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A Message from the Director, UNESCO Regional Office for Eastern Africa

Empowering individuals and societies with knowledge, skills and values to drive change towards Sustainable Development

2015 was clearly a milestone for UNESCO, as the Organization celebrated 70 years since its founding. Programmatically, the year was also important given that the General Conference approved the Regular Programme and Budget for the 2016-17 biennium. Globally, and within the broader context of the UN System, 2015 was also significant where the General Assembly adopted the 2030 Agenda for Sustainable Development and the accompanying Sustainable Development Goals (SDGs), as well as the Paris Agreement on Climate Change at the 21st Conference of Parties in Paris, France.

Regionally, it is worth recalling that in 2013, the Africa Union adopted Agenda 2063 as its long-term socio-economic and development blueprint for the next 50 years. This is quite significant for both UNESCO and the UN, not least because many of the issues identified as critical to the continent’s long-term development as reflected in Agenda 2063, also find their way in the new SDGs, principal among them, the critical role of science in accelerating Africa’s development.

I deeply regret the horrific acts of terrorism which seem to spare no part of the world in these trying times. The East Africa region too has had its share, and it’s all the more painful when educational institutions come under attack. UNESCO plans to work with Member States to strengthen peace and global citizenship education and take urgent steps to prevent the emerging trend of violent extremism, through education. In reflecting 2015, our two sectors in Education and Communication and Information are ever more taking an interdisciplinary approach towards quality of learning and universal access of information and knowledge. The ICT (Information and Communication Technologies) competency framework for teachers has been successfully piloted in Kenya, particularly targeting teachers on ICT integration in Education with successful private sector partnership. In Rwanda, UNESCO ICT Competency framework for teachers, has also been completed and technical assistance has also been provided to Tanzania and Uganda. In addition, a colloquium on ICT and Teacher Training in Eastern Africa was organized in 2015 where regional and national priority interventions were identified. Furthermore, technical assistance has been provided for the digital preservation of documentary heritage in Mauritius and Somalia; and youth from Kenya, South Sudan, Somalia have been sensitized in mobile application development and e-learning.

In Sciences, UNESCO continues to support Environmental & Health Impacts of Abandoned Mines in Sub-Saharan African countries in working to build institutional and professional capacities of policy makers and researchers on formalization of Artisanal and Small-scale Mining. The regional workshop in Arusha, culminated to a policy brief on the legalization and formalization of artisanal mining. In addition, through the Africa Array International Geophysics Field School, UNESCO is strengthening its partnership with higher education institutions, providing hands-on training with modern geophysical equipment to solve real problems to future scientists.

In Social and Human Sciences, the first Forum of Ministers of Social Development for Eastern Africa Countries was organized adopting the Nairobi Declaration on Global Justice from 13 Eastern Africa countries, where Mr. Getachew Engida, Deputy Director-General of UNESCO, deliberated on the challenges of poverty and inequality, with a view to finding common approaches. Under the auspices of UNESCO’s International Coalition of Cities against Racism, UNESCO also successfully organized a panel discussion entitled Global Solidarity for Diversity, Inclusion and Non-Discrimination, to examine issues of racism, discrimination and xenophobia in cities worldwide, during the 7th Africities Summit in Johannesburg where Ms. Nada Al-Nashif, UNESCO Assistant Director-General for Social and Human Sciences, reaffirmed UNESCO’s commitment to continue working closely with African cities to fight against all forms of discrimination underpinned by universal principles of solidarity, social justice and human rights.
In Culture, continuing with UNESCO’s commitment to provide capacities to African Member States to better protect their underwater cultural heritage, UNESCO is working with its partners and have organized a first technical workshop held in Africa involving cultural officials and experts from Eastern and Southern Africa. Underwater cultural heritage of East and Southern Africa is a witness of the intercultural relations that through navigation and trade networks happened in the Indian Ocean and this heritage is still much threatened by the commercially-oriented underwater activities. Participating policy makers and experts from Member States, reaffirmed their commitment in the ratification and implementation of the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage, and UNESCO will further support these African initiatives.

In East Africa, creating an enabling environment for freedom of expression, press freedom and journalistic safety are being celebrated. The capacity building of media stakeholders on Safety of Journalists in Kenya, Somalia, South Sudan and Uganda are on-going, and two reports based on the UNESCO Media Development Indicators have been finalized for Madagascar and South Sudan. UNESCO Gender-Sensitive Indicators for Media has also been finalized for use in mainstreaming gender issues into the Djibouti media. Furthermore, eight International Programme for the Development of Communication (IPDC) projects were accepted and implemented focusing on training of journalists, the development of a code of ethics and capacity building initiatives for the media in general and community radios.

In view of what is upcoming in early this year, UNESCO Regional Office for Eastern Africa will bring together staff from the regional, national and liaison offices in the region to, consolidate and reflect on our experiences from 2015 to further improve our programming quality for the biennium in dealing with emerging issues on climate change, in building peace, and sustainable development. Deliberations on the communication strategy is also foreseen, as visibility of the regional office has significantly improved in the last year with the revamping of the regional office website, and through the generation and dissemination of knowledge and information.

Finally, knowing that all of this could not be possible without strong partnerships and mutual trust, I would like to thank the National Commissions for UNESCO and all our partners and donors for supporting UNESCO’s activities.

Mr. Mohamed Djelid

Director of UNESCO Regional Office for Eastern Africa
About UNESCO Regional Office for Eastern Africa

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 (STI) in Sub-Saharan Africa. Following the UNESCO Africa Field Reform of 2011, UNESCO Nairobi 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 (Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda), with the UNESCO programme interventions (in Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information).

In addition, to enhance its capacity to deliver intellectual and humanist response to globalization and emergencies, and with the extraction and transfer of knowledge needed to influence sustainable development of a member state’s legal, policy and implementation frameworks, the Regional Office for Eastern Africa is providing support to our Member States and partner institutions through UNESCO Offices in Addis Ababa, Juba and Dar es Salaam and from our Antenna/Desk in Antananarivo, Comoros, Djibouti, Kampala and Kigali in close collaboration with National Commissions for UNESCO.

The Regional Office hosts The African Network of Scientific and Technological Institutions (ANSTI), Intergovernmental Oceanographic Commission (IOC), Intergovernmental Council of the International Hydrological programme (IHP), International Coordinating Council of the Programme on Man and the Biosphere (MAB), and the UNESCO Institute of Statistics (UIS).
EDUCATION

Assess, plan, operate... Educate
In line with the Sustainable Development Goal 4, UNESCO’s work in education is to ensure equitable and inclusive quality of education and lifelong learning for all by 2030. To achieve this, UNESCO is supporting governments in Eastern Africa Region to strengthen educational systems through strategic planning and policy development, as well as through capacity development interventions both at institutional and school levels. UNESCO also advocates for the empowerment of learners by knowledge, skills and values, provide learning opportunities through literacy and non-formal education, with a focus on youth and women, support innovation and inclusion in education. Teacher professionalization is also a core entry point of support to ensure quality education for all.

Shaping the Education Agenda post-2015

Quality science education is a pillar for a more sustainable future - we must invest in it, to empower every woman and man, to catalyse the innovation and creativity we need for the century ahead. - Irina Bokova, Director-General of UNESCO

Following the Education for All (EFA) reviews conducted by many Member States, the UNESCO Regional Offices for the Sahel and Eastern Africa, in partnership with the Government of Rwanda, UNICEF and other EFA partners, have organized the Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali, Rwanda in February 2015.

The objectives of the conference were to take stock of regional progress in education towards the EFA goals. The conference also provided the opportunity to share lessons learnt among the Member States, as well as to discuss persisting and emerging issues, and on challenges and priorities for the post-2015 development agenda. The outcome of the conference provided Member States with the regional perspectives and recommendations for the post-2015 global education Framework for Action, adopted at the World Education Forum 2015 in Incheon, Republic of Korea in May 2015 and the UN General Assembly in September 2015.

The conference brought together 300 high-level officials including 27 Ministers of Education and diverse education stakeholders from 44 Member States in the Sub-Saharan Africa region. The conference also allowed Member States to make the following commitment towards the World Education Forum 2015 and beyond: to maintain the momentum to finalize a comprehensive, well-coordinated post-2015 education agenda and Framework for Action; and to continue with the negotiation for the promotion of a future education agenda to ensure that the education goals and targets are mainstreamed in every aspect of the Agenda 2063 - The Africa We Want and the Common African Position on the post-2015 agenda and sustainable development goals. In view of the World Education Forum, Member States also prepared an assessment and review of the Dakar goals for EFA (2000-2015), highlighting the achievements and challenges to be overcome through the post-2015 agenda. UNESCO Regional Office for Eastern Africa fully supported the EFA Review process through national consultative processes and national EFA Review Reports for East African countries were developed as its outcome.

International Literacy Day was celebrated across Somalia. Literacy is a fundamental human right and the foundation for lifelong learning. © UNESCO

Shaping the agenda for education and sustainable development in Somalia

International Literacy Day was celebrated across Somalia on 8th September 2015 under the theme: Literacy and Sustainable Societies. The celebration presented an opportunity for Somalia to take stock of progress made towards the achievement of the EFA goals, and to shape the agenda for education and sustainable development. Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. It is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. The concept of sustainable societies demands that we change the traditional ways in which literacy is taught in the narrow sense of teaching the three R’s (reading, writing and numeracy) and include a broader dimension of skills, knowledge and development with respect to food security, safe health practice and child care. However, the goal of literacy remains a major challenge due to diverse socio-economic, policy and cultural causes. Literacy endeavors in Somalia are just beginning and more work is needed to understand the complexity, long-term effects and importance of preparing people for effective literacy work.
Strengthening education planning and management

National sector review and analysis in Comoros, Tanzania and South Sudan:
Together with UNICEF, UNESCO supported the Joint Review of the Interim Education Sector Plan in Comoros. The overall objective was to take stock of achievements and challenges for the recommendations for the implementation of the final phase of the Education Implementation Plan. These recommendations are to determine the future action in the Education Implementation Plan for 2016-2019. In Tanzania, with support of UNESCO International Institute for Education Planning (IIEP), capacities of Ministry of Education officials have been strengthened to develop a new Education Sector analysis, which will inform the new national education strategic plan. In South Sudan, UNESCO supported the national team and the Ministry of Education, Science and Technology in developing a transitional Education Sector Plan (2015-2016), which forms part of the full Education Sector Plan.

Capacity development for education planning in Comoros and Rwanda:
Ministry of Education officials from Comoros attended the UNESCO-IIEP Advanced Training Programme in Educational Planning and Management. This programme aims at developing professional expertise and leadership skills in the area of educational planning and management, which contributes to the creation of sustainable institutional capacity for education development. The Advanced Training Programme leads to an IIEP certificate at the Master’s level. In Rwanda, also with the support of IIEP, a programme Strengthening Capacity in Education Planning for Education Authorities was launched in November 2014. Technical and financial support was provided to the Rwanda Ministry of Education to build the capacity of 60 staff at central and decentralized levels in basic and advanced education planning. Furthermore, a virtual library was established at the University of Rwanda, to support reporting, analysis and production of statistical reports for the Education Sector. A single access platform was created, that provides access to virtual libraries on education planning consisting of two collections namely Key Resources for Capacity Development in Educational Planning in Rwanda and Research Collection on Educational Planning and Management. More than 5,400 documents were collected in 2014, with additional ones to be added progressively by the University of Rwanda, College of Education, supported by UNESCO-IIEP’s Library. The library will preserve the institutional memory of the educational system in Rwanda.

Education Management Information System (EMIS) in Kenya:
UNESCO is supporting the development of EMIS in Kenya to strengthen the capacity of the Kenya Ministry of Education, Science and Technology (MoEST) in producing and disseminating quality data within a reasonable process time. In the long run, it is envisaged to have an integrated data management system that addresses the diverse education data needs including reporting at county, national and international levels. This will facilitate the measuring of progress towards SDG 4 on education. UNESCO software for statistics is now being used by Kenya MoEST as part of the EMIS, known as StatEduc II system. UNESCO also assisted in the area of digitalization to upgrade StatEduc II to incorporate mobile functionality, and trained Kenya MoEST staff members on its use.
Gender policy in education in Kenya: UNESCO, with the support of the UN Joint Programme for Gender Equality and Women Empowerment, has supported Kenya MoEST to revise the Gender Policy in Education. The policy review process also provided an opportunity to sensitize different education stakeholders to address Gender-based Violence in Schools.

Teacher’s policy, qualification frameworks and standards in Rwanda: UNESCO supported Rwanda to develop a set of core documents for the professionalization of teachers including: the National Teachers Code of Conduct; the National Teacher Professional Standards; the Teacher Appraisal and Evaluation System; and the Terms and Conditions of Service for Teachers. UNESCO also supported Uganda in enhancing the quality of teacher education for both pre-service and in-service training through harmonized teacher training and continuous professional development programmes. The teacher competency profiles for Early Childhood Care and Education teachers, secondary teachers, tutors and instructors were developed and harmonized into teacher training programme framework, as well as the national teacher policy.

Enhancing Teacher Education for Bridging The Quality Gap in Ethiopia, Uganda, and Tanzania

Through the UNESCO-China Funds-in-Trust project Ethiopia, Uganda, and Tanzania, have received support in terms of capacity development of teacher training institutions to use ICTs. Over 1000 headcounts of ministerial staff and education professionals have been sensitized and trained in ICT integration in education and teacher training; 26 modules and manuals have been produced in various subjects, ranging from languages to science to ICT pedagogy and two online teacher training platforms have also been established.

Pre and in-service training in Somalia: UNESCO, in partnership with UNICEF, is supporting teacher and school leadership training for formal education to reach out-of-school-children in Somalia. In order to strengthen teachers’ capacity in child-centred methodologies and multi-grade teaching skills, training materials were revised and are now being used in three training institutions. In Uganda, an assessment on gender awareness in primary schools has been conducted and gender-sensitive pedagogy in teacher training was developed. As a result, an action strategy and teacher training modules were developed.

Teacher Management Information System in Uganda: In order to address the gaps in teacher planning, UNESCO supported the establishment of the Teacher Management Information System in Uganda. The aim is to automate the management of the teacher records at the national and regional level, in relation to the processes of licensing, recruitment, deployment, transfer and school level management. The automation of teacher records is to address the concerns on poor records keeping of teacher profiles, reduce incidences of ghost teachers and also have salary and pension records streamlined.

Rwanda World Teachers’ Day Celebration: Empowering teachers in building sustainable societies

Great strides have been made in terms of improving access to education in Rwanda, at 96% primary school enrollment rate and the growth in the transition of children in poor households from primary to secondary schools, from just 15% in 2000 to 58% in 2010. In more recent years, Rwanda has revised its primary and secondary curriculum from a knowledge based to a competence based curriculum. The successful implementation and delivery of the new curriculum largely depends on the capacity of the teachers to deliver quality education to students. The World Teachers’ Day celebrations in Rwanda were conducted in all the 416 administrative sectors in the country. While quality teachers have always remained at the heart of quality education, there have been gaps in the provision of quality education due to less empowered teachers. In this regard, the Ministry of Education has reaffirmed the government’s commitment to improve the delivery of quality education to create a more enabling environment for teaching and learning.
Competency based Curriculum and Curriculum reform process in Kenya:
UNESCO is providing technical support to governments in the curriculum reform process to improve the quality of education. Recently, UNESCO, through International bureau of Education (IBE), disseminated competency-based curriculum development materials and trained 125 curriculum developers and 60 publishers/authors in Kenya. UNESCO will continue to support the strengthening of capacities in curriculum policy dialogue, pedagogy and assessment for Member States.

African Ministerial officials reiterate calls for a strong PUSH: ICT and Quality Education
UNESCO and UNESCO IICBA organized a session entitled ‘ICT Innovations for Building African Teaching Capacity’ during Innovation Africa 2015 in Kampala, Uganda with the goal of discussing the importance of teacher training in rolling out ICT in Education initiatives. The session was attended by over 60 participants, including: Hon. Ministers of DRC, South Africa, Uganda, and Ministerial staff members from Angola, Botswana, Cameroon, Congo, DRC, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Namibia, Nigeria, Senegal, South Africa, Swaziland, Tanzania, Uganda, and Zambia, as well as representatives from the private sector.

Empowering learners
Civic and peace education in Comoros and Kenya: UNESCO is supporting Member States to sensitize young people on the principles of self-respect and respecting others under civic and peace education programmes. In Comoros, a study on the state of civic education was conducted. The Instructor’s Manual for a culture of peace, human rights, civics and citizenship was also developed. Based on this manual 108 youth leaders were trained. Copies of these manuals were being disseminated for easy access to public libraries, youth centres, and to partner NGOs. UNESCO worked with Kenya MoEST to develop a methodological guideline on Learning to Live Together for conflict affected and disaster-prone areas. As a result, materials were adapted for 13 schools in Tana Delta region with an outreach to 600 pupils. Curriculum developers also benefited from the Learning to Live Together training. The concepts of Learning to Live Together are to be incorporated in the pedagogical elements of the national curriculum.

Education for Sustainable Development (ESD) in Kenya: Dialogue was initiated regarding the formulation of an ESD policy framework, which is in direct response to the commitment made by the Kenyan Government regarding the implementation of the Global Action Plan in the UN Decade of ESD, within the framework of the United Nations Development Assistance Framework of Kenya. It is planned that as a first step, UNESCO will provide support for the development of an ESD policy framework and guidelines for implementation that is inclusive of all relevant sectors.

Comprehensive Sexuality Education in Kenya, Rwanda and Uganda:
UNESCO is supporting the implementation of comprehensive sexuality education (CSE) in Kenya, Rwanda and Uganda. Under the auspices of Eastern and Southern Africa commitment on scaling up comprehensive sexuality education and reproductive health services for adolescents and young people in the region, UNESCO’s support is pegged on three thematic areas for the strengthening of policy framework, advocacy and capacity development for the provision of CSE. UNESCO supported the dissemination of the Education Sector policy on HIV and AIDS in Kenya. UNESCO also supported the National School Health Policy in Rwanda. As a result, over 10,000 school heads in Kenya and 120 key stakeholders in Rwanda were sensitized. Advocacy activities targeting policy makers, religious leaders and parents were undertaken with over 100 religious leaders and 90 schools in Kenya and Rwanda respectively.
Promoting Health and Sustainable Livelihood for Adolescent Girls in Kibera, Kenya:

UNESCO with the support of Government of Azerbaijan and in partnership with the Ministry of Education, Science and Technology (MoEST) are implementing a project to promote behavior change practices to improve health literacy among adolescent girls in Kibera, Kenya. The project specifically focuses on improving the effectiveness of the delivery of health information in classrooms to adolescent girls. The project involves 25 staff members from MoEST, County Directorate of Education and Ministry of Devolution and Planning (Directorate of Gender), and 1000 teachers and instructors, and 1000 adolescent girls.

Since the commencement of the project, a need assessment conducted during the month of September 2015, has been compiled and validated by the stakeholders including teacher and student representatives from Kibera.

This project will use an innovative approach of identifying few girls in each school who will be motivated to act as a peer for other girls within the same class, same school and also girls who are not attending school but living in the same vicinity of the girl chosen as a peer. The peer component will be able to track what happens to girls in terms of behavior change over the project period.

Fast-track Plan: UNESCO supports National Efforts to end HIV/AIDS among adolescents and youth in Kenya

UNESCO together with UNADIS, UNICEF, UNFPA and other health education stakeholders comprising of the technical working group for the National AIDS Control Council (NACC), developed an operational plan that could enhance fast track initiative to accelerate interventions among young people towards ending the AIDS epidemic by 2030. The operational plan launched by H.E President Uhuru Kenyatta, is a revolutionary of the HIV/AIDS prevention roadmap that recommends evidence-informed combination approaches to avert 100,000 new infections in Kenya and AIDS related deaths among adolescents. It also focuses on increased HIV testing services for young people to enhance access to treatment, care and support.

In addition, UNESCO played an instrumental role in galvanizing other stakeholders including UN agencies, civil societies, networks, media and associations to enhance harmonization, coordination and synergy to leverage resources. Furthermore, UNESCO has invested in the capacity development of curriculum developers and CSOs on CSE. In Kenya, 121 out of 125 curriculum developers have been reached in a process supported jointly by UNESCO, UNFPA and Sexual Reproductive Health and Rights Alliance. In Uganda, UNESCO targeted education training institutions and secondary schools. As a result, access to quality CSE and HIV and AIDS information and services for young people and teachers living with HIV in schools have increased. This further contributed to reduction in stigma and discrimination among learners and educators living with HIV and AIDS through provision of information and empowerment. In addition, communication between parents, guardians and their children has greatly improved.
Providing learning opportunities through literacy and non-formal education in Kenya, Rwanda, Somalia and South Sudan

**Literacy assessment:** At policy level, UNESCO has been supporting the initial preparation for the Kenya National Adult Literacy Survey, which is a follow up of the adult literacy assessment survey conducted in 2006. Support has been initiated by the UNESCO Institute of Lifelong learning to facilitate discussions for Kenya MoEST to decide on the scope and the model of the literacy assessment; to discuss preparatory activities and the framework for literacy assessment. As a result, an outline of the literacy assessment framework was agreed.

**Adult education policy:** Non-formal education service providers in Rwanda have been equipped with knowledge on the Adult Education policy and on their fundamental role with its implementation process including monitoring and evaluation mechanism.

**National Qualification and Curriculum Frameworks:** UNESCO provided technical assistance to the Ministry of Education in Rwanda to develop the National Qualification Framework for Adult Education. This framework is to strengthen the capacities of the Ministry of Education and its partners to guide the implementation of the Adult Education Programme, as well as with its monitoring and evaluation process, and adult education certification requirement scheme. The report was produced in 2014 and approved by the Ministry of Education in 2015. The National Qualification Framework for Adult Education have been integrated into the overall National Education Qualification Framework. UNESCO also supported the development of the strategic and curriculum frameworks in Somalia. As a result, teaching and learning materials were developed on literacy and life skills with financial contribution from the Al Maktoum Foundation.

**Literacy and life skills programmes for youth and women:** With the support from Japanese Funds-in-Trust, UNESCO provided learning opportunities for out of school teenage mothers in Tanzania together with the Institute of Adult Education. Ten training centres were established for girls who have dropped out from secondary education due to unplanned pregnancy. One-hundred and forty-nine teenage mothers were equipped with literacy, numeracy, entrepreneurial and life skills. In addition, they benefited from vocational training in different trades. These young women now have the opportunity to enroll in a two years Open and Distance Learning programme, after which the learners are provided with an opportunity to take the national exams. The initiative supports the re-entry of drop out girls back into the education system.

In Somalia and South Sudan, UNESCO supported 6 community learning centres respectively through the provision of literacy teaching and learning materials for youth and women. UNESCO has also provided training support on literacy and life skills. In South Sudan, in partnership with FAO basic production services were strengthened by incorporating a pastoralist education approach. Capacities of Pastoral Field Schools were enhanced through the provision of resources for literacy, numeracy and life skills.

New technologies, including mobile telephones, also offer fresh opportunities for literacy for all. We must invest more, and I appeal to all Members States and all our partners to redouble our efforts – political and financial – to ensure that literacy is fully recognized as one of the most powerful accelerators of sustainable development. – Irina Bokova, UNESCO Director-General
**Advocating for literate environments:** Through the Rwanda Reads Programme, UNESCO supported the Ministry of Education to launch the first literacy month which will be a yearly event to further advocate and organize activities on literacy. Furthermore, UNESCO and Ministry of Education jointly celebrated the International Literacy Day in Kenya and Somalia.

**Empowering Out of School Young Mothers through Second Chance Education:**

The project Provision of alternative learning opportunities for adolescent girls forced out of school due to teenage pregnancies, financed by the Japanese Funds-in-Trust, implemented by the Institute of Adult Education and supervised by the UNESCO Dar es Salaam Office. 149 out of the originally targeted 220 teenage mothers have seen a dream come true after 2.5 years of investment; they finally graduated from a training programme. The programme enabled the establishment of 10 training centres in Shinyanga, Kahama and Msalala districts, where drop out of girls in secondary education due to unplanned pregnancy is rampant. The training consisted of two separate courses: the first one was meant to strengthen the girls’ foundation abilities by reinforcing their literacy and numeracy skills, added by entrepreneurial and life skills development. The second part consisted of vocational training in different trades identified by the learners: tailoring and needlework, batik making and tie & dye, soap making, production of petroleum jelly as well as cookery. Young mothers are also expected to enroll in a 2 year Open and Distance Learning programme offered by the Institute of Adult Education, after which the learners will undertake a qualifying test to allow them to pass Form IV national exams. Attainment of the Form IV exams, will enable them to return to the formal education system, if they so wish and hence realize their educational dreams.

**Youth skills for work and entrepreneurship**

**Global, regional and national support strategies for Technical, Vocational and Educational Training:** UNESCO is preparing a new Strategy for TVET (2016-2021) which will serve as a framework for regional and international dialogue, cooperation and progress around issues of TVET in line with the post-2015 agenda that will guide UNESCO’s efforts in assisting Member States to achieve TVET related targets. In light of this, UNESCO Regional Office for Eastern Africa, in partnership with UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), organised a sub-regional forum on Youth Skills for Work and Entrepreneurship in Seychelles, sharing good practices and successful innovations in skills development programmes for youth in the region, also addressing issues related to unemployment, migration and marginalization. In South Sudan, UNESCO provided technical support in formulating a 5-year plan of TVET activities in guiding the ministries, donors, private sector, among others. A clear national approach to the development, implementation, and management of a participatory TVET plan was formulated in an efficient, cost-effective, and consistent manner. UNESCO also supported the formulation and adoption of the National Policy of Employment and Professional Training in Madagascar.
Creating educational and professional training opportunities for out-of-school rural youth in Madagascar

In the framework of the CAPEFA project, UNESCO and UNDP have worked together to build sustainable livelihoods programme for community resilience functional literacy and capacity building of vocational training centers. The intervention led to improved access to functional literacy services in concerned localities for boys and girls in vulnerable situations, and strengthening of the technical and teaching skills of trainers. In order to promote training and educational opportunities for rural youth in Madagascar, With the financial contribution of FORMAPROD, UNESCO supported the Ministry of Agriculture in the capacity building of regional and local agricultural and rural training structures. Interventions included identifying youth agricultural training centres, the training of trainers, validation of training content, and establishing a replicable training model for multiple training centres. Moreover, the Ministry of Employment, Technical Training and Professional Training adopted the National Policy of Employment and Professional Training (PNEFP), seeking to indicate the ways and means for facilitating and enabling the population to decent employment by developing and improving the employability of human resources and promoting the conditions conducive to employment generation. A national agreement has been signed between the private sector, the public sector, and the workers’ union for implementing this National Policy of Employment and Professional Training (PNEFP). UNESCO together with the Government of Madagascar, aims to boost the labour market by encouraging the promotion of private job-creating activities through the implementation of this policy and its operationalization.
NATURAL SCIENCES

Science for a Sustainable Future
Investing in Science, Technology and Innovation

Creating knowledge and understanding through science equips us to find solutions to today’s acute economic, social and environmental challenges and to achieving sustainable development and greener societies. As no one country can achieve sustainable development alone, international scientific cooperation contributes, not only to scientific knowledge but also to building peace.

UNESCO Regional Office for Eastern Africa hosts the African Network of Scientific and Institutional Institutions promoting the integration of STI into the broader framework of national development policies. Within the framework of cooperation with the African Union/New Partnership for Africa’s Development and Africa’s Science and Technology Consolidated Plan of Action, UNESCO has been providing technical advice and support for national STI policy reviews; developing common African STI indicators; creating an African STI Observatory and; launching a pilot science park in Africa for 21 Sub-Saharan African countries.

Technical assistance to Kenya and Rwanda in STI policy

One of key highlights include providing technical assistance to Kenya in STI policy review especially in the area of mainstreaming gender in its STI policy. In addition, the UNESCO Institute for Statistics also accompanied Kenya to measure their level of investment in STI in terms of both human and financial resources. UNESCO in partnership with UNDP and World Bank, furthermore identified priority areas of engagement for economic development in regards to access to efficient, reliable and clean energy. Similar assistance was also provided to Rwanda to review its National Science policy and a country STI profile has been developed in 2015.

STI for SIDS for Comoros, Madagascar, Mauritius and Seychelles

In looking at issues of STI for sustainable development, Indigenous Knowledge and Small Island Developing States (SIDS), UNESCO Regional Offices in Eastern and Southern Africa, and the Mauritius Research Council jointly organized a conference on STI for SIDS for Comoros, Madagascar, Mauritius and Seychelles. The conference in Mauritius embarked on mapping of national STI systems identifying gaps and opportunities for greening their terrestrial and ocean economies and developing national STI policy frameworks. Particular areas of focus include biodiversity management; climate change adaptation; natural disaster preparedness and response; education and schooling. The report and recommendation from the conference were made at United Nations’ Third International Conference on SIDS held in Apia, Samoa in 2014. In 2015, with support from the Spanish Government, additional projects were implemented to support the development of legal frameworks, policy instruments and governing bodies for the effective implementation of national STI policies in Africa.

Mapping science for sustainability in four Indian Ocean SIDS

It is no coincidence that UNESCO and Mauritius Research Council organized a high-level workshop for 30 Ministers and STI experts from Comoros Madagascar, Mauritius and Seychelles in August 2014, just days before the United Nations’ Third International Conference on SIDS in making the recommendation from participating SIDS countries from the East Africa region. The workshop also embarked on mapping of the national STI systems and governance, in order to identify gaps and opportunities for greening their terrestrial and ocean economies and develop a national STI policy framework for follow-up action.
Comoros, Mauritius, Seychelles and Madagascar have valuable ecosystems which support lucrative fisheries, tourism and marine biodiversity. However, they also face common challenges as a consequence of their small size, remoteness, vulnerability to external shocks, youth unemployment, indebtedness, limited resource base, exposure to climate change and the unsustainable exploitation of ocean biodiversity. Greening their terrestrial and ocean economies, including via the application of indigenous knowledge, can help these small island states build their resilience to shocks and raise the standard of living among their respective communities.

**Inspiring Youth in STEM for Gender Equality in Kenya**

Given this engineering deficit and girls’ enrollment in school, UNESCO is prioritizing activities that promote engineering and career development for youth and girls. In this context, the UNESCO Engineering Initiative in cooperation with public and private sectors partners established the Africa Engineering Week in September 2014. Since then, the day has been celebrated annually, aimed to increase the engineering capacity by demonstrating how youth, particularly girls, studying science technology engineering and mathematics (STEM) can become part of the solution to reduce poverty rates, further sustainable development and respond to global challenges.

UNESCO partnered with the National Commission for Science, Technology and Innovation, Kenya MoEST, University of Nairobi and CISCO Systems to celebrate the Africa Engineering Week 2014 with two mentoring events focused on exposing secondary school girls to the learning and working environments of engineers. This included the exposure of groups of students to companies, engineering laboratories and research facilities for practical demonstrations. The workshops furthermore mentored girls on the importance of STEM courses and professions and nurtured them as Kenya’s future scientists, engineers and technologists by having professional female engineers sharing their experiences.

The first Scientific Camp of Excellence for mentoring girls in STEM was organized in 2014 where girls in Forms 1, 2 and 3 in secondary schools from Kajiado, Laikipia, Makueni, Nairobi, Narok and Nakuru counties participated. A total of 500 secondary school girls from 18 counties have been mentored in Kenya. The STEM Mentorship Camps provide girls with the necessary skills to pursue careers in the sciences, engineering technology and mathematics; while simultaneously becoming powerful agents for gender equality. The camps also seek to empower girls to think of solutions to problems in their country from scientific and engineering perspectives.

**Inspiring girls in STEM: Scientific Camp of Excellence in Kenya**

UNESCO’s Scientific Camp of Excellence aims to increase female enrolment into engineering and applied science courses to increase women’s participation in science-based professions. In the Camp, students were introduced to women scientists and engineers who serve as role models across multiple science-based disciplines, such field included experts in ocean science, aerospace engineering, biochemistry, agro-forestry and telecommunications. By interacting with the role models, students received not only mentorship on STEM, but also on life skills and survival techniques affecting women and girls in schools and workplace. Over 100 students were mentored at Kisumu Girls High, including 20 teachers from a gender responsive perspective.
Women in Science: Empowering African girls to be the next generation of STEM leaders in Kenya

The three weeks training in Computer Science, Robotics, 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 skillset they will become powerful agents of change to achieve gender equality. In partnership with the Rwandan NGO Her2voice, UNESCO also 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.

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 in Eastern Africa and the African Network of Scientific and Technological Institutions (ANSTI).

In 2015, the L’Oreal-UNESCO Regional Fellowships for Women in Science in Sub Saharan Africa (FWIS SSA) programme awarded 10 talented African Women for the quality of their research from Cameroon, Ghana, Nigeria, South Africa and Sudan. The colorful ceremony was held at the Venue, Melrose Arch, Johannesburg, South Africa on 26th November 2015.

Solar electrification program lights up rural schools in Madagascar

In Madagascar, within the framework of the UN International Decade of Sustainable Energy for All 2014 – 2024, UNESCO, with the financial support of OPEC Fund for International Development (OFID) and Panasonic, has supported the government in implementing a solar electrification programme for 15 rural schools. In 5 regions, equipment was installed, and trainings and sensitization activities took place. As a next step, the Ministry of National Education had announced that the government had started a process to equip and provide sustainable electricity to 800 schools across Madagascar.

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

Mr. Mohamed Djelid, Director, UNESCO Regional Office for Eastern Africa, stressed that "This 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. Where Madagascar is concerned, half the population is without electricity. UNESCO is strategically concerned in providing quality and access to 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 to peace and sustainable development. The scientific understanding of the water cycle, including the distribution and characteristics of surface and groundwater, all 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. 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.

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 that improves knowledge for informed decision-making, raising awareness and fostering cooperation among all stakeholders. From 2014 to 2015, a series of workshops and trainings for countries from the Southern Africa Development Community and the Intercontinental Government Authority on Development (IGAD) took place in Nairobi, Kenya; as well as regional workshop for the sub-regions of the Economic Community of West African States and Economic Community of Central African States in Dakar, Senegal. The TWAP initiative has contributed to creating dialogues among involved Member States and experts. 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.
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 endorses an efficient, equitable and sustainable development and management of the world’s limited water resources and coping mechanisms for conflicting demands.

In this context, UNESCO, UNEP and UN-HABITAT came together to organize the first IGAD Water Dialogue, held in Nairobi in December 2014. The roundtable discussion was centered on the theme: Water for regional cooperation. UNESCO organized a session on capacity building for regional cooperation addressing the trans-boundary water challenges and promoting cooperation in the IGAD region. The main recommendations were to conduct a needs assessment on water capacity building and to develop an IGAD water capacity building programme.

UNESCO, furthermore, co-organized the 5th Africa Water Week in Dakar in May 2014 with the African Ministers’ Council on Water and the Government of Senegal. The focus of discussions was on water for sustainable development, including water resources management, wastewater management, water quality, and water and disaster risk management. The overall goal of the Africa Water Week was to raise awareness and promote sustainable and integrated approaches to address these issues.

In addition, UNESCO conducted seven national capacity building baseline studies and needs assessment through the UNESCO Centre on Integrated River Basin Management for Democratic Republic of the Congo, Guinea, Kenya, Namibia, Nigeria, Sudan and Tanzania within the framework of the Africa Capacity Building Programme. Three other studies are currently ongoing for Madagascar, Rwanda and Uganda. The ten studies constitute the basis for the preparation of the Africa Water Capacity Building Programme towards the end of 2015.

For Kenya specifically, UNESCO in partnership with the Mount Kenya University, the Ministry of Environment, Water and Natural Resources and the County Government of Turkana co-organized the first Kenya National Water Summit held in Turkana in October 2014. The summit deliberated on sustainable groundwater management under the theme: water for socio-economic development in Turkana. The main objectives were to deliberate on sustainable groundwater development and management in Turkana county together with policy recommendations to guide this process. Furthermore, strategies were developed for the involvement of local communities in the exploitation and management of water resources. Lastly, capacity and research gaps in groundwater management were identified. UNESCO was part of the steering committee and made a key note presentation on the Turkana aquifers. Furthermore, under the UN Joint Programme for Gender Equality and Women Empowerment in Kenya, women groups have been trained in Makweni and Kajiado counties on water resource management and rainwater harvesting techniques and given support to establish green houses to facilitate drip irrigation from the harvested rain-water for food production. Other key undertaking in 2014 includes the establishment of UNESCO’s Category II Groundwater Centre hosted by the Kenya Water Institute, which is currently acting as a regional platform for research and training on groundwater resources.
As stated in the report, groundwater globally is overexploited and not managed sustainably. This global shortage stands in sharp contrast with the unknown full potential of groundwater in Kenya. Therefore, groundwater survey results have led to the establishment of the Kenya Groundwater Mapping Programme, a programme to improve access to water in both emergency situations and long-term needs as a response to the changing climate. The programme was preceded by the Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP) to combat water scarcity in the drought prone region in East Africa following the 2011 drought in the Horn of Africa. Through mapping and intervention in groundwater, the Kenya Groundwater Mapping Programme aims to unlock the potential of groundwater in Kenya to combat water scarcity for resilience and sustainable livelihood. Throughout 2014 to 2015, various meetings have been organized under the theme of Water Security to discuss challenges and opportunities for water securities in Africa, thereby highlighting UNESCO’s ongoing activities, water cooperation, water conflict management and integrated water resources management. The 5th Regional Meeting of Africa IHP National Committees, was organized in June 2014 in Kinshasa, Democratic Republic of the Congo, where Member States and experts shared their achieved progress and existing water challenges. The Africa IHP Water Web Platform was also presented in this meeting which includes a database of water related institutions and water experts in Africa. In preparation to the 7th World Water Forum, a meeting for Africa has been convened by International Institute for Water and Environmental Engineering in partnership with the African Ministers’ Council on Water in Ouagadougou, Burkina Faso in June 2015. UNESCO was invited to be both member of the international organizing committee and the international scientific committee. Within the framework of the Water for Peace Africa Programme and building on the Potential Conflict to Potential Cooperation Programme, a sub-regional training workshop was organized for fifteen national experts from Comoros and Madagascar. A similar workshop was organized for IGAD countries during the Climate Outlook Forum in Kenya.

**Water for Sustainable World: UNESCO High-level Policy Roundtable**

As part of the global campaign on raising awareness on the water challenges and its central role for socio-economic development, the World Water Day was celebrated on 22 March with the launching of the WWDR 2015. In celebrating this day, UNESCO Regional Office for Eastern Africa and the Government of Kenya jointly organized a high level policy roundtable on ‘Water for A Sustainable World’. During the WWDR launch, Mr. Mohamed Djelid, Director of UNESCO Regional Office for Eastern Africa discuss Kenya’s groundwater potential. ©Masakazu Shibata/UNESCO
Easten Africa, emphasized on the need to implement coherent and harmonized policies based on sound scientific knowledge and urged stakeholders to invest more in building the knowledge base of water resources that can bring benefit to all people.

**Seasonal Flood Forecast**

The first training workshop on the seasonal forecast of floods within the IGAD region at IGAD Climate Prediction and Applications Centre (ICPAC) was co-organized with ICPAC and UNESCO for national hydrological experts with the support of the Agriculture, Hydrology and Meteorology Research Center in August 2014, in Nairobi, Kenya.

The group of experts were able to produce the first seasonal floods forecast in the region, based on the hydrological data brought by participants and the consolidation of the different models. The preliminary results of the first floods seasonal forecast for the sub-region were presented and disseminated during a workshop held in Addis Ababa in August 2014. The seasonal flood forecast contributed to improve the planning and management of water resources, hydropower planning and water related disaster prevention.

**Earth Science**

Scientific knowledge of the earth’s history and mineral resources, of the ecosystems and biodiversity, and of the interaction of humans with ecosystems are important to help in understanding how to manage the planet for a peaceful and sustainable future. The UNESCO Regional Office for Eastern Africa serves 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 government for sustainable development.

**African Network of Earth Science Institutions (ANESI)**

UNESCO, with the four-year funding from Swedish International Cooperation Agency, facilitated the establishment of ANESI which became fully operational in 2015. The ANESI 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 exercises in Africa. In doing so, ANESI has promoted the use of modern technology in research and education among member institutions, as well as facilitated cooperation among various universities, research institutions and industries in the region. Advocacy work is also being carried out in providing access to Earth Science education to youth in primary and secondary schools.

During the implementation of ANESI programme in 2014, more than 100 university departments and research institutions were identified in the preliminary mapping process. Many of these institutions face serious challenges in conducting laboratory and field trainings. Therefore, UNESCO supported in 2015 training courses for students and researchers for joined teaching and research activities with industry partner institutions.
Environmental & Health Impacts of Abandoned Mines in Sub-Saharan African Countries

UNESCO, 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 evidences for proper educational and outreach activities towards communities and will support the development of appropriate legislation and accountable enforcement measures.

Throughout 2014, teams of multidisciplinary scientists’ surveyed ten abandoned mine sites in various countries (Burkina Faso, Cameroon, Congo Democratic, Kenya, 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 towards communities of artisanal miners and local authorities. The project is still at its early stage, but there are important demands for expanding the project to cover more countries and various other types of mines.

Sustainably managing Africa’s natural resources through the formalization of artisanal and small-scale mining in Eastern and Southern Africa

Key players representing main mining countries in Africa shared their experiences and lessons learnt on how to formalize the artisanal and small-scale mining (ASM) activities so as to transform the sector into a vibrant tool for local sustainable development. The discussions were held at the workshop organized by UNESCO on 2-5 September 2015 in Arusha, in collaboration with the Swedish International Development Agency (SIDA), Geological Survey of Tanzania (GST), Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ) and Academy of Science of South Africa (ASSAf) as part of the UNESCO-SIDA funded project “Mapping and Assessing the Environmental and Health Impacts of Abandoned Mines in Sub-Saharan African Countries”.

Participating students measure seismic velocity, creating a geological log from several boreholes in South Africa. ©Susan Webb

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

UNESCO together with Foundation of the Society of Exploration Geophysicists, and Opportunities for Enhancing Diversity in the Geosciences of the US National Science Foundation, has organized the 2014 Africa Array International Geophysics Field School. The event was hosted by the School of Geosciences at the University of the Witwatersrand, South Africa. A total of 33 participants (out of which 9 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, after a competitive selection process with nearly 100 applications.

Participating students measure seismic velocity, creating a geological log from several boreholes in South Africa. ©Susan Webb

Participating students measure seismic velocity, creating a geological log from several boreholes in South Africa. ©Susan Webb

Mining stakeholders examine the Merelani Tanzanite Mine, an ASM site near Arusha as part of the UNESCO-SIDA funded project “Mapping and Assessing the Environmental and Health Impacts of Abandoned Mines in Sub-Saharan African Countries.” © Hyemin Lee/UNESCO

Airborne magnetic data collected during field assignments is overlain on Google Earth showing the locality of the field site. © Susan Webb

Airborne magnetic data collected during field assignments is overlain on Google Earth showing the locality of the field site. © Susan Webb
Ocean Science: OUR LIFE- Sustaining Oceans

UNESCO’s intergovernmental Oceanographic Commission (IOC) develops and disseminates scientific knowledge on oceans. In particular, IOC promotes international cooperation to generate knowledge about the nature and resources for the ocean and coastal areas and to apply that knowledge to management, sustainable development, marine environment protection and decision-making processes.

The secretariat of the IOC Sub Commission for Africa and the Adjacent Island States (IOCAFIRA) hosted by UNESCO Regional Office for Eastern Africa, is facilitating coordination among Member States and ensure efficient implementation of IOC programmes in Africa. The mission of IOCAFIRA is to promote regional and international cooperation for the understanding and management of the African oceans and coastal ecosystems in order to ensure sustainable development and safety of the coastal populations, taking into account the priorities of Member States from Africa. In its efforts to increase understanding of ocean and coastal processes around Africa, and its impact on environment and resources, IOCAFIRA 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 assessments. IOCAFIRA is also supporting the capacity development of marine science professionals.

Throughout 2014 to 2015, IOCAFIRA has provided a platform in bringing together Member States, UN agencies and other stakeholders for joint planning and implementation, transfer of technology and exchange and sharing of resources. Past collaboration with Western Indian Ocean Marine Sciences Association, the Abidjan and Nairobi Convention secretariats (UNEP Regional Seas programme), the African Large Marine Ecosystem programmes and projects, the IGAD Climate Prediction and Application Centre and the FAO NANSEN project (Strengthening the Knowledge Base for and Implementing an Ecosystem Approach to Marine Fisheries in Developing Countries) have demonstrated that much can be achieved when organizations work together. A platform for knowledge transfer and capacity building: Second International Indian Ocean Expedition. The Third Western Indian Ocean Planning meeting for the Second International Indian Ocean Expedition (IIIOE-2) was organized by UNESCO-IOC Sub Commission for Africa and the Adjacent Island States (IOCAFIRA) in Catembe, Mozambique from 6 – 8 October 2015. The meeting gathered ocean experts from Comoros, Kenya, Madagascar, Mauritius, Mozambique, Reunion, Seychelles, South Africa, and Tanzania. The meeting organized research projects under the IIIOE-2 science priorities, and ways of enhancing participation of member states from the region.

IOC Africa meeting elaborates on framework for profound sustainable management of the oceans

The Third Session of IOCAFIRA was held in Nairobi in April 2015, to review progress in the implementation of the IOC programmes on ocean sciences, services and observations in the region, and to discuss the planning of the 2015-2017 programme and budget to be submitted to the 28th session of the Assembly of the IOC of UNESCO. The session was attended by more than 50 participants, representing 23 Member States from the region, UN agencies, regional programmes and NGOs active in marine science in the region.

Expert and institutional capacities were developed through the organization of training courses and workshops covering a wide range of topics, such as coastal and marine atlas development, information portal development, marine instrumentation, ocean modelling and forecasting, and marine biogeography and biodiversity. Four regional training centres were also established at Kenya Marine and Fisheries Research Institute, School of Marine Sciences, Centre de Recherches Océanographiques in Dakar-Thiaroye and African Centre for Capacity Building in Ocean Governance in the framework of the Ocean Teacher Global Academy.
Ocean Observations and Monitoring

IOCAFRICA identified the development of an Ocean Observing System for Africa as a priority to enable the understanding of ocean and coastal processes around Africa and how they impact on the environment and resources. IOCAFRICA, with support from the Korea Institute of Ocean Science and Technology organized a forum on the Future of Sustained Ocean Observations in the IOC Group V (Africa and Arab countries) region in April 2015 in Nairobi, Kenya. The forum agreed that an Ocean Observing System for Africa that contributes to human, economy and environmental security is needed. The lack of ocean-going research vessels was recognized as a major hindrance to data collection. A detailed proposal for the ocean observing system will be prepared, integrating existing and planned ocean research, observations and services.

The Second International Indian Ocean Expedition (IIOE-II) (2015-2020) provides an excellent opportunity for African Member States to improve the understanding of ocean and coastal processes in the Indian Ocean waters, adjacent to the continent, and also develop capacity for marine sciences and technology. IOCAFRICA has organized two meetings one in Nairobi, Kenya in April 2015 and another in Catembe, Mozambique in October 2015, to explore ways of ensuring the effective participation of the Western Indian Ocean region in the expedition.

Ocean Science and Assessments

The ocean is a key element in all the cycles of life on this planet, regulating the weather and climate, the concentration of gases in the atmosphere, the cycling of nutrients, and providing important food resources. A changing climate and growing human impact on the marine environment is a threat to the sustainability of ocean ecosystem services. Improving the scientific knowledge base of oceans and coastal processes is therefore a key factor in managing the human relationship with the ocean.

To facilitate the generation of ocean state forecasts for the Western Indian Ocean region, annual workshops on Ocean Forecasting for the Western Indian Ocean were organized in collaboration with the Western Indian Ocean Marine Sciences Association. The participants generated predictions on the state of the ocean which were incorporated in the in the Greater Horn of Africa Climate Outlook Forum organized in collaboration with ICPAC in August 2014 and August 2015.

IOCAFRICA in collaboration with the Adaptation Fund organized a workshop on the Implementation of Climate Change Adaptation in the coastal zones of Africa in Dakar Senegal in August 2015. Participants reviewed the trends in climate change, vulnerability, potential impacts and adaptation strategies in response to climate change impacts on the African coasts and oceans. Training was also provided on how to prepare proposals for submission to the Climate Change Adaptation Fund. The workshop also highlighted the opportunities available through different initiatives such as the Green Fund, to support countries with their accreditation and project development processes.

IIOE-II provides an excellent opportunity for African Member States to improve the understanding of ocean and coastal processes in the Indian Ocean. © UNESCO

Western Indian Ocean Planning meeting for the IIIE-II

A planning meeting for IIIE-II was organized by UNESCO Office in Maputo and the IOCAFRICA in October 2015 in Catembe, Mozambique. The meeting gathered ocean experts from Comoros, Kenya, Madagascar, Mauritius, Mozambique, Reunion, Seychelles, South Africa, and Tanzania. The meeting informed the heads of institutions and government departments from the Western Indian Ocean Member States of the progress made in the planning for IIIE-II, reviewed the relevant country plans and requirements for IIIE-II, other relevant initiatives planned by organization in the region and progress report from the group of experts established by IOCAFRICA.

Preparing for extreme events: Ocean Forecasting and Disaster Management

The availability of good disaster management information will provide guidance on effective ways in addressing the vulnerability of sensitive socioeconomic sectors and sustainable resilience of the coastal communities. The IOCAFRICA, in collaboration with the Western Indian Ocean Marine Science Association and the Institute of Meteorological Training and Research organized a workshop in Nairobi, Kenya in August, 2015 on Ocean Forecasting for the Western Indian Ocean to empower scientists in ocean data management, and sea state forecasting and its modelling in the region.
Ocean Data and Information Management

The generation of data and information is the basis for progress in scientific research and discovery. Standards and formats are necessary to ensure inter-comparability of data so that scientists can compare their results with others, and also build on previous work. In realizing this, the IOC’s International Oceanographic Data and Information Exchange (IODE) programme is working to facilitate and promote the exchange of oceanographic data and information.

In this context a series of activities have been implemented in 2014 and 2015, within the framework of the Ocean Data and Information Network for Africa (ODINAFRICA), initiated by IODE. The project - Integrating Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa, funded by the Government of Flanders, Belgium, was launched to promote sustainable management of marine and coastal resources, as well as reduce the risks of ocean related hazards, based on sound scientific knowledge. A wide range of ocean data and information products and services at both national and regional levels were developed including: catalogues of libraries of marine institutions; electronic repository of marine related publications from/about Africa; a directory of marine and freshwater experts and institutions from Africa; a catalogue of on-going and completed marine related projects implemented along the African coastline; the African Register of Marine Species; and African Coastal and Marine Atlases. These can be accessed through the website www.odinafrica.org.

A Directory of Atmospheric and Biological datasets for the Canary Current Large Marine Ecosystem and a report on Oceanographic and Biological Features of the Canary Current Large Marine Ecosystem were both published in the framework of the project on Enhancing Oceanography Capacities in West Africa, funded by Spain.

UNESCO encourages the development of Open Data for use in science and sustainability in developing countries

UNESCO hosted the International Workshop on Open Data for Science and Sustainability in Developing Countries in collaboration with the Jomo Kenyatta University of Agriculture and Technology, the Committee on Data for Science and Technology and Task Group on Preservation of and Access to Scientific and Technical Data in/for/with Developing Countries. The 3-day workshop was aimed to circumscribe the perspectives for open data and knowledge sharing platform in developing countries by exchanging views and concerns among policy makers, scientists and information and communication technology experts. During the workshop, the challenges to international data access and sharing was discussed, covering issues such as limited access to research results published in scientific journals; lack of norms and traditions for open data sharing for collaborative research; treatment on publicly generated or funded research data; and lack of local data centers or digital repositories for researchers to submit their data.

Mr. Mika Odido, IOCAFRICA coordinator shares initiatives undertaken by UNESCO-IOCAFRICA with the development of an ODINAFRICA, bringing together more than 40 institutions in 25 African countries.© Masakazu Shibata/UNESCO
Capacity Development in Marine Science and Technology

Capacity building is an essential component of IOC’s mission. It enables all Member States to participate in and benefit from ocean research and services that are vital to sustainable development and human welfare on the planet. The IOC undertakes relevant actions to assist Member States with developing and sustaining the necessary capacity to undertake activities necessary to achieve the IOC vision at the national level as well as at the international cooperation level.

Training courses were organized on a wide range of topics, including: marine geographic information system, marine atlas development, marine spatial planning and ocean forecasting and modeling. The African Summer School on the “Application of Ocean and Coastal Data and Modelling Products in April to September 2014 was organized by IOCAFRICA in collaboration with the Kenya Meteorological Services, the University of Cape Town in South Africa, the University of Ghana, the Applied Centre for Earth and Climate Sciences in South Africa and the World Meteorological Organization.

An artwork competition on the theme Living Together with the Oceans for children and youth was organized to mark the 2014 World Ocean Day and the African Day of Seas and Oceans. The competition drew more than 250 entries and served to increase awareness of marine issues. A selection of 70 pieces of the artwork have been published in the book The Stories of Africa’s Oceans and Coasts – as told by its children and youth. IOCAFRICA also sponsored African experts to participate in training courses on the application of remote sensing to coastal management in November 2014 in Hyderabad, India and Climate Modeling in November 2014, Qingdao, China to further advocate for open data in science and technology for sustainable development. Four Regional Training Centres were established in 2014, within the framework of the Ocean Teacher Global Academy Project. These are located at Kenya Marine and Fisheries Research Institute, Escola Superior de Ciencias Marinhas e Costeiras at Universidade Eduardo Mondlane, Centre de Recherches Océanographiques in Dakar-Thiaroye and African Centre for Capacity-Building in Ocean Governance.

IOAFRICA will continue support for the UNESCO Chairs in marine sciences in Africa, and is also working with Mauritius to develop a proposal for a UNESCO Category II Regional Centre for Ocean Sciences and Innovation as recommended by a UNESCO High Level Ministerial and Experts meeting on Science, Technology and Innovation policy systems.

Africa-wide Summer School on Application of Ocean and Coastal Data and Modelling

To enrich the professional experiences among marine scientists, experts from across Africa gathered to build African capacity to access and utilize ocean, coastal and meteorological data collected from satellite observations. IODE programme has assisted several institutions in Africa to access these data sets through the ODINAFRICA.

Lisette, Seychelles (18 years old), Winner of the competition highlighted the concept of the ‘blue economy’ that is currently being promoted by the Seychelles government to all countries worldwide ©UNESCO
SOCIAL AND HUMAN SCIENCES

Social Inclusion and Transforming Societies
The Social and Human Sciences sector at UNESCO plays a vital role in assisting the global community to understand the socio-economic, political and cultural dynamics, and contexts that underpin human lives and livelihoods. 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.

1st Management of Social Transformations Programme Forum of Ministers of Social Development for Eastern Africa hosted by Kenya

Within the context of the Management of Social Transformations Programme, UNESCO deploys the tools of social science research and humanities thinking in support of rapid social transformations. The overall objective is to promote better understanding of research policy-nexus and in particular, the nature of evidence and how it can support policy effectiveness, in the interest of social transformations. In February 2015, UNESCO, organized the 1st Management of Social Transformations Programme Forum of Ministers of Social Development for Eastern Africa, under the theme, Global Justice. The event was hosted by the Government of Kenya, and opened by the Deputy President of Kenya, Honorable William Ruto, with the participation of UNESCO’s Deputy Director-General Mr. Getachew Engida. The forum brought together ministers and senior officials in charge of social development from 13 Eastern Africa countries to share experiences and reflect on theme, Global Justice, focusing specifically on it through the prism of inequalities.

In addition to ministers and senior officials, the 3 day forum was also attended by the Deputy Secretary General of the East African Community (EAC), the Deputy Minister of Gender, Children and Social Protection of Ghana, and the Minister of Economic and Social Inclusion from Ecuador, who was also President of the 10th Forum of Ministers of Social Development for Latin America and the Caribbean. Scholars and researchers from 13 academic and research institutions drawn from across Africa, Europe and the United States of America, representatives from 11 youth organizations, 9 civil society organizations, 22 media organizations, and more than 40 officials from various ministries, departments and agencies of the Government of Kenya took advantage of this regional platform to share experiences on policymaking in the area of social development, as well as interact with researchers who share knowledge that could contribute to good practices in social development policymaking. The forum also provided UNESCO and its partners, both in the UN System, as well as in the academic and research communities, to contribute to shaping regional and ultimately the global agenda in social development. At the end of the three-day forum, the ministers adopted the Nairobi Declaration on Global Justice. The 2nd Forum will take place in Tanzania in 2017.

It is not enough to be connected to each other. We also share our solutions, our experiences and dreams in one great community supported by human rights and fundamental freedoms. - Irina Bokova, Director-General of UNESCO
African Cities and UNESCO fights against all forms of discrimination

In December, 2015, UNESCO, in partnership with the city of Durban, South Africa, sponsored a panel discussion during the 7th Africitities Summit which took place in Johannesburg, South Africa. Entitled, Global Solidarity for Diversity, Inclusion and Discrimination, the panel, which was organized under the auspices of the African Chapter of the UNESCO’s International Coalition of Cities Against Racism, Discrimination and Xenophobia, brought together a diverse group of speakers to reflect on challenges of racism, discrimination and xenophobia, and forge ways to address these issues through the platform provided by cities, municipalities and other local authorities.

Speaking at the event, Ms Nada Al-Nashif, UNESCO’s Assistant Director-General for Social and Human Sciences, reaffirmed the Organization’s commitment to continue working closely with African cities to fight against all forms of discrimination and exclusion. She particularly lauded the leadership of the city of Durban, and their efforts to keep the ideals and aspirations of the Coalition alive, declaring that “UNESCO will accompany you every step of the way, as we all work towards creating a world that is truly inclusive, fair and underpinned by universal principles of solidarity, social justice and human rights.” The discussion, moderated by Professor Hubert Gijzen, Director of UNESCO Regional Office for Southern Africa, was structured around three broad themes, namely: contemporary forms and challenges of discrimination and racism; global city level action to combat discrimination and racism; and participatory policy processes and partnerships to support urban inclusion. At the end of the deliberations, a number of recommendations were put forward, addressing inclusive cities for sustainable development; participatory policy making; disaggregated and comprehensive data; and finally global solidarity and action.

Celebrating International Day of Peace and Remembering Kenya’s Westgate Victims of Terror

UNESCO in partnership with other UN agencies, organized a regional discussion to celebrate the International Day of Peace, in September 2014. The event brought 200 university students from Catholic University of Eastern Africa, Jomo Kenya University of Agriculture and Technology, Kenyatta University, University of Nairobi, United States International University and youth organizations from Kenya, including the UNESCO Youth Forum, and virtually connected students and youth groups from Mogadishu in Somalia, Juba in South Sudan, and Kampala in Uganda, who also participated in the panel discussion.

The day was opened by Director-General of UN Office in Nairobi (UNON), Ambassador Sahle-Work Zewde, who presided over an official ceremony in remembrance of the Westgate terrorist attack that took place on 21 September 2013. In her remarks, Ambassador Zewde noted that: “Never before has the work of the United Nations been so crucial, as part of our collective efforts to address the pressing challenges facing our world – from peace and security to climate change, and from development to human rights.” Shortly thereafter, she read a message from the UN Secretary-General, Mr. Ban Ki-moon, reiterating that: “Peace and security are essential foundations for social progress and sustainable development”, concluding that it was precisely why “three decades ago the United Nations affirmed the right of peoples to peace”. She also concluded with the message of Director-General of UNESCO, Ms. Irina Bokova stating that “The right to peace is of utmost importance in view of the violence that is tearing the world apart.”
Following the commemoration of Westgate terror attacks, and the lighting of candles in remembrance of the victims, a panel discussion on the theme The Rights of Peoples to Peace, ensued. Setting the tone of the discussion, Dr. Abdul Rahman Lamin, UNESCO’s Social and Human Sciences Specialist, who moderated the panel discussion, asked the audience whether one should be optimistic about the future, in light of numerous social and political conflicts currently raging across the globe, consequently undermining peace and human rights. The interventions by the panelists were followed by a highly engaged interactive discussion with the audience which included youth participants in Mogadishu in Somalia, Juba in South Sudan, and Kampala in Uganda. The discussion was concluded by a vote of thanks, presented by Ms. Nardos Bekele Thomas, UN Resident Coordinator in Kenya, who urged participants to reflect on the discussions that had taken place and seek to be change makers in their respective communities.

Situating Five Decades of UN Peacekeeping in Africa in Context

In recognizing the 2015 International Day of UN Peacekeeping, UNESCO, in partnership with UN Information Centre (UNIC) organized an interactive panel discussion to reflect on the state of UN peacekeeping in Africa over the past five decades titled: Peacekeeping in Perspective: Reflections from Africa on the Past Five Decades. The panel moderator, Dr. Abdul Rahman Lamin, UNESCO Programme Specialist for Social and Human Sciences, further explored the implications of the practice in Africa, which is currently home to half of the total number of peacekeeping operations globally, and the relationship between such operations and African regional and sub-regional organizations including the Africa Union, EAC, Economic Community of West African States and the Southern Africa Development Community. The forum which attracted an audience that included diplomats, university students and the media, had as part of its overall goal generating, through citizens’ engagement, a public conversation on the experience of peacekeeping in Africa, exploring its complex challenges during this period, as well as its contribution to peace and security, more broadly in the region, placing youth at the center of that conversation. It was also an opportunity to take stock of peacekeeping in Africa as part of the 70th anniversary of the founding of both the UN, and its specialized agency, UNESCO. The discussions formed part of a series of public dialogues designed to deepen conversation around issues of social transformation and related topics.

Ethics Education in Africa: Progress in the life sciences is giving human beings new power to improve our health and control the development processes of all living species

In 2014-2015, UNESCO’s Regional Office for Eastern Africa, facilitated two Ethics Teachers’ Training Courses (ETTC), in Eastern and Southern Africa, designed to build the capacity of ethics teachers and professionals in the region. The ETTC, which is a component of the Organization’s Ethics Education Programme, is one of two capacity building programmes implemented in Member States. Collectively, they are designed to lend substance to the key normative instruments developed in the fields of Bioethics, Ethics and Human Rights (Universal Declaration on the Human Genome and Human Rights, 1997; International Declaration on Human Genetic Data, 2003), with a specific focus on Universal Declaration on Bioethics and Human Rights, adopted by UNESCO Member States in 2005.
Ethics Teachers’ Training Courses for Eastern Africa region academics and researchers

In August 2015, the UNESCO Office for Eastern Africa, in partnership with the UNESCO Chair in Bioethics at Egerton University, organized an ETTC, on the Njoro campus of the university, in Nakuru county, Kenya. The course brought together a total of 19 highly experienced academics and researchers from different academic disciplines in the Health and Natural Sciences (Medicine, Epidemiology, Biological Sciences, and Biotechnology, etc.), as well as the Humanities (Philosophy, Ethics and Religious Studies), from universities and research entities across Kenya and the Eastern Africa region.

During the 5-day training participants obtained knowledge and skills on how to teach ethics and bioethics in institutions of higher learning, using curriculum and case study materials developed by UNESCO, and based on the principles and values enshrined in the Universal Declaration on Bioethics and Human Rights. The course was facilitated by UNESCO staff, along with three international experts from University of Namibia, in Windhoek, Namibia, Avicenne University in Paris, France, and Oxford University in the United Kingdom. Three weeks later, the same course was organized, in partnership with the Steve Biko Center for Bioethics in the Faculty of Health Sciences at University of the Witwatersrand, South Africa.

This course brought together an equally qualified group of 21 experienced academics and researchers from universities and research institutions in, Egypt, Israel, Kenya, South Africa and Zambia. It was equally facilitated by UNESCO staff, along with experts from University of Namibia and Haifa University, host institution of UNESCO Chair in Bioethics, in Israel. The ETTC offers a unique opportunity for participants in the region to enhance their teaching and professional capacities in Bioethics and Ethics. It is designed to advance pedagogical capacity for ethics teaching and improve the quality of ethics education around the world, using UNESCO’s normative instruments in this area as the broader framework within which that pedagogy is located. The ETTC, as one of the key components of UNESCO’s EEP, is not just a capacity building tool. Rather, its promotion globally and certainly in Africa, is a reflection of the practical utilization, by UNESCO, of normative instruments developed by its Member States, over decades, and geared towards lending substantive content to what is essentially soft law.

Evidence-Based Youth Policymaking Promoted in Africa

In December 2014, UNESCO, in partnership with UN-Habitat, UNDESA and The Commonwealth organized a regional workshop on Evidence Based Youth Policymaking in Africa in Nairobi, Kenya. The workshop brought together participants from Botswana, Ethiopia, Kenya, Liberia, Seychelles, Somalia, South Africa, South Sudan, Tanzania, Uganda and Zambia, to reflect on, at the regional level, the importance of placing youth policymaking at the center of the youth and national development agenda, as emphasized in the Baku Commitment, as well as the World Programme of Action on Youth.
Empowering Youth Through Entrepreneurship Education in Kenya

In 2014, UNESCO Regional Office for Eastern Africa supported a pilot project on youth empowerment through entrepreneurship education in Kiambu county, Kenya, called Student Training for Entrepreneurial Promotion for Youth (STEP4YOUTH). This was the first time the training programme, Student Training for Entrepreneurial Promotion, had been introduced outside of the university community. STEP4YOUTH, is a six-week intensive training course, administered by trained university based staff and faculty, aimed at imparting entrepreneurial skills and knowledge to students from all disciplinary backgrounds, while they are still enrolled in their respective academic programmes. The programme was introduced at Kenyatta University in 2012, through a partnership involving the Kenya National Commission for UNESCO and German National Commission for UNESCO. The introduction of the pilot to Kiambu county, in December 2014, in a partnership involving UNESCO Office for Eastern Africa, the Kenya National Commission for UNESCO, Kenyatta University, the county Government of Kiambu and the Youth Enterprise Development Fund, and specifically targeting out of school youth, was designed to reach a wider youth population, among who the challenges of unemployment and marginalization is endemic.

UNESCO Clubs Launched in Kenya to promote ideals of Peace and Sustainable Development

UNESCO and Kenya National Commission for UNESCO has revitalized the Kenya Federation of UNESCO Clubs and Association (KEFUCA) during the sensitization workshop on 13-14 October, 2015 at Kenya School of Monetary Studies. Representatives from MoEST, World Federation of UNESCO Clubs and Association, U.S Federation of UNESCO Clubs and Association, National Cohesion Integration Commission, teachers and students from primary and secondary schools from all 47 counties in Kenya also joined the event. In the years ahead, KEFUCA will serve as a platform in Kenya for young people to engage in activities directly related to promoting values associated with UNESCO, and this will be done through debates, essay competitions, community work, arts, music and theater.

Sensitization and Consultative Forum on UNESCO Chairs in Kenya

In April 2015, in partnership with the UNESCO Chair at University of Nairobi, Kenya and the Kenya National Commission for UNESCO, a two-day sensitization forum and consultative meeting was organized at University of Nairobi to review the state of UNESCO Chairs in Kenya, with a view to better position them to play a role in national development. The activity also provided an opportunity to sensitize the public about the role of UNESCO Chairs in Kenya’s higher education in particular, and society more broadly. The consultative meeting which took place on the second day, and presided over by Professor Judith Bahemuka, UNESCO Chair at University of Nairobi, brought together representatives of all universities hosting UNESCO Chairs in Kenya, along with relevant stakeholders, including Chancellors and Vice Chancellors, academics, government officials and UNESCO Regional Office for Eastern Africa staff.
CULTURE

Protecting our Heritage and Fostering Creativity
Protecting our Heritage and Fostering Creativity

In line with the SDGs and the Africa Union’s Vision 2063, and within the framework of the UNESCO Priority Africa Flagship Programme - Harnessing the power of culture for sustainable development and peace in a context of regional integration, the UNESCO Regional Office for Eastern Africa has been working closely with Member States in implementing the Culture Programme for the benefit of societies and future generations by raising awareness about heritage, providing a platform for information sharing and exchange, assisting in the development of policies and legislation, building capacity through training, and developing resources.

It is noteworthy to highlight that at the 38th session of the UNESCO General Conference in 2015, which included the active participation of East African Member States, two important milestones took place in the field of culture, namely the Proclamation of 5 May as African World Heritage Day and the adoption of the text of a new standard-setting instrument on the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society.

Promoting the World’s Underwater Cultural Heritage in Africa

Underwater cultural heritage in Eastern Africa provides testimony to the intercultural relations that transpired through navigation and trade networks in the Indian Ocean and beyond as early as the first millennium AD.

Continuing with UNESCO’s commitment to provide capacities to African Member States to better protect their underwater cultural heritage, UNESCO, together in partnership with the National Museum of Kenya organized the first UNESCO training workshop that took place in Africa from 10 to 20 December 2015 in Mombasa, Kenya, following up on the two previous trainings which was held in Turkey for the African Member States respectively in 2011 and 2015. Cultural officials and experts from Kenya, Madagascar, Mozambique, Namibia, Nigeria, Senegal, and South Africa took part in the training. The course ran for a period of 10 days combining theoretical classes with practical sessions. It followed the training schemes and standards collected in the UNESCO Foundation Course Manual on the Protection and Management of the Underwater Cultural Heritage and the UNESCO Manual for Activities directed at Underwater Cultural Heritage.

Regional World Heritage nomination training course in Robe and Addis Ababa, Ethiopia

African heritage sites are the least represented natural and cultural properties on the UNESCO World Heritage List. Currently, there are 32 World Heritage sites in Eastern Africa and the adjacent Indian Ocean region located in 7 of the 13 countries covered by UNESCO Regional Office for Eastern Africa. In collaboration with the African World Heritage Fund-AWHF (UNESCO Category II Centre), the UNESCO Office in Addis Ababa, and the Ethiopian Ministry of Culture and Tourism, organized a Regional World Heritage nomination training course in Robe and Addis Ababa, Ethiopia in November 2015. The workshops aimed to finalize nomination dossiers for proposed inscription on the UNESCO World Heritage List. Twenty-one participants from 7 countries (Ethiopia, Kenya, Seychelles, Sudan, South Africa, Uganda and Zambia) took part in the workshops.
Protecting Cultural Heritage at Risk in Uganda, Kenya

Natural and cultural heritage sites have long been the victims of human-made and natural disasters. Increasingly heritage sites and traditional heritage practices have become the direct targets of war, conflict and terrorism, particularly in the Arab and Africa regions. Through awareness-raising campaigns such as #UniteForHeritage against the destruction of cultural heritage launched in June 2015, and Protecting Cultural Heritage - An Imperative for Humanity, a global initiative launched in September 2015 to counter the destruction and trafficking of cultural property by terrorist and organized crime groups, UNESCO is working with actors around the globe to create a culture of peace and reconciliation.

Preserving and restore the Tombs of Buganda Kings at Kasubi, Uganda

Through a Japan Funds-in-Trust project, UNESCO has been working with the Government of Uganda, the Buganda Kingdom, and a team of experts over the past two years to preserve and restore the Tombs of Buganda Kings at Kasubi, Uganda, a property on the UNESCO List of World Heritage in Danger. Following a devastating fire in 2010, the main building was completely destroyed. The Kingdom of Buganda, once the largest of all the traditional kingdoms in East Africa, bears an eloquent witness to the living cultural traditions of present day Uganda. At the heart of this legacy lies the former palace of the Kabakas Kings of Buganda, built in 1882 and later converted into the royal burial grounds known as the Muzibu Azaala Mpanga. This project aims to increase risk preparedness and support reconstruction of the destroyed roof in order to remove the site from the UNESCO List of World Heritage in Danger.

UNESCO strengthened support to address illegal wildlife trade in Kenya through the World Natural Heritage sites

UNESCO has been working with the Kenyan UN Country Team on a project entitled Strengthening Climate Change Adaptation and Resilience in Kenya funded by DFID, which includes initiatives to reduce the country’s vulnerability to climate risk and to improve the livelihoods that contributes towards the reduction of green-house gases emissions. UNESCO’s role in the project is to help the national authorities in their fight against the illegal trafficking of wildlife through the development of awareness-raising campaigns, the engagement of civil society and private sector actors and the identification of alternative livelihoods for communities participating in the illicit wildlife trade.

Scoping Study on the Culture Sector in Somalia

Following years of civil war and conflict, the cultural heritage of Somalia has been severely damaged and neglected. Culture is a fundamental pillar for the reconstruction of the Somali social fabric. It can effectively contribute to the revival of the Somali identity and be a development opportunity for future generations. Restoration of the political, economic, and social structure of the country will only be sustainable if a common view and interest in a cultural heritage is shared. UNESCO, with support from the European Union and wide ranging consultations with Somali authorities, non-state actors and civil society, published a Scoping Study on the Culture Sector in Somalia: A Research Study Report, which aims to be the beginning of a new type of development approach. The study emphasizes that Somali heritage should be revived in order: to promote inclusive dialogue and peace building through various tangible and intangible cultural assets; to raise awareness of the important role that culture can play in reconciliation and rehabilitation; and to showcase Somali music, poetry, dance, art and other cultural manifestations.
Implementing the Convention for the Safeguarding of the Intangible Cultural Heritage: Eritrea, Comoros, Djibouti and Madagascar

Through a Norwegian-funded project launched in 2014, UNESCO has been working in close collaboration with the Cultural Affairs Bureau within the Ministry of Culture of Eritrea, the Eritrean National Commission for UNESCO, the National Museum of Eritrea, the Eritrean Research and Documentation Centre, and the College of Arts, to strengthen national capacities for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage. The project led to the adoption in September 2015 of Eritrea's first heritage legislation, National Proclamation No. 177/2015 for Cultural and Natural Heritage. This new heritage legislation provides the solid foundation for Eritrea to build a strong, sustainable and resilient heritage sector. The next phase of the project will focus on carrying-out an inventory of intangible cultural heritage in close collaboration with local communities.

In addition to this project, UNESCO also led activities to carry-out needs assessments for the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in Comoros, Djibouti and Madagascar. safeguarding traditional folk music in Kenya

Safeguarding traditional folk music in Kenya

UNESCO and the Goethe Institute collaborated to safeguarding traditional folk music in Kenya and provided input for a strategy on the promotion and preservation of this traditional art form. A series of seminars brought various national and international cultural actors together. UNESCO and the Ministry of Sports, Culture and the Arts contributed to the workshop by providing the current context of traditional music and the existing legislative framework touching upon the constitution, international conventions and national policies concerning traditional music. Ethnomusicologist also provided inputs to the methods of collecting and archiving traditional music and stakeholders were sensitized on effective identification, documentation, protection, transmission, promotion and accessibility of the traditional music.

Climate Change the Conversation

Together with Alliance Française, the Goethe-Institut, UNESCO launched a documentary and a music video seeking to reframe the complexity of climate change and motivating individual and collective action towards taking measures to mitigate and/or adapt to climate change. The documentary ‘Climate: change the conversation’ weaves together extracts from the multidisciplinary performance presented in June (that used live music, theatre, spoken word, multi-media and installation art to raise awareness on climate change) with expert interviews and practical solutions and strategies being implemented in Kenya to tackle climate change.

First International Jazz Day in 2015 in East Africa with a concert of young musical talents from Kenya, Uganda and Tanzania

Recognizing culture as the mainspring for sustainable development, the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) encourages the introduction of cultural policies and
measures that nurture creativity, provide access for creators to participate in domestic and international marketplaces, and ensure these expressions are accessible to the public at large. Through the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), UNESCO promotes international cooperation to facilitate the mobility of artists, and the flow of cultural goods and services, especially those from developing countries.

UNESCO celebrated the first International Jazz Day in 2015 in East Africa with a concert of young musical talents from Kenya, Uganda and Tanzania performing together with prominent Kenyan jazz musicians. The concert promoted the power of music to foster social cohesion and intercultural dialogue.

**World Day-World Unity in Kenya:** UNESCO supported a series of events under the theme Unity in Diversity during the annual Nairobi Cultural Festival, which celebrates the diverse cultures that exist within Kenya and around the world.

**Musical Waves From The Kenyan Coast: Spotlight on Kenyan Music**

UNESCO in partnership with Alliance Française, supported musical events across Kenya throughout 2014, including the launch of Volume 6 of the Spotlight on Kenyan Music album, which showcases Kenya’s diverse forms of musical expressions. Through the Swedish International Cooperation Agency project, the UNESCO Office in Addis Ababa organized multi-stakeholder consultations and workshops to assist Ethiopia with the preparation of its quadrennial periodic report on national implementation of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), which collected information on national policies and measures taken to support the creation, production, distribution, dissemination and enjoyment of cultural goods and services as well as actions taken to involve civil society in cultural policy processes.

**The first International Monuments and Sites Day: Nairobi, a historic urban landscape**

In April 2014, the first International Monuments and Sites Day was celebrated in Nairobi, Kenya with the theme Heritage places in living landscapes. At the heart of economic development in East Africa, Kenya welcomes travelers from across the world for its safaris and rich wildlife reserves. Moreover, UNESCO and the National Museums of Kenya (NMK) have mapped all of the historical buildings of significance in Nairobi, Kenya and re-examined this emerging African metropolis as a place of living heritage as told through streets, buildings and recreational parks. This resulted in the Nairobi City Tour Strategy, which provides new perspectives reflecting on the city’s history.

**Breaking the Silence: Slave Trade and Slavery in Africa: History, Legacies and the Present**

Also in 2014, a series of events was organized as Kenya celebrated the 107 years of the abolition of slavery. UNESCO celebrated 20 years of notable achievements aimed at breaking the silence on the slave trade, slavery and its tragic consequences. UNESCO supported the NMK with the opening of the Slave Trade Museum in Shimoni village, Kenya, where the slave caves remain as a stark reminder of the trade in natives sourced from Ukambani and the Kenyan Coast. As part of this
commemorations, a Science Café was also organized at the Alliance Française with a screening of the documentary film Silent memories: the unbroken chains produced by NMK in Remembrance of the Slavery and the Slave Trade.

In March 2015, the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade was commemorated under the theme Women and Slavery. UNIC and UNESCO, in partnership with UN agencies organized a Roundtable and Exhibition on Women and Slavery in Nairobi, Kenya. The International Day also raised awareness about the dangers of racism and prejudice in contemporary society.

**World Day for Cultural Diversity for Dialogue and Development in Kenya**

As the international community prepared to adopt the SDGs, UNESCO’s efforts were focused on putting culture at the heart of the global development agenda. Culture, in its manifold expressions ranging from cultural heritage to cultural and creative industries and cultural tourism, is both an enabler and a driver of the economic, social and environmental dimensions of sustainable development. In May 2015, UNESCO, in collaboration with the Kenya National Commission for UNESCO and UNIC, organized a roundtable calling for further dialogue on culture and development and the mainstreaming of culture in national policy frameworks on the occasion of the World Day for Cultural Diversity for Dialogue and Development. More than 100 people from the heritage and cultural industry sector across Kenya participated from both central and county governments, cultural experts, academia, artists, creators, producers, practitioners, media and civil society organizations.

**Abolition without emancipation: Dialogue on the meaning of the abolition of slavery and the contemporary challenges posed by its legacies**

As Kenya celebrated the 107 years of the abolition of slavery in 2014, UNESCO commemorated 20 years of notable achievements aimed at breaking the silence on the slave trade, slavery and its tragic consequences under the Slave Route Project. In collaboration with Alliance Française and in partnership with the NMK, Catholic University of Eastern Africa, Institute of Research and Development, The Research Unit, Migrations and Societies, The International Research Centre on Slaveries and the National Committee for the Memory and History of Slavery, a series of activities have been organized to commemorate the abolition of slavery in Kenya and worldwide.

As part of the commemorations, a Science Café was organized at Alliance Française in Nairobi, Kenya under the topic Commemorating the abolition of slavery: What is the meaning of slavery and its legacies today? A short documentary film, Silent memories: the unbroken chains, produced by the National Museum of Kenya preceded the discussions. The documentary illustrates the on-going research of scholars - led by Patrick Abungu, Senior Curator of the newly rehabilitated Shimoni Slavery Museum and Heritage Site of the National Museum of Kenya – focusing on the historical significance of the slave trade in the East Africa region. Without imposing a popular narrative on the views of slavery, the documentary film captures various testimonies of community members to break the silence about the subject that has been a taboo in Kenyan society for so long.
COMMUNICATION AND INFORMATION

Fostering Freedom of Expression
Access to knowledge and Information Literacy

Knowledge and information have significant impact on people’s lives. The sharing of knowledge and information, particularly through Information and Communication Technologies (ICTs) has the power to transform economies and societies. UNESCO works to create inclusive knowledge societies and empower local communities by increasing access, preservation and sharing of information and knowledge in all of UNESCO’s domains. In addition, as the United Nations agency with a specific mandate to promote “the free flow of ideas by word and image”, UNESCO works to foster free, independent and pluralistic print, broadcast and online media. Media development in this mode enhances freedom of expression, and it contributes to peace, sustainability, poverty eradication and human rights.

Promoting Freedom of Expression in Kenya, Madagascar, Mauritius Somalia, Uganda and South Sudan

Throughout 2014 and 2015, UNESCO promoted an enabling environment for freedom of expression, press freedom and journalistic safety by celebrating the World Press Freedom Day, International Day to End Impunity and World Radio Day in Kenya, Madagascar, Mauritius and South Sudan. Furthermore, UNESCO led the Somalia Media Support Group and South Sudan Media Sector Working Group in working with donors, development partners, media and civil society to increase the relevance and effectiveness of media development. UNESCO contributed towards the strengthening of media capacities on safety of Journalists in Kenya, Somalia, South Sudan and Uganda. South Sudan is one of the 5 countries selected to pilot the UN Plan of Action on Safety of Journalists and UNESCO supported several activities to operationalize the multi-stakeholder approach to make the professional environment of journalists safer.

Support of Media Development in Kenya, Madagascar, Rwanda, Djibouti and South Sudan

Assessment of media landscapes in Madagascar and South Sudan In accordance with UNESCO’s standard-setting role, a comprehensive set of Media Development Indicators aimed at enabling the assessment of media landscapes at national level has been applied to Madagascar and South Sudan. These reports serve as reference to the development of regulatory frameworks in the two countries.

A report on Gender and Media, based on the UNESCO Gender-Sensitive Indicators for Media has also been finalized for use in mainstreaming gender issues into the Djibouti media.

Training of security forces on safety of journalists in Somalia

The representatives of the Somali National Intelligence and Security Agency, the Ministry of Information and the National Union of Somali Journalists came together in Mogadishu, Somalia in June 2015 to better understand the role of security forces in protecting journalists. The initiatives provided stakeholders with an opportunity for security forces and the media to better understand their respective roles in maintaining democracy. The Minister of Information, Culture and Tourism remarked that the training took place at the right time and noted “We urgently need to build the confidence and the partnership working between security forces and media, as they both aim to achieve a united Somalia that is democratic, peace and stable.” The training was based on UNESCO’s training manual, Freedom of Expression and Public Order, which provides security forces with both theoretical and practical tools to carry out their mission of maintaining order while respecting human rights, freedom of expression and the security of journalists. The manual elaborates on international standards of freedom of expression and the conditions in which this fundamental freedom can be restricted. It also highlights the important role of journalists in a democratic society and explains why safety of journalists has become a priority for organizations promoting freedom of expression within the framework of the project, entitled Promoting an Enabling Environment for Freedom of Expression.
**Gender Equality and Women Empowerment in Kenya**

UNESCO under the UN Joint Programme on Gender Equality and Women Empowerment in Kenya supported training of journalists on gender sensitive reporting to strengthen media and communication skills of women County Assembly Members. These trainings were carried out in cooperation with the Media Council of Kenya, the African Woman and Child Feature Service and local county governments.

**Empowerment of people through Media and Information Literacy in Rwanda**

It is an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems. Media and Information Literacy initiatives have taken place in Rwanda targeting youth during the celebration of World Radio Day in 2015 and youth clubs in the Comoros to develop youth programmes.

**The IPDC programme in Eastern Africa**

Several IPDC projects have been implemented focusing on training of journalists, the development of codes of ethics and capacity building initiatives for the media in general and community radios in particular across East Africa. The IPDC is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries.

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**Information Saves Lives: Lifeline Communication**

UNESCO partnered with BBC Media Action to enhance the capacity of media practitioners on lifeline communication to support affected communities during and after humanitarian disasters, and to improve coordination between the media and humanitarian responders during such crises. In addition to community media practitioners the workshop in Kisumu county, Kenya in April 2014 drew participants from Kenya Red Cross Society, UNICEF Kenya, Kenya Meteorological Service, Concern World Wide, Ministry of Interior and Coordination, Kenya Meteorological Service, Plan International, World Vision, and CARE International.

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**Taking the Qingdao Declaration forward: Seizing digital opportunities in East Africa**

UNESCO held a Colloquium on ICT and Teacher Training in Nairobi, Kenya, in November 2015. The Colloquium concretizes the principles of the 2015 Qingdao Declaration in Eastern Africa, taking into account the Sustainable Development Goal (SDG) 4 on Education, and SDG 9 on Innovation. The event brought together over 80 representatives from five countries, namely: Kenya, Uganda, Seychelles, Mauritius, and Tanzania, as well as IGOs, NGOs, foundations, and the private sector.

**Promoting inclusive online publishing and web accessibility in Kenya**

UNESCO in partnership with stakeholders in the Education sector in Kenya, organized a 5-day training on inclusive publishing and web accessibility. The training focused on persons with disabilities especially the visually impaired and those with hearing impairment. The main aim of the training was to prepare education stakeholders in ensuring equal access to digital educational materials. The training attracted 35 participants comprising 20 men and 15 women of which 3 of the participants were visually impaired.

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*I learned how to acquire the right knowledge and skills to produce and report objectively about and during humanitarian disasters/crisis. I am now capable of sourcing for the right factual information, package it, and report it through the radio to the local community.*

- Sophie Mshila, reporter at Mwanedu FM from the project: Empowering local radios in ICTs
Strengthening capacities of local community radios in Kenya, Rwanda and Uganda with ICTs

UNESCO’s Empowering Local Radios with ICTs project funded by Swedish International Cooperation Agency aimed to bridge the gap between poor people – especially women and girls – and encourage public debate on local issues. This was achieved through a series of capacity-building activities in improving community radio practitioner’s capacity to deliver quality programming, use ICTs and helping them to increase their geographical range of news coverage by using a network of correspondents. Since 2014, UNESCO’s support to community radios has expanded from 4 in 2013 to 16: eight in Kenya, four in Rwanda and four in Uganda.

Evolution of Internet Governance: The 8th Kenya Internet Governance Forum

The 8th Kenya Internet Governance Forum was organized by Kenya ICT Action Network in cooperation with Kenya Network Information Center, Telecommunications Association of Kenya and UNESCO. Over 120 participants took part in the forum where experts from their respective fields discussed on the concept of multi-stakeholder cooperation in building inclusive knowledge societies, cyber-security, internet economy and internet governance that are all pertinent to the proliferation of socio-economic, political, and cultural development.

Access to Knowledge and Universal Access to the Cyberspace in Kenya, Somalia, South Sudan and Rwanda

UNESCO acknowledges the potential of the Internet in fostering sustainable human development and building more democratic societies. UNESCO has consistently stressed that the mechanisms of Internet governance should be based on the principles of openness, privacy and diversity, encompassing universal access, interoperability, freedom of expression and measures to resist any attempt to censor content. These principles have been highlighted during the Internet Governance Forums in Kenya and Rwanda. Several initiatives have been pursued to train young people in building their own mobile applications within the framework of UNESCO’s Youth Mobile Programme. Mobile application development trainings have been organized for young people in Kenya, Somalia, South Sudan and the wider East African region. UNESCO organized a Consultative Forum on Open Access for Africa by joining hands with the Network of African Science Academies, Royal Netherlands Academy of Arts and Sciences, Kenya National Academy of Sciences, African Academy of Sciences, and Kenyan MoEST in order to better value and make available research being carried out in Africa. UNESCO sensitizes governments, relevant institutions and the public at large on the importance to preserve documentary heritage for future generations. A one-week training of information managers in South Sudan, drawn from the Ministry of Information and Broadcasting, the South Sudan National Archives and University of Juba Library, took place in order to build capacities of these institutions to effectively digitize their documentary heritage. Technical assistance has also been provided for the digital preservation of documentary heritage in Mauritius (Mahatma Gandhi Institute to digitize the Emigration Certificates from 1842 to 1859) and 5000 reel tapes from Radio Hargeisa audio-visual archives.

Promoting inclusion and innovation through ICT in education in Kenya, Rwanda, Tanzania and Uganda

UNESCO is providing technical assistance to Member States to support the deployment of ICT in education initiatives, ranging from formulating policies and strategies, developing accessible and up to date curriculum and assessment, using ICTs for pedagogical innovation, strengthening partnership for hardware and software deployment and training teachers on ICT integration. The technical assistance provided by UNESCO includes the use of the UNESCO ICT Competency Framework for Teachers that has been successfully piloted in Kenya, Rwanda, Tanzania and Uganda. Partnerships have been concluded with the private sector to support these initiatives. Building on these national initiatives and others, a Colloquium on ICT and
Teacher Training in Eastern Africa has been organized in Nairobi, Kenya in November 2015 in assisting Member States to take the Qingdao Declaration forward and seize digital opportunities that lead education transformation.

**South Sudan accelerates ICT in all sectors**

The first South Sudan Information Communication Technology for Development Conference was held in Juba, South Sudan culminating with key recommendations to accelerate the integration of ICTs in all the sectors of South Sudan. The three day conference in February 2015 brought together over 200 participants, including international experts drawn from ICT organizations, academic institutions, senior government officials, IGOs, NGOs, private sector, civil society, diplomatic community, media practitioners, as well as bilateral and multilateral donors.

**Djibouti, Ethiopia, Kenya, and Madagascar to develop national policies to adopt Open Educational Resources (OERs)**

UNESCO is supporting the expansion of OERs which are teaching, learning and research materials in any medium, digital or otherwise, that are freely available in the public domain or have been released under an open license that permits adaptation and re-distribution. In Kenya support was provided to develop an OER policy statement based on the countries’ Sessional Paper. On ICT and Education, Kenya’s experience served as a model for other countries, such as Djibouti, Ethiopia, Ghana, and Madagascar in developing their own OER policies.

**Djibouti e-campus Initiative**

UNESCO in partnership with University of Djibouti have implemented an ICT Competency Framework for teaching staff in order to align the use of ICT in higher education teaching and learning with the UNESCO ICT Competency Framework for Teachers. UNESCO is supporting the ongoing e-campus initiative where it will provide teaching staff, researchers and students with a variety of online services. The future online course on integrating ICT in Education will build the capacities of teaching staff to make better use of the e-campus initiative at the university. Furthermore, the initiative promotes digital literacy in integrating ICT in pedagogy and the use of Open Education Resources and massive open online courses (MOOCs).

**UNESCO Celebrates Girls in ICT Day in East Africa through the uptake of Women in African History: An E-Learning Tool**

In support of Girls in ICT Day, UNESCO rolled out its 2014 Gem-Tech award winning OER Women in African History: An E-Learning Tool across East Africa to promote the ICT competencies of young girls, and to ensure that local content is available to underline the important contribution of Women to African Development. The tool is an interoperable internet platform that consists of multimedia content including comic strips, interactive pedagogical units, audio modules, and quizzes in order to highlight the role of women in African History.

**Promoting Literacy through mobile learning solutions in Somaliland**

UNESCO in partnership with Gollis University supported the development of mobile learning solutions to improve literacy in Somaliland. The project equipped NGO partners with basic literacy skills through use of mobile phones. Stakeholders were engaged to define the design and functionality of their mobile literacy learning tools.

**ICTs, Women and Disabilities in Kenya, in Rwanda and Uganda**

UNESCO is supporting Member States in providing equal access to quality education to all peoples, including marginalized communities, women and people living with disabilities. UNESCO has trained 30 curriculum developers, including special needs education teachers, in adapting interactive digital content for learners with special needs in Kenya. In Rwanda, capacities of education institutions and the National Council of People Living with Disabilities were strengthened in developing digital educational materials for young people living with disabilities. In Uganda, UNESCO worked towards ensuring that the policy environment in Uganda becomes more conducive for the use of inclusive education and access to information. These initiatives were discussed and showcased during the 6th Africa Forum on Disabilities that took place in Kampala, Uganda, in October 2015.
Public Information

UNESCO works towards increasing visibility of the UNESCO’s programme and activities in Eastern Africa. The outreach activities are carried out in close collaboration with UNESCO programme sectors and strategic engagement with UN system-wide coordination mechanisms, such as with UN Communications and Information Groups, as well as through inter-agency collaboration. The outreach activities strengthen the intersectoral and interdisciplinary dimensions of UNESCO’s action through joint advocacy campaigns and events.

Improving visibility of UNESCO’s activities in East Africa

The UNESCO Regional Office for Eastern Africa has launched various communication platforms and developed advocacy content and products to generate and disseminate information and knowledge. UNESCO Roundtable Series modality was also launched to celebrate International days, and to exchange views and stimulate debates on strategic priorities for the SDGs. On occasions, such as the celebration of International Day of Peace, under the Pan-African Forum for Culture of Peace, targeted audiences were reached via video conferencing and social media platforms.

To mark the 50 years of collaboration and partnership between Kenya and UNESCO, the UNESCO Regional Office for Eastern Africa, the Kenya National Commission for UNESCO and the Government of Kenya, together with partner institutions, organized the national celebrations in Nairobi, Kenya in October 2014. The celebration included activities such as exhibitions, cultural performances and presentations in which 23 counties and 49 exhibitors comprised of government institutions, universities, and private sectors took part to showcase Kenya’s achievements in the UNESCO fields of competence and rich cultural diversity. A Film festival was organized in partnership with the Pan African Federation of Filmmakers as a side event to the celebration, recognizing the importance of cinema and audio visual industries in the social, economic and cultural education. A roundtable was also organized at the University of Nairobi, Kenya as a pre-launching event to the national celebration.

The UNESCO Regional Office for Eastern Africa website - http://www.unesco.org/new/en/nairobi/home was also revamped in 2015 to enhance user experience and to provide access to a variety of dynamic contents on UNESCO activities in the region. The UNESCO Regional Office for Eastern Africa has also made drastic improvements in terms of digital content production.

Furthermore, existing and newly published regional specific publications and research documents were made accessible through the UNESCO Regional Office for Eastern Africa website. There are currently 14 publications and research documents from the Education Sector; 3 from Natural Sciences Sector; 5 from Culture Sector; and 2 from Communication and Information Sector.

UNESCO is also contributing to Communicating as One initiatives through various UN media outlets such as the UN in Kenya, Seychelles and Mauritius Newsletters, thematic UN newsletters, including newsletters published by UN Human Rights Working Group.

In partnership with UNIC, local audio contents have been produced in both English and Kiswahili through the UN Radio platform. Currently, 60 UN Radio podcasts can be accessed through the UNESCO Regional Office for Eastern Africa website.

With the adoption of a UNESCO social media strategy in 2015, Facebook, Google+ and YouTube platforms have been launched on September 2015 to enhance information sharing and communication among UNESCO’s network and constituencies.

A Regional Communication Strategy was drafted at the end of 2015, with recommendations to strengthen UNESCO’s visibility in the sub-region; promote UNESCO Flagship programmes and values; and mobilize funds to finance the implementation of UNESCO programmes.

The Regional Office for Eastern Africa is working to innovate knowledge management and knowledge sharing in Africa. To improve programme delivery and promote collaboration and knowledge sharing throughout UNESCO, the CONNECT-U project was launched in January 2014 in cooperation with UNESCO Regional Offices for the Sahel. The project initially involved 5 UNESCO regional offices (Abuja, Dakar, Harare, Nairobi, and Yaoundé) and UNESCO Office in Addis Ababa. CONNECT-U provides the access to tools, software, guidelines, and documents that make research easy. The platform has streamlined access to tools that have enhanced programme delivery, facilitating dialogue across sectors and offices, and creating synergies between headquarters and the field.
# List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANESI</td>
<td>African Network of Earth Science Institutions</td>
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<td>CSE</td>
<td>Comprehensive Sexuality Education</td>
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<td>EAC</td>
<td>East Africa Community</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EMIS</td>
<td>Education Management and Information System</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<td>ETTC</td>
<td>Ethics Teachers’ Training Courses</td>
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<td>GRIDMAP</td>
<td>Groundwater Resources Investigation for Drought Mitigation in Africa Programme</td>
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<tr>
<td>ICPAC</td>
<td>IGAD Climate Prediction and Applications Centre</td>
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<td>ICT</td>
<td>Information and Communication Technologies</td>
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<td>IGAD</td>
<td>Intercontinental Government Authority on Development</td>
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<td>IHP</td>
<td>International Hydrological Programme</td>
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<tr>
<td>IIIEP</td>
<td>International Institute for Education Planning</td>
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<td>IIOE-II</td>
<td>Second International Indian Ocean Expedition</td>
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<td>IOC</td>
<td>Intergovernmental Oceanographic Commission</td>
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<td>IOCAFRICA</td>
<td>IOC Sub Commission for Africa and the Adjacent Island States</td>
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<td>IODE</td>
<td>International Oceanographic Data and Information Exchange</td>
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<td>IPDC</td>
<td>International Programme for the Development of Communication</td>
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<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>NMK</td>
<td>National Museums of Kenya</td>
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<tr>
<td>ODINAFRICA</td>
<td>Ocean Data and Information Network for Africa</td>
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<td>OER</td>
<td>Open Educational Resources</td>
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<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<td>SIDS</td>
<td>Small Island Developing States</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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<tr>
<td>STEP4YOUTH</td>
<td>Student Training for Entrepreneurial Promotion for Youth</td>
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<tr>
<td>STI</td>
<td>Science, Technology and Innovation</td>
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<tr>
<td>TVET</td>
<td>Technical, Vocational and Educational Training</td>
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<tr>
<td>UNIC</td>
<td>UN Information Centre</td>
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<tr>
<td>UNICEF</td>
<td>The United Nations Children's Emergency Fund</td>
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<td>UNON</td>
<td>United Nations Office in Nairobi</td>
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<tr>
<td>WWDR</td>
<td>World Water Development Report</td>
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