UNESCO Regional Office for Eastern Africa

Annual Report 2016

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Foreword

Dear colleagues, friends and partners,

I am pleased to share with you the 2016 Annual Report for the UNESCO Regional Office for Eastern Africa, covering the countries of Djibouti, Comoros, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Seychelles, Somalia, South Sudan, Tanzania, Rwanda and Uganda.

The Year 2016 was constellated by meaningful activities aimed at mainstreaming Gender across the UNESCO functions, which are 1. Standard setting, 2. Capacity building, 3. Cleaning house, 4. Laboratory of ideas, 5. Catalyst of international cooperation, empowering Youth and moving forward with the Africa Agenda 2063, by providing UNESCO beneficiaries with skills, tools, capacity building and trainings to raise their voices and being the drivers of change of tomorrow's society.

Starting from the Education Sector, we are witnessing the development of Open Educational Resources and of ICT in Education, for both learners and teachers, thanks to the ICT Competency Framework for Teachers, as well as an increase in online teaching platforms and digital libraries, to empower citizens and transform countries into knowledge-based societies, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and people to achieve their full potential in promoting sustainable development and improving their quality of life.

Since 2014, annual Scientific Camps of Excellence for Mentoring Girls in Science, Technology, Engineering and Mathematics (STEM) are organized by the UNESCO, in the Natural Sciences Sector, together with the Government of Kenya, the National Commission for Science, Technology and Innovation, and the University of Nairobi. The focus is one addressing the challenge of girls’ enrollment in science and engineering studies. Up until today, a total of 32 Counties out of the 47 have been covered by the UNESCO/Government of Kenya STEM Programme with 971 secondary school girls mentored in Mathematics, Physics, Agricultural sciences, Marine and Ocean Sciences, as well as in different fields of engineering- electronic and telecommunication engineering, Geospatial and Space Technology Engineering and Aeronautical Engineering.

The UNESCO Earth science sector, together with Sida and other partners, focuses its work on assessing and making inventories of abandoned and derelict mines, and evaluating the impact of these on human and animal health, as well as ecosystems. The African Network of Earth Sciences Institutions (ANESI) mobility programme works towards high quality research and training in Africa through collaboration and partnership among Earth Sciences institutions to achieve Africa mining Vision.

In Kenya, as well as in the other twelve countries that the UNESCO covers, ocean and earth science constitute the hub of the coordination between Member states to ensure efficient implementation of the Intergovernmental Oceanographic Commission (IOC) programmes in Africa. The IOC in Africa has implemented a wide range of activities in the fields of ocean observations and early warning systems, ocean data and information management, and ocean sciences and assessment, to ensure sustainable development and safety of the coastal populations.

UNESCO also places a strong emphasis on Peace activities for Youth, to reduce violent behaviors and promote dialogue and multicultural understanding. The activities organized by the Social and Human Sciences Sector focuses on celebrating youth contribution to democratic conversations, and an occasion to reflect on youth movements’ role in bridging the intergenerational divide in Africa to achieve peace and reduce conflicts on the continent.

Public awareness and campaigns to conserve and preserve natural resources is also a major component of the Culture Sector, which developed trainings and workshops to explain the 2005 Convention on the Protection and Promotion of Cultural Expressions, as well as its restless work on including new Cultural Heritage Sites in the list of UNESCO World Heritage Sites, as well as preserving intangible cultural heritage, by giving value to music, participating into film festivals and giving open spaces for professionals in the cultural sectors, musicians and filmmakers.

Girls can also be the spokespersons of tomorrow, side by side with male counterparts, taking up managerial and high level positions in the public and political spheres. For this reason, the UNESCO has been organizing training and capacity building activities, in the Communication and Information Sector, to foster collaboration, dialogue and understanding between policy officers and journalists, where voices of women, along with the protection and safety of journalists, are of highly importance for freedom of expression.
I am happy with the accomplishments of the team both in Nairobi and in all the countries covered, the collaborative spirit and the desire to make a meaningful impact on society, through our UNESCO sectors.

Ann Therese Ndong Jatta

List of acronyms

ACMA Australian Communications and Media Authority
AIM Africa Integrated Maritime
AMI African Media Initiative
ANESI African Network of Earth Science Institutions
ANSTI African Network of Scientific and Technological Institutions
ASM Artisanal and Small-scale Mining
AVU African Virtual University
AWHF African World Heritage Fund
CISP International Committee for the Development of Peoples
CNDRS National Center for Documentation and Scientific Research
CNLG National Commission for the Fight Against Genocide
CRODT Centre de Recherches Océanographiques de Dakar-Thiaroye
CRPD Convention on the Rights of Persons with Disabilities
DPO Disabled Persons Organizations
EACC East African Coastal Current
EFA Education for All
ESD Education for Sustainable Development
ETTC Ethics Teachers’ Training Course
FWIS SSA Fellowships for Women in Science in Sub-Saharan Africa
GESCI Global E-Schools and Communities Initiative
GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit
GHACOF Greater Horn of Africa Climate Outlook Forum
GRIDMAP Groundwater Resources Investigation for Drought Mitigation in Africa Programme
GRF Global Rainbow Foundation
HAB Harmful Algal Blooms
IAEA International Atomic Energy Agency
ICPAC IGAD Climate Prediction and Applications Centre
ICT Information Communication and Technology
ICT-CFT ICT Competency Framework for Teachers
IDIRC Democratic, Credible, and Representative Institutions in Madagascar
IGAD Intercontinental Government Authority on Development
IIOE International Indian Ocean Expedition
INRH Institute National de Recherche Halieutique
ISRA Institut Sénégalais de Recherches Agricoles International Coalition of Inclusion and Sustainable Cities (ICCAR)
IPDC UNESCO’s Intergovernmental Programme on Development of Communication
IT Information Technology
KICD Kenya Institute of Curriculum development
KNATCOM Kenya National Commission for UNESCO
MAB Man and Biosphere
MIE Mauritius Institute of Education
ODINAFRICA Ocean Data and Information Network for Africa
OER Open Education Resources
OFID OPEC Fund for International Development
RMC Rwanda Media Commission
RV Research Vessel
SFMS Somali Federal Media Strategy
SIDA Swedish International Development Cooperation Agency
SIDS Small Island Developing States
SMMSG Somalia Media Support Group
SOYDEN Somali Youth Development Network
STEM Science, Technology, Engineering and Mathematics
TARA Trust for African Rock Art
TWAP Trans-Boundary Water Assessment Programme
UK DFID United Kingdom Department for International Development
WWDR World Water Development Report
WSIS World Summit on the Information Society
Introduction

The UNESCO Regional Office for Eastern Africa in Nairobi was created in 1965 for the purpose of serving as a regional hub for science, technology and innovation in Sub-Saharan Africa. Following the UNESCO Africa Field Reform of 2011, the UNESCO Regional Office has evolved from a Regional Office for Science and Technology to the even broader scope of a Multi-Sectoral Regional Office responsible for 13 Member States in Eastern Africa and the adjacent Indian Ocean Islands. Countries that we cover are: Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda. In addition, the Regional Office for Eastern Africa host and coordinate UNESCO Institute of Statistics (UIS), Intergovernmental Oceanographic Commission (IOC), Intergovernmental Council of the International Hydrological Programme (IHP) and The Programme on Man and the Biosphere (MAB) to enhance its capacity to deliver intellectual and humanist response to globalization and emergencies.

The office of the UNESCO Regional Office for Eastern Africa is located in Nairobi, capital of Kenya, in the UN Compound of Gigiri.
Mission

The preamble to the Constitution of UNESCO declares that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”. In order that a unanimous, lasting and genuine peace may be secured, the Preamble declares that the States Party to the Constitution believed in “full and equal opportunities for education for all, in the unrestricted pursuit of objective truth and in the free exchange of ideas and knowledge”.

As defined by the Constitution, the purpose of the Organization is: “to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations”.

The UNESCO Regional Office for Eastern Africa covers 13 Member States countries in Eastern Africa and the adjacent Indian Ocean Islands. Countries that we cover are: Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda.
Education

The Education Sector tackles the following Sustainable Development Goals:

Regional Strategy

2016 has marked the first year of implementation of the 2030 Education Agenda. UNESCO, with support from SDG4 co-conveners, has the responsibility to coordinate SDG4. In this context, the Education Sector works to ensure equitable and inclusive quality education and life-long learning for all, by supporting governments in Eastern Africa to strengthen educational systems.

The UNESCO Regional Office for Eastern Africa focused on the following priorities: Strengthening national capacities on planning and monitoring to promote quality inclusive education; strengthening capacities to improve the planning and monitoring of inclusive literacy programmes; strengthening capacities to build youth skills for work and entrepreneurship; improving quality insurance systems for higher education; supporting teacher professionalization through inclusive and innovative teaching and learning policies and practices; enhance quality education through ICT integration in teachers and professions in education; improving the quality and relevance of education through ESD; empowering learners through peace, human rights education and global citizenship education.


Implementing SDG4-Education 2030 lies at the national level and country-led action to drive change, supported by effective multi-stakeholder partnerships and financing. Consequently, as a first step, Member States in the region had engaged in translating global priorities and targets of the 2030 Education Agenda-SDG4 into achievable national targets based on their educational priorities, national development strategies and plans.

The strategy includes different phases to implement and monitor SDG4- Education 2030 Agenda: the scoping phase initiated through national consultations, development of a country strategy and a road map, a regional Multisectoral forum to endorse the way forward, national implementation, partnership engagement for monitoring and coordination. In 2016, the following countries organized their national SDG4 consultations: Djibouti, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Somalia, South Sudan, Tanzania, and Uganda.

To support the implementation of the 2030 Education Agenda, the Regional Office, the UNESCO International Centre for Technical and Vocational Training UNEVOC), and UNESCO Institute for Statistics (UIS), the Seychelles National Commission for UNESCO and the Ministry of Education of Seychelles organized a regional forum for 13 countries to adopt the Mahe Process to strengthen TVET in Eastern Africa, which highlight priorities and recommendations for the TVET regional agenda Six
recommendations were identified for regional cooperation: developing quality assurance mechanisms; enhancing the quality of TVET teacher training; strengthening the teaching of entrepreneurship, basic and generic skills in TVET; facilitating transition to self-employment; developing and strengthening partnerships with the private sector; and developing and strengthening funding mechanisms for youth enterprise start-ups.

In the forum, the new UNESCO TVET Strategy (2016-2021) and tools to monitor TVET related targets under SDG4 were also shared by UNESCO.

Key activities

**Translating SDG4 into national education strategic plans**

*SDG4 Consultation in Ethiopia, 27 October 2016*

In collaboration with the Federal Ministry of Education organized in Ethiopia, the Sustainable Development Goal (SDG4) consultation in Addis Ababa, on 27 October 2016. The participants of the consultative meeting included Ministry of Education, Higher Education Strategic Center, Development partners, Non-Government Organizations and NGO networks.

The overall objectives of the consultation were to build a common understanding of SDG4-Education 2030 and ensure a sound foundation for its translation into national education system policies. This consultative meeting was under the leadership of the Ministry of Education, the Education Technical Working Group (ETWG) and UNESCO Liaison Office in Addis Ababa. The consultation enables the Ministry of Education to assess the progress made on the SDG4 alignment into the Fifth Education Sector Development Program (ESDP V) (2015/16-2019/20) and prepared their national SDG4 roadmap in view of the planned SDG4 Ministerial Regional Forum for Eastern Africa.

**Workshop on National Consultation on the implementation of Sustainable Development Goal 4, from 28 to 29 September 2016**

The Republic of Djibouti through the Ministry of National Education and Vocational Training (MENFOP) with the support of UNESCO and co-convening agencies for SDG4 organized the national consultation from 28 to 29 September 2016. The work took place around adaptation, integration and management of the SDG4. This exercise will enable the Republic of Djibouti to enrich its first Action Plan of Education (EAP) 2017-2019. The matrix of the roadmap for the SDG4 meets the challenges of Djibouti with the gradual implementation of preschool education, strengthening the quality of education, vocational training, improving access to basic universal education and equity and inclusive education.
UNESCO contributed to Kenya’s Digital Literacy Programme by capacitating primary school teachers, 15-16 June 2016

A two-day workshop on revision of the Kenya UNESCO Information and Communication Technology Competency Framework for Teachers (KICT-CFT) was held from 15 to 16 June 2016 in Nairobi, Kenya. The objective of the workshop was to improve the KICT-CFT online course in preparation for the training of teachers within the national roll-out of the Digital Literacy Programme.

The KICT-CFT online course has been developed and piloted nationwide with two groups of selected teachers. The second cohort of 59 teachers drawn from 47 counties received face-to-face and online trainings from January to May 2016. The feedback received demonstrated that the course was satisfactory and of relevance to the professional development of teachers. They also expressed the importance of online facilitators for coordinating remote collaboration among the cohort.

Supporting the basic education curriculum reform process in Kenya

The Regional Office, together with the International Bureau of Education (IBE) - provided technical support to Ministry of Education (MoE)/Kenya Institute of Curriculum Development (KICD) in view of the on-going curriculum reforms. At the policy level; UNESCO supported the national curriculum steering committee and capacity building sub-committee through provision of appropriate technical advice on education policy implications in view of the reformed competency based curriculum, development of advocacy strategies for engagement with stakeholders, finalization of the curriculum reform policy and the national curriculum implementation framework.

The technical support aimed at strengthening the capacity of the curriculum developers and subject specialist. Cumulatively, 125 curriculum developers/ subject specialists were trained on concepts and aspects of competency approach and assessment; 50 publishers were trained on the proposed competency based curriculum in view of the implication on the content development for text book publishing, and a capacity building forum for 30 teacher trainers drawn from both public and private teachers was held. The training provided linkages to competency-based teacher professional development. The trainers in attendance were identified by KICD as trainers of trainers (ToTs) and were used to cascade the trainings in the teacher training colleges. These trainings received technical oversight from the KICD. Additionally, UNESCO supported a policy dialogue forum for key MoE –Semi Autonomous Government Agencies (SAGAs) to provide a platform to engage on the ongoing national curriculum reform and the implication to the existing education policies, planning and management.

Advocacy and capacity building of teachers and parents in Uganda

UNESCO trained teachers and parents on how to improve communication with adolescents and young people in schools and at home. The programme resulted in increased access to quality CSE, HIV, AIDS information, and services for young people and teachers living with HIV in schools. It further contributed to reduction in stigma and discrimination among learners and educators living with HIV through provision of information and empowerment. Communication between parents/guardians and
their children improved. The programme further contributed to high quality CSE and HIV/AIDS related life skills education in teacher training institutions and secondary schools.

UNESCO also supported involvement of Young People Living with HIV and AIDS to access ASRH services and information. It helped to support the linkages and referral mechanisms to Youth Friendly Services. This led to a reduction in Stigma and Discrimination among young positives in Uganda as seen from Network of Young People Living with HIV and AIDS (UNYPA) invitation to participate in global, regional and national advocacy activities. UNESCO also supported Ministry of Education and sports to communicate HIV prevention messages through sports and games. This enhanced the participation and involvement of young people through peer-to-peer communication and information.

UNESCO also supported the Ministry of Education and Sports to develop a national Framework on Sexuality Education in Uganda. The framework that is developed through a consultative approach takes into consideration cultural values, age specific content and scientific information.

**Education for Sustainable Development: bridging the GAP in Kenya**

In Kenya, at the Nagoya Conference in November 2014, the Global Action Programme (GAP) was launched. It is in this context that UNESCO initiated support to the Ministry of Education (MoE) in 2015 with the ultimate goal of supporting the development of a comprehensive ESD policy for the education sector. The preliminary work entailed actions at three levels: a) a desk review of ESD interventions at the global, regional and national level; and b) County Consultations and report for development of the policy framework; and c) a stakeholders’ consultation meeting to discuss the policy framework initiative. This work served as the foundation for the development of an ESD Policy through the support of the GAP flagship project supported by the Japanese Funds-in-Trust focusing on GAP Priority Action Area 1 on Advancing Policy.

The Stakeholder’s Consultation meeting was presided by the Director General for Education, Ms. Leah K. Rotich who emphasized the importance of developing a strategy on inclusion of positive ‘practice’. The Director of the UNESCO Regional Office in Nairobi welcomed Kenya’s commitment and reinforced the view that the SDGs (sustainable development goals) could not impact change “if young people are made aware and prepared through education at all levels. In addition to a rich array of presentations made by Kenyan officials on the status of ESD in Kenya and its place in the curriculum. UNESCO together with UNDP, UNEP, UNICEF, UNISDR and WFP informed participants of their work in the area including through science, environmental education, governance issues, child-friendly schools, disaster risk reduction and food security for schools with different line Ministries and the need for increased coordination and support to the MoE.

Based on the ESD Policy Framework and the Report on County Consultations, the ESD Policy for the Education Sector was developed through a participatory process. A drafting committee of 30 people was tasked with the technical support of UNESCO, to develop a draft policy for validation by the MoE’s Senior Management for validation in September 2016, launched in March 2017.
Supporting the implementation of the National Policy on Employment and Vocational Training on Agenda 2030, Madagascar

i. Training the out-of-school youth

Convinced of the role of TVET, the Government of Madagascar, with the technical support of UNESCO under the CapED program, developed the National Policy on Employment and Vocational Training (PNEFP) in February 2016. This policy forms the basis of the activity of the Education Sector Plan currently being formulated, which also takes account of the Education 2030 agenda. The CapED programme in Madagascar since 2011 has been supporting institutional capacity building and implementation of programmes to train out-of-school rural youth on occupations in their localities. In partnership with FORMAPROD, a program of the Ministry at the Presidency in charge of Agriculture and Livestock, this programme achieved the following: 70 training posts were created in 2016 to strengthen the capacity of the facilitators of the 9 new centers located in Menabe; 1,500 young rural school leavers (35% female) were certified on 18 rural trades under the CapED programme and validated by the Ministry. They took short training courses in 26 training centers in the four pilot regions: Menabe, Atsinanana, Analanjirofo, Amoron’i Mania. In addition to the technical subjects of the specialty, young people were equipped on entrepreneurship, financial education, Reproductive health, Citizenship and citizenship. 400 young people will be trained by August 2017.

II. Strengthening capacities for seven establishments registered in the PNEFP reform in Madagascar

As part of the implementation of the PNEFP and sectoral skills development strategies (SSDC), the Ministry of Employment, Technical and Vocational Training (MEETFP) requested UNESCO’s support to develop new training packages that respond to local needs and target vulnerable groups in seven public establishments. For this purpose, the UNESCO CapED program supported the development of reference documents covering thirteen trades identified. A validation workshop was organized on 14 December 2016 with the support of UNESCO, the technical management of the workshop was carried out by the Department of Quality Assurance and Curricula of the Ministry. Twelve standards of trades were validated. Training guides developed for the training scheduled to be implemented by April 2017.

Teacher training using innovative teaching and learning methodologies to promote inclusive education in Rwanda, 7-11 November 2016

To support government strategy on inclusive education, the Ministry of Education (MINEDUC) in Rwanda, the Rwanda Education Board (REB) and UNESCO conducted a training exercise on inclusive education in Rwanda, 7 – 11 November 2016 at Nyakarambi in Kirehe District for 20 Master Trainers. This exercise was conducted to build familiarity and awareness of the concept of inclusive education, instruct master trainers on the practical aspects of inclusive and innovative teaching methodologies, prepare them for cascade trainings throughout the district, to test draft materials for use in the classroom. This activity was conducted in the framework of the Carpenter training in Menabe, Madagascar/UNESCO

Professional participants of the ICT sector and trainer of Building and Public Works (BTP) and strategic resources

Pilot training of teachers from the Kirehe District to build capacity in inclusive education, (November 2016) ©UNESCO
MINEDUC/UNESCO initiative to strengthen teaching and learning supported by the OFID (The OPEC Fund for International Development).

**Technical support provided to the Ministry of Education in Somalia to build capacities of teachers and deliver quality literacy and skills for life**

This support through the Al-Maktoum Foundation contributed to the development of teaching and learning materials for adult literacy and skill programmes. Training guides on literacy, reading/writing, numeracy, entrepreneurship, and specific skills such as plumbing, fisheries, ICT, electronics, videography/photography, painting/decoration and masonry have been developed and translated in the Somali language. Six existing Community Learning Centers (CLC) (two in Federal Government of Somalia - FGS, two in Puntland and two in Somaliland) received essential equipment and supplies.

A total of 1000 registered adult learners have been trained in literacy in the Six Community Learning Centers. The women and youth took a 10-months training in literacy based on the national NFE curriculum. They have also been provided with essential training and learning materials (NFE textbooks, materials, stationery, reading materials) equipment. In Puntland 300 learners (215 Female, 85 Male), FGS 400 (330 Female and 70 Male) and in Somaliland 300 (Female 270 Female 30 Male) have gained literacy skills. As regards to skills training, in FGS 20 female enrolled for the ICT course, in Somaliland 40 (20 Female and 20 Male) were trained in four skills courses offered by the two of Community Learning centers - Candlelight (Tailoring and Cookery) and HAVOYOCO (ICT and Electricity). In addition, the Non-Formal (NFE) and Adult Education Departments were provided with office equipment, stationery and materials to facilitate literacy and life skills learning programmes.

Peacebuilding and Literacy through Tech Innovation, 24-28 October 2016

In order to sensitize South Sudanese youth on the process of building a peaceful and literate nation and to encourage the culture of peaceful co-existence, UNESCO and UNDP in partnership with WB4ALL, organized a “Peacebuilding and Literacy through Tech Innovation Bootcamp” for sixteen students from the University of Juba. The Bootcamp ran from 24 to 28 October 2016 at Regency Hotel in Juba, South Sudan.

Bootcamp participants developed a Mobile Application: A PeaceApp called the South Sudan peace App that can be downloaded from Google Play Store which explains different terms relating to conflict, violence and its impact. This App also outlines the peacebuilding process with a focus on the role of citizens (Mwathinin) in the national peace building agenda.

Development of high quality standard Mathematics and Sciences teaching and learning materials for Teacher Training Colleges in Tanzania

UNESCO in close collaboration with the International Teachers Task Force for Education (ITTFE) and the Tanzania Education Institution joined efforts to support the elaboration of teaching and learning materials for the Higher Diploma in Science Secondary Education. The new diploma was required after the Government of Tanzania, in 2015, in its efforts to improve the quality of sciences and mathematics teaching, decided to change the level offered by the Teacher Training Colleges from ‘Ordinary Diploma in Science and Mathematics’ to Higher Diploma.

Materials from Kenya, Uganda and Namibia systems were collected and submitted to the scrutiny of a team of national experts. The
team was comprised of experts in Science and Maths from the National Council for Technical education (NACTE), TIE, the Open University of Tanzania (OUT), the University of Dar es Salaam (UDSM) and four tutors from each of the Teachers’ Colleges, Monduli and Tabora respectively, were guided by an international expert identified by UNESCO HQs to ensure that the materials were aligned to international standards.

The intervention was undertaken in the context of the implementation of the UNESCO-China Funds-in-Trust project for the improvement of quality education in maths and sciences through ICTs, targeting Teachers Colleges, blended, combining face to face with Open and Distance Learning (ODL) modalities are explored to address the country’s challenges in poor performance of learners in maths and sciences subjects.

**Capacity building of Teacher Training Institutions through ICT in Uganda**

Uganda has also been implementing the ‘UNESCO-China Funds-in-Trust (CFIT) Projects aimed at equipping Teacher Educators and Teachers with the relevant competencies of using ICT as a pedagogical tool and creating more opportunities for professional development in both pre-service and in-service training so as to address the quality of teaching and learning. The project was implemented from 2014-2016 in Kyambogo University, Shimoni Core Primary Teacher College, and Nakawa Vocational Training Institute. Through the project the capacity of 137 Teacher Educators from the 3 TTIs has been enhanced; (ii) a Learner management system (LMS) was developed and populated with Online training courses and other materials developed by the Teacher Educators; (iii) supply and installation of 272 ICT and Studio Equipment to the 3 key TTIs. This intervention contributed to the Ministry of Education and Sports (MoES) expansion of the education system to provide equitable access and quality education for all.

**Promoting gender responsive pedagogies in teacher education in Uganda**

UNESCO Supported the MoES to promote focused on ‘Promoting gender equity and equality in education in Uganda through gender sensitive primary education’ and strengthen the capacity of teacher educators to integrate gender sensitive pedagogy in primary education. This project was implemented with the support of the government of Azerbaijan and in close cooperation with the UNESCO International Institute for Capacity Building in Africa (IICBA). The project aimed at raising awareness and strengthen capacities of primary school teacher trainers, head teachers, teachers and national and district education and gender officials to deliver and scale-up gender-sensitive teacher training and pedagogies, so as to improve girls' access and performance in primary education in Uganda. A gender assessment and audit was undertaken to assess gender equality and gender responsiveness in teacher education implementation and a module developed on gender mainstreaming in teacher education. Over 350 teacher educators from 12 Primary Teacher Training Colleges and education officers were trained in 2016 to implement gender responsive pedagogies in teacher education.
Strengthening the national capacities to plan and manage the teaching profession in Uganda

The Government of Uganda through the CapEFA Programme to (i) develop a teacher management information system (TMIS) to ensure availability and access to accurate and timely teacher data for policy formulation, planning and management; (ii) harmonize teacher training programmes and develop a Continuous Professional Development framework for effectively delivery of quality education; (3) consolidate the various teacher policies for effective teacher management and delivery of educational services; and (4) developed a social dialogue framework to address issues concerning teacher status and welfare. The teacher management information system (TMIS) has been developed and piloted; the teacher competency profiles for ECD and secondary tutors and instructors developed and launched with a harmonized initial teacher-training framework. A national teachers’ policy, a CPD framework have been developed and submitted for cabinet approval while the social dialogue framework is yet to be finalized.

Mr. James Tweheyo, General secretary of UNATU, National Chairperson of UNATU Margaret Rwabushaija, and President Museveni and the Minister of Education and Sports at the launch of the Teacher Competency Profiles during the International Teachers’ Day celebrations held at Lugogo Cricket Oval Grounds in Kampala on 5th October 2016. Photo by UNATU
Natural Sciences

The Natural Sciences Sector tackles the following Sustainable Development Goals:

Regional Strategy
The strategy promoted investing in Science, Technology and Innovation: creating knowledge and understanding through science to find solutions to the acute economic, social and environmental challenges, and to achieving sustainable development and greener societies. As no one country can achieve sustainable development single handedly, international scientific cooperation contributes, not only to specific knowledge but also to building peace.

Strategy responded to the continued decline in participation of women and girls in Science, Technology, Engineering and Mathematics (STEM) to change the situation.

Activities
Inspiring Youth for Gender Equality in STEM in Kenya

A STEM mentorship camp for girls was organized in the Coast region where a total of 150 students were mentored from the following counties: Mombasa, Kwale, Kilifi, Taita Taveta, Garissa, Lamu. In the Camp, students were introduced to women scientists and engineers who served as role models across multiple science-based disciplines. Such fields include women experts in ocean science, aerospace and geospatial engineering; bio-chemistry, agro-forestry and telecommunications. During the camps, students had the opportunity to interact with role models, which enabled them to receive not only mentorship on STEM, but also on life skills and survival techniques on various issues that affect women and girls in the learning and work environments. The STEM Mentorship Camps provide girls with the necessary skills to pursue careers in the sciences, engineering technology and mathematics; while simultaneously empowering them to become powerful agents for gender equality in the sciences. The camps also empower girls to think of scientific solutions to problems from scientific and engineering perspectives.

Secondary school girl students from Western Kenya gather at Kisumu Girls High School with their science and mathematics teachers to take part in the UNESCO Scientific Camp of Excellence. ©Masakazu Shibata/UNESCO
L’Oréal-UNESCO for Women in Science sub-Saharan Africa Fellowships

The L’Oréal-UNESCO For Women in Science sub-Saharan Africa Fellowships are granted by the L’Oréal Corporate Foundation and L’Oréal South Africa in partnership with the UNESCO Regional Office for Eastern Africa and the African Network of Scientific and Technological Institutions (ANSTI). A Jury has recognized the tenacity, the creativity and the intelligence of the 5 eminent women scientists who bring their transformative science to change the world, from the five continents.

OFID-Panasonic-UNESCO: Solar Electrification Programme of Rural Schools in Madagascar

Mr. Mohamed Djelid, Director, UNESCO Regional Office for Eastern Africa, stressed, "The solar electrical project, among others, demonstrates UNESCO’s commitment for sustainable solutions, such as fully utilizing renewable energy sources into our programmes. This approach is very important for Africa as a whole, as only 30% of the African population has electricity. In Madagascar, half the population is without electricity. UNESCO is strategically concerned in providing access and quality education, and the absence of electricity in fact has detrimental effects for the quality of teaching and learning."

Water for Life

Water is fundamental for life and ensuring water security for communities worldwide is essential for peace and sustainable development. The scientific understanding of the water cycle, including the distribution and characteristics of surface and groundwater, contribute to the wise management of freshwater for a healthy environment responding to human needs.

The UNESCO Regional Office for Eastern Africa serves as a water science hub for Sub-Saharan Africa, under the UNESCO International Hydrological Programme. IHP-UNESCO focuses on addressing water security challenges at local, regional and global levels including the strengthening of droughts and floods monitoring, and forecasting; and improving groundwater mapping capabilities and its management and governance such as on trans-boundary aquifer systems. Improved knowledge of surface and groundwater will help to address water scarcity and quality to safeguard human settlements. In doing so, UNESCO also focuses on strengthening human and institutional capacity on water management and security and cooperation. By raising awareness on water issues and strengthening water cooperation, UNESCO leads the enhancement of exchanges, communication, cooperation and support to International Hydrological Programme (IHP) scientific networks in Africa.

The shores of Lake Turkana, the largest perennial desert lake in Africa. ©Masakazu Shibata/UNESCO

Mr. Mohamed Djelid UNESCO Regional Director for Eastern Africa accompanied by his team in Madagascar and Mr. Osman Benchikh, Chief of the Section on Innovations and Capacity Strengthening for Science and Engineering, UNESCO gave speeches at the forum.
Trans-Boundary Water Assessment Programme (TWAP)

TWAP works with the water systems of the world – aquifers, lakes, rivers, large marine ecosystems and open oceans - to support the socioeconomic development and wellbeing of the world’s population. It does so by improving the knowledge of ground water aquifers to provide a broad characterization of these aquifer systems. Many of these water systems are shared by two or more nations, resulting in a complex web of environmental, political, economic and security interdependencies.

Under these circumstances, TWAP became the first global-scale assessment, which improves knowledge for informed decision-making, awareness-raising and fostering cooperation among all stakeholders. UNESCO has been working with experts among its Member States to better characterize the different aquifers and to propose a mechanism for its peaceful and sustainable management.

Integrated Water Resource Management in Kenya, Tanzania, Madagascar, Rwanda and Uganda

Water is a key driver of economic and social development while it also has a basic function in maintaining the integrity of the natural environment. Managers, whether in the government or private sectors, have to apportion diminishing supplies between ever-increasing demands. The Integrated Water Resource Management approach promotes an efficient, equitable and sustainable development and management of the world’s limited water resources and coping mechanisms for conflicting demands.

Earth Science

Everything around us is connected to everything and the link is the Earth. The study of interactions forms the basis for Earth science knowledge which is important in management of Earth’s resources for a peaceful and sustainable future. The UNESCO Regional Office for Eastern Africa continues to serve as the hub for Earth Science activities in Africa. As an overarching initiative, activities are implemented in accordance with the UNESCO Earth Science Education initiative in Africa. UNESCO is providing support to the development of the next generation of earth scientists by equipping them with the necessary tools, networks and perspectives to apply sound science to solving societal problems and to advise the member states for sustainable development.

Africa Array: Bringing young knowledge together on geophysics through field research and trainings

UNESCO together with the Foundation of the Society of Exploration Geophysicists, and Opportunities for Enhancing Diversity in the Geosciences of the US National Science Foundation, organized the 2016 Africa Array International Geophysics Field School. The event was hosted by the School of Geosciences at the University of the Witwatersrand, South Africa. Where total of 38 participants out of which 16 (42%) were women) from Botswana, Egypt, Germany, Ghana, Madagascar, Malawi, Namibia, New Zealand, Nigeria, South Africa, Tanzania, Uganda, USA, Zambia, Zimbabwe took part in the 3-week programme, following a competitive selection process of nearly 100 applicants.
African Network of Earth Science Institutions (ANESI)

ANESI subscribes to the vision of the Earth Sciences Education Initiative in Africa to trigger the emergence of the new generation of African earth scientists who are equipped with the necessary tools, networks and perspectives to apply sound science to solving and benefiting from the challenges and opportunities of sustainable development. Through the four-year funding from Swedish International Cooperation Agency, UNESCO facilitated the establishment of ANESI, which became fully operational in 2015. The secretariat is based in the UNESCO Regional Office for Eastern Africa and is currently implementing a series of activities to facilitate exchange and collaboration for high quality research and capacity building exercise in Africa. During the implementation of ANESI programme in 2016, more than 81 scientists were aided across Africa 69 university departments and research institutions were identified in the ongoing mapping process. Many of these institutions face serious challenges in conducting laboratory and field trainings. To this end, UNESCO supported in 2016 training courses for students and researchers for joint teaching and research activities with industry partner institutions. The ANESI Constitution was adopted by the General Assembly held in Ibadan (Nigeria) and entered into force on the 26th of November 2016.

Environmental & Health Impacts of Abandoned Mines in Sub-Saharan African Countries

The UNESCO Regional Office for Eastern Africa, in collaboration with the International Union for Geological Sciences, International Geoscience Programme and Swedish International Cooperation Agency, are supporting research on the environmental and health impact of mining activities in Sub-Saharan African countries, with a special focus on abandoned mines. The findings of this research will serve as science-based evidence for proper educational and outreach activities towards communities and will support the development of appropriate legislation and accountable enforcement measures.

Throughout 2016, teams of multidisciplinary scientists surveyed twenty-two abandoned mine sites in a number of 8 countries (across Burkina Faso, Cameroon, Congo Democratic, Kenya, Uganda, Tanzania, Niger, Zimbabwe, Mali, Cote d’Ivoire, Senegal, Namibia, Nigeria, Senegal, South Africa, and Zambia to analyze the heavy metals content in soil, surface and underground water, vegetation and crops. The conducted field work also combined educational and awareness campaigns with communities of artisanal miners and local authorities. As the project is nearing completion, the next face of the project should focus on Artisanal and Small scale Mining (ASM) curriculum development across Africa.

Sensitization Workshop for Teachers and Education Stakeholders on Earth Science Education through UNESCO Clubs for Curriculum Review in Kenya Primary Schools

The UNESCO Regional Office for Eastern Africa together with Kenya National Commission for UNESCO (KNATCOM) and the Department of Geology of the University of Nairobi organized a sensitization workshop for teachers and education stakeholders on Earth science education. The workshop was held on 17 to 19 May 2016 at Kenya School of Monetary Studies. In attendance were Teachers from rural and urban areas, Kenya National Union of Teachers, Ministry of education science and technology, Ministry of mining, Ministry of energy and petroleum, Universities, Kenya Institute of Curriculum Development, experts in Earth science and NGOs. The main agenda of the workshop was to sensitize teachers and education stakeholders on the need to promote Earth science education in Kenyan schools and find the best way to slot more Earth science topics in the ongoing process of curricula reform in Kenya. Experts from Kenya, South Africa and Australia gave some insights on the role of Earth science knowledge in the society and how inculcating this discipline from early childhood is crucial in forging a new generation of ‘Earth stewards’. Some important questions discussed during the workshop include: a) why and how Earth Sciences should be promoted in the schools – kindergarten, primary, secondary, b) how to capacitate teachers to include more Earth science in their day-to-day lessons. Finally, participants reflected on key...
recommendations that would be considered in the process of curricula reform in Kenya. The report was handed over to the Kenya Institute of Curriculum development (KICD) for reference to the ongoing reform process.

**Understanding and Management of Africa’s Ocean and Coastal ecosystems**

The Intergovernmental Oceanographic Commission of UNESCO’s Sub Commission for Africa and the Adjacent Island States (IOCAFRICA) promotes scientific research and understanding of the ocean and coastal environment and resources, and provide the science-base necessary for the development of the Blue Economy in Africa as outlined in the African Union’s Agenda 2063 ("The Africa We want"), and the 2050 African Integrated Marine Strategic Plan of Action (AIMS2050) through a number of activities.

**Ocean Observations and Monitoring**

IOCAFRICA undertook a survey of the tide gauges that have operated along the African coasts and the adjacent islands, including the volumes and quality of data collected. The report included an inventory of capacity available for installation, leveling and maintenance of gauges, as well as analysis of data (including the qualifications of the experts; the requirements for completion of the sea level network in the region; and a bibliography of sea level literature from the region.

IOCAFRICA continued to support the participation of countries from the region in the Second International Indian Ocean Expedition – IIOE-2 (2015-2020). National work plans for IIOE-2 were developed and submitted by Kenya, Madagascar, Mauritius, Mozambique, South Africa and Tanzania. These have been consolidated into a single proposal for IIOE-2 for the Western Indian Ocean. IOCAFRICA facilitated consultations on joint implementation of IIOE-2 in the region (South Africa-Tanzania and South Africa-Kenya) in November 2016. Issues discussed included joint regional surveys using the Kenyan and South African oceanographic research vessels and the proposals for establishing centres of excellence in the framework of IIOE-2 to cover the following topics: Operational Oceanography (South Africa), Marine Biodiversity (Tanzania), Remote Sensing (Mauritius) and Ocean Data and Information Management (Kenya). Collaboration was also established with the Food and Agricultural Organization’s EAFNASEN programme on the use of the new RV Fridjhof Nansen for regional surveys in the framework of the Second International Indian Ocean Expedition IIOE-2.

**Ocean Sciences and Assessments**

The IOCAFRICA Group of Experts on Harmful Algal Blooms had its first meeting at the Kenya Marine and Fisheries Research Institute in Mombasa, Kenya from 22-26 February 2016. The meeting, developed an IOCAFRICA HABs programme focusing on; generation of regional baseline data, development of an inventory of all HABs events from 2010-2015, assessment of capacities and facilities to manage HABs effect (human, equipment, laws/regulatory, programs, financial), basic and advance training on phytoplankton and advanced microscopy capacity building, development of a regional HABs identification guide and the use of standardized nets for sampling benthic microalgae to fully understand HABs related
issues in Africa. A training course on phytoplankton collection and identification was organized jointly with the International Atomic Energy Agency (IAEA) from 29 August – 9 September 2016 and hosted by the Institute National de Recherche Halieutique (INRH) in Agadir, Morocco.

The Ocean Forecasting workshop for the Western Indian Ocean organized by IOCAFRICA and the Western Indian Ocean Marine Sciences Association from 22-27 August 2016 at the Institute for Meteorological Training and Research, Nairobi, provided an opportunity for ocean experts to work on forecasts for sea surface temperatures, thermohaline circulation, dispersal and connectivity of reef larvae, and teleconnection between the Pacific and Indian Oceans. The results and the possible impacts on weather for the October-November-December 2016 season were presented at 44th session Climate Outlook Forum for the Greater Horn of Africa (GHACOF) organized by the IGAD Climate Prediction and Application Centre from 29-30 August 2016 in Kampala, Uganda.

IOCAFRICA in collaboration with the Western Indian Ocean Marine Sciences Association provided support for the implementation of a project on “Responses of biological productivity and fisheries to changes in atmospheric and oceanographic conditions in the upwelling region associated with the East African coastal current” led by the Tanzania Fisheries Research Institute and the Kenya Marine and Fisheries Research Institute. The overall purpose of the project is to investigate the ecosystem impacts of meteorological and oceanographic conditions in the upwelling region associated with the East African Coastal Current (EACC) system by establishing relationships between upwelling, marine productivity and the associated fisheries.

Ocean Data and Information Management

The review and consolidation of products developed in the framework of the Ocean Data and Information Network for Africa (ODINAFRICA) was completed. The ODINAFRICA website (www.odinafrica.org) was revamped to facilitate access to the ODINAFRICA products and services such as: Bibliographic Search Services, Document Request and Delivery Services, Literature Catalogues, Document Repositories, Directories of experts and institutions, ODINAFRICA Projects Database, Ocean Data Collections and Catalogues (metabases), Sea level data collection, Coastal and Marine Atlases, and the African Register of Marine Species. Work commenced on the transfer of the African Coastal and marine Atlases (www.africanmarineatlases.org) from the SmartAtlas platform to GeoNode following the training of ACMA experts at the Marine and Coastal Research Institute – INVEMAR, Santa Marta, Colombia in June 2016.

IOCAFRICA undertook an inventory of in-situ oceanographic cruises and datasets from the Eastern African oceans and coasts, taking into account information available in institutional websites, national and international data centres, and information collected directly from experts and institutions. The results of the survey have been used to establish the basis for the African node of the Ocean Data portal hosted by the Kenya Marine and Fisheries Research Institute.

Capacity Development and Public Awareness

The regional training centres established in the framework of the Ocean Teacher Academy project at Kenya Marine and Fisheries Research Institute (Mombasa, Kenya) and the Centre de Recherches Océanographiques de Dakar-Thiaroye CRODT/ISRA (Dakar, Senegal) organized three regional training courses in 2016. The first was a training course on the fundamental principles of the management of oceanographic data (from 25 to 29 January 2016) in Dakar, Senegal. This course provided a comprehensive introduction to oceanographic data management. The participants learnt and practiced methods of oceanographic data handling using common oceanographic datasets and formats, covering a variety of oceanic environments, spanning from open sea, shelf seas up to estuaries. The second one was a training on scientific cruise planning, oceanographic sampling, fisheries and data management was organized in collaboration with the Flemish Marine Institute (VLIZ) in Mombasa, Kenya from 18 to 27 April 2016. The training included a three-day research cruise.
expedition along the Kenyan coast, on board Kenya’s research vessel, the RV Mtafiti. Documentary film produced during the training is available on youtube at: https://www.youtube.com/watch?v=LQQBP3M-YUs

The third training was on Electronic repositories and communication tools, organized at the Kenya Marine Research Institute from 21-24 November 2016. e- Repositories (digital repositories) are the backbone of the Open Access Movement and over the years they have grown from supporting only research literature to encompassing data, and multimedia etc. and often have become an organizations' holistic digital asset management tool.

The UNESCO Regional Office for Eastern Africa, in collaboration with the Kenya National Commission for UNESCO, the Kenya Federation of UNESCO Clubs, Centers and Associations, and the Kenya Marine and Fisheries Research Institute launched in May the Ocean Science Essay Competition 2016. The competition aimed at creating awareness on ocean sciences among Kenyan High School students and encouraged them to explore an interest in ocean and marine sciences. More than 200 essays were submitted from 28 schools, with very captivating stories providing useful information. Fifty-two essays were selected for inclusion in a publication.
The Social and Human Sciences sector covers the following Sustainable Development Goals:

Regional Strategy

The Social and Human Sciences sector plays a vital role in assisting the international community make sense of the socioeconomic, political and cultural dynamics, and contexts that underpin human lives and livelihoods. Globally, the sector’s work covers, among others, the following thematic issues: Culture of Peace and Intercultural Dialogue, Youth Development, Human Rights, Social Inclusion and Gender Equality, Philosophy, Management of Social Transformations, and Bioethics and the Ethics of Science and Technology. It combines the role of a think tank which advances knowledge through intellectual engagement and exchange; a standard setter; and a catalyst for international cooperation, taking advantage of the Organization’s convening power on the global stage. At a time when the world is experiencing tremendous shifts in relations between, and within states, the expertise of the Social and Human Sciences is fundamental not only to our collective understanding of these shifts and transformations, but more importantly how to manage and address the challenges. How to achieve all of that in a manner that also enhances and promotes universal values and principles of freedom, justice and human dignity, as enshrined in UNESCO’s Constitution, form part of the sector’s global mission.

In Eastern Africa, working with various stakeholders including governments, regional bodies, universities, research institutions, youth groups and civil society organizations, the Social and Human Sciences sector plays a critical role in ensuring that UNESCO’s global vision is translated into actionable programme interventions at the regional and national levels. Below, is a summary of priorities and programmatic interventions undertaken by the sector in the region in 2016, the first year of the 2016-17 biennium. The interventions highlighted in this report are in the broad thematic areas of inclusion; bioethics and ethics education; youth development; and the culture of peace and intercultural dialogue.

Activities

Social Human Sciences Urban Inclusion in an Era of Sustainable Development Goals

Following the adoption of the 2030 Agenda for Sustainable Development, and the accompanying 17 Sustainable Development Goals (SDGs) UNESCO took the first concrete steps to lend substance to these international agreed goals, in particular Goal 11 on inclusive and sustainable cities, September, 2015, and the New UN Urban Agenda in October, 2016, by convening an international expert meeting, to reflect on the issues, as well as design tools to assist cities, in implementing the agenda.

The meeting, organized in Nairobi in November, 2016, in partnership with the Government of Kenya, and with the collaboration of UN-HABITAT, using the platform of the
International Coalition of Inclusion and Sustainable Cities (ICCAR), brought together about 40 experts globally, to reflect on the challenges of promoting urban inclusion, in light of the international community’s acknowledgement of the role of cities, municipalities and local governments in achieving sustainable development.

Participants at the conference included representatives from various government ministries, departments and agencies, from the Government of Kenya; representatives from the ICCAR network including the cities of Montevideo, in Uruguay, Birmingham, Alabama in the USA, Auckland in New Zealand, Kericho, Nairobi and Meru, in Kenya, and Toronto, in Canada. In a keynote address to delegates, President of The Urban Think Tank Africa – TUTTA, and the immediate past Regional Director of Programmes at UN-HABITAT, Dr. Alioune Badiane noted that “mounting pressures of changing populations and growing diversity have often resulted in racial tensions, exclusion, gaps in service delivery, and overall threats to social harmony,” concluding that “if this is the urban century, we need to be attentive to urban areas of all sizes, and in all locations.” The two-day meeting ended with the adoption of the draft publication and the assessment tool, which will be piloted in select cities in East Africa and other world regions, beginning second half of 2017.

UNESCO Continue to Promote Ethics Education in the Eastern Africa Region

As part of the work to disseminate knowledge and build capacity in the field of Bioethics and the Ethics of Science and Technology, in 2016, the sector continued to expand its reach in the region, working closely with key partners, including universities, research stakeholders and public health institutions.

For the first time, the Ethics Teachers’ Training Course, was introduced in Tanzania, providing an opportunity for a cross-section of disciplinary experts from across the East and Southern African region, to participate.

In partnership with Muhimbili University of Health and Allied Sciences (MUHAS) in Tanzania, UNESCO organized an ETTC (13 to 16 December 2016) in Dar es Salam. The 4 day course attracted ethics and health professionals from Tanzania, Botswana, Kenya, Malawi, Uganda, and Zambia, with trainers from Egypt, France, Kenya and Namibia. The participants’ background ranged from epidemiologists and microbiologists, to philosophers and pediatricians. The course, based on UNESCO’s Core Curriculum in Bioethics, which draws its inspiration from the 2005 Universal Declaration on Bioethics and Human Rights, is designed to advance pedagogical capacity for ethics teaching, and improve the quality of ethics education around the world.

The Course was conducted by a team of international and local experts with extensive experience in ethics education, and based on a five-day training module developed by UNESCO in collaboration with global experts in ethics education. The module contains the following key components: Global Perspective on Ethics Teaching: Trends, Challenges and Opportunities; The UNESCO Core Curriculum as a Tool for Promoting Quality Ethics Education; Ethics Teaching in Action: What and How to Teach (A Model Lesson); Workshop: Sharing Experiences in Ethics Teaching from the Local perspective; Classroom Communication: Pedagogy and Psychology of Ethics Teaching; and Simulated Teaching Presentations by Participants, all of which form part of the Core Curriculum. UNESCO also advocates incorporation of the course into the postgraduate curricular of partner institutions. In many ways, this approach to teaching ethics reinforces the spirit of the famous dictum of “building peace in the minds of men,” articulated in the Organization’s Constitution.
Youth Development a Priority in the Region, UNESCO supports Development of Youth-led Strategy in Kenya

In 2016 the sector supported the development of a youth-led strategic plan in Kenya, based on the three pillars of UNESCO’s Operational Strategy on Youth (2014-2021). The initiative of the UNESCO Youth Forum with the support of the Kenya National Commission for UNESCO, and the Directorate of Public Service Management, in the Ministry of Gender, Public Service and Youth organized a one-week seminar in December 2016, designed to develop the first Kenya UNESCO Youth Forum Strategic Plan. The plan was derived from a situational analysis of the draft strategic plan that was provided by the Kenya UNESCO Youth Forum members who aided in getting an overview of the present state of Kenya UNESCO Youth Forum’s strategic model, key areas and activities, implementation and coordination, as well as monitoring and impact evaluation. The plan will be launched in the second half of 2017, and used as the basis to reach out to youth in the region, and begin a process of developing a similar document at the regional level, with the youth themselves exclusively in charge of the entire process.

UNESCO Supports Youth Entrepreneurship Training in Two Counties in Kenya

In 2016, the sector and its partners, namely; the Kenya National Commission for UNESCO, and county governments introduced STEP4Youth in two more counties, Mombasa and Nakuru. In March 2016, the partners concluded the Students Training on Entrepreneurship Promotion for Youth (STEP4Youth) in Mombasa county, with more than 100 youth from the county benefitting from the programme. Six months after the training in Mombasa, Nakuru county hosted the training programme, with 100 youth beneficiaries, including youth with disabilities. The Cabinet Secretary promised government’s support for the programme, and ended by urging the youth to also take advantage of existing schemes of sourcing funds to promote their business ideas, including among others, the Youth Enterprise Development Fund and the UWEZO Fund. The ceremony also attracted other relevant stakeholders from the national government, the two partner universities involved in the initiative (Kenyatta University and Leuphana University), the Konrad Adeneur Stiftung (KAS) Foundation and members of the public from Nakuru County.

Celebrating International Day of Peace with Youth in the Region

A youth led interactive discussion on the Sustainable Development Goals (SDGs), as building blocks for peace in Eastern Africa, was the highlight of the 2016 International Day of Peace celebration, in Nairobi. As part of its work supporting youth participation in peacebuilding, within the spirit of Pillar III of the UNESCO Operational Strategy on Youth, the sector supported the UNESCO Youth Forum in Kenya, which organized an interactive regional discussion featuring youth leaders, students and activists from...
Kenya, Somalia and South Sudan, with an audience of about 70 youth, drawn from universities and youth organizations across the region. The event provided a platform for engagement among the youth on the critical challenges of building peace in the region, placing the SDGs under spotlight, reflecting the 2016 global theme for the celebration. The event was officially opened by the Secretary general of Kenya National Commission for UNESCO, and attended by Director of the UNESCO Regional Office, along with the Heads of UNESCO Offices in Dar es Salam and Juba. Also present was the Deputy Director of UN Information Center (UNIC) in Nairobi, who delivered the UN Secretary General’s message of the day. The interactive discussion that followed the official formalities featured Mr. Ronnie Osumba, Chairman of Kenya’s Youth Enterprise Development Fund, Mr. David Dagu of the Forest Whitaker Foundation in South Sudan, Ms. Faith Manthi, President of the UNESCO Youth Forum in Kenya, and Ms. Maryam Mohamed, a Somali Women’s Rights Activist, who is also an international relations student at United States International University-Africa (USIU-Africa). The panelists engaged their audience in a lively debate on a wide range of issues and topics, including but not limited to youth as ambassadors of the SDGs, the relationship between youth entrepreneurship and peace, prevention of electoral violence by the youth and youth radicalization.

International Day of Youth Promoted in Somalia, with Launch of Youth Peace Dialogues

As part of the 2016 celebration of International Youth Day, the sector supported the Somaliland Federal Ministry of Youth & Sport, in collaboration with the country’s regional Ministries of Youth & Sport, and the Somali Youth Development Network (SOYDEN) in launching the Somali Youth Peace Dialogue Forum, a platform designed to promote dialogue among young Somalis on issues that affect them, particularly their role in building peace. The celebration and launch of the initiative provided an opportunity for 120 youth participants from across the country to engage with government officials and decision-makers, with a view to directly inject young voices into Somalia’s quest for lasting peace, security and sustainable development. The overall objective of the Somali Youth Peace Dialogue Forum is to create a platform and empowering space for Somali youth to deliberate, debate and reflect on the common challenges affecting them, with the view finding solutions to those challenges at local, community and national levels. The two-day forum included a series interactive panel discussions, focused group discussions and working group sessions on topics such as peace education, violent extremism, civic education and culture as a vector for development. The thematic panel discussions were framed around the following four key areas; the role of youth in contributing to peace and sustainable development; the role of local communities in supporting and empowering youth; the role of Educational Institutions in youth development; and Somali Youth, ICT, Social Media in supporting and preventing violent extremism. The event which concluded on August 12, marking the International Day of Youth, was addressed by the Deputy Prime Minister, who, in his message, urged young participants to take an active role in preventing violence and building peace through education.
Culture

The Culture sector tackles the following Sustainable Development Goals:

Regional Strategy

The strategy for strengthening the Culture Sector in the Eastern Africa and adjacent Indian Ocean Islands Region is to raise awareness of the contribution of culture to sustainable development, national identity, social cohesion, intercultural dialogue and peace-building. Our success will be based on building a network of culture stakeholders in Eastern Africa working together to strengthen and share their national resources towards a sustainable culture sector in East Africa.

We are starting by carrying out a study on the availability of cultural indicators in East Africa. The results and recommendations of the study will provide the basis for a regional project proposal to build capacities in collecting cultural indicators. We are convinced that the availability of cultural indicators will demonstrate the impact of culture on sustainable development. This will provide a solid argument for Member States to begin including culture in their National Plans for Development.

Guided by the United Nations Sustainable Development Goals and the African Union’s Vision 2063 together with the UNESCO Priority Africa Programme, we are partnering with the African Union, the Regional Economic Commissions, National Commissions for UNESCO and other governmental and non-governmental partners as well as civil society to accompany the 13 countries covered by our regional office in ensuring their cultural resources provide a solid foundation for sustainable development in East Africa.

Activities

East African Participants benefit from listing, funding and capacity building during the 11th session of the Intangible Cultural Heritage Committee

Representatives from nine East African countries - Comoros, Djibouti, Ethiopia, Kenya, Madagascar, Mauritius, South Sudan, Tanzania, and Uganda - participated in the 11th session of the UNESCO Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage, which took place in Addis Ababa, Ethiopia from 28 November to 2 December 2016. During the 11th session, three elements from East Africa were added to these lists. Uganda had the Ma’di bowl lyre music and dance inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding.

Both Ethiopia and Mauritius had elements inscribed on the Representative List: The Gada system, an indigenous democratic socio-political system of the Oromo (Ethiopia) and Bhojpuri folk songs in Mauritius, Geet-Gawai (Mauritius).
UNESCO has been working closely with South Sudan to support the development of its first Tentative List of potential World Heritage sites. Following an introductory national training workshop in June 2016, UNESCO mobilized senior representatives of the World Heritage Advisory Bodies as well as the African World Heritage Fund to participate in a virtual consultation on 30 September 2016, with the national team in Juba responsible for developing the draft Tentative List Forms for natural and cultural heritage sites in South Sudan. Following this virtual meeting, the national teams are revising the draft forms prior to their submission to the Government of the Republic of South Sudan for the official submission to the World Heritage Centre for inclusion on South Sudan’s World Heritage Tentative List.

UNESCO expert mission examines the state of Laas Geel Rock Art site

With financial support from the French Embassy in Kenya and Somalia, UNESCO sent a technical expert mission from 28 October to 2 November 2016 to review the state of conservation of the Laas Geel Rock Art site, one of the oldest rock art sites in Africa and the most important ancient site in Somaliland. In their report, the mission team offered concrete proposals for management of the site and also noted possible “outstanding universal values”, which could be considered for a future nomination to the World Heritage List.

Djibouti examines its efforts to promote the creative industries and the diversity of cultural expressions

In December 2016, UNESCO supported Djibouti with the organization of a public information session and weeklong workshop on the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions looking back at what efforts were made over the past four years to implement the Convention through cultural policies and measures to develop creative industries and contemporary expressions of culture. The outcomes of this reflection will be included in Djibouti’s Periodic Report on the Implementation of the 2005 Convention. This comes at a time when Djibouti is placing a high priority on adopting its first ever National Cultural Policy.
UNESCO supports Kenya’s campaign against illegal Wildlife Trade

In December 2016, UNESCO held a forum for national conservation stakeholders to discuss the promotion of community livelihoods in the fight against illicit wildlife trafficking and how communities may contribute to wildlife conservation in Kenya. The forum, which resulted in the development of a project proposal, follows recommendations of a UNESCO field study funded by the United Kingdom Department for International Development to identify existing and alternative livelihoods opportunities around Tsavo National Park and assess sources of human – wildlife conflicts. The Project also included an awareness-raising campaign against illegal wildlife trade through national radio announcements and social media pages.

Expert Workshop in Rwanda examines Memory Sites

The National Commission for the Fight Against Genocide (CNLG), the Ministry of Sports and Culture of Rwanda and UNESCO organized an international experts meeting on the World Heritage Convention and Memory Sites from 7 to 9 November 2016 with support from the African World Heritage Fund (AWHF). Over 50 participants, including the Rwandan Minister of Sports and Culture, the Executive Secretary of the CNLG, university professors and researchers, NGOs and other stakeholders from civil society attended the workshop.

The Republic of Korea partners with UNESCO for stronger cultural industries in Uganda

With East Africa rapidly emerging as one of the world’s creative and entrepreneurial hotspots, in July 2016, UNESCO launched a new project in Uganda to strengthen the country’s cultural industries and skills of creative professionals. This project, ‘Creative Industries Development for the Diversity of Cultural Expressions: Strengthening the sustainability of creative industries in Uganda’, financed by the Korean Funds-in-Trust to UNESCO, supports the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which was ratified by Uganda in April 2015. Activities include a mapping exercise of the cultural industries in three regions across the country and a series of training sessions to improve skills in artistic design, marketing and management to improve the quality of cultural goods in order to lay the foundations for increased income generation.
UNESCO Intangible Cultural Heritage project leads to the first heritage legislation in Eritrea

The UNESCO Regional Office for Eastern Africa and the Ministry of Education celebrated the first Eritrean Cultural and Natural Heritage Legislation at a national ceremony on 28 January 2016. The legislation is aimed at protecting national cultural and natural heritage with particular focus on both tangible and intangible cultural heritage.

Eritrea’s National Proclamation No. 177/2015 for Cultural and Natural Heritage, adopted in September 2015, was developed with support from a UNESCO extrabudgetary project financed by the Government of Norway for “Strengthening national capacities for implementing the UNESCO Convention for the safeguarding of the intangible cultural heritage in Eritrea.” This new legislation has also been published on the UNESCO Database of national cultural heritage laws.

The Union of Comoros showcases its rich and diverse cultural heritage in a traveling photographic exhibition entitled “Comores, our heritage”

UNESCO partnered with the French Embassy in the Union of Comoros, the National Center for Documentation and Scientific Research (CNDRS) and the Collectif du patrimoine des Comores to create a travelling photographic exhibition entitled “Comoros, Our Heritage” on the rich and diverse cultural heritage of Comoros. The fifty vivid photos in this exhibition, the majority by the photographer Mr. Robin Delsemme, reveal the essence of Comoros’ people and their strong ties to traditions. The images capture Comoros’ intangible cultural heritage, its breathtaking natural heritage, its unique architecture and the products that have become symbols of its trade and identity such as vanilla, cloves, and the emblematic Ylang-ylang flower. A vernissage for the exhibition was held on 19 October 2016 at the CNDRS, after which, it travels to the three main islands of Comoros, where it was on display in the Alliance Française on each island before returning to the CNDRS in Moroni to be part of their permanent collections.
Mauritius launches a Local Economic Development Plan for Aapravasi Ghat World Heritage property

The Republic of Mauritius received International Assistance from the World Heritage Fund to elaborate a local economic development plan for Aapravasi Ghat World Heritage property. The Plan aims at directing development towards the preservation, enhancement and adaptive reuse of heritage and thus diminishing the threat of its demolition. Moreover, it identifies economic opportunities in the buffer zone of the World Heritage property by creating an enabling environment for local communities to benefit from. The project, managed by the Aapravasi Ghat Trust Fund, was initiated in May 2014 and ended in September 2016. The elaboration of the Local Economic Development Plan was guided by the UNESCO 2011 Recommendation for the Historic Urban Landscape along with the United Nations Sustainable Development Goal 11 to ‘Make cities inclusive, safe, resilient and sustainable’.

UNESCO unites staff and stakeholders from World Heritage sites and MAB reserves in Tanzania to raise capacities in business planning and proposal writing

From 23 to 25 June 2016, UNESCO brought together site managers from natural and cultural heritage sites in Tanzania, which are recognized as World Heritage and/or Man and Biosphere Reserves (MAB), community representatives, private partners and national authorities for a workshop to raise capacities in planning and writing project proposals. A total of 35 participants gathered near Kilimanjaro World Heritage property for the three-day workshop entitled ‘Capacity Development in planning for World Heritage Sites & Man and Biosphere Reserves Managers’ organized by the UNESCO Office in Dar es Salaam. The workshop aimed to raise the capacities of participants to collaborate on the development of proposals for improving the management, conservation and promotion of natural and cultural heritage sites with a view to increasing the economic impact these sites can have on local communities and improving the quality of offerings they can provide to visitors.

UNESCO supports Kenya’s 6th Slum Film Festival: ‘Africa Rising’

In support of the State Party of Kenya’s implementation of the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO offered patronage for the sixth edition of Kenya’s innovative Slum Film Festival. This first ever film platform
features stories from slums, about slum realities and made by film-makers from the slums in Africa – and beyond. The 2016 edition included a film competition, a Filmmaker Lab (including capacity-building workshops and Master Classes), panel discussions, media engagements, film screenings in the slums as well as in central locations in Nairobi, and an awards ceremony on the evening of 26 August 2016.

As part of UNESCO’s support, UNESCO’s Regional Office for Eastern Africa led a capacity building workshop on the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and its International Fund for Cultural Diversity, which took place on 9 August 2016 at the PAWA254 Maguezi Theatre during one of the Filmmaker Labs. The workshop was attended by over 40 participants, including writers, visual and theatre artists, filmmakers, poets, and storytellers as well as youth and indigenous groups and media specialized in the arts.

In addition to sponsoring the Filmmaker Labs, UNESCO also supported the participation of Mr. Simon Bingo, founder of the first Juba Film Festival in July 2016, as part of the Slum Film Festival Visiting Filmmaker Programme, in order to share his experiences with participants in the Filmmaker Labs and also to learn from the Slum Film Festival experience in order to strengthen the second edition of the Juba Film Festival in 2017.

**UNESCO joins in celebration of Somali Heritage Week in Kenya**

UNESCO collaborated with the Heinrich Boell Foundation and the Awjaama Omar Cultural Research & Reading Centre for the celebration of Somalia Heritage Week at the Kenya Cultural Centre/National Theatre from 13 to 16 October 2016.

UNESCO participated in a panel discussion on 16 October 2016 on the ‘Making and Unmaking of Somali Identity’ by highlighting the potential role that UNESCO’s normative instruments in the field of culture, namely the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, could play in reinforcing and promoting Somali identity, building social cohesion and national identity. During this intervention, UNESCO also highlighted how the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions offers the potential of reducing youth radicalization and extremism by providing a vector for creative expressions, especially among youth, as well as paths towards employment through the creative industries. The panel discussion also offered the opportunity for UNESCO to raise awareness about the creation of the ‘Friends of Somali Culture Group’ as well as joint efforts with the European Union and the Italian NGO ‘CISP’ (Development of the Peoples) to promote Somalia’s ratification of the 1972 World Heritage Convention.

**Protection and Promotion of the Diversity of Cultural Expressions in Rwanda**

Artists, musicians, film makers and civil society representatives in Rwanda were invited to a public consultation in Kigali on 8 September 2016 to have their final say on what key cultural policies and measures will be featured in Rwanda’s first periodic report on the implementation of UNESCO’s 2005 Convention on the Protection and the Promotion of the Diversity of Cultural Expressions.

This public consultation was led by Rwanda’s National Team responsible for drafting the country’s periodic
report on the implementation of cultural policies and development of the creative industries in Rwanda. This report will guide the Ministry of Sports and Culture as a benchmarking tool and contributes towards future policy making. The workshop followed an earlier consultation session held in May 2016, organized by UNESCO and the Ministry of Sports and Culture and funded by the Swedish International Development Cooperation Agency (Sida) as part of a policy monitoring project entitled: ‘Enhancing fundamental freedoms through the promotion of the diversity of cultural expressions in Rwanda’.

**Traveling photographic exhibition showcases “Kenya: Land of Culture and Diversity”**

The UNESCO Office in Nairobi partnered with the Kenya National Commission for UNESCO in collaboration with the Trust for African Rock Art (TARA) to showcase Kenya’s rich and diverse cultural heritage in a travelling exhibition of photographs entitled “Kenya: Land of Culture and Diversity”, which was displayed at cultural events across the country as well as during the Executive Board of UNESCO as part of Kenya’s national cultural celebrations in 2016.

The exhibition features a collection of 50 images primarily taken by photographer and TARA founder, David Coulson. Owing to the profusion of different cultural groups across the country, the exhibition focuses on a cross-section of these cultures while highlighting lesser-known areas in northern Kenya, such as Marsabit and Turkana Counties, which border with Ethiopia, South Sudan and Uganda. In addition, the exhibition features images from the Swahili coast as well as from the Suba and Luo cultures in western Kenya. The photographs give viewers contextual impressions of Kenya’s indigenous groups showing different aspects of their tangible and intangible cultural heritage, such as lifestyle, architecture, dress, art and dance. In all, 12 cultures from across the country are highlighted as well as past cultures illustrated through ancient rock art.

**Saving the Rainforests of the Atsinanana, Madagascar**

UNESCO supported the Malagasy Government with a two-year project (2014-2016), which offered “Emergency Assistance to the Rainforests of the Atsinanana World Heritage property”. The project was financed by the Government of Norway and aimed to remove the Rainforests of the Atsinanana from the UNESCO List of World Heritage in Danger, a status it received in 2010 due to illegal logging of precious wood (ebony and rosewood), deforestation and poaching of lemurs.

Rainforests of the Atsinanana, UNESCO World Heritage Site 2007, it consists of 13 specific areas in six national parks in the eastern part of Madagascar
Communication and Information

The Communication and Information Sector tackles the following Sustainable Development Goals

Regional Strategy

The Communication and Information sector works towards peace and strong media institutions in Eastern Africa by creating an enabling environment for freedom of expression and press freedom. The regional strategy favours advocacy for Human Rights through the celebration of International days such as World Press Freedom Day, International Day to End Impunity for Crimes against Journalists or International Day for the Universal Access to Information in promoting Human Rights.

The safety of journalists is promoted by strengthening coordination mechanisms and capacity development initiatives targeting diverse stakeholders, from journalists to security forces. Pluralism of media is encouraged in supporting community radios in the region. Community radios are crucial to ensuring media pluralism and freedom of expression for their accountability to the communities they serve, especially thanks to the involvement of women and youth.

The sharing of knowledge and information, particularly through Information and Communication Technologies (ICTs) has the power to transform economies and societies. The sector specifically works with teachers and their competencies to understand the policy environment, digital curriculum, skills, infrastructure, and the use of ICT for professional development. Policy support is also provided for holistic ICT in Education policies and Open Education Resources (OER) policies and strategies.

The UNESCO Regional Office for Eastern Africa assist Member States in the region to implement the Convention on the Rights of Persons with Disabilities adopted in 2006. Support is provided in developing policies and strategies on inclusion of persons with disabilities, building an enabling environment and raising awareness on the power of ICTs and capacity building sensitization on the role of ICTs.

Specific interventions target the digitization of documentary heritage that reflect the cultural value of the region, to prevent the growing danger of loss of valuable information that determine the region’s legacy of knowledge, identity, history and values. Moreover, Member States in the region are encouraged to facilitate the preservation of the region’s documentary heritage through the Memory of the World Programme.

Activities

Supporting OER Policy Development in the Eastern Africa Region

UNESCO supports education through policy support for ICT solutions designed and made for Africa, by Africa. UNESCO participated in the 6th Innovation Africa Conference that took place in Nairobi, Kenya under the official patronage of the Kenyan Ministry of Education from 20 to 22 September 2016. Representatives of governments, institutions, private companies, NGOs and IGOs participated in the event sharing experiences in deploying ICT in education. During the African Leaders Day, UNESCO facilitated a better understanding on how to budget for ICT in Education and highlighted the importance of adopting a holistic approach, taking into account the whole ICT in Education ecosystem when budgeting for ICT in Education. The importance of ICT in Education policies was also highlighted. The session was co-facilitated with the
Global E-Schools and Communities Initiative (GESCI) who presented cost pattern for ICT in education projects and Total Cost of Ownership case studies. UNESCO also participated in Innovation Africa, a direct follow-up to a Regional Colloquium on ICT for Teacher Training held in Nairobi, Kenya in November 2015, where five regional themes were identified as important elements in Eastern Africa: Budgeting for ICT in education, Open Education Resources (OER) for teacher training, A continuum between pre- and in-service teacher training with the focus on UNESCO’s ICT Competency Framework for Teachers (ICT-CFT), ICT for assessment and Impact measurement of ICT for education projects. The remaining themes will be addressed in upcoming events in the region.

**UNESCO contributes towards ICT skills development for improved practices in Djibouti**

UNESCO supports the University of Djibouti in establishing an OER-based teacher training course for ICT use in Education for its teaching staff based on the Information and Communication Technology Competency Framework for Teachers.

The course is based on the UNESCO Competency Framework for Teachers and will permit lecturers at the university to better integrate ICT in their teaching and learning practices. A series of workshops were held in 2016 to define the ICT competencies required by teaching staff of the University of Djibouti, develop content and integrate recommendations of the external review undertaken by the African Virtual University (AVU) to finalize the course. The African Virtual University made a range of general recommendations in rendering the course more accessible in online and offline environments and also trained online facilitators in online facilitation techniques.

**UNESCO publishes report on safety of Journalists in Kenya, based on the UNESCO Journalists’ Safety Indicators**

UNESCO published in 2016 a study report titled: Supporting Safety of Journalists in Kenya: An assessment based on UNESCO’s Journalist Safety Indicators. The report, developed within the context of the UN Plan of Action for the safety of Journalists, documents the national state of journalist’s safety and the issue of impunity by providing an overview of the safety situation of journalists in Kenya. It also points out the context of safety and the responsibility of all stakeholders in addressing the issue of journalists’ safety in the Kenya. The study finds that Kenyan journalists face serious challenges in the course of their work with both State and non-State actors contributing to an increase in number of threats, incidents of harassment and intimidation as well as legal and personal attacks in the country.

The study was conducted by African Media Initiative (AMI), in consultation with UNESCO. This activity was funded by UNESCO’s Intergovernmental Programme on Development of Communication (IPDC) which is a multilateral forum in the UN system that not only provides support for media projects but also seeks an accord to secure a healthy environment for the growth of free and pluralistic media in developing countries. It was carried out within the efforts of UNESCO to “promote an enabling environment for freedom of expression, press freedom and journalistic safety in Kenya.”
Rwandan police officers and journalists committed to improve their working relationships

When an attack is perpetrated against a journalist, it is not only a crime against the individual and more explicitly its profession, but rather against something much wider: namely, the free flow of information and ideas in society. Rwanda National Police Officers and media practitioners showed their dedication to improving the safety of journalists during the workshop “Safety of Journalists and Public Order”, which was held from 21 to 23 April 2016 at the Rwanda National Police Headquarters in Kigali, Rwanda. The workshop, jointly organized by the Rwanda Media Commission (RMC), UNESCO and the Rwanda National Police, with the support of the Government of Sweden, aimed to reinforce support for the citizen’s right to freedom of expression, through strengthening the professional relationship of police officers and journalists, thus promoting and defending safety of journalists. A total of 45 police officers and 30 journalists and media practitioners were trained by Commander Ian Lafrenière from the Montréal Municipal Police Force from Montréal, Canada who is both a serving police officer, as well as an expert in public communications. Police and media committed to enhance their partnership with the final goal to serve the interest of the public, by developing a code of conduct or operational procedures outlining how they can work together and closely, to serve the public.

Dialogue and roundtable discussions held among key media stakeholders in order to promote the Consolidation of Peace in Madagascar

UNESCO started a series of events in Madagascar to improve the confidence between the media and security forces. The first roundtable discussions took place on 14 and 15 December 2016, as UNESCO is jointly implementing together with UNDP and United Nations High Commissioner for Human Rights the project ‘Democratic, Credible, and Representative Institutions in Madagascar’ (IDIRC). A dialogue session between the security forces and journalists was organized on 14 December 2016 and a roundtable discussion was held with editors and media owners in Antananarivo Madagascar on 15 December 2016. These two dates marked the beginning of the implementation of the IDIRC project in Madagascar.

During the meeting several priorities were identified in order to restore mutual trust between the journalists and security forces. These priorities include the need to organize periodic meetings and trainings for journalists and law enforcement agents with a view to a better mutual understanding of the scope and limits of their respective roles. The designation of a clear and reliable contact point for the media within the security forces was also highlighted as an important priority to guarantee better access to information. Journalists, the national police, gendarmerie and the army shared the view that it would be important to set up a protocol for the security of journalists within the framework of the IDIRC project. Such a mechanism will set the framework for a safety guide and commitment to freedom of expression. The discussions and priorities identified among journalists the national police, the gendarmerie and the army demonstrate the willingness of all parties to dialogue and advance together.

UNESCO Supports Training of Educators and Technicians on Inclusive Publishing in Mauritius

UNESCO supported Mauritius in creating awareness on the need for promoting inclusion of persons with disabilities in mainstream libraries in Mauritius. A first training of 3-days on inclusive publishing, organized from 11 to 13 October 2016 in St Louis, by Mauritius Institute of Education (MIE) and the Global Rainbow Foundation (GRF), was supported within UNESCOs framework of promoting universal access of information and
knowledge and ICT accessibility. The training, which targeted 20 educators and technicians from the Mauritius Institute of Education, aimed at creating awareness on the need for promoting inclusion of persons with disabilities in mainstream libraries in Mauritius. It also aimed at building capacity of the participants on how to create books in digital formats, distribute and make them accessible to learners particularly those who are visually impaired.

During the training, the participants were taken through international standards developed to make reading accessible to learners with special needs, particularly those who are visually impaired. Participants’ were also taken through key guidelines to consider when preparing accessible content for persons with disabilities; barriers to information accessibility and accessibility requirements for persons with disabilities.

**The Seychelles to establish a Diploma in Education ICT based on the UNESCO ICT Teacher Training Framework**

UNESCO is assisting the Ministry of Education to develop a Diploma in Education ICT, one of the national priorities. Following a 2-day workshop in Victoria from 4 to 5 April 2016 to determine essential competencies for teachers who are interested in specializing in ICT in Education in the Seychelles, the required competencies for teachers in using ICT in Education in the Seychelles were determined and a work plan established for teachers in Seychelles to have a relevant specialized teacher training course that integrates ICT in Education. One participant remarked that the ICT-CFT helped us to be more focused and precise in writing competencies.

The workshop was attended by education professionals from Seychelles, including lecturers from Seychelles Institute for Teacher Education, curriculum development officers, assessment development officers, and representatives from relevant departments, primary and secondary school teachers. Participants were highly motivated during the workshop and one participant remarked that the workshop was a good opportunity to learn what others are doing and to work collaboratively to reduce gaps in education among ministries, departments and institutions.

UNESCO is committed to assist Member States and in particular Africa and in Small Island Developing States (SIDS) on the building of knowledge societies, including through the implementation of the decisions of the World Summit on the Information Society (WSIS).

**Media Roundtable on Election Preparedness held in Mogadishu, Somalia**

Within the framework of UNESCO’s Programme to support the Media sector in Somalia, current priority areas include promotion and advocacy of freedom of expression, press freedom, access to information, and safety of journalists and development of independent and public media sector. The ongoing and planned media interventions in Somalia seek to address the deteriorated media freedom space, various challenges faced by the media and the public on access to information and increased rates of media rights violations especially during the election period in Somalia.

The media activities carried out by UNESCO in Somalia are coordinated with other media development partners, within the framework of the Somalia Media Support Group (SMSG), which facilitates effective and coordinated media development initiatives in support of implementation of the Somali Federal Media Strategy 2016---2020 (SFMS). In view of the elections in Somalia in 2016, UNESCO supported a roundtable on election preparedness, that took place on 28 September 2016 in Mogadishu, Somalia. The initiative was aimed at providing key media outlets and media associations with a platform to discuss challenges faced during elections and propose possible
solutions in preparation to the forthcoming elections in Somalia. The challenges identified included: Lack of professionalism and non-application of journalism ethics and standards by journalists, lack of access to information on the electoral process; lack of proper accreditation of journalists covering elections, lack of safety and security of journalists and media houses and continuous harassment of journalist and media by security actors in Somalia.

Proposed solutions, by participants, to aforementioned challenges included; need to encourage professionalism and application of journalism ethics and standards in coverage of elections, need for efficient access to information on the electoral processes by journalists, ensure accreditation of all journalists covering elections, ensure safety and security of journalists and media, and protection of journalists and media from harassment by security actors.

**UNESCO empowers South Sudanese youth to launch an App encouraging peaceful co-existence**

Students from the University of Juba launched a Mobile App aiming at educating South Sudanese youth on the process of building a peaceful and literate nation, as the result of a joint initiative between UNESCO’s YouthMobile, UNDP and the Swedish International Development Cooperation Agency.

From the 24 to 28 October 2016, sixteen students participated in a “Peacebuilding and Literacy through Tech Innovation Bootcamp” in Juba, South Sudan. The set goal was to design and develop a mobile application to explain to their fellow youth how ordinary citizens (Mwathinin) could actively engage in the national peace building agenda. This “PeaceApp” would describe the terminologies related to conflict, violence as well as its impact on daily life interactions. It would offer practical steps to peace and reconciliation and allow the users to share relevant messages and make personal commitments to the peacebuilding process.

With guidance from Web4All, an ICT company based in Kenya, the students went through a hands-on training on the development process of the App. This included lessons on User Experience design (UX), an Introduction to Object Oriented Programming with Java, and the basics of Android Studio. Zain South Sudan, a mobile telecommunications company, provided Android mobile phones with prepaid data access, and contributed as well to raise awareness about this initiative.

The training included several case studies to learn from and exercises. In one of them, students were taught the importance of user experience and how to develop an App of high usability, matching diverse user profiles.

At the end of the Bootcamp, the PeaceApp was released for testing and published on Google Play Store for download and use. In order to give more visibility to the App and ease the download, the App has been made available through a dedicated website: [www.thepaceapp.org](http://www.thepaceapp.org).

Through its global YouthMobile Initiative, UNESCO and its partners strive to provide young people with high-level skills and confidence to develop, promote and sell locally relevant mobile apps that solve issues of sustainable development and provide employment.

**Africa’s judiciary engages on journalism safety issues**

Close to 100 participants came together in Arusha in September 2016, for the seminar, “Strengthening judiciary systems and African Courts to protect the safety of journalists and end impunity”, convened by UNESCO and the African Court on Human and Peoples’ Rights. The seminar kicks off a series of activities and gatherings, towards the commemoration of the International Day to End Impunity for Crimes Against Journalists.

UNESCO Director for Freedom of Expression and Media Development, Guy Berger, earlier told the seminar that the Sustainable Development Goals had given new impetus to the importance of safety of journalists and press freedom as part of Goal 16, target 10 on “public access to information and fundamental freedoms.”
He encouraged courts to prioritize cases to protect press freedom and punish those who attacked journalists. The UN latest information on judicial follow-up to killings of journalists would be available from month in the form of the Director-General’s report to the council of UNESCO’s International Committee for the Development of Communication, he said.

A session in the seminar focused on the task of encouraging more African states to ratify and deposit the declaration which would strengthen the geographical scope of the African Court on Human and Peoples’ Rights.

UNESCO earlier screened a video on the issue to 42 journalists from almost 20 African countries attending the event.

Pansy Tlakula, the Chair of the African Commission on Human and Peoples’ Rights and also that body’s special rapporteur for freedom of expression and information, pledged to reinforce the work of the Court, including monitoring implementation of its decisions.

The event was made possible through support from the Organisation Internationale de la francophonie, International Media Support, Article 19, Open Society Foundations, GIZ, and Norwegian Ministry of Foreign Affairs (Kingdom of Norway).

Promoting the rights of persons with disabilities in using ICTs in Uganda

In consistence with Uganda’s Vision 2040 and several articles of the Convention on the Rights of Persons with Disabilities (CRPD), UNESCO and UNICEF are promoting the use of Information and Communication Technologies for People Living with Disabilities in Uganda. The primary objective of this Programme is to provide increased access to Information for persons with disabilities and educational material through the use of Technology to ensure Inclusive Education.

UNESCO and UNICEF are working the recognition of the enabling potential of Technology to ensure Inclusive Education and Access to Information. Therefore, a Policy Board and Management Committee composed of Disabled Persons Organizations (DPOs), key government stakeholders including teachers and information professionals and publishing companies on the use of Assistive Technology to ensure Inclusive Education and Access to Information was put in place to assist in the implementation of the UN Partnership to Promote the Rights of Persons with Disabilities Project entitled: Promoting the rights of persons with disabilities.

Women in Science: Empowering African girls to be the next generation of STEM leaders in Kenya

A three weeks training in Computer Science, Robots, and Design/Art/Culture brought together a diverse group of 30 female American high school students and 90 African students from Ethiopia, Ghana, Kenya, Nigeria, Rwanda, South Africa, Tanzania, and Uganda. A strong gender imbalance exists internationally, especially in Sub-Saharan Africa, in regards to women’s presence in the STEM fields. Given the rapid expansion of IT in Africa, UNESCO believes that by targeting young women and providing them with the necessary 21st century skills they will become powerful agents of change to achieve gender equality. In partnership with the Rwandan NGO Her2voice, UNESCO conducted a 1-day mobile app training consisting of a mobile apps development to further develop the awareness that mobile computing power can be used for directly addressing challenges faced by young people challenges and problems faced by their local communities.
Public Information

The Communications Strategy is based on three main priorities. The first one involves the relation with the other 13 countries in Eastern Africa, ensuring a smooth flow of information, knowledge-sharing and cross-promotion of activities, relevant events and workshops on social media platforms and UNESCO Regional office for Eastern Africa website. For this reason, one Skype meeting per month with all the Communications Focal Points of the national and antenna offices of UNESCO in Eastern Africa is organized. In terms of website management, the UNESCO Regional Office for Eastern Africa is updating the content of the website, to make it neat, easy to read and to navigate.

On social media platforms, the Facebook page of UNESCO Regional Office for Eastern Africa was revamped, and now has total of 488 likes of the page, 122 people talking about it, 27 new mentions in the last week (20-26 March 2017).

Production of newsletters is into place and diffused among public and private partners, donors, media lists and governments, UNESCO National Commissions in the region, universities, research institutes, to reach out to a wider audience and to increase visibility of the programmes, activities, capacity building and events of the UNESCO Regional Office for Eastern Africa. A French version of the newsletter weekly is also issued. A guide on how to submit all news items was prepared and shared with the members of the Senior Management Team at the UNESCO Regional Office for Eastern Africa for prompt action. Branding and marketing materials are being revised to creatively and dynamically rethink of a new creative and uniform visual identity of the UNESCO Regional Office for Eastern Africa, which is top of the priorities, in order to increase visibility and promote UNESCO in the Region.

Events planning, media coordination and press management are carried out for the five sectors. UNESCO collaborates with the United Nations Information Center for staff training and development, as well as joint-planning for international events. Monthly meetings among all the Communications Focal Points of the United Nations agencies present in Nairobi, Kenya, are held, to continue working together, organize joint-projects and deliver as ONE UN.

Financial Report

The Financial Report states the activities carried out by the sectors in the year 2016. Here below you can see the amount allocated to each sector.

<table>
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<tr>
<th>Sector</th>
<th>Expenditure under Regular Budget.(RP) (USD)</th>
<th>Expenditure under Extra Budgetary Projects.(EXB) (USD)</th>
<th>Total Expenditure</th>
<th>Share of Regular Budget (%)</th>
<th>Share of Extra Budgetary Projects (%)</th>
<th>Sector Weight (%)</th>
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