as completed action the way outputs are stated

a) Work plan

Each of the activities from should be broken down to manageable tasks with timeline. The work plan paints a picture of project flow that includes start and end dates, schedule of activities ensuring delivery of outputs and eventually outcomes. This is best represented in a table highlighting each activity, tasks for each activity, timeframe form implementation and the responsible staff in the ensuring implementation.

b) Budget

Budgets are cost projections. They are also a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought-out projects. Be sure to only include those things the funder is willing to support.

Funders use these factors to assess budgets:

- Can the job be accomplished with this budget?

- Are costs reasonable for the market - or too high or low?

- Is the budget consistent with proposed activities?

- Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal.

Don't forget to list in-kind support and matching revenue, where appropriate. Be flexible about your budget in case the funder chooses to negotiate costs.

In the main project document, you may choose to only include the summary budget and include the detailed budget in the appendices.

c) Monitoring and Evaluation Plan

Some require very technical measurements of results. Inquire about expectations. However if that is not included, mention how the project overall will be monitored using an existing monitoring and evaluation system or a separate framework will be set up for the project. Provide details on how the on-going monitoring activities will be conducted with timeframe while showing how the information will be linked to the evaluation process. A linkage to the logical framework as one of the key tools, particularly for deriving the indicators for monitoring and highlighting the tools that will be used including the responsible persons at all levels.

d) Sustainability Plan

Sustainability for any project is the concern of all donors and increasingly is being given special attention in consideration for funding. A detailed note explaining how sustainable the project is in terms of management, financial, social, cultural, environmental etc should be provided.

e) Credentials

This is information about the applicant that certifies ability to successfully undertake the proposed effort. Typically includes institutional or individual track record and resumes.

> ***Tips on Writing the Narrative***
>
> *Narratives typically must satisfy the following questions:*

- *What do we want?*

- *What concern will be addressed and why it is important?*

- *Who will benefit and how?*

- *What specific objectives can be accomplished and how?*

- *How will results be measured?*

- *How does this funding request relate to the funder's purpose, objectives, and priorities?*

- *Who are we (organization, independent producer) and how do we qualify to meet this need?*

3. Supporting Materials

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, add information about project personnel and consultants, exhibit tables and charts, etc. For projects that include collaborations or partnerships, include endorsements from the partnering agencies.

Policies about the inclusion of supporting materials differ widely among funders. Whether to allow them usually depends upon how materials contribute to a proposal's evaluation. Restrictions are often based on excess volume, the element of bias, and relevance.

Find out if supporting materials are desired or even allowed. Be prepared to invest the time to collect resources, produce a tape, document capability, update a resume, collect letters, include reference reports or whatever is needed.

4. Authorized Signatures

Authorized signatures are required. Without these, proposals may be rejected. Be sure to allow yourself time to acquire a needed signature.

5. Specifications

Tailor proposal writing to specifications found in the guidelines. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double spaced, on 8-1/2 x 11 inch pages? Are cover pages allowed or desired? Caution! — The beautifully bound proposal is not always appreciated or allowed. Be concise. Elaborations should add depth and scope, not page fillers. Be prepared to write more than one draft.

6. Submission Checklist

The complete proposal must be submitted on time in the requested format with the requested number of copies and original authorized signatures. Address the proposal as directed in the guidelines. Be sure to include required documentation.

Follow – up

Contact the funding source about the status, evaluation, and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses, although this information may be unavailable with a very large volume of submissions.

Reference information may also be useful if you choose to approach the same or different funder again with your idea.

XIII: Minister's Speech

Speech by Minister of State for Higher Education Hon. Mwesigye Rukutana on the Official Opening of the Capacity Building Workshop for Secretaries-General of the East African National Commissions for UNESCO ,Jinja,30th November 2009

The Director UNESCO Nairobi,

The Chairman Jinja District Local Council,

The Resident District Commissioner, Jinja,

Secretaries-General of National Commissions for UNESCO,

Distinguished invited guests,

Ladies and gentlemen.

It is of great pleasure for me to officiate at the opening ceremony of this capacity building workshop for Secretaries General and Assistant Secretaries General of East African National Commissions for UNESCO

I would like to welcome you all, but in particular our external our external participants from Burundi, Kenya Rwanda and Tanzania.

Capacity building is the catchword today for improved service delivery. I note that this training comes at time when we have just, celebrated a decade of the revival of the East African Community. I think its timing and purpose could not have come at a better time. We are looking forward to the expanded economic market as well as to a political union

As we move towards the EA Union, It is important that other organs in our member states begin positioning themselves for the greater cooperation. I would like to commend the Secretaries-General of the National Commissions for UNESCO for pushing for a programme that ensures that they work together

UNESCO progammes and activities are very critical for the sustainable development of East Africa. It is important therefore that the people in charge of the management of these affairs are well informed knowledgeable and skilled in competencies that will ensure quality service delivery. This training in strategic planning and project writing are definitely key skills necessary for ensuring the Secretaries General are well positioned to develop strategies and programmes for delivery of education sciences, culture and communication

I am happy to note that the UNESCO Capacity Building programme for National Commissions for Africa is on the priority list of the organization. I am informed that UNESCO Has organized a number of workshops for National Commissions for UNESCO In the African region, including the one held for the East African region in Rwanda in 2008, Which has further been developed into a programme The programme does not only provide for training but gives opportunities for exchange visits and programmes between the National Commissions. This change is a good ingredient for development and closer partnership in East Africa.

Uganda as a country is happy to host the first training workshop under this programme. This training progamme marks yet another milestone in the Cooperation of East African countries on one hand and East Africa, UNESCO and German Government on the other.

As we advance towards the achievement of a political union of East African, We Should be looking at ways to strengthen cooperation. One way to achieve this is by enhancing the capacities of nationals who are in high positions of decision making. I sure this training workshop will further improve your skills to make you better managers as East Africans.

It is important to note that UNESCO Is the only UN Body with a presence in all Member states through a network of National Commissions have dual functions of carrying out national aspirations while pursuing International objectives of UNESCO,covering a wide range of human endeavor and human interest. These include supporting the achievement of Education for all Science and technology development, sustainable water resource management, global social challenges, emerging global ethical issues, safeguarding and managing intangible and tangible heritage, promoting cultural diversity, promoting freedom of expression and information and building capacities for universal access to information and knowledge among others. It is therefore appropriate that the management and staff of National Commissions are empowered to meet the multitude of tasks and responsibilities.

I am happy to note that UNESCO's programmes are implemented in cooperation and partnership with stakeholders who include individuals, governments, local governments, parliament, and local NGOs.If we engage National Commissions for UNESCO effectively I envisage a vibrant network of National Commissions for UNESCO in East Africa and more development programme in UNESCO's fields of Competence as a result of the training you are undertaking today.

I therefore challenge for you is to put into practice whatever skills you will acquire into various programmes for the good of your countries and East Africa as a whole.

As I end my speech, I would like to thank UNESCO for the administrative and technical support to ensure that the programme runs smoothly. I also want to thank the German National Commission for UNESCO for funding this programme and finally Uganda National Commission

for UNESCO for spearheading the activity and taking a lead to inaugurate the programme in Uganda.

I wish you all fruitful deliberations

It is now my honor and pleasure to declare the workshop open.

FOR GOD AND MY COUNTRY

XIV: Press Report

NEW VISION 4th December 2009

EA countries urged to enhance cooperation

By Charles Kakamwa

EAST African Community member states have been urged to work towards enhancing cooperation.

"As we move towards the East African Union, it is important that all organs in the member states begin positioning themselves for the greater cooperation. We have celebrated a decade of the revival of the community and are looking forward to the expanded economic market as well as a political union," said higher education state minister Mwesigwa Rukutana.

Rukutana made the remarks while opening a capacity building workshop for East African National Commissions for the United Nations Education, Scientific and Cultural Organisation (UNESCO) in Nile Resort Hotel in Jinja on Monday.

He noted that capacity building was necessary for improving service delivery.

"It is important that people who manage these affairs are well informed, knowledgeable and skilled in competencies that will ensure quality service delivery,"

The secretary general of the Uganda National Commission for UNESCO, Augustine Omare-Okurut,

Capacity building is necessary to improve service delivery

said the training, attended by delegates from the five East African counties, was the first one within the framework of the East African Community capacity building.

Aaron Barutwanayo, the secretary general of the Burundi National Commission for UNESCO, said they would put emphasis on peace and conflict resolution because the country was just coming out of a civil war.

However, he said they were facing inadequate financial facilitation, switching jobs by experienced personnel and language barriers between people from Anglophone and Francophone nations.

He also said many of their journalists were not trained. "We are organising short training courses for our journalists so that they can deliver effectively and efficiently," Barutwanayo said.

XV: Photo Gallery

Hon.Mwesigwa Rukutana, Minister of State for Higher Education (Uganda), SGs Augustine Omare Okurut (Uganda) and Eliphaz Bahizi (Rwanda) at the opening ceremony

Participants at the training workshop

Fun time at the source of The Nile

Prof. Lugujjo, Vice Chairman of UNATCOM hands over a certificate of participation to SG of Tanzania Prof. Elizabeth Kiondo at the closing ceremony