



END OF PROJECT REPORT

Introduction

The purpose of this report – which is consistent with the undg Standard Progress Report format – is to provide information on the progress made by the project towards the realization of its stated objectives. In keeping with the UN system on-going efforts to strengthen result-orientation, the report should focus on systemic, structural transformation rather than process, highlighting how the different elements of the result chain described in the approved project document contributed to advance disability rights in keeping with the Convention on the Rights of Persons with Disabilities.¹

Reporting teams are encouraged to attach annexes containing additional relevant information (including assessments, evaluations and studies undertaken or published) and share videos, photographs or other multi-media materials illustrating the work and results of the project. It is recommended, however, that all annexes be clearly referenced, using footnotes or endnotes within the body of the narrative.

¹ The following definitions, which are based on the UN Development Group Harmonized RBM Terminology, were used in the “Template for Programme Proposals”, utilized by UN Country teams to develop the approved project documents:

- Impact: Positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types.
- Outcome: The intended or achieved short-term and medium-term effects of an intervention’s outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact.
- Outputs: The products and services which result from the completion of activities within a development intervention.

1. Variations in impact and outcome indicators

Using the table format provided below, please provide information on the variations in impact and outcome indicators that took place during the implementation period.

Table 1. Variation in impact indicators

Impact
Enabling policy environment created for the use of Assistive Technology to ensure Inclusive Education and Access to Information

Impact Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
Coordination mechanism in place to advocate for the use of Assistive Technology to ensure Inclusive Education and Access to Information	No coordination mechanism for the use of Assistive Technology to ensure Inclusive Education and Access to Information	A unique coordination mechanism in the form of a Policy Board and Management Committee has been established, their ToRs drafted and 8 meetings conducted. The PB and MC have provided inputs on policy documents, capacity development initiatives and monitoring and evaluation initiatives related to Inclusive Education and Access to Information initiated by the UNPRPD project. An audit of Inclusive ICTs for Education in Uganda found that these forums needs to continue to exist after the scope of the project as the only forums that deal with the question of Assistive Technology to ensure Inclusive Education and Access to Information.
Policy framework drafted in accordance with Persons with Disabilities Act (2006) that foresees government at all levels to promote persons with disabilities' access to information	Provisions of the Persons with Disabilities Act (2006), Article 21	The policy guidelines for creating accessible publications, guidelines for inclusive ICT procurement and a policy Annex on ICT and Disabilities to the Inclusive Education Policy have been validated and finalized to be presented to the top management of the Ministry of ICT and the Cabinet. The fact that the draft policy on Inclusive Education is being reviewed provides an opportunity for the content of the Annex to be fully integrated into the new draft Policy on Inclusive Education.
Assistive technology used by Disabled Persons Organizations (DPOs), key government stakeholders including teachers and	Little awareness on the importance of access to educational material in accessible formats for persons with visual and hearing impairments	A total of 129 stakeholders had access to 3 awareness raising and capacity building trainings organized by UNESCO as part of the UNPRD project on access to information 1) 6th Africa Forum entitled

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
information professionals and publishing companies to increase access to educational material in accessible formats for persons with visual and hearing impairments		Beyond 2015: Delivering on the Agenda for Persons with Visual Impairment in Africa (51 persons), 2) Training of government officials (85 persons) and 3) Training of Librarians (18 persons). A total of 83 in-service primary school teachers in 20 schools and 255 teacher educators including District Inspectors of Schools and tutors have received training on the use of accessible learning materials in an inclusive classroom. The training focused on children with visual and hearing impairments. Sensitization was conducted in 20 pilot schools and their communities, creating awareness of a total of 954 stakeholders (582 females and 372 males) on availability and use of accessible learning materials for children with disabilities in inclusive classrooms

* Please provide sex disaggregation here.

Table 2. Variation in outcome indicators

(Add a table for each outcome in the approved project document)

Outcome 1
An enabling environment for the use of Assistive Technology to ensure Inclusive Education and Access to Information by key stakeholders strengthened

Outcome 1 Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
Existence of a Policy Board and Management Committee on Assistive Technology to ensure Inclusive Education and Access to Information	No Policy Board and Management Committee	The Policy Board and Management Committee has met consistently since its creation in January 2015. The Policy Board and Management Committee is composed of representatives from United Nations Agencies and Programmes, Disabled Persons' Organizations (DPOs), Government Agencies and other relevant implementing bodies and publishing companies. The Policy Board and Management Committee is chaired by the Ministry of Ministry of Gender, Labor and Social Development and UNESCO

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
		serves as secretariat to the Policy Board and Management Committee.
Existence of a policy for the use of Assistive Technology to ensure Inclusive Education and Access to Information	No policy for the use of Assistive Technology to ensure Inclusive Education and Access to Information	The Annex to the Policy on Inclusive Education has been finalized. Nita-U, the national regulatory authority is also in the process of drafting a policy document on ICT and Disabilities, based on the policy guidelines for creating accessible publications, developed through the UNPRPD project.
Existence of guidelines for ICT equipment procurement and endorsed by Policy Board and Management Committee	No Guidelines for ICT equipment procurement	The guidelines for ICT equipment procurement has been validated by the Policy Board and Management Committee as well as a larger group of stakeholders on 16 December 2015. The draft policy has not yet been implemented as it needs to be approved by the Cabinet.
Publishers implement the Policy on Inclusive Information and Communication Technologies in Education for Uganda with specific reference to accessible standards	Little use of accessible standards by publishers	The guidelines for creating accessible publications have been reviewed during a stakeholder meeting on 16 December 2015. The publishers were represented by the Uganda Printing and Publish Corporation and the National Book Trust of Uganda. Following the drafting of the guidelines a letter was sent to the Uganda Publishers Association to abide to the guidelines and release more educational material as Openly Licensed Material for People living with Disabilities.

Outcome 2
Increased availability of resources to support inclusive education and access to information for persons with visual and hearing impairment and greater engagement on the part of key stakeholders – including Disabled Persons Organizations (DPOs), government representatives, teachers, information professionals and publishing companies – to promote greater usage.

Outcome 2 Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
DPOs, persons with visual and hearing impairments become effective self-advocates for the use of Assistive Technology to ensure Inclusive Education and Access to Information	Few opportunities that take full advantage of ATs in IE & A2I	DPOs, persons with visual and hearing impairments in urban areas are aware of Assistive Technology and take full advantage of it. However a scoping study confirmed in rural areas there is limited knowledge and little opportunities to utilize assistive technologies.
Publishers become aware of the importance of inclusive education and publish more accessible information and education materials	No data available	UNESCO organized in cooperation with DAISY Consortium capacity building initiatives during the 6th Africa Forum entitled Beyond 2015: Delivering on the Agenda for Persons with Visual Impairment in Africa in Uganda, from 4 to 8 October 2016 in Kampala, Uganda. The workshops on web accessibility and inclusive publishing brought together 51 *9-participants including publishers to sensitize them on the importance of inclusive education and publish more accessible information and education materials. 92% of participants found the training either extremely useful or very useful. All participants also indicated that the training will impact their day-to-day work on related activities.
Librarians and teachers use accessible information and educational material in accessible formats for inclusive education initiatives	No data available	Consortium of Uganda University Libraries (CUUL) partnered with UNESCO and DAISY to organize a training for Librarians on inclusive libraries. The training took place from 12 to 14 December 2016 and trained 18 librarians. Members highlighted the important role of librarians to assure inclusive services that cater for the needs of learners with disabilities. Participants provided positive feedback about the workshop which benefit them to facilitate accessible ICT for persons with disabilities; some participants also reported in the self-evaluation The knowledge and skills acquired in this workshop will lead to many initiatives for persons with disabilities in the Universities in Uganda.

Outcome 3
Effective monitoring of the use of Assistive Technology to ensure Inclusive Education and Access to Information mainstreamed.

Outcome 3 Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
Increased government capacity to measure the impact of targeted interventions on the use of Assistive Technology to ensure Inclusive Education and Access to Information through an e-participation platform	No monitoring tools available	<p>Following a stakeholder meeting on 15 December 2015 on the proposed monitoring tool developed through the UNPRPD project, the United Nations University identified the following categories of functions for the tool: Policy Monitoring, Data Collection, Data Processing, Reporting, Policy Feedback and Capacity building. Requirements have also been reviewed as well as expectations by users. As a result 46 requirements for the tool have been validated.</p> <p>UNU presented an update of progress on the development of the policy tracking tool as the production phase has been finalized, with an interface and functionalities. The platform only needs to be migrated to NITA-U domain name. The current URL is: Policy M&E Tool</p> <p>Following a short video on the platform, (Link)</p> <p>Members of the Policy Board and Management Committee expressed their satisfaction with the tool. Members of the Policy Board and Management Committee agreed to develop an updating policy to update information on the portal and defining the scope of the information to be added. The policy will elaborate on the mechanism to validate information.</p>
U-report utilized to send 12 messages to 200,000 children and youth in order to	U-report not yet used to measure effectiveness of the use of Assistive Technology to ensure Inclusive Education and Access to Information	U-report has been used to promote the rights of children with disabilities in 2014 in collaboration with Uganda National Association of the Deaf and African Youth

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
measure effectiveness of the use of Assistive Technology to ensure Inclusive Education and Access to Information on an ongoing basis.		with Disabilities Network. The 2 polls sent were about access to services and barriers of access. 64% of the 15,919 respondent said they think children with disabilities have access to education. The main barrier stated by the respondents was cost related to the services and assistive devises. U-report has not in 2015 been used to measure effectiveness of the use of assistive technology because of delays in the other components of the project.

2. Overall progress

Uganda introduced a National Policy on Disability in 2006 and ratified the UN CRPD in 2008. In spite of this regulatory framework, an enabling policy environment promoting the use of assistive technologies for enhanced access to information and educational opportunities were non-existent. The UNPRPD project in Uganda has contributed towards the development of an enabling policy environment on ICT and disability. During the project period, several policies were jointly developed by national stakeholders with support from the UNPRPD project as well as a coordination mechanism which was created in the form of a Policy Board and Management Committee. These Policies were developed with DPO involvement as well as the ownership of the national regulator, the National Information Technology Authority (NITA-U). The draft policy takes into account the Accessible ICT procurement Policy and Guidelines for creating accessible publications.

In keeping with Article 24 of the CRPD, and General Comment 4 of the CRPD Committee, in the first phase of the UNPRPD project in Uganda significant advancements were made towards facilitating access to inclusive education in Uganda for children with disabilities through the creation of an enabling policy environment and piloting a model for the creation, dissemination and use of accessible learning materials for the primary school students. The project aimed to address one of the key barriers to inclusive education resulting from the inaccessibility of core learning materials through the use of assistive technology and creation of accessible learning materials. It did so in the close collaboration of the Ministry of Education and Sports, the Ministry of Gender, Labor and Social Development (MGLSD), the National Information and Technology Authority, key DPOs such as the National Union of Disabled People of Uganda (NUDIPU); Uganda National Association of the Blind (UNAB); National Council for Higher Education (NCHE); National Library of Uganda; Uganda Technology & Management University (UTAMU); Publishing companies. Throughout the development process of the accessible learning materials, it has been a gradual learning and discovery process to both the Ministry of Education and Sports and other stakeholders. Different partners have ventured into provision of learning materials for children with disability but they had not been exposed to accessible technologies. This process has increased their knowledge and understanding on how use of technology to provide for the learning needs of children with disability. Stakeholders now have a better understanding of accessible technologies, knowing it is feasible as opposed to fear of complexity and costs. This accompanied by recognition of the fact that using these materials in an inclusive learning environment not only increases the

interest of all other children in the learning process, leads to skill development but also an opportunity for all children to support children with disability in the learning process.

3. Progress towards specific outcomes

An enabling environment for the use of Assistive Technology to ensure Inclusive Education and Access to Information by key stakeholders strengthened

An enabling environment for the use of inclusive technology is being created by the regular meetings of the Policy Board and Management Committee and the analysis of the policy environment that was carried out during the two years of the project. The audit of Inclusive ICTs for Education in Uganda found that this forum needs to continue to exist after the scope of the project as it is the only forum that deals with the question of Assistive Technology to ensure Inclusive Education and Access to Information.

It is to be noted that the Guidelines for ICT equipment procurement and guidelines for creating accessible publications have been finalized, with input from stakeholders. These tools will contribute towards the enabling environment for the use of inclusive technology. The tools have been submitted to a wider community for review internally (16 December 2016 stakeholder meeting) as well as externally through the UNPRPD Secretariat for review by the G3ICT, DAISY Consortium and other IT and accessibility experts. The document used as benchmark the Accessibility requirements suitable for public procurement of ICT products and services in Europe.

Increased availability of resources to support inclusive education and access to information for persons with visual and hearing impairment and greater engagement on the part of key stakeholders – including Disabled Persons Organizations (DPOs), government representatives, teachers, information professionals and publishing companies – to promote greater usage

The scoping study confirmed that there are currently very limited assistive devices or technology available or being used in rural setting in Uganda. There are no existing curriculum materials that could be utilized through assistive technology and there are very limited opportunities for participation in primary schools for children with disabilities due to lack of resources and required skills of the teaching personnel.

The accessible learning materials designed and adapted for primary schools have been finalized and tested in schools. As a result teachers have been made aware and trained on the use of these materials in an inclusive learning environment. By involving the Ministry of Education and Sport in the development process, the knowledge and understanding of the Ministry on the enhanced and more feasible accessible learning materials for scale has improved. The ministry of Education and Sports expressed its desire to engage its top management to consider and allocate funds for further development. Similarly, the parents and other stakeholders, including children, are more aware on the availability of accessible materials that can support children with disability the learning process.

The trainings on inclusive ICT and access to information that were conducted yielded also particular interest not only in Uganda, but also from other African countries as participants from Burkina Faso, Malawi, Morocco, Nigeria, South Africa, South Sudan, Tanzania and Zambia also took advantage of the trainings that were conducted during the Africa Forum entitled Beyond 2015: Delivering on the Agenda for Persons with Visual Impairment in Africa in Uganda, from 4 to 8 October 2016 in Kampala, Uganda. In Uganda, as a result of the training members of the Policy Board and Management Committee are advocating for a training of all government webmasters to be trained on accessible publishing. Librarians from different Universities in

Uganda were also trained in a three-day workshop from 12 to 14 December 2016. The workshop built capacities in understanding the barriers to information access, guidelines for preparation of digital content in accessible formats, services and facilities required to make libraries inclusive, best practices from around the world, training on using accessible eBook reading tools. Hands on training was also provided on creation of accessible digital content in DAISY & EPUB formats and web accessibility issues.

Effective monitoring of the use of Assistive Technology to ensure Inclusive Education and Access to Information mainstreamed

The drafting of the requirements and expected needs for an effective monitoring tool for the use of inclusive technology to ensure inclusive education and access to information has also been finalized. Functionalities have been refined, with the input of a range of stakeholders.

4. Other results

Please describe in this section:

- **Spin-off effects.** The project made use of the 6th Africa Forum entitled Beyond 2015: Delivering on the Agenda for Persons with Visual Impairment in Africa in Uganda, from 4 to 8 October 2016 in Kampala, Uganda to sensitize a range of stakeholders on web accessibility and inclusive publishing. As the capacity development initiatives were held at this regional forum participant from Burkina Faso, Malawi, Morocco, Nigeria, South Africa, South Sudan, Tanzania, Uganda and Zambia took advantage of the capacity building initiatives. Sensitization on the importance of accessible publishing, prompted members from the Policy Board and Management Committee to draft a proposal for all government webmasters to be trained on accessible publishing. Uganda is also in the process of ratifying the Marrakesh Treaty whose focus is to facilitate access to published works by visually impaired persons and persons with print disabilities. Further, Marrakesh Treaty Consultations is expected to take place in October 2017. Other policy development that came about because of the interventions include the ICT and Disability Policy being drafted by NITA-U and the Inclusive Education Policy being drafted by the Ministry of Education.
- **Participation and partnership-building.** The Policy Board and Management Committee brings together a range of DPOs with stakeholders related to the book industry as well as the government agencies working in the field of ICT. These exchanges during the Policy Board and Management Committee meetings provide for unique opportunities for coordination and governance to fully exploit the possible contribution of ICT to accessibility, beyond the scope of the project. Strong partnerships have been built through engaging Ministry of Education Science Technology and Sports, Ministry of Gender Labour and Social Development, National Curriculum Development Center, Kyambogo University, National Association for the Blind and National Association for the Deaf in the mainstream project processes included school visits during the assessment on development of accessible learning materials.
- **UN system-wide coherence.** UNESCO and UNICEF have been working consistently together in order to plan the smooth implementation of the project. Full engagement with the United Nations University also benefitted the project by making use of the university's research capacities for the monitoring tool for the use of inclusive technology to ensure inclusive education and access to information.
- **Knowledge creation.** The project provided for unique opportunities to develop tools that can be replicated and used in Africa and in other developing country contexts. The Policy for ICT equipment procurement

and guidelines for creating accessible publications are unique tools that can be used and adapted within the African context, especially in view of the East African Community (EAC) Policy on persons with disabilities. Furthermore, unique research has been conducted by the United Nations University in defining the requirements for a tool to effectively monitor the use of inclusive technology. Detailed documentation on the 46 requirements will be documented by the United Nations University. The piloting of accessible learning materials carried out within the framework of this project can also be replicated in other contexts to promote inclusive education.

- **Leveraging effect.** The project provided unique opportunities to partner with a range of DPOs, government agencies and academia that provided in kind contributions to the tools developed through the project. Furthermore, by reviewing the policy document externally by G3ICT, DAISY Consortium and other IT and accessibility experts, permitted more visibility on the implementation of the policy activities.

5. Life stories and testimonies

Testimony 1

Within the framework of UNESCO's support to digital inclusion in Africa, a series of trainings on accessible publishing and digital inclusion was organized in cooperation with DAISY Consortium. The trainings on web accessibility and inclusive publishing brought together 51 participants from Burkina Faso, Malawi, Morocco, Nigeria, South Africa, South Sudan, Tanzania, Uganda and Zambia. "I am working for a national regulator, and this training helped me to formulate policies and procedures to improve accessibility of government websites," said one of the participants.

Testimony 2

Another one stated that the training has helped him to identify more solutions for the visually impaired in web design. Curriculum developers also highlighted the pertinence of the training saying that the knowledge gained will help them develop reading materials that accessible for the visually impaired.

Testimony 3

One participant from a publishing entity in Uganda, remarked that the workshop on inclusive publishing, organized in cooperation with DAISY Consortium during the 6th Africa Forum entitled Beyond 2015 from 4 to 8 October 2016 in Kampala, Uganda had the following impact: 'The knowledge gained will be used in developing reading materials and other relevant curriculum materials that can be accessible to visually impaired learners. It would have been good if additional publishers were similarly trained in the ICT solutions.'

Testimony 4

A member to the Policy Board and Management Committee had the following remarks on the functioning of the mechanism: 'In January 2015... my passion for ICTs and Disability was rekindled when I was nominated to represent the Ministry of ICT on the Policy Board and Management Committee on the use of assistive technologies to ensure inclusive education and access to information by PWDs under the stewardship of UNESCO. The work of this policy board is very much appreciated and there is no doubt that it will go a long way in assisting PWDs not only to access education but also to improve their livelihood. Lastly, it is envisaged that the outcomes of this policy board and management committee will greatly contribute to the economic development of Uganda.' - Silas Ngabirano, Principal Systems Analyst, Ministry of ICT, Uganda

Testimony 5

During the training for Librarians on inclusive libraries, that took place from 12 to 14 December 2016 in Kampala, Uganda, one librarian remarked in the evaluation form that the workshop “has given me vast knowledge on how to make sure that disabled people benefit and get equal access to information just like any other person.” EiFL is also interested in joining efforts in making libraries accessible, following the training with its partner institution, the Consortium of Uganda University Libraries (CUUL): ‘From them we heard it was a great success and had this idea of building on the momentum for inclusive libraries development in Uganda’.

Testimony 6

During the school community meetings stakeholders pointed out that the new technology stimulates attentiveness of learners and will be good in enhancing the listening skills of children. The parents appreciated the technology and wondered when this technology will be available to the open market to enable them purchase it for their children. The teachers said that despite the advancement of technology in other sectors, the teaching sector has had low adoption especially in the primary section. This innovation therefore will help to digitalize the learning of primary school children. Teachers were happy that pupils who can neither read braille nor ordinary print will benefit from the audio (listening). A pupil said that some people have poor reading skills and prefer listening to reading, they preferred audial (the words were loud and clear) and large print including large text on screen to the ordinary text book.

- For Children with Hearing Impairment, the teachers said that the Classmate Laptops are quite visible and the picture quality is good for the children to access. The Laptops also can be used in inclusive classes because sign language is backed up with speech and text displays in addition the classmate laptop is portable.
- For Visual impairment the laptop is audible and has the voice controls which are okay and for low vision, the equipment can be adjusted in terms of colour and fonts, hence the materials adapted are suitable for the different impairments.
- Teachers handling children with Hearing Impairment, enjoyed teaching using the classmate laptop especially sign language videos which they said were visible and easy to follow.
- With more and more practice, the teachers can easily access the adapted materials from the computers.
- Teachers handling learners with visual impairment were excited with the victor readers especially manipulation of the chapters in the audio books.

The children with low vision struggle and hold books too close to their eyes to read print. Most girls with low vision do not want to learn braille. However, in Gulu primary school all the low vision pupils are forced to learn braille. Now this accessible materials in large print and audio are easily accessible for these learners and this has made them more interested in learning. By Sister Katherine, the in charge Special Educational Needs in Kitgum girls’ primary school.

The children are very much captivated and asked so many questions. Then I thought, if such a device is regularly used to teach deaf children, they will understand and perform better. By the Head teacher Eruba Primary school.

Testimony 7

Interview with Executive director, Uganda National Association for the Deaf

There is a wide and dire shortage of assistive devices for everyday living and for teaching and learning. Modern assistive teaching and learning devices are not available, those who aware and can access them are Disability Persons organizations at national level, Ministry officers, and university lecturers.

There is low awareness about modern technology in education. Most special Educational needs teachers had never heard about a talking book. There is however willingness to learn across the board if given the opportunity.

Testimony 8

“We are like a blind man who goes to the restaurant and does not know what to ask because he cannot see what is on the menu. I know that technology for education is changing all the time but we do not know what is even available “Teacher at Bishop Rwakaikara primary school.

Testimony 9

The adaptation of accessible learning materials is one of the most appropriately designed intervention that the Ministry of Education and Sports (MoES) acknowledges will best suit learning in an Inclusive environment. The MoES appreciates the support by UNICEF to pilot this project and we'll work towards ensuring that the MoES scales it up to all schools. These materials are appropriate in the learning process since they reduce the teacher's workload of reading or writing learning content for all different learners to access. These materials will also drive towards increasing retention of learners in schools especially those with disabilities, this is because most primary school teachers do not have special skills necessary and knowledge for teaching children with disabilities including use of braille or sign language. In practice the materials will reduce expenditure on human resource that currently requires employing three (3) people to teach one class (the main teacher, an interpreter and a class assistant) yet with these learning materials it will only require one teacher. The Ministry looks forward to the approval of these materials and subsequently expects to provide a budget allocation for scale up. **Annette Siima – Principal Education Officer Special Needs – Ministry of Education and Sport Kampala.**

6. Challenges and unforeseen events

Any major challenges emerging during the reporting period and the impact they had on project implementation:

Funds for the implementation of the project was received late and delayed the implementation of activities foreseen in the original work plan. Furthermore Uganda conducted elections on 18 February 2016 and it impacted the adoption of all policy tools that have been finalized but also delay the beginning of the school year and hence cause further delays in the piloting and implementation of the materials.

UNICEF has faces serious delays in the procurement processes for the material development partner due to low quality of proposals submitted and delays by the initially expected partner and the technologies that were to be tested before selecting the appropriate technology. The partner selection was supported by providing additional time to the organizations taking part in the bidding and providing additional support to the selected partner to ensure they would be able to deliver the assignment. The issue of the devices was a more complicated one as the identified devices are not available in UNICEF supply catalogue nor were they available through competitive bidding in Uganda. The issue has not been resolved but UNICEF HQ has been involved in trying to overcome the challenge.

Accessing text book materials in electronic formal and permission to transcribe the books was a major challenge at the beginning of the project and a lot of time was spent chasing the publishers for soft copies. If the Marrakesh Treaty is ratified and implemented, the country may provide an opportunity to challenge this bottleneck.

7. Project follow up

- Advocacy and provision of technical support for the adoption of the policy instruments (Accessible ICT Procurement Policy, Guidelines for creating accessible publications, ICT and Disability Policy and Draft Policy on Inclusive Education) that have been formulated in the first phase of the project and for the ratification of the Marrakesh Treaty;
- Building capacity and evidence on the use of accessible learning materials to advance inclusive education with a view towards scaling up operationalization, distribution and capacity of key stakeholders such as teachers, special educators, publishers, parents and children with disabilities
- The monitoring tool for the use of inclusive technology will be populated and used for policy decisions and implementation of targeted interventions.

