THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

UGANDA NATIONAL EDUCATION FOR SUSTAINABLE DEVELOPMENT 2030 FRAMEWORK

NESD for 2030

Leveraging on ESD for attainment of SDGs

Kampala

October 2022

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Acronyms and abbreviations

ASPnet	UNESCO Associated Schools Network
CBE	Competence Based Education
CC	Climate Change
CES	Centers of Skilling
CoB	Certificate of budget implication
CSOs	Civil Society Organisations
DIT	Directorate of Industrial Training
ECD	Early Child Development
ESD	Education for Sustainable Development
ESD for 2030	Global Framework for Education for Sustainable Development: Towards achieving the Sustainable Development Goals
FBOs	Faith Based Organisations
GAP	Global Action Programme
GCE	Global Citizenship Education
GESD	Global Education for Sustainable Development
ICT	Information Communication Technology
IVAC	Investigation, Vision, Action and Change
KYEMPAPU	Kirinda Youth Environmental Protection and Poverty Alleviation Programme Uganda
MDAs	Ministries Departments and Agencies
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Social Development
MoGLSD	Ministry of Gender Labour and Social Development
MoH	Ministry of Health
MoU	Memorandum of Understanding
MWE	Ministry of Water and Environment
NAP	National Action Plan
NDP	National Development Plan
NEA	National Environment Act
NEMA	National Environment Management Authority
NESD for 2030	Framework for Education for Sustainable Development for achieving the Sustainable Development Goals in Uganda
NFA	National Forestry Authority
PIAPs	Programme Implementation Action Plans

PFMA	Public Finance Management Act
PN	Partners Network/NESD for 2030 Network
RCEs	Regional Centers of Expertise
SDGs	Sustainable Development Goals
TISSA	Teachers Initiative in Sub Saharan Africa
TVET	Technical Vocational Education and Training
UNATCOM	Uganda National Commission for UNESCO
UNDESD	United Nations Decade for Education for Sustainable Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

Foreword

Uganda`s National Education for Sustainable Development for 2030 framework (NESD for 2030) is meant to contribute to the achievement of the global and country sustainable development agenda. It will provide country direction to the implementation and acceleration of ESD's contribution towards the 17 SDGs.

The development of the country ESD framework coincides with the launch of the global ESD for 2030 framework. Uganda is among the first countries taking the lead in localizing the global ESD for 2030 framework. NESD for 2030 is thus both a mechanism for translating commitments into local aspirations but also concrete actions. To this end, a national action plan for the initial first five-year 2021-2025 period has also been developed and appended to the framework. The action plan specifies key interventions, actions, indicators and responsible actors among others.

The framework follows the global ESD priority areas of advancing policy, transforming training and learning environment, building capacities of educators, mobilising youth and accelerating sustainable solutions at local level. The framework is also aligned to the new National Development Plan III 2020/21-2024/25 and four NDP III programmes have been identified as high impact accelerators. The NESD for 2030 priority areas have been fused with an additional four emerging areas of environment and climate change, refugees, digital education and emergencies and pandemics. This is an important element for relevancy and sustainability of the framework.

The implementation of NESD for 2030 is premised on a multimodal and multistakeholder approach that brings on board both state and non-state actors. The setup of a NESD for 2030 network will bring on board all the ESD partners and further usher in a coordination structure that has long been lacking. While funding for ESD is limited, the integration of actions within the existing national planning and budgeting framework will ensure allocation of critical resources. Additional innovative financing mechanisms including engaging

donors, development partners and private sector are planned during the framework period.

As we move towards the last milestone towards achieving the 2030 SDGs, I have no doubt that NESD for 2030 presents a viable opportunity for the achievement of the goals. I therefore recommend and call upon all actors, ESD partners and stakeholders at all levels to embrace the framework and translate the action plan into results. We should indeed use this opportunity to leverage on ESD to achieve the 17 SDGs

Dr. John Chrisestom Muyingo
MINISTER OF STATE FOR HIGHER EDUCATION

Acknowledgements

The National Education for Sustainable Development Framework was developed as a response to the Global Framework for Education for Sustainable Development that aims to contribute towards achievement of the Sustainable Development Goals (SDGs). The document has been developed collectively with a team of dedicated members and champions of Education for Sustainable Development, drawn from Ministries, Departments, Agencies, non-state actors as well as individuals in their respective rights.

Uganda National Commission for UNESCO (UNATCOM) greatly appreciates the guidance and comments from ESD partners and stakeholders. Education officers at all levels, private sector and civil society representatives are acknowledged for the invaluable input into the document throughout the entire process.

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Finally, I would like to applaud Uganda National Commission for UNESCO and the Ministry of Education and Sports for keeping the ESD agenda alive and financing and coordinating the development of the framework.

Our hope is that you find the document a useful tool for steering Uganda's ESD agenda and implement the proposed actions in the next ten years of the framework.

Rosie Agoi
SECRETARY GENERAL
UGANDA NATIONAL COMMISSION FOR UNESCO

1.0   Introduction

The World is facing unprecedented challenges that are mainly a cause and consequence of unsustainable human practices and behaviors. Several environmental and climate change effects including prolonged dry spells, desertification, flooding, pests and diseases among others are strongly associated with poor and unsustainable management approaches. These widen the global risk profile and negatively impact on our adaptability. The current global temperature of 1^0C is projected to rise to 1.5^0C by 2040. There is need to devise ambitious near-term reductions in emissions if we are to limit temperature increase to 1.5^0C[1]. The worst direct consequences of climate change include a rise in temperature, which affects human health and life, as well as agricultural and energy production, biodiversity among others. On the other hand, extreme rainfall, resulting in floods, landslides and rockslides, directly threatens lives and property, as well as the supply and availability of food, water, and energy[2]. The rise in global temperature is majorly due to Green House Gas emissions whose major source is energy production that accounts for approximately 72% of all emissions[3]. Estimates indicate that Africa contributes between 2–3 per cent of the world's carbon dioxide emissions mainly from energy and industrial sources. While the continent is not a significant source of emissions, it is the most vulnerable to the impacts of climate change.[4]

Uganda's contribution to climate change is equally negligible accounting for only 0.099 percent of global emissions. Just like the African continent, the country is highly vulnerable to climate change impacts given its low coping capacity. Catalytic practices and behaviors are wide spread and evidently manifested in corruption, environmental degradation and natural resource depletion among others. Key environment and climate change indicators have long been on a negative trend. The National Development Plan III reports

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[1] Committee on Climate Change, May 2019, Net Zero The UK's contribution to stopping global warming.   Available online: www.theccc.org.uk/publications

[2] Danijela Bozanic and Dorde Mitrovic,2019, Study on the Socio-economic Aspects of Climate Change in the Republic of Serbia. UNDP

[3] Center for Climate and Energy Solutions, 2019

[4] United Nations for UN Climate Change Conference Nairobi 2006.

wetland degradation to be over 70 times the rate of restoration[5]. Over the period between 1994 and 2015, 2.5% of the wetlands have been permanently lost and are no longer recoverable. The wetland cover is reported to have reduced from 13% in FY1986/87 to 10.9% in FY2017/18. The downward trend also applies to the forest cover that declined from 24% of Uganda's total land area in 1990 to 9% in 2018- a reduction of 57% in just 25 years[6]. The key unsustainable practices and behavior manifested in unsustainable life styles, poor farming methods, unplanned urbanization and population growth among others remain of concern. These contribute to the global aspirations and trends that appear to outstretch the planet's coping capacity. The 1987 Brundtland report had already warned of this threat. According to the report, *"there are thresholds that cannot be crossed without endangering the basic integrity of the system"*. The report further recommends that the 'population problem' must be dealt with by among others, education that would improve the human potential to sustainably manage available resources.

Uganda has invested heavily in improving the state of education. Access to education has improved at all levels particularly at primary and BTVET. Gross enrolment rate for primary education level was 111% in 2017 and BTVET nearly tripled between the years 2012/13 and 2018/19[7]. While access is impressive at all levels, retention and transition remain a challenge. Only three out of ten pupils who start the first year of primary education, complete primary level. Of those who complete primary level, only 61% transition to secondary level[8]. The education system is not responding to market driven demands and sustainable development challenges largely due to over emphasis on examination at the expense of skills, competencies and innovations. The level of knowledge and skills also remains below that of neighbouring countries like Kenya and Tanzania (World Bank, 2018[9]).

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[5] National Planning Authority, The second National Development Plan (NDPII). 2015/16 – 2019/20, Kampala Uganda

[6] Ministry of Water and Environment, Water and Environment Sector Performance Report 2020

[7] Republic of Uganda, Education and Sports Sector Strategic Plan 2020/21-2024/25

[8] Republic of Uganda, Education and Sports Sector Strategic Plan 2020/21-2024/25

[9] World bank 2018, Learning to realise education's promise

Education for Sustainable Development (ESD) is a key to unlocking people's potential to respond appropriately to the causes and effects of unsustainable development. There is undisputed contribution of ESD to the global and national sustainability drive. ESD is a game changer for the current 17 SDGs and the 18 National Development Plan III programmes. This partly explains why Uganda requires a national ESD for 2030 framework to be developed.

2.0 Background to Education for Sustainable Development

ESD underscores the important role that education plays in realizing sustainable development. It empowers learners to assume responsibility for a better future. It has been described as a comprehensive package for quality education and not simply an add on[10]. ESD is about integrating sustainable development into education and integrating education into sustainable development[11]. While there may be no common agreement on the definition and scope of sustainable development, there seems to be no disagreement over the fact that sustainable development should result in ecologically friendly, social and economic development and not merely environmental sustainability[12].

The World Commission on Environment and Development (WCED), 1987 Brundtland report; *Our Common Future* was the first to put to common use the concept of sustainable development. Sustainable development was defined as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Since then, sustainable development has attracted global attention particularly with the increasing realisation of the interlinkages between a society's behaviour and implications on both its short and long term needs.

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[10] UNESCO World Conference on Education for Sustainable Development 31 March – 2 April 2009, Bonn, Germany
[11] UNESCO Road Map for Implementing the Global Action Programme on ESD, 2014
[12] Uganda`s Draft National ESD policy 2018

In 1992, the United Nations Conference on Sustainable Development-the Rio de Janeiro Earth Summit further underscored the need for sustainable development and the importance of ESD. Chapter 36 of Agenda 21 of the conference emphasized that all levels of education and training should re-orient towards a more sustainable model of development that meets the needs of the present generation without compromising or jeopardizing the capacity of future generations to meet their needs. It further provided that all sectors of society be involved in a life-long learning process orientated towards sustainable development.

The Johannesburg Implementation Plan produced at the UN World Summit on Sustainable Development in 2002 also reinforced the importance of education in achieving the interrelated and intergenerational social, economic and environmental goals of sustainable development. The Plan recommended to the United Nations (UN) to declare a decade of ESD. Subsequently, the UN General Assembly in 2004, declared the period 2005-2014 the United Nations Decade of Education for Sustainable Development (UNDESD). UNDESD declaration remains a key milestone in the drive towards ESD. It mainly created public understanding and awareness of sustainable development and the important role of ESD as a key ingredient of quality education.

In Uganda, an ESD implementation strategy was developed for the period 2010 to 2014 in response to the UNDESD. Several activities were undertaken during this period- the bulk of which centred on awareness creation, sensitization and training. Key among these included; training workshops for teachers, curriculum developers and students at all levels; advocacy for ESD among political leaders, line ministries and interfaith leaders; strengthening Regional Centres of Expertise (RECs) hosted at some universities; documenting ESD good practices and holding national competitions for learners at various levels.[13]

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[13] Workshop evaluation report, end of UNDESD 2015, UNATCOM, Uganda, Kampala

2.1   The Post 2014 UNDESD Agenda

The UNDESD officially ended in 2014 and was replaced by the Global Action Programme (GAP) on ESD. The GAP on ESD was endorsed at the end of the Decade of ESD Conference held in Aichi Nagoya, Japan in 2014 and adopted by the 38th Session of the UNESCO General Conference in 2015. The main objective of GAP was to generate and scale up actions at all levels and areas of education and learning in order to accelerate progress towards sustainable development. This was envisaged to be realized through;

(i)   Mainstreaming ESD into education and sustainable development policies

(ii)   Transforming learning and training environments by integrating sustainability principles into education and training settings

(iii) Building capacities of educators and trainers to more effectively deliver ESD

(iv)   Empowering and mobilizing the youth for increased ESD actions

(v)   Accelerating sustainable solutions at local level through scaling up ESD programmes and strengthening multi-stakeholder networks.

Uganda similarly developed a National Action Plan (NAP) on ESD. The NAP on ESD 2015-2020 was developed as a mechanism for localising the Global Action Programme. It was a Ugandan localised ESD Global Action Programme meant to mainstream ESD in all sectors of the economy. The ESD NAP was also a continuation of the country's 2010-2014 ESD implementation strategy. ESD NAP priority areas were aligned and echoed the five ESD GAP focus areas[14].

Results from the midterm evaluation of GAP on ESD in 2017, revealed commendable progress towards implementation of the programme. In 2018, a final evaluation undertaken by UNESCO concluded that the programme had realized most of its intended objectives. A 2018 Global Action Programme key partners' report (2015-2018)[15]

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[14] UNATCOM 2021

[15] Education for Sustainable Development: Partners in Action (2015–2018). Available at https://unesdoc.unesco.org/ark:/48223/pf0000368829

revealed that the key partners exceeded the targets for 2019 in four out of its five priority action areas. During this time, Uganda also conducted a midterm evaluation of her localized ESD NAP and two years later, a final evaluation. The results revealed that three out of the five priority areas had registered remarkable achievements. The GAP on ESD ended in 2019 and has been replaced by a new framework. The new framework provides a road map for ESD beyond 2019 and aims to contribute towards realization of all the 17 global SDGs. The end of both GAP and Uganda's ESD NAP provides the basis for the country's new NESD for 2030 framework.

3.0 Legal and institutional framework for NESD for 2030

Sustainable development is a key focus of Uganda's development aspirations. As a member of United Nations, the country is party to all conventions, resolutions and commitments to sustainable development. Most notably, the Sustainable Development Goals and the 2030 agenda. It has also participated in most of the sustainable development conferences and summits that gave rise to ESD including: the 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil; the 2002 World Summit on Sustainable Development (WSSD) Johannesburg; and the 2009 World Conference on Education for Sustainable Development in Bonn Germany among others. The country has further setup an SDG Secretariat under the Office of the Prime Minister to coordinate implementation of the goals.

The country has committed to implementing sustainable development. The country`s Vision 2040 aims at transforming society from a peasant to a modern and prosperous society premised on the principles of a green economy. Further, government recognises the need for high-quality and inclusive development planning to consolidate gains and advance achievement of SDGs. Key government strategies and programmes including the NRM manifesto 2021 to 2026, the green growth strategy and National Development Plan III underline the important role of sustainable development.

The constitution of the Republic of Uganda 1995, objective XXVII (i) stipulates that the state shall promote sustainable development and public awareness of the need to use natural resources in a balanced and sustainable manner for the present and future generations. There are a number of legal and policy frameworks that have been put in place to realise this objective. These include; the 2001 Universities and Other Tertiary Institutions Act, the 2008 Education and Business Technical Vocational Education and Training (BTVET) Act and the 2019 National Environment Act among others. These explicitly promote sustainable development and underline the need for ESD and quality education as a key prerequisite. The universal primary and secondary education policies are lauded for increasing access to education for the majority of learners. At institutional and planning level, Uganda's Vision 2040, the National Development Plan I, II and III and master and strategic plans of MDAs provide mechanisms for realization of ESD and sustainable development. The UNATCOM Act 2014, provides for the existence of the agency which is the lead unit for implementation of ESD in the country. In addition, ESD has been integrated within the current NDP III 2020/21 to 2024/25 and consequently captured in relevant Programme Implementation Action Plans (PIAPs). This provides a favourable institutional arrangement within which NESD for 2030 initiatives will be implemented.

3.0   Education for Sustainable Development for 2030 framework

ESD for 2030 is a framework for education for sustainable development in the period 2020-2030, entitled Uganda National Education for Sustainable Development for 2030: Leveraging on ESD for attainment of the Sustainable Development Goals. The United Nations General Assembly Resolution 72/222 (2017) reaffirmed and recognized ESD as an integral element of the SDG-4 on quality education and a key enabler of all the other SDGs. Two years later, a UN 2019 Resolution 74/233 called on member states to enhance implementation of ESD as a means towards sustainable development. All the 2030 SDGs particularly 4, 12 and 13 will greatly benefit from ESD as a catalyst and key ingredient for their realisation. As such, ESD

is meant to initiate and accelerate interventions across the SDG agenda. This will require a coherent framework within which key SGD targets are to be achieved. The development of the international ESD for 2030 framework is thus a move towards positioning ESD at the centre of SDG initiatives. Figure 1 illustrates ESD's role as an enabler, acting as a foundation for attaining all the SDGs.
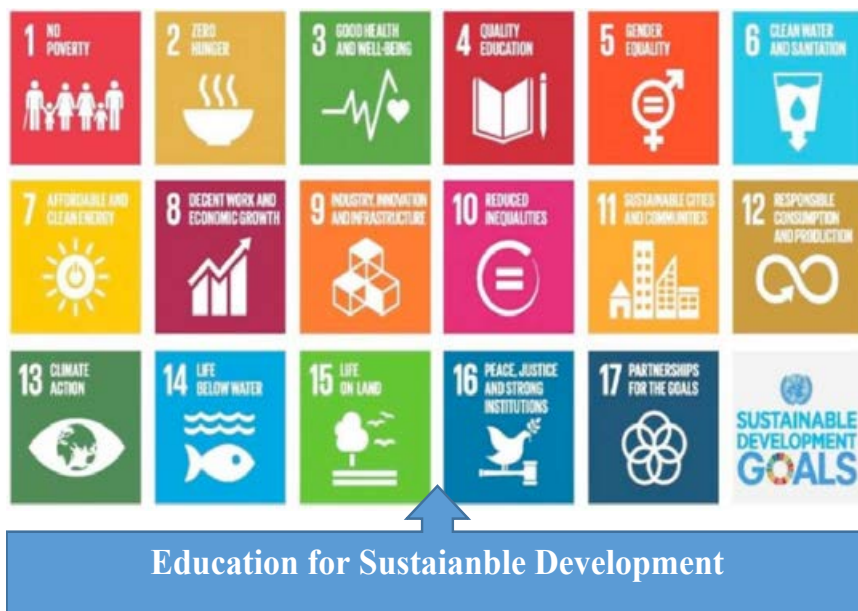
Figure 1: ESD and the 2030 SDGs

The 2030 ESD Framework will continue to focus on the ESD Global Action Programme (GAP) five priority areas based on three notions of transformative action, structural changes and technological future. Transformative action will focus on all activities that support the ESD philosophy in widening the platform and opportunities for learners to explore their potential and understand how to best benefit as individuals and the wider society. Structural changes emphasise unravelling the nexus between the economy, society and environment and underlying causes of unsustainable development. Technological future reinforces the uptake of technologies that promote

sustainability, taking note of associated dangers. While there are new notions, the priority interventions in GAP have not changed and have instead been collapsed into the new ESD for 2030 framework. Countries will thus need to update their strategies to realign with the new ESD global structure.

4.0   Rationale for the national ESD for 2030 framework

The Global Action Programme on ESD was developed in 2014 and the following year, Uganda developed a localized National Action Plan for the year 2015 to 2020. The action plan proposed a number of mechanisms for tracking progress and committed to regularly monitor and evaluate progress and milestones. Since 2015, limited review and documentation to that effect has been conducted. While a midterm evaluation was conducted in 2018, a number of contemporary issues have emerged. The 2014 GAP on which development of Uganda's ESD NAP was anchored has been updated into a new framework. Uganda's NAP itself ended in 2020. This implies that there is currently no national framework for ESD operations in the country.

While ESD is already integrated into the Country's National Development Plan III, a specific framework to operationalise the approach is essential and desirable. To develop a new framework requires reviewing the performance of the predecessor plan. This is why a review of Uganda's ESD NAP had to be conducted and used to inform the development of the national ESD framework.

5.0   Overall objective of the national ESD for 2030 framework

The goal of Uganda's NESD for 2030 framework is to provide national direction to the implementation and acceleration of ESD's contribution towards the attainment of the 17 SDGs.

The framework will guide;

(i)   Development of initiatives that contribute towards attainment of SDGs within all the ESD priority areas
(ii)   Integration of ESD in all SDGs, levels and areas of learning
(iii)   Coordination of ESD programmes towards realization of the 17 SDGs.

6.0   Principles underlying the national ESD for 2030 framework

The NESD for 2030 will be implemented over a span of 10 years. During this period, the following principles shall guide implementation and related processes. These very principles guided development of the draft Uganda National ESD policy[16].

(i)   Inclusiveness and integration. NESD for 2030 implementation will require balanced integration of environmental, societal and economic sustainability into formal, non-formal and informal education. This is important in ensuring that key sustainability components are not compromised. This will be done through integration of ESD in key policy, regulatory and strategic frameworks.
(ii)   Participation and empowerment. The principle underlying SGDs is leaving no one behind. To realise this, NESD will require active involvement and engagement of all partners and citizenry. This will be realized through representation particularly of the most vulnerable members of the community.
(iii)   Building partnerships, networks and collaborative frameworks. Implementation of the framework is hinged on creating synergies among different actors. This is key in checking duplication and overlapping roles. Formation and strengthening of partner networks will be undertaken during the framework period

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[16] Draft Uganda National Education for Sustainable Development policy, 2017

(iv) Local relevance and appropriateness. To ensure ownership and sustainability of initiatives, NESD for 2030 will prioritise locally developed and home grown initiatives and solutions. The priority area of local level sustainable solutions will be nodal/crosscutting in other areas while local authorities and community members will be engaged at all levels.

8.0 Approach and key notions for the national ESD for 2030 framework

Uganda's NESD for 2030 will be implemented following the existing global approach that seeks to implement ESD as an integral part of the UNESCO and member states' contribution to achieving the SDGs. At national level, implementation of ESD will be integrated into Uganda`s sustainable development implementation framework and aligned to both the country's NDP and SDG frameworks. Implementation will give special attention and be underpinned by three global key notions elaborated below.

8.1   Transformative action

The learner will be at the centre of implementation of NESD for 2030. Special attention will be put on the learner's transformation process reflecting on their abilities, aspirations, opportunities and context and environment in which they live. Individuals should be supported to break away from tradition or status quo in regard to how they behave and live, venture into new areas and approaches and adopt more responsible and sustainable lifestyles. This requires widening the platform and options available for learning. It will also require mind-set reorientation through provision of knowledge, acquisition of a complete skills set for empowering, envisioning and critical analysis and reflection but also inculcation of values.

The learning and training environment will be required to accommodate the differences in learners' background and beliefs but also challenge them about the complex realities of diversity and lifestyles required for a sustainable future. A blend of formal, non-formal and informal education, competence based education and assessment, cognitive and socio-emotional learning and community

and citizenship education will be incorporated into the framework. These are key prerequisites for the individuals' transformative action.

8.2   Structural changes

Beyond the individual level transformative actions, there are existing structural and policy environments that influence learning and lifestyles. Some of these structural setups have not been created by the current generation but continue to have a toll on their survival and that of the future generations. Maintaining a balance between environment, society and economy is essential and not merely desirable.

A structural approach to implementation of ESD will thus require an acknowledgement of this balance ensuring that it is maintained however complex it may be. Currently, the structure of Uganda's economy, system of education, the production systems for instance are inadequate to support such a sustainable balance. New emergencies including disasters, refugees and migrant persons, will potentially require a change in existing structures for better adaptation and accommodate. These are a cause and consequence of unsustainable development manifesting mainly in poverty. There is a need for critical analysis of where citizens stand and where they want to be. This needs unearthing and addressing deep-rooted political, historical, social and economic structures. It also necessitates bold undertakings that may be painful at present but strategic. Instances of environmental degradation, corruption and system of education require such bold structural changes.

8.3   Technological future

The World and Uganda in particular continue to embrace the uptake of new technologies albeit the slow pace. The current COVID-19 pandemic has made technology more indispensable to development whether through education, employment, production or distribution among others. Technology will thus be a mandatory requirement for survival. ESD's role should focus on empowering citizens to acquire the knowledge and skills and tap into available technologies.

ESD should also oversee the smooth transition to a technological future ensuring relevance and fairness. Of importance will be the

need to sieve through available technologies to ensure that they do not compromise cultural and existing social structures nor distort learning. Learners for instance will require to use mobile ICT devices including phones and tablets both in and outside class. These however should be for learning and improvement and not distortion and acquisition of negative behaviour. Learners need to be supported and mechanisms need to be put in place for instance to control probable risks associated with hacking, pornography, cyber bullying and hate speech among others. Similarly, learners will be able to access automated systems, tools and formulae that conveniently perform assigned tasks. These should not replace understanding of concepts underlying the automated systems and answers.

9.0 Focus audiences of the national ESD for 2030 framework

The NESD for 2030 will be implemented across all levels of operations and groups of people. NESD will target government Ministries, Departments and Agencies (MDAs), local governments, ESD partners, Parents (family), Learners at all levels and ages, the Community, School Governing bodies, Civil Society Organisations, Faith Based Organisations (FBOs), Cultural Institutions, institutions of learning, the Private sector, Development partners, the informal sector and the media among others. The interaction and roles of these actors are spelt out in the NESD for 2030 action plan.

10.0 Priority action areas for the national ESD for 2030 framework

10.1 Advancing policy

Education for Sustainable Development is an integral and comprehensive package of quality education and is not merely an add on[17]. ESD needs to be integrated into national and local policies,

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[17] UNESCO World Conference on Education for Sustainable Development 31 March – 2 April 2009, Bonn, Germany

plans and programmes in order to realise quality education. There is need for a dedicated ESD policy to accommodate ESD interventions in addition to infusion within other broader polices and interventions. For transformative action, structural changes and a technological future to be realised, NESD for 2030 recommends a number of action areas that partners should integrate within their programming;

i.   Fast tracking the approval of the national ESD policy

ii.   Mainstreaming ESD into all MDAs, private sector policies, strategic plans and NDP III programme implementation action plans among others

iii.   Undertaking regular policy and intervention audits of; the ESD policy and related regulations

iv.   Supporting the development and operationalization of micro level, institutional and local policies whether in form of ordinances, bylaws, guidelines or community resolutions.

During the NESD period, partners should prioritise approval of the existing developed ESD policy. This is important as it will provide the relevant regulatory framework for adopting ESD as the key vehicle for quality education. Importantly this is a country commitment made at the end of Decade of ESD conference in Japan in 2014. Equally important is the need to move beyond ESD to supporting policies for instance on climate change, energy efficiency and urbanization among others.

The National ESD framework further recommends supporting development and operationalization of local and community policies for instance on school feeding, practical teaching, integration of non-formal and informal education, hand work and parental involvement among others. The adoption of the parish model is expected to spur a range of local level actions and ESD interventions that will more likely take place outside the learning and training environment. Local level and community resolutions are thus a feasible option particularly where national policies get clogged up with delays and related bureaucracies. Such policies will further provide a foundation for advocacy and engagement for macro/national level polices.

10.2   Whole institution approach

Whole school approaches are effective in providing multiple entry points for activities on education for sustainable development to involve large numbers of learners (ESD 2030 Framework)[18]. This approach emphasises the complete transformation of a learner/individual's perspective, behaviour, values and lifestyle towards sustainability both within and outside the structured learning environment. The ultimate output of the approach is that learners should acquire real time and life action-based competences that contribute to sustainable development. Uganda's ESD NAP 2015-2020 had also prioritized transforming the learning and teaching environment through key action areas that included; mobilisation and sensitization on ESD, curriculum review, publication of ESD best practices and engaging learners to innovate ESD projects. NESD for 2030 further recommends country partners to support institutions of learning and widen and integrate emerging issues into education and training. Key emerging issues for the NESD period should include among others;

   i.   Climate change resilience through mitigation and adaptation
   ii.   Disaster, emergency and pandemic management
   iii.   Migrants, displaced persons and refugees

There is further need to expand transformative approaches to learning to include and provide environments that have traditionally not been explored or utilized for learning. These include;

   a)   Informal, life skills and values education
   b)   Digital citizenship and transformative education
   c)   Personalized learning
   d)   Competence-based learning and assessment
   e)   Parental and community-school interactions
   f)   Assistive education for PWDs

During the NESD 2030 period, communities will be schools and centres of learning. Partners are encouraged to support initiatives that link and involve institutions and communities working together.

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[18] United Nations, Implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development, 2019

The private sector, manufacturing industries and workplaces should be earmarked as Centres of Experience and Skilling (CES). In addition, institutions of learning should further review and design curricula to provide for acquisition of skills by learners and replication of projects within community settings. The reviewed curricula should integrate extra-curricular and co-curricular activities as an integral package and not a mere add on.

10.3   Building capacities of educators

Teachers and trainers are key drivers of the ESD agenda and act as an interface between learners and content. To enhance the contribution of NESD for 2030 towards educators, stakeholders are encouraged to provide support and training that integrates ESD. Teacher training institutions and training programmes will be tailored to ESD expectations. Delivering ESD curricula effectively will require building capacity of educators in core ESD pedagogies. Educators should thus be updated with capacities to manage competence-based curricula in addition to emerging issues. Key country level efforts towards building capacity of educators and trainers should include;

  i.   Advocacy and provision of support towards the requirement for all formal educators and trainers at all levels to possess a Bachelor's degree as a minimum.
  ii.   Promoting attraction and retention of the best qualified candidates into the teaching profession
  iii. Supporting increment and standardization of pay for educators and trainers with similar qualifications but at different levels
  iv.   Contributing towards continuous professional development of educators
  v.   Supporting use and inclusion of non-formal, informal and experienced trainers to reinforce existing formal educators

Training and teacher development and management will be at the core of the NESD period. A range of strategies including supporting teachers' social dialogue, establishment of a network of NESD for 2030 champions and experts, exchange visits, mentorship,

scholarship and upgrade programmes among others are recommended for adoption.

The emergency of COVID-19 pandemic presents yet another opportunity for trainers to reach out to more learners particularly through virtual connectivity. Educators and trainers will thus require support to utilize online and virtual education systems.

10.4   Empowering and engaging youth

Youth comprise about 21 percent of the population and when combined with young people below 18 years, they account for more than 75% of the population. Any meaningful intervention to catalyse ESD thus requires targeting this age group[19]. During the framework period, effort needs to be geared towards providing opportunities for youth engagement through training, mentoring and empowerment. Platforms need to be created and widened for youth to raise their voices but also participate in all the 17 SDG programmes. Prioritizing youth is more relevant given that they have not been adequately engaged in previous ESD plans and strategies. NESD for 2030 recommends the following key interventions during this period;

   i.   Development of an ESD for 2030 country initiative focusing on youth
   ii.   Creating a pool of youth change agents and influencers to catalyse NESD initiatives through lobbying, advocacy and communication
   iii. Strengthening the youth priority area partners network through expansion of youth clubs, groups and associations that focus on ESD
   iv.   Integrating ESD emerging areas of climate change, peace education, into youth programming
   v.   Showcasing and creating visibility for youth initiatives, inventions and innovation

10.5   Accelerating sustainable solutions at local level

The community is both an input and an end beneficiary of ESD actions. Local actors, people and authorities remain critical for the

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[19] UNATCOM 2021, End term Evaluation Report of Uganda Nation Action Plan on ESD

uptake, replication and use of output products and services. In a bid to promote local ownership and participation in ESD programmes, Uganda's 2015-2020 ESD NAP identified four action areas for accelerating sustainable solutions at local level. The four included;

- Formation and strengthening of local networks
- Mobilisation of cultural and indigenous people
- Undertaking ESD advocacy and community mobilisation
- Conducting research and documentation of indigenous knowledge[11].

These remain relevant for the NESD for 2030 period. Despite the interventions however, community participation and ownership, and intra linkages between schools and communities have remained low. To accelerate progress, NESD for 2030 encourages partners to undertake the following;

- Integrate this priority area across their interventions and within other ESD priority areas giving specific attention to children, youth, women and disadvantaged groups.
- Setting up and supporting new and existing community groups and associations
- Establishment of platforms for showcasing community innovations and replicating successful ones at sub-national and national level
- Embracing, integrating and implementing the NDP III parish model to ensure interventions reach the lowest level of service delivery.
- Targeting media for collection, popularizing and relaying information and feedback to the community.

11.0 Implementation and institutional framework for NESD for 2030

The implementation of NESD for 2030 will be anchored within existing national and institutional arrangements. In Uganda, ESD affairs lie within the Ministry of Education and Sports with UNATCOM

as the lead agency. UNATCOM therefore will remain the lead agency for NESD for 2030 implementation in the country. A more proactive approach will however be adopted by line agencies and partners. Unlike before and as a means of accelerating the drive towards SDGs, UNATCOM will integrate ESD interventions into all her programme areas. Similarly, the Ministry of Education and Sports will integrate ESD within all the Directorates. Each of the 18 National Development Plan III programmes will designate a Focal Officer to ensure ESD integration.

To spur effective implementation, a five-year NESD for 2030 Action Plan has been developed for the period 2020/21 to 2024/25. The action plan will be updated in 2025 to capture emerging issues for the remaining period up to 2030. This will also coincide with development of the country's new Nation Development Plan (see Appendix I&II). The action plan and related results framework specifies the interventions, actions, indicators, costs and responsible actors among others. The action plan is aligned to the NPD III which is already aligned to the 17 SDGs. Importantly and as noted, while ESD contributes to all SDGs, it is especially relevant for the advancement of SDG 4- Education 2030 and Target 4.7[20]. Within NDP III, four accelerator programmes have been identified for the NESD for 2030 period and are strongly related to SDG 4, 12 and 13. These include human capital development, Natural Resources, Environment, Climate Change, Land and Water Management, Community Mobilisation and Mind-set Change, and Innovation, Technology Development and Transfer. The remaining programmes are expected to be implemented through these accelerator programmes.

The selected high impact NDP III programmes have critical action plans for SDGs and are key entry points for education and training. They also emphasise training and skills acquisition and replication and reorientation of mind-set as required for ESD. This does not negate the remaining NDP III programmes rather, it is expected to lay a firm foundation for their optimal realization.

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[20] United Nations, Implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development, 2019

Figure 2: High impact and supportive NESD for 2030, NPD III programmes

High Impact accelerator Programmes	High impact programmes	Supportive NDP III programmes
Natural Resources, Environment, Climate Change, Land and Water Management SDG 4,6,7,8,11 to15	Private Sector Development SDG 1,8,9,12&13	Mineral Development
		Sustainable Petroleum Development
Human Capital Development SDG 3,4,5,12, 13	Manufacturing SDG 8 -13	Tourism Development
		Integrated Transport Infrastructure and Services
Innovation, Technology Development and Transfer SDG 4,8,9,11 to 13	Sustainable Energy Development SDG 7,8 &12	Sustainable Urbanisation and Housing
		Regional Development
Community Mobilisation and Mind-set Change SDG 4,5,8,11,12,13&16	Digital Transformation 8,12&13	Governance and Security
		Public Sector Transformation
	Agro-Industrialization SDG 8,9,10&13	Development Plan Implementation

Beyond government institutional framework, UNATCOM will coordinate and support the establishment of a Partners' Network also referred to as the NESD for 2030 Network. The NESD for 2030 network will comprise of Lead Partners for each one of the five NESD priority areas, one Directorate Focal Officer within the MoES, NDP III programme officers and a representative from the private sector, CSOs, national SDG secretariat and local governments among others. Lead partners will coordinate priority area partners on behalf of UNATCOM. Further, UNATCOM will provide guidelines for the operationalisation of the Partners' Network and implementation of ESD initiatives (Appendix l).

12.0 Funding for the national ESD for 2030 Framework

Uganda does not have a specific financing window for ESD initiatives. Financing for NESD for 2030 will be integrated within existing plans and budgets of public, private and social sector partners. It is however expected that additional financing will be mobilized from other sources including multilateral agencies, donors and development partners. It is estimated that a minimum of Uganda Shillings 5.6 billion will be needed over the initial five-year period 2020 to 2025 to execute key ESD SDG actions (Appendix l). Close to 2.8 billion shillings (49% of funding requirements) will be mobilised by the NESD for 2030 network (Partners network) while the remaining half has already been planned within the current NDP III framework and will be utilised by respective agencies that implement ESD or related interventions. This amount has however not yet been allocated and thus need for engagement. There is also need for follow up and tracking of such planned funds to ensure allocation, release and use and synergy for ESD related actions particularly amidst limited resources.

The estimated amount will be revised after five years and updated to reflect emerging areas for the remaining NESD for 2030 period. This period will coincide with development of the National Development Plan IV. NESD for 2030 partners will further be encouraged to develop and implement joint activities as a means of creating synergy and leveraging on existing limited resources. A NESD for 2030 donor conference will be organized to mobilise additional resources. Other innovative financing and funding mechanisms should be ventured into during the framework period.

13.0 Monitoring and evaluation

Monitoring of NESD for 2030 will be a shared responsibility of all the partners and stakeholders.

At national level, the Ministry of Education and Sports shall coordinate monitoring and evaluation and follow existing government systems and frameworks. Monitoring and evaluation will also be infused within SDG, NDP III programmes as well as sector and MDA annual programme implementation reviews.

Monitoring will focus on process, output and outcome indicators. These shall be periodically designed and reviewed within the implementation and monitoring action plan. Reviews will be conducted periodically, at least once every two years. Mid-term evaluation will be conducted after five years while terminal evaluation will be conducted after ten years. At local level, monitoring and evaluation will be integrated within district annual programme implementation reviews, local government annual performance reviews and local government budget consultative engagements among others. Parish community development reports and community conferences will also report on NESD for 2030 initiatives.

Routine monitoring and support for supervision activities will be undertaken by UNATCOM and the Partners' Network in addition to reporting of NESD initiatives. To enhance monitoring and reporting, a NESD for 2030 information and reporting system will be developed and hosted online. The system will act as a central repository for ESD information. It will be used by partners to quicken reporting, consolidation, analysis, monitoring, retrieval and information sharing with stakeholders. The system will further be used for communication, advocacy and engagements for advancing policy, planning and resource mobilisation among others. The system will be linked to the line ministry M&E system and the Global ESD for 2030 clearinghouse.

Appendix I: Implementation roles for key stakeholders

The implementation and institutional framework for NESD for 2030 has already been described. As indicated, a number of stakeholders are required for the plan to be successful. These include government and non-government organisations among others.

State/government NESD for 2030 actors

The following government ministries and all departments and agencies within such ministries have been identified as accelerator agencies for implementation of NESD for 2030.

    i. Education and Sports
    ii. Water and Environment
    iii. Finance, Planning and Economic Development
    iv. Gender, Labour and Social Development
    v. Science, Technology and Innovation
    vi. ICT and National Guidance
    vii. Health
    viii. Local Governments including Districts and related authorities and councils
    ix. Agriculture, Animal Industry and Fisheries
    x. Internal Affairs

The Ministry of Education and Sports will be the lead government institution for the implementation of NESD for 2030. Uganda National Commission for UNESCO (UNATCOM) will be the lead agency within the Ministry of Education and Sports spearheading and coordinating implementation. Within UNATCOM, the Education Programme will be the responsible unit for NESD 2030. Other key government agencies include but not limited to; NEMA, NPA, UBOS, UNCST, universities and other education institutions.

The accelerator ministries and agencies including local governments and related MDAs will undertake the following;

    • Develop, support and operationalize enabling policy, regulatory and guidance mechanisms for acceleration of NESD for 2030

initiatives. This includes education standards, and curriculum review and update

- Coordinate and support the establishment of a NESD for 2030 Network and other related arrangements. UNATCOM is expected to lead establishment and coordination of NESD for 2030
- Integrate ESD into their respective sector and institutional policies, plans, and programmes. It is expected that the National Planning Authority will in coordination with respective agencies, track integration of ESD into MDA plans
- Mobilise and allocate adequate funding and budget for supporting and implementing NESD for 2030 initiatives.
- Organize and conduct awareness and capacity building activities on NESD for 2030
- Undertake tracking, assessment, monitoring and reporting on NESD for 2030 within their relevant dockets and interventions including inspections, reviews, audits and compliance assessments

NESD for 2030 Network

This will be an important interface between government, civil society and private sector actors implementing NESD for 2030 initiatives. The NESD for 2030 network will be the convergence unit, mobilizing, supporting and implementing ESD solutions. It will comprise of Lead Partners for each one of the five NESD priority areas and representatives from state and non-state actors. NESD for 2030 Network will;

- Coordinate respective ESD nodes, priority areas and lead partners to implement NESD for 2030 initiatives
- Initiate development of various guidelines for implementation of ESD including operationalisation of the network itself
- Mobilise resources from state and non-state actors and initiate mechanisms for joint and shared initiatives
- Undertake communication, public awareness, advocacy and engagement among others
- Conduct research and development post-activities including dialogues, policy briefs among others
- Review, monitor and evaluate progress of NESD for 2030

Non State/non-government NESD for 2030 actors

A number of non-state actors will be essential for implementation of NESD for 2030. These include CSOs (NGOs, FBOs, community organisations among others), private sector, media and symbiotic actors like education institutions, research agencies and local communities among others. These will perform different roles independently and in synergy with state actors.

Civil Society Organisations
- Awareness creation and creating understanding about ESD and NESD for 2030
- Mobilisation of resources
- Implementation of ESD activities particularly among disadvantaged groups of people and areas
- Advocacy and lobbying for policy and operational interventions
- Capacity building, training, networking and partnerships
- Research, innovation and development
- Monitoring, evaluation and dissemination

Private Sector
- Promoting sustainable production
- Building capacity and training of learners and trainers
- Investment in ESD social responsibility activities
- Supporting incubation and innovations in ESD
- Resource mobilisation and financing

Media
- Promote public awareness and understanding of NESD for 2030
- Create publicity and visibility of ESD initiatives and interventions
- Enhancing advocacy and mobilisation for ESD
- Monitoring, evaluation, dissemination and feedback

Development partners
- Provide technical backstopping
- Resource mobilisation and financial support
- Advocacy and lobbying of government to embrace ESD policies and interventions

- Capacity building, partnership and networking

Education and research institutions
- Research and development including publications, policy debates and engagements among others
- Promoting public awareness and understanding of ESD
- Teaching, training and related activities including material development and networking among others
- Reviewing and updating of standards to reorient and revitalise learning including integration into content, delivery and assessment

Local authorities and communities
- Mobilisation of community members to engage in NESD for 2030 initiatives
- Participation in NESD for 2030 initiatives
- Uptake and support of learning within and out of the school system
- Replication of NESD for 2030 initiatives
- Responsibility and taking action that promotes sustainability and NESD for 2030

Appendix II: Summary of costs for initial implementation phase 2020-2025

Summary of costs 2020-2025	Amount('000)	Percent	Within NDP III ('000)	Partners Network ('000)
Advance Policy	1,371,000	24.4	1,000,000	371,000
Transform learning environment	1,930,000	34.4	1,200,000	730,000
Build capacity of Educators	510,000	9.1	0	510,000
Empower and engage youth	325,000	5.8	200,000	125,000
Accelerate sustainable solutions at local level	958,000	17.1	450,000	508,000
Integrate emerging areas	280,000	5.0	0	280,000
Coordination	237,000	4.2	0	237,000
Grand Total	**5,611,000**	**100.0**	**2,850,000**	**2,761,000**

* The NPD III programmes of Natural Resources, Environment, Climate Change, Land and Water Management and Digital Transformation *have already planned for some of the interventions.*

Appendix III: Action plan and results framework for NESD for 2030 for the 2020 to 2025 period

Advance Policy

Expected outcome: A favorable and enabling policy environment for implementation of ESD interventions

Intervention	Activities	Output	Indicator	Base	Target	MoV	Cost('000)	Actors
Fast track approval of ESD policy	Follow up issuance of Certificate of Budget implication for the policy	CoB issued	No of followup engagements	1	3	Report and records of meetings	20,000	MoFPED, MOES, UNATCOM, PN
	Produce policy briefs to inform the public about the policy	Policy briefs	No of briefs produced	0	5	Publication-briefs	25,000	UNATCOM, PN
	Disseminate and popularize the developed and approved policy	Dessimination meetings reports	No of meetings	0	10	Activity reports	20,000	UNATCOM, PN
Mainstreaming ESD into all MDAs, private and sector policies, strategic plans and NDPII programmes	Designate focal officers within relevant MDAs and programmes	Focal officers in place	No of FFPs	3	20	Designation letters	1,000	MOES, UNATCOM
	Support adoption and use of ENR, CC and other ESD related guidelines	Guidelines adopted	No of engagements supported	0	30	Activity reports	500,000	PN, MWE, NEMA
	Develop and operationalise guidelines for Environment education and awareness	Guidelines developed	No of guidelines in place	0	2	Annual reports	500,000	MWE, NEMA
Strengthen auditing of ESD policies, related regulations and initiatives.	Develop a database of existing ESD and related policies	Dabase in place		0	1	Website links	5,000	UNATCOM
	Develop guidelines for self-assessment and audit of policies and plans	Guidelines in place	No of guidelines in place	0	1	Activity and annual reports	60,000	UNATCOM, PN
Promote development and operationalization of ESD micro level institutional and local policies	Train community members in formulation of bylaws and resolutions	Trained community members	No		2000	Field and training reports	100,000	MoGLSD, LGs, PN
	Establish linkages with relevant community and local affairs MDAs	ESD liason officers	No	50	100	Collaboration records, MOUs etc	20,000	MoGLSD, CSOs and PN

Strategy	Activities	Output	Indicators	Base	Target	MoV	Cost	Actors
whether in form of ordinances and by laws or community	Support development and operationalization of local and community policies	Policies in place	No		20	Policy documents	100,000	PN, LG
	Establish social platforms to popularize local policies	Social platforms in place	No		10	Website links and hosts	20,000	UNATCOM
Total							**1,371,000**	

** PN is a shortened name for NESD for 2030 Network

** Highlighted interventions are already included in the NDPIII framework by respective agencies and will need UNATCOM engagement

** Resource mobilisation for the framework will be spearheaded by NESD for 2030 Network

Whole Institution approach/Transform training and learning environment

Expected Outcome: Transformed training and learning environment for individual and societal sustainability

Strategy	Activities	Output	Inidctaors	Base	Target	MoV	Cost	Actors
Strengthen linkages between learning institutions and communities	Implement institutional open days for demonstration, community exchange and interaction	open days organised	No of institutions hosting open days	NA	50	Annual reports	10,000	RCEs, Universities and schools
	Undertake action research on emerging issues within communities	Research reports and products	No. of institutions conducting action studies	0	10	Field reports	200,000	RCEs, Universities, schools and related centers
	Support traditional and community education programmes and events like *Ekisakate*	Community events organised	No. of events supported	0	10	Activity reports	50,000	UNATCOM, PN, MoGLSD
Build and strengthen linkages between learning institutions and private sector,	Designate industrial Centers of Experience and Skilling (CES)	CES in place	No. of CESs	0	10	MoUs	100,000	MOES, Production sector, PSFU,UMA, Industries
	Develop an internship and apprenticeship programme with industry	Intership placements	No. of companies with structured		10	MoUs	50,000	PSFU, UMA, MOES, RCEs

Category	Activity	Output	Indicator	Baseline	Target	Means of verification	Budget	Responsible
industry and employees	Undertake industry-commissioned research and innovations	Research and innovations	internship programme No. of companies initiating studies with institutions		5	Contracts and MOUs	250,000	Production sector, RCEs, Universities and schools
	Support implementation of a seed fund that provides early stage funding to ideas and innovations	Seed fund established	No of grants awarded		5	Award records	50,000	MoGLSD, MOFPED, PN
	Enroll more institutions into UNESCO Associated Schools Network	ASPnet schools enrolled	No. of new ASPnet schools	20	25	Annual reports	50,000	UNATCOM, PN
Promote and expand ESD	Replicate the Eco schools network to other institutions and communities	Eco school networks in place	No of Eco schools	200	220	Award records	60,000	MOES, UNATCOM, PN,CECOD
related networks and centers to widen	Initiate and complete accreditation of more RCEs	RCEs in place	No of new RCEs	4	5	Accreditation documents	10,000	UNATCOM, NEMA, Universities
opportunities available for learning and skilling	Support practical education initiatives and activities including greening, waste management for income generation and replication outside school environment	Education initiatives in place	No of greening initiatives supported		10	Annual reports	1,000,000.00	NEMA, PN
	Revive and support environment clubs at all levels of Uganda's education system	Envt-clubs in place	No. of Envt clubs in place	NA	10	Annual reports	40,000	MOES, UNATCOM, PN
Support review and implementation of curricula to provide for	Provide technical support to the lead agency for educational curriculum development to integrate skilling and values	Integrated curriculum in place	Level of integration of ESD	NA	50%	Survey reports	10,000	UNATCOM, NEMA, NCDC, NCHE
acquisition of skills by learners and replication of	Conduct advocacy for competence based education, assessment and certification	CBE implemented	Level of implementatio	NA	60%	Assesment reports	60,00	MOES, UNEB, PN, UNATCOM, CECOD

Strategy	Actions	Output	Indicator	Target	MoV	Cost ('000)	Actors
projects within community settings	Undertake training and capacity building in ESD curricula management	Skilled officers in ESD curricular	No. of trainings	5	Training reports	50,000	UNATCOM, NCDC, PN
Total						**1,930,000**	

Build capacity of educators and trainers

Strategy	Actions	Output	Indicator	Target	MoV	Cost ('000)	Actors
Intergrate ESD in Educator training instittutions	-Develop guidelines for intergrating ESD in curricular of edcuators at different levels	Guidelines developed	No. of guidelines in place	1	Activity and annual reports	10,000	NCDC, UNATCOM, PN
	-Build capaicty of educators in educators in ESD and sustainable consumption and production	Educators trained	No. of educators trained	100	Activity and annual reports	80,000	UNATCOM, PN
Improve educators experience and grounding in ESD	-Train Trainers of Trainers (TOTs) in ESD	ESD ToTs trained	No of ToTs	200	Annual reports	150,000	UNATCOM, PN
	-Facilitate exchange visits between educators and related institutions	Exchange visits organised	No of educators	100	Annual reports	200,000	UNATCOM, Institutions
	-Develop and initaite mentorship programmes for educators at different levels	Mentorship programe in place	No of mentored educators	200	Annual reports	50,000	MOES, UNATCOM
Improve educators working environment	-Support teachers social dialogue and other related engagements	Social dialogues held	No. of dialogues held	2	Annual reports	10,000	MOES, UNATU, UNATCOM
	-Support review and upgrade standards educators	-Teacher Traing standards reviewed	No. of reviews of condcuted	2	Review reports	10,000	MOES, Education regulators
						510,000	

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Empower and engage youth in NESD for 2030

Expected outcome: Empowered youth that contribute to attainment of SDGs

Strategy	Action	Output	Indicator	Base	Target	MoV	Cost ('000)	Actors
Strengthen youth networks for NESD for 2030	Initiate and establish platforms, groups and clubs to support youth programming	Youth platforms established	No of platforms	0	10	Annual reports	20000	UNACTOM, PN, MoGLSD, Youth
	Link youth networks with existing ESD platforms and fora	Membership to ESD platforms	No of youth networks	0	10	Annual reports	10000	Partners Network
	Nominate and represent youth in key national, regional and international ESD engagements and events	Youth participation in ESD engagements	No of youth networks	10	15	Event' reports	10000	MOES, PN
	Establish youth thematic area within the NESD for 2030 partners network	Youth thematic area in place	No. of thematic areas	0	1	Annual reports	5,000	UNATCOM, PN
Build capacity of youth to seize sustainable development opportunities	Train youths at all levels in ESD	Youth trained in ESD	No of youth trained		200	Annual reports	50,000	MOES, UNATCOM, MGLSD
	Train youth in electronic and mobile learning	Youth trained	No of youth trained		500	Annual reports	200,000	MOES, MoICT&NG
Promote youth initiatives, inventions and innovations	Identify and nominate exemplary youth influencers as ESD ambassadors	Youth influencers nominated	No of influencers		5	Annual reports	10,000	UNATCOM, PN
	Show case youth products and create publicity for youth initiatives on existing ESD platforms	Products and initiatives advertised	No of initiatives promoted		10	Annual reports	20,000	MGLSD, UNATCOM, PN
Total							**325000**	

Accelerate sustainable solutions at local level

Expected outcome: Communities participation and implementation of ESD actions enhanced

Strategy	Activities	Output	Indicator	Baseline	Target	MoV	Cost ('000)	Actors
Strengthen local networks and associations	Support creation of networks within and between community groups	Networks created	No. of groups networked	0	5	UNATCOM database	50,000.00	UNATCOM, LGs, MGLSD, PN
	Train community networks and associations in ESD	Groups trained	No. of groups trained	0	5	Annual reports	50,000.00	UNATCOM, LGs, MGLSD, PN
	Undertake interventions to accelerate communities` and parents involvement in school programmes	Parents engaged in schools	Level of participation	NA	5	Survey reports	60,000.00	MOES,LGs, MGLSD
Mobilise communities, cultural and indigenous people	Mobilise community members for adult education and learning	Enrolled in Adult education	Enrollment rates	0	1000	Annual reports	200,000.00	MOES, LGs, MGLSD
	Engage media for collection, dissemination and popularizing of ESD	Media events held	No. of media events	0	10	Media reports	50,000.00	UNATCOM, PN, Media
	Mobilise cultural and indigenous people to embrace ESD	Campaigns organised	No. of campaigns		1	Activity reports	20,000.00	MOWT, MGLSD, UNATCOM
Promote local level innovations and initiatives	Establish a platform for show casing community innovations	Media platform in place	Operational status		1	Website links	5,000.00	UNATCOM, PN
	Develop and distribute ESD advocacy and community mobilisation materials	Materials in place	Type of materials		NA	Annual reports	3,000.00	UNATCOM, PN, Media
	Undertake greening of open spaces	Green open spaces	No. of green spaces		150	Annual reports	450,000.00	UNATCOM, PN, LGs,MWE
Integrating ESD within the Local	Undertake mapping of local government associations for representation in ESD	Mapping conducted	No. of studies conducted		1	Survey reports	10,000.00	MoGLSD, CSOs and PN

government mechanisms					Target	MoV	Cost	Actors
Undertake lobbying and advocacy for local authorities to embrace ESD	Adocacy conducted	No. of advocacy engagements			10	reports	50,000.00	UNATCOM, CSOs and PN
Train local government leaders and officers in ESD	Leaders trained	No. of trained leaders			20	Annual reorts	10,000.00	PN, LG
Total							**958,000.00**	

Integration of selected emerging areas

Expected outcome: Emerging areas integrated within NESD for 2030

Strategy	Actions	Output	Indicator	Base	Target	MoV	Cost ('000)	Actors
Refugees, migrants and displace persons	Undertake target sensitisation and advocacy on refugee education related issues	Sentisation meetings	No of meetings	0	5	Activity reports	50,000	MOES, UNATCOM
	Support implementation of Global Citizenship Education	GCE implemented	Nature of support	0	2	Annual reports	60,000	UNATCOM, PN
Climate change, resilience and adaptation	Support institutional country initatives for realising the 200 million tree planting campaign	Trees planted	No of trees	NA	1	Annual reports	100,000	MOES, PN, MWE, All
	Build capacity of educators in climate change mitigation and adaptation	Trained Educators	No. of trained educators	1	50	Activity reports	20,000	MOES, MWE
Digital education	Conduct training in digitised delivery of teaching and learning tasks	Trainings conducted	No. of trainings	0	3	Annual reports	30,000	All
	Undertake advocacy on use of relevant devices among learners	Mobile phones and computers used	Uptake levels	0		Survey	20,000	UNATCOM, PN
	Conduct sensitisation on ICT and associated dangers	Meetings conducted	No. of meetings		5	Activity reports	20,000	UNATCOM, MICT
Total							**280,000**	

Implementation and coordination

Expected outcome: Enhanced implementation of NESD for 2030 and attainment of SDG targets

Strategy	Actions	Output	Indicator	Baseline	Target	Cost ('000)	Actors
	Develop guideliness for NESD 2030 network	Guidelines developed	No. of guidelines in place	0	1	5,000	UNATCOM
Establish a NESD for 2030 network	Designate and nominate responsible partners for the network	ESD focal officers	No. of designated officers	5	20	1,000	MOES, UNATCOM
	Develop a roadmap for implementation of the network activities	Road map in place	Road map document	0	1	1,000	UNATCOM, PN
	Develop a financing strategy and organise fundraising events for NESD for 2030	Financing strategy in place	No of Fundraising events	0	2	60,000	PN, DP,CSOs, MoES
Strengthen reporting, documentation, feedback and publicity for NESD for 2030	Document and publish ESD best practices	ESD documents	No. of ESD publications	0	3	15,000	MOES, PN, All
	Develop NESD for 2030 IEC materials, documentation and dissemination	IEC materials developed&desimminated	No. of IEC documents	NA	5	15,000	MOES, UNATCOM
	Use media to promote NESD for 2030 and related initiatives	Media promotions	No. of media engagements	1	2	30,000	MEDIA, PN, UNTACOM
	Conduct annual reviews of the NESD for 2030	Annual review conducted	No. of reviews of conducted	0	3	15,000	All
Enhance reviews and continuous monitoring	Undertake midterm and terminal evaluation of NESD for 2030	Terminal evaluation conducted	Frequency of evaluations	0	2	45,000	UNATCOM, PN
	Undertake engagements to incorporate NESD for 2030 initiatives into national and local review frameworks and arrangements	Engagement meetings undertaken	No of meetings	5	10	50,000	MOES, UNATCOM, PN
Total						**237,000**	

Uganda National Commission for UNESCO

NESD for 2030

Leveraging on ESD for attainment of SDGs