UNESCO Regional Office for Eastern Africa

Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan, Uganda

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ANNUAL REPORT 2017

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Contents

Foreword

This year has been remarkable!

Regional and country activities, achievements and meaningful impacts on the beneficiaries have been extraordinary. Starting from *Education* in our thirteen countries in Eastern Africa, *the Regional Forum for Eastern Africa on ensuring inclusive and equitable education* in Tanzania provided recommendations and identified regional priorities to advance international cooperation towards the 2030 Education Agenda to *Leave No One Behind*. Countries will be able to work more towards national SDG 4 roadmaps in support of their national and regional strategic plans. The *Djibouti conference on Higher Education, Policy and Research* paved the way for the ratification of the Addis Ababa Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in Higher Education in African States. The tireless work for Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) continues through regional technical workshops organized mid-year to make sure countries in Eastern Africa integrate sustainable development, human rights, civic education and peace topics in their formal, non-formal and informal education structures to ensure quality and inclusive education and life-long learning for societies.

Great success was achieved for the Technical and Vocational Education and Training (TVET) with the Regional Methodological Workshop on the Research Framework on Quality Assurance of TVET in Eastern Africa, as well as the BEAR II validation workshops in five countries in Eastern Africa, ensuring that young people can participate in the economic growth and progress of their countries, through acquisition of technical skills and competences. Let us not forget the meaningful impact of the Health Literacy and Behavior Change project in the Kibera informal settlement in Kenya, which provided capacity building for teachers and produced teaching and learning materials on sexual and reproductive

health life skills to make sure young girls stay in school and lead the life they want, investing in their education and in their future.

In the **Natural Sciences** sector, the UNESCO International Hydrological Programme is running and gathered around 25 countries from Sub-Saharan Africa to discuss and share progress about water challenge, agreeing to establish a communication information exchange e-platform within African Member States with a focus on knowledge sharing on freshwater security.

On the **Gender aspect of Natural Sciences**, the STEM program aims at encouraging young girls to pursue careers in Science, Technology, Engineering and Mathematics, to achieve gender equality and women empowerment. In the Region, in cooperation with host governments, mentoring programs and STEM Camps of Excellence are organized to expose girls to the world of science, breaking gender-stereotypes and expanding economic opportunities for young women.

In the **Social and Human Sciences** Sector, significant achievements have been recorded in the region, in advancing the five thematic areas of the sector's work. These include *Knowledge and Social Transformation; Youth Development and Empowerment; Inclusion and Human Rights; Intercultural Dialogue and Culture of Peace; and Bioethics and the Ethics of Science and Technology.* Key highlights include progress in expanding the Students Training on Entrepreneurial Promotion for Youth (STEP4Youth) to more counties in Kenya, thus consolidating a partnership that brings together UNESCO, higher education institutions (universities) and local government entities, among others, to address the challenge of youth unemployment, through entrepreneurship education and skills development. UN inter-agency collaboration was also demonstrated during youth-led clean-up initiatives in the coastal region of Kenya, raising awareness about the importance of preserving the environment, including the oceans, and using sport to promote social cohesion, inclusivity mutual understanding and respect . On cities, the sector also initiated a regional process to revitalize the African Chapter of the International Coalition of Inclusive and Sustainable Cities (ICCAR), a global coalition of about 500 cities working under the auspices of UNESCO to promote inclusion, with the context of SDG 11 and the New Urban Agenda. Finally, in the field of Bioethics and the Ethics of Science and Technology, tremendous advances have been made in ensuring high-level interest and appreciation of this subject in the region. Among the key successes include, an expansion of UNESCO Ethics Teachers' Training Courses (ETTC) in several countries in the region, technical support to Member States in establishing National Bioethics Committees (NBCs), promotion of networking among regional experts in Bioethics, and translation of key UNESCO Bioethics materials into Kiswahili for wider dissemination in the region, among others.

In the **Culture** sector, regional synergies were strengthened for the protection of cultural heritage and commitments were made towards ratification of UNESCO Conventions in the field of culture during a Regional Conference and Ministerial Roundtable in Mauritius on the protection of cultural heritage. Moreover, we welcomed Eritrea's first World Heritage site and South Sudan's first Tentative List of potential World Heritage sites, and Simien National Park in Ethiopia was removed from the List of World Heritage in Danger. Ethiopia also ratified the 1970 UNESCO Convention on the prohibition of illicit trafficking of cultural property.

In the **Communication and Information** sector, a great achievement has been the Nairobi Declaration on National Mechanisms for Safety of Journalists, which calls for Member States to develop national multi-stakeholder coordination systems and dedicated units for preventing crimes against journalists. The Declaration has at its heart the three Ps of ending impunity against journalists: **Preventing** crimes against journalists, **Protecting** their rights, and **Prosecuting** their perpetrators. Reaching out to community radios and empowering them through Information and Communication Technologies is of paramount importance, and trainings on financial planning resource mobilization and entrepreneurship were carried out to ensure pluralism of media, to foster freedom of expression and for citizens to make informed decisions. In Madagascar, documentation and information centers of government are freely open to the public, in cooperation with local partners and the host government, to develop knowledge and inclusive societies.

UNESCO is also committed to **ONE UN strategy**, and the impact on the ground is shown through the Great Lakes Regional Strategic Framework, a multi-agency, interdisciplinary, regional framework for Burundi, Democratic Republic of Congo, Rwanda, Tanzania and Uganda. The UN Great Lakes Regional Strategic Framework encapsulates a development approach to the peace and security issues in the region and builds on a regional conflict and socio-economic analysis. Complementing development action at national level, the UN inter-agency project revolves around six pillars, namely: Sustainable land and natural resources, Mobility, Gender and sexual-based violence, Economic integration, cross-border trade and food and nutrition security, Youth and adolescents and Justice and conflict prevention. In addition to the Great Lakes Strategic Framework, UNESCO also plays a significant role in strategically positioning itself within the respective UN structures both at the national and regional levels.

The office actively participates in various UN Country Team activities in the region, through a focal point system that enables Programme Specialists to represent UNESCO in UNCTs where the Organization is non-resident, in order to, among others, coordinate development interventions and support those countries. At the regional level, UNESCO also provides strategic leadership by actively participating in the Regional UN Development Group for East and Southern Africa, including the Regional Director's Forum, the Programme Support Group, Quality Support and Assurance group and the Operations Management Team.

A new biennium of work is presenting vibrant opportunities, to build on our events and to put forward our commitments, **from words to action**. We can do it with passionate engagement of all staff from UNESCO in the Eastern Africa Region, willing to develop and accurately implement initiatives, involving relevant stakeholders, local and national partners, governments, media, non-governmental organizations and civil society to **create safer and healthier places, for the children of today, and the generations of tomorrow**, instilling peace in the minds of men and women, through education, culture, sciences and information.

Keeping in mind what drives us, as well as the new Sustainable Development Goals, along with the Ps, standing for People, Planet, Peace, Prosperity and Partnership, we will tap into the Ps to create a better world, united in partnerships and in impactful results for the people,,

Ann Therese Ndong-Jatta

UNESCO Director for UNESCO Regional Office in East Africa

List of acronyms

EDUCATION

BEAR Better Education for Africa's Rise
CC Creative Commons
CREAW Center for Rights, Education and Awareness
ESD Education for Sustainable Development
GCED Global Citizenship Education
IICBA International Institute for Capacity Building in Africa
ICT Information and Communication Technology
ICT-CFT UNESCO Competency Framework for Teachers
KFIT Korea Funds-in-Trust
ODeL Open Distance E-Learning Education
OFID OPEC Fund for International Development
OER Open Educational Resources
LMS Learning Management System
REB Rwanda Education Board
SDG4 Sustainable Development Goal
TDMF Teacher Development and Management Framework
TEM Teacher Education Management
TVET Technical and Vocational Education and Training
REB Rwanda Education Board
TDMF Teacher Development and Management Framework

NATURAL SCIENCES

IHP International Hydrological Programme
STEM Science, Technology, Engineering, Mathematics
FAEO Federation of African engineering organizations
SIDA Swedish International Development agency
STI Science, Technology and Innovation

SOCIAL AND HUMAN SCIENCES

ICCAR International Coalition of Inclusive and Sustainable Cities
SADC Southern Africa Development Community
**ETTC** Ethics Teachers Training Course

CULTURE

UNIDROIT International Institute for the Unification of Private Law

COMMUNICATION AND INFORMATION

S.M.A.R.T Strategies Specific, Measurable, Achievable, Realistic and Timely
MINEDUC Ministry of Education of Rwanda
IICBA International Institute for Capacity Building in Africa
LMS Learning Management System
ICT-CFT Information and Communication Technology- Competency Framework for Teachers
TDMF Teacher Development and Management Framework
RMC Rwanda media commission
VIKES Finnish Foundation for Media and Development
CEPO Community Empowerment for Progress Organization

Introduction

UNESCO Regional Office for Eastern Africa was created in 1965, and it covers thirteen countries in the region, namely **Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda**. UNESCO pursues its objectives through five sectors: education, natural sciences, social and human sciences, culture, and communication and information. In addition, the Regional Office for Eastern Africa hosts and coordinates the UNESCO Institute of Statistics (UIS), the Intergovernmental Oceanographic Commission (IOC), the Intergovernmental Council of the International Hydrological Programme (IHP) and The Programme on Man and the Biosphere (MAB) to enhance its capacity to deliver intellectual and humanist response to globalization and emergencies, and with the extraction and transfer of knowledge needed to influence sustainable development of a member state's legal, policy and implementation frameworks.

UNESCO staff from East Africa at UNESCO Annual retreat in Nakuru, 22 to 24 November 2017 © UNESCO East Africa

Mission

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

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

Since wars begin
in the minds of men,
it is in the minds of
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constructed.

UNESCO Constitution

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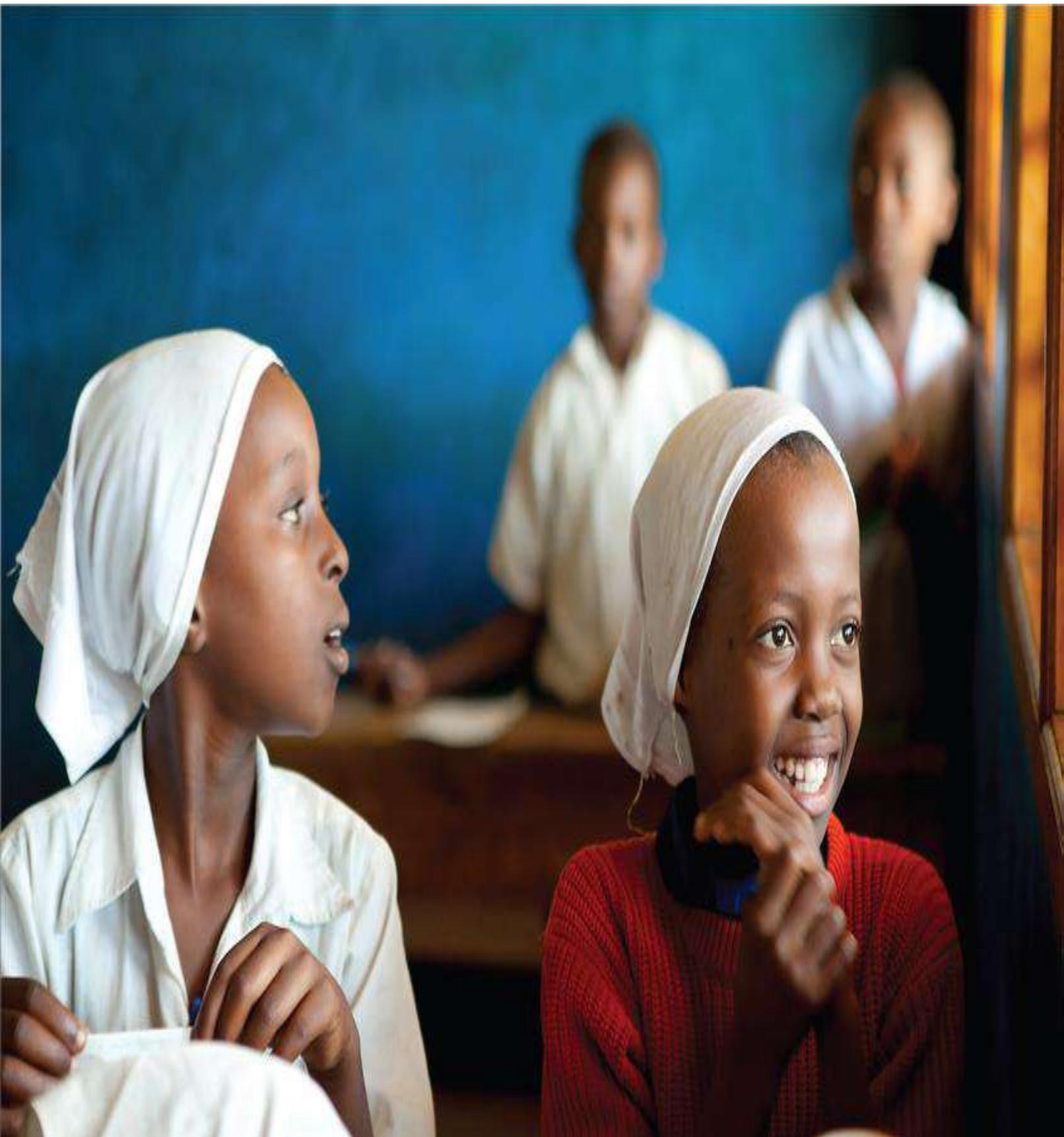
EDUCATION

Education

Regional

SDG4 Ministerial Regional Forum for Eastern Africa on "Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all"

The meeting, which was held in Dar es Salaam of Tanzania in February 2017, was part of Scoping Phase of interpretation of 2030 Education Agenda-SDG4 and a follow-up to national consultations held in the 13 countries of the region. Ministers of Education and their representatives, partners from international organizations, the SDG4 co-conveners (UNDP, UNFPA, UNHCR, UNICEF, UNWOMEN and ILO) and civil society agreed on **regional priorities and recommendations for inter-country cooperation** to advance to 2030 Education Agenda in the region and Leave No One Behind.

The forum was an opportunity for countries to share their national SDG4 roadmaps with their policy priorities in support to national education strategic plans.

Based on countries' national roadmaps, a call for greater policy coherence in a number of areas emerged: i) Out-of-school children and youth, especially girls, and the need for pre-emptive strategic planning to combat the multiple barriers to education and ensuring no one is left behind; ii) Further development of early childhood development and education given its vital role in building foundations for further learning; iii) Technical and vocational education and training (TVET) including the need for a regional framework and sharing of good practices to improve quality of instruction, learners' skills, and status of TVET qualifications and certification in general; iv) Strengthening of teacher professionalization through training and incentive schemes; v) Development of learning assessment frameworks that use effective methodologies to provide evidence where teaching and learning needs to improve; vi) The

need for accurate and reliable statistics and education indicators through the development of effective monitoring and evaluation frameworks for evidence-based policy-making.

Other key priority areas discussed to fulfill the objective of leaving no one behind include Education in Emergencies, Global Citizenship Education (GCED), Information and Communication Technology (ICT) and innovation in education, and partnerships/financing education.

The priority areas agreed through both the national and regional consultation process in Eastern Africa are the basis of a regional statement discussed at the forum to translate the global agenda into a regional roadmap for inter and intra-country partnership and cooperation.

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Regional Workshop for a more effective management of teacher deployment in the basic education sector of Central, Eastern and Southern Africa

UNESCO IIEP Pôle de Dakar organized a regional workshop in Kenya on the management of teacher deployment in the basic education sector of Central, Eastern and Southern Africa in May 2017. This event brought together around 100 executives, teachers' unions, researchers, international experts, technical and financial partners. The issue of teacher deployment is fundamental to the success of the international community's commitments to education. In African countries, challenges related to teachers are generally approached from the angle of recruitment, training and remuneration practices. Better teacher allocation could significantly increase the efficiency of public expenditure on education.

At the end of the regional workshop, a summary note on teacher deployment including experience sharing for more effective teacher management in basic education in Africa was produced.

Djibouti Conference on Higher Education, Policy and Research: Quality and Future Challenges for East Africa and the Indian Ocean

The conference on Higher Education, Policy and Research: Quality and Future challenges for East Africa and the Indian Ocean took place in Djibouti in May 2017, discussing ICT in education, sciences and climate change, peace and security in the higher education in Eastern Africa. The objectives of the conference revolved around strengthening existing reform to promote science research at national and regional levels for socio-economic and environmental development, promoting resilience strategies vis-à-vis sciences and climate change by pooling intellectual and financial resources, promoting peace and security, accelerating ICT integration in Higher Education and promoting regional integration through sub-regional and regional harmonization and quality assurance frameworks.

In this regard, the conference was the opportunity to discuss Ministers' renewed commitments and the ratification of the Addis Ababa convention, which is the outcome of the 2009 UNESCO World Conference on Higher Education which acknowledged the tremendous progress made and gave priority focus to enhance the development of a higher education and research space in Africa. On the role of higher education in addressing issues of science and climate change, peace and security, as well as ICTs, the participants reached consensus on a series of recommendations, contained in the Final Statement and a Youth Statement, and embracing the idea of

establishment a center of excellence in Djibouti under the auspices of the Ministry of Higher Education and Research; the development of interdisciplinary courses bringing together social sciences and natural sciences with a view to institutionalizing and mainstreaming issues of peace, security and gender across the university system, in collaboration with research, network; the establishment of mechanisms for dialogue among national governments, regional bodies and researchers to contribute to the development of national and regional policies on peace and security; creation of a regional cross-border consortium of Open Distance and E-Learning (ODeL) systems in enhancing accessible ODeL practices (including for people with disabilities), mutualizing resources through Open Education Resources and pooling human resources and technical resources; and finally, the establishment of a joint research agenda in ICT in education in the Eastern Africa region including publications in open access journals and presentations during conferences on the subject. These recommendations will be implemented in partnership with UN entities that participated in the conference such as the Food & Agriculture Organization of the United Nations (FAO), the United Nations Environment Programme (UNEP) and the United Nations Office for Project Services (UNOPS) and the African Union. The African Virtual University (AVU) will also play a critical role in building upon existing science and technology networks in the region.

In addition, together with UIL, a regional workshop on research on lifelong learning was held in Nairobi in June 2017 (Kenya, Ethiopia and Nigeria) in order to mobilize Higher Education assets to address specific literacy challenges in each country. Discussions were held on the correlation between higher education and adult literacy. Exchange done on the importance of devising strategies aimed at forging a partnership between higher education and distance learning institutions, and adult literacy and continuing education departments; country strategies were prepared by the three countries outlining four elements: literacy challenges, elaborate description of each challenge, higher education and distance learning assets, capabilities and networks, and an indicative strategy that aims to match identified assets with specific literacy challenges.

It was recommended for universities to engage further universities in each country to create a network.

In the three images above: Youth session with the Director of UNESCO Regional Office for Eastern Africa, and two work sessions during the Conference on Higher Education, Policy and Research, Djibouti ©UNESCO

Regional Technical Workshop on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED): transforming and sustaining our World through Learning

Participants of the ESD and GCED technical workshop: transforming and sustaining our world through learning, which took place at Southern Sun, Mayfair in Nairobi, Kenya in July 2017

The workshop was an ESD cooperation to scale up at regional level. Through the support of the Government of Japan (Japanese Funds-in-Trusts) flagship programme, in July 2017, the UNESCO Regional Office organized the regional technical workshop called 'Education for Sustainable Development (ESD) and Global Citizenship Education (GCED): transforming and sustaining our world through learning' to unpack target 4.7 and establish a community of practices among the 13 countries and key partners such as APCEUI, UNICEF, UN Women, UNFPA, Arigatou International and Interpeace. It was an opportunity to discuss amongst the participating countries how they interface with other related fields such as health, peace and human rights education, education for culture of peace, fights against discrimination, social justice and inclusion, media and information literacy. The thematic areas discussed during the workshop were: Peace Education and Prevention of Violent Extremism (PVE); ESD and the Global Action Plan (GAP); empowerment of learners through health education for sustainable lifestyles; and global citizenship through inclusion (including gender equality) and cultural diversity. A specific session on curriculum harmonization for ESD was held with support from IBE. IICBA also contributed through sharing of practices. The countries' representatives shared good policies and best practices and identified regional and national issues and capacity needs, including monitoring, gaps, challenges and relevant entry points/opportunities to integrate and mainstream the SDG 4, target 4.7 into education system planning and responses.

Sub-Saharan Africa Conference on ESD: Local sustainable solutions for cities and communities

Participants of the Sub-Saharan Africa Conference on ESD: Local sustainable solutions for cities and communities, which was held at Safari Park Hotel in Nairobi, Kenya in December 2017 @UNESCO

Furthermore, bringing together more than 100 participants, the Sub-Saharan Africa Conference on ESD: Local sustainable solutions for cities and communities took place in Nairobi in December 2017, highlighting the importance of the interlinkage between education (Sustainable Development Goal-SDG4) and sustainable cities and communities (SDG11), and long-term and effective partnerships (SDG17). Focusing on the implementation of the ESD Global Action Programme (GAP), this conference was supported by the Government of Japan and organized by UNESCO in coordination with IOM, FAO, UN Environment, UNFPA, UN-Habitat, UNHCR and UN Women. After 2-days extensive sharing of experience and debate, experts agreed on key recommendations for cities and communities to use education for People, Planet, Peace, Prosperity and Partnership (5Ps), which are the core elements of SDGs.

Recommendations focused, among others, on the importance of mobilizing people in cities and communities for inclusive participation through civil society organizations, community and youth leaders; awareness raising; strengthening skills and competencies at different levels; the key role of urban leaders; the ESD legal framework; and networking, partnership and resource mobilization efforts.

Validation workshops in five Eastern African countries for Better Education for Africa's Rise (BEAR II) project

Banner of the BEAR validation workshops carried out in Eastern Africa © UNESCO

The Better Education for Africa's Rise, BEAR II project validation workshops took place in Ethiopia, Kenya, Madagascar, United Republic of Tanzania and Uganda in September 2017. For the whole month, UNESCO and these five beneficiary countries carried out validation workshops to conclude the planning phase of the project at country level. This project supported by the Republic of Korea is focusing on three major components: Quality, Relevance and Perception of Technical and Vocational Education and Training (TVET). It was an opportunity to discuss the proposed interventions for TVET in prioritized sectors among the relevant ministries in each country, and to build synergies between stakeholders to assure the ownership and an inclusive consultation process. The BEAR II project is a five-year joint initiative supported by UNESCO and the Republic of Korea, through which UNESCO provides technical support to strengthen TVET systems and stimulate ownership and job creation in partner countries.

The official launch of BEAR II project was organized in Seoul, the Republic of Korea in December 2017 to celebrate the completion of the formulation phase as well as the onset of the inception phase. The launch event provided a platform to hold discussions amongst the Ministry of Education of the Republic of Korea, UNESCO and representatives of beneficiary countries of the project.

*Regional Methodological Workshop on the Research Framework on Quality
Assurance of Technical and Vocational Education and Training (TVET) Qualifications
in Eastern Africa*

Participants of the Regional Workshop @UNESCO

In July 2017, as a follow-up to the Mahe Process, UNESCO conducted a regional research on quality assurance of TVET qualifications in 13 Eastern African countries. The process is an initiative of the following six key recommendations made in the Regional Forum, which was organized in Mahe of Seychelles in 2016. The initiative aims at strengthening TVET in Eastern Africa through the following recommendations: (i) developing quality assurance, (ii) enhancing the quality of TVET teacher training, (iii) strengthening the teaching of entrepreneurship, (iv) promoting transition to self-employment, (v) developing and strengthening partnerships with the private sector and (vi) developing and strengthening funding mechanisms for youth enterprise start-ups. The methodological workshop consisted in preparing the national experts from ministries of education for the methodologies in collecting and analyzing data in view of the development of national reports. UNESCO will use the reports to produce regional guidelines that will assist countries in undertaking better quality assurance of TVET qualifications. A network of experts on quality assurance of qualifications in the sub-region has been established for future technical cooperation and peer learning, including regarding the production of national reports. National reports were finalized in Djibouti, Seychelles, Mauritius and Kenya.

Capacity building workshop on measuring of the Education sector response to HIV & AIDS in Eastern and Southern Africa

UNESCO HIV and Health Education Regional programme for East and Southern Africa organized a 4-day capacity-building workshop in September 2017 in Zimbabwe, on Measuring of the Education Sector Response to HIV and AIDS in Eastern and Southern Africa for participants from 13 countries covered by the Regional Office. During the workshop, the participants examined the national data tools alongside the global indicators on measuring HIV and AIDS in the education sector. Kenya presented its integrated indicators including National Education Management Information System (NEMIS) and school based surveys as a good practice. For the next stage, the participants recognized a need for national consultations with key stakeholders such as the Ministry of Education, relevant departments of the Ministry of Health, National AIDS Control Council, KICD, among others relevant important counterparts. The Directorate Policy, Partnerships and Eastern African Community Affairs will convene a consultative meeting at an appropriate time.

©UNESCO HIV & Sexuality Programme

International Literacy Day in Eastern Africa

International Literacy Day, celebrated each 8 September, was celebrated in Rwanda, South Sudan, as among others, highlighting the success of literacy, skills and ICT projects implemented in Tanzania. The theme of the day was "Literacy in a digital world".

Training in the Internet School @UNESCO Dar es Salaam, Tanzania

In **Rwanda**, a UNESCO panel in the yearly event "Rwanda Reads" collaborated with the Rwanda Education Board, to discuss the role of Literacy in a Digital World, highlighting the important role for digital literacy, strengthening a culture of reading in Rwanda, and through testimonies of children, young people and adults explaining how learning to read made a difference in their lives. In **South Sudan**, an event was organized by the Ministry of General Education and Instruction, with the support of UNESCO, UNICEF and other development partners, in the presence of the Minister of General Education and Instruction. The event was a platform for stakeholders to discuss literacy and education issues in the country, including gender equality in education, the need to decrease school dropout rates and the need to increase retention of girls in school by setting up campaigns. In **Tanzania**, the official message the UNESCO Director-General, Irina Bokova, on the occasion of the ILD, was disseminated into Kiswahili, to show multicultural understanding, education, knowledge and literacy through a multicultural world of languages. As a special global occasion, UNESCO Institute for Statistics (UIS) released a new fact sheet and an updated

edition of its UNESCO eAtlas of Literacy, presenting the latest data. While literacy rates continue to rise from one generation to the next, there are still 750 million illiterate adults, two-thirds of whom are women. These numbers are a reminder of the work ahead to meet SDGs 4 and 5 and the Education 2030 Targets.

ETHIOPIA

In October 2015, the Comprehensive Sexuality Education (CSE) - also known as Integrated Life-Skill Education (ILSE) - project was launched in Ethiopia. This is a four-year project which aims to further enhance quality CSE and enable beneficiaries to boost their sound decision making ability to ultimately protect themselves from sexual and reproductive health problems. CSE promotes lifelong inclusive and equitable girls' (and boys') quality learning by improving their knowledge and skills on basic health. Aligning the UNESCO CSE framework to the sociocultural and economic realities of Ethiopia, the project was designed to make proper and effective interventions to combat CSE/ILSE challenges in the education sector, as pledged by the Southern and Eastern Africa Ministerial Commitment (ESA) in December 2013. In particular, the project focuses on integrating the key elements of CSE/ILS and HIV/AIDs into the learning space through formal and non-formal education within the school and outside. Its core actions are based on the activation of local potential assets, building informed and knowledgeable teaching at the source: the College of Teacher Education (CTEs) and within selected schools for its scaling up.

The project, which is currently under operation in twelve CTEs of the regional state of Oromia,

is aligned to the gender priority agenda of, among others, the ESDP V and the goal on gender of 2030 Agenda for Sustainable Development (SDG 5). The key achievements and the lessons learnt from its implementation could be the keystones for harmonized interventions in curriculum, teachers training and Gender Empowerment to be led by the three key directorates (HIV/AIDS and related diseases, Gender, Teacher and Leaders Development) within the Ministry.

In October 2016, a three-year pilot project was launched entitled Technology Assisted Functional Adult Literacy Learning, an innovative "anywhere anytime learning" for youth and adults for improved life/livelihoods. Based on the socioeconomic realities and the actual learning needs of adults, relevant topics were identified and short thematic and action-oriented lessons (five to seven minutes) were developed and uploaded on desktops, laptops or mobile devices. Three selected public higher learning institutions (Ambo and Debre Brehan Universities and Hawssa CTE) and ten functional community learning centers in three regions (Oromia, Amhara and SNNPR) are the key entry points for the relevant lesson development and innovative adult learning space respectively. A total of 105 lessons, covering seven thematic components, were prepared in three national languages (Amharic, Afan Oromo, Sidama Afu) and applied in the indigenous communities. The adult learners' learning progress and achievements are impressive. The project practically answers the "how to" motivate and maintain adult learning continuum and engagement of higher learning institutions to community services with high flexibility and value for money. The pilot project well fits the Integrated Functional Adult Education (IFAE) priority stated in the ESDPV. The model, key achievements and lessons learnt from the pilot project has served as important input for the

new IFAE agenda and institutional structure in Ethiopia.

The Hainan Foundation Project entitled Quality and Relevance of Adolescent Girls Education project was launched in 2016 in three regions, namely Addis Ababa, Amhara and SNNPR. This project aims at revitalizing, enhancing and ensuring the quality and relevance of adolescent girls' education through a wider lens gender-responsive teaching and learning into the teacher education and the school system and community. The selected teacher training institutes in the three regions are encouraged to review, identify and revitalize the existing teacher training practices from five angles of gender responsiveness: teachers/leaders, content, teaching-learning process, learners' engagement and methodological assessment. Both the formal and non-formal learning inputs and activities are given due weight to enhance existing practices and linking them to the available and/or appropriate technology for gender responsive and effective adolescent girls' education. The project is well aligned to the girls' empowerment priority agenda of the ESDP V (Education Sector Development V) and the goal on gender of the 2030 Agenda for Sustainable Development (SDG5). The key intervention made in due process may have some essential contributions on harmonizing actions through complementing the shared roles and responsibilities of the concerned directorates towards gender equality and girls' empowerment in Ethiopia.

KENYA

Kenya launched its first Education for Sustainable Development Policy

In March 2017, Kenya launched its first Education for Sustainable Development (ESD) policy in the education sector. With the leadership of the Ministry of Education and with UNESCO's technical support, the policy development process entailed a wide stakeholder participation and consultation at the 47 counties and at national level. As a result, there has been ongoing capacity building for the Ministry to support the policy implementation with the training of 47 ESD county focal points as well as the development of Information Education and Communication (IEC) materials. Kenya is one of the beneficiary countries under Global Action Programme (GAP)-ESD flagship countries under the support of the government of Japan. Kenya's focus is on priority one of the GAP: ***Advancing policy***.

Furthermore, in view of the ongoing curriculum reform to ensure competency based education and training to ensure acquisition of 21st century skills, UNESCO through its International Bureau of Education (IBE) supported in strengthening the capacity of the Ministry of Education and Kenya Institute of Curriculum Development (KICD) in the monitoring and evaluation of the curriculum. As a result, the KICD developed a monitoring and evaluation framework for the new curriculum pilot and roll out. Moreover, UNESCO supported the monitoring process during the piloting phase of the curriculum in May-September 2017 that was instrumental in guiding the 2018

curriculum roll out with a priority focus on teacher preparedness and curriculum reform communication strategy to the citizenry.

Revitalizing the Tertiary, Vocational Education and Training (TVET) sector is a key focus to achieving Kenya's vision 2030. As a follow up of a regional training on TVET quality assurance mechanism, UNESCO supported Kenya to develop a national report on TVET quality assurance process and mechanisms, which will feed into the regional quality assurance policy guidelines. Additionally, through the support of the republic of Korea, Kenya is one of the beneficiary countries for the Better Education for Africa Rise (BEAR) II project which focuses on quality, relevance and rebranding of TVET. In 2017, Kenya finalized the planning phase of the project and identified environmental technologies as its key focus sector.

Health Literacy among adolescents' girls enhanced by UNESCO through cascading knowledge to make better life decisions

Additionally, in the efforts to review the current education sector plan as well as developing a new one -2018/2022. UNESCO through its International Institute of Education Planning (IIEP) supported Kenya in strengthening the technical capacity of the 30 Ministry of Education - National Education Sector Plan (NESP) committee, through the training on development of education sector plan, conducting education sector analysis and crisis sensitive planning. As a result, the team embarked on conducting an Education Sector Analysis (ESA).

Finally, there has been concerted efforts to ensure the Integration of SDG4 target 4.7 to ensure that health literacy is enshrined in the

education and training curriculum as well as in the education management information system (EMIS). As result, there was a capacity building for over 100 teachers drawn from Kibera (*the*

A Learners peer group session at Kibra Academy documented through the digital camera donated to the school (July 2017)

biggest informal settlement in Kenya) supported by the government of Azerbaijan. Additionally, Kenya has been identified as a focus country for a new project funded by SIDA on sexual and reproductive health. The key priorities include development of digital curriculum content and a national campaign to end early and unintended pregnancy.

RWANDA

Through the support of OFID and close collaboration with the REB, teacher education was supported.

Through the support of OFID (OPEC Fund for International Development) and close collaboration with the Rwanda Education Board (REB), teacher education was supported. A systematic **Teacher Development Framework** was developed based on extensive forms of consultation (of the Ministry of Education, the University of Rwanda (UR), development partners, civil society, and teachers) and research including a desk review, interviews, focus groups, and observational analysis in schools. The framework will be translated and printed and disseminated both centrally and locally across Rwanda. An in-depth training of relevant stakeholders will occur including District Education Officers, Sector, Education Officers and Master Trainer head teachers for sustainability. The Framework was presented in conference September 2017 at the UKFIET Meeting in Oxford, U.K.

With the support of OFID, UNESCO and the REB is also modelling inclusive and innovative **teaching and learning methodologies** in Rwanda's primary and secondary schools. A 100-page teachers' manual containing practical activities to support the mainstreaming of **inclusive education** was developed. In addition, 20 teachers from 20 different pilot schools in one district were trained as master trainers on inclusive education techniques. The cascade training has impacted more than 700 teachers in the pilot region. In addition, 20 principals

from the same schools were sensitised with inclusive education to build school ownership. 30 District Education Officers were also trained and were also consulted on the development of a rollout plan, and monitoring and evaluation model to scale this training across the country. The 100-page training module will be printed and disseminated to all schools. Moreover, more training of key stakeholders will take place to ensure sustainability.

In collaboration with the Belgian Education organisation, VVOB, UNESCO is also supporting the UR and the REB in developing content for the **School Leadership and Management Diploma programme** aimed at principals and head teachers – particularly on inclusive education. UNESCO has developed five case studies on inclusive education aligned to each module as well as a script to be developed into a video for the online version of the course. In addition, 20 head teachers have been trained on inclusive education to act as master trainers for the rollout of the next iteration of the Diploma programme.

Through the support of the UNESCO-Korean Funds-In-Trust (KFIT) project, ICT for education is supported. In terms of teacher and learning support, over 160 teachers were trained through the **UNESCO Rwanda ICT Essentials for Teachers** course, which will be rolled out by KOICA to 43,000 primary and secondary teachers across Rwanda; a readiness assessment of electronic assessment was conducted to support the pilot of **e-assessment** system development. To support UR's **Open Distance and eLearning (ODeL)** development, a strategy to implement the UR's institutional ODeL policy is being finalized; over 120 UR staff were trained in ODeL strategy, management, production and instructional design. A study tour was also conducted for UR staff to learn the ODeL experience in Zimbabwe. UNESCO's

Media and Information Literacy (MIL) tool was also adapted to the Rwandan context to collect data on pre-service teachers' and principals' experience of MIL in the 16 teacher training colleges (TTCs) of UR including their perceptions of the requirement of MIL competencies in their profession; an infrastructure needs assessment was also conducted for the 16 TTCs (as of 2018, the TTCs are officially under the overview of REB). These studies support evidence-based interventions by UNESCO. In supporting **learners living with disabilities**, the UNESCO Guidelines for the Inclusion of Persons Living with Disabilities on ODeL was integrated into the Digital Talent Policy (DTP) of the Ministry of Information Technology and Communication (MITEC); an implementation strategy was also developed for the National Council for Persons with Disabilities (NCPD). In terms of **Knowledge Society** support, the contextualized Rwanda Knowledge Society Policies Handbook was learning materials developed by UNESCO and the Ministry of Education of Kenya, with the support of the Government of Azerbaijan, and approved by Kenya Institute of Curriculum Development.

New accessibility ramps developed at a school in Kirehe District to facilitate wheelchair mobility following training initiatives on inclusive education in Rwanda (September 2017)

produced and 20 policies makers were trained. More trainings will be conducted due to the requests of ministries. **Five publications** were produced: UNESCO Rwanda ICT Essentials for Teachers course; UNESCO Rwanda Knowledge Society Policies Handbook; Mapping of ICT for Teacher Training Initiatives in Rwanda; Certification Standards based on the ICT Essentials; and an M&E framework based on the ICT Essentials course. **Two videos,** one on the ICT Essentials teacher training experience, and one on youth engagement in policy, were produced and disseminated. An **ICT for Education Working Group** was also created and co-chaired by UNESCO, to support the Ministry of Education in coordinating all ICT in Education interventions by development partners in Rwanda.

SOMALIA

The three Ministries of Education of Somalia developed SDG4 Roadmaps that were consolidated into one national roadmap and presented at the SDG4 Regional Forum

The Director General MOEHE Puntland welcome teachers to the last cohort training at Garowe Teachers college in Garowe Puntland Somalia (August 2017)

The three regional MoE completed the JRES (Joint Review of the Education Sector) 2016 and developed ESSP (Education Sector Strategy Plan) 2017-2021. UNESCO provided technical support to 2016 joint review of the education

sectors and review of the ESSP and ESIPG (Education Sector Implementation Plan Grant) documents through active participation in education coordination activities as a co-chair of the Somalia.

A total of 1,984 teachers acquired skills, knowledge in child centered teaching methodologies, school leadership and management, and this has contributed to improved quality learning environment in targeted schools. Inclusive and conflict sensitive teacher training materials in place.

Capacity of teacher education institutions to deliver inclusive and conflict sensitive teacher training courses improved. The targeted teacher training institutions include Somaliland National Education College, Garowe Teachers College and Faculty of Education, Somalia National University.

Technical and coordination support provided for the development of national SDG4 Roadmap and integration. The three Ministries of Education developed SDG4 Roadmaps that were consolidated into one national roadmap and presented at the SDG4 Regional Forum. This contributed to improved policy coordination and dialogue between three MOE officials. Some of the identified SDG4 priorities have been integrated in the three regional ESSP 2017-2021.

SOUTH SUDAN

UNESCO and FAO train community facilitators and teachers on Pastoralists Livelihood and Education Field Schools Integrated Curriculum

South Sudan finalised the development of its second General Education Strategic Plan (GESP) 2018-2022 in May 2017. UNESCO assisted the country in this exercise by coordinating the plan preparation process, which started in September 2015 with the analysis of the education sector. The Global Partnership for Education (GPE) provided the funding for the activity, and UNESCO was given the responsibility of managing the funds. The International Institute for Educational Planning (IIEP) conducted the sector analysis and led the capacity building training sessions and consultations that eventually led to the finalisation of the Strategic Plan. In order to ensure its quality, the plan was externally evaluated and the Juba office coordinated the evaluation of the Plan. The GESP 2018-2022 has four priority programmes as its focus during the plan implementation period. These are: i) access and equity; ii) quality; iii) management and iv) TVET. The GESP will help streamline and provide a much-needed strong coherent national policy direction in education for South Sudan.

UNESCO, in partnership with the Ministry of General Education and Instruction (MoGEI), GPE (Global Partnership for Education) and UNICEF, launched the Out of School Children project early 2017. The project has four components. These are: i) updating the 2013 Out of School Children (OOSC) study; ii) support to Community Girls Schools (CGSs) that provide learning opportunities mainly to young girls and to a lesser extent to boys; iii) support to youth skills training to equip them with vocational and entrepreneurial skills and iv) support to the Alternative Education Systems of the MoGEI to enable better performance. Accordingly, the project has registered major achievements in all the four areas. The 2017 OOSC study is nearing completion and shall be launched in the first quarter of 2018. The CGS component enrolled 6,084 learners (3,901 girls and 2,183 boys) in 213 CGSs located in various parts of the country.

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Pupils in one of 93 CGS schools are attending a morning line-up flag raising ceremony in Imatong State of South Sudan (November 2015)

630 youth in Juba town were trained in ten skills areas and graduated successfully in November 2017. The AES Directorate has also been supported with IT and office equipment. The project has also contributed to the renovation of a community-learning centre in Juba town operated by the Whitaker Peace and Development Initiative (WPDI).

UNESCO, in partnership with FAO, has been implementing an EU-funded pastoralist livelihood and education project since 2015. The project is being carried out in five counties of the former Lakes States that combines a livelihood component by FAO and an education component in literacy and numeracy by UNESCO. A total of 1,311 (332 female, 979 male) registered learners (children, youth and adults) have been undergoing learning sessions in ten (10) cattle camps and one learning centre. A new curriculum (Pastoralist Livelihoods and Education Field Schools - PLEFS) designed for pastoralists is being implemented by 37 (35 male and 2 female) teachers/community facilitators. In addition, the project supported the Pastoralist Education Strategic Framework to guide the provision of education for pastoralists in South Sudan. The

project is being implemented in cooperation with three ministries – MoGEI, Ministry of Livestock and Fisheries (MoLF) and Ministry of Agriculture and Food Security (MoAFS). An MoU has been signed by the three ministries to coordinate the work of pastoralist education in the country.

In regards to gender and HIV/AIDS education with support from SIDA, UNESCO with MoGEI and other partners drafted and budgeted for the Girl Education Strategy, which serves as a country's commitment towards gender-based violence. In addition, UNESCO trained eight (8) teacher trainers with roughly 390 teachers in 100 schools in comprehensive sexuality (CSE). An additional 86 schools were oriented on CSE. UNESCO also produced nine (9) national radio programmes in CSE reaching one million listeners.

TANZANIA

UNESCO supports development of a road map for rolling out the ICT – Competency Standards for Teachers in Tanzania

UNESCO with the support of the SDG4 co-convening Agencies, namely UNHCR, UNICEF, ILO, UNFPA and UNDP, organized the Ministerial SDG4 Regional Forum for Eastern Africa in Dar es Salaam, Tanzania in February 2017. Capitalizing on the hosting opportunity, the Ministry of Education, Science and Technology (MoEST) in Tanzania Mainland held a national session alongside the regional sessions to discuss the implementation of SDG4 in the country. The National session brought together education stakeholders from Tanzania Mainland and Zanzibar who participated in discussions to align SDG4 indicative strategies with the outputs of the country five-year Education Sector Development Plan.

In May 2017, a two-day inception workshop for developing a district-based roadmap for the implementation of the KOICA Joint Project on Empowering Adolescent Girls and Young Women through Education was held in Dar es Salaam. Officials from the four beneficiary districts namely Kasulu, Sengerema and Ngorongoro in Tanzania Mainland and, Mkoani and Micheweni districts in Zanzibar, made the commitment to support the project. The beneficiary districts identified target communities and schools, identified district-based partners and stakeholders and, selected focal persons from their respective districts. The Five Million USD project is part of the Global Initiative by UNESCO, UNFPA and UN Women, launched in six countries around the world.

UNESCO is collaborating with the Government of Tanzania in the formulation of a new TVET Project aimed at promoting skills development and youth employment for improved livelihoods in Tanzania. The Project is part of the Regional Better Education for Africa's Rise (BEAR) II Project for Africa funded by the Republic of Korea. A scoping mission was undertaken in Dar es Salaam and Dodoma in May 2017 whereby key recommendations and priorities for project implementation were established. Consultation sessions held included representatives from 40 organizations including formal and non-formal TVET training institutions, TVET educators and beneficiaries, NGOs, CSOs, research institutes, labour unions, the private sector and development partners.

The XPRIZE Project for Promotion of Early Learning through ICTs supported the development of assessment tools for Social-emotional Impact Study. UNESCO implements the project in collaboration with WFP and the

Ministry of Education, Science and Technology, whereby 2,500 children from between 9 and 10 years old from 167 remote and under-privileged communities are benefitting from the project. In August 2017, a workshop was conducted to discuss and brainstorm on the methodologies, tools and modalities for the Social and Emotional Impact Study. Seventeen (17) international and national experts in Education, Sociology and Psychology attended the workshop, which kick-started the implementation of the Social Emotional Assessment Study.

Group Photo with Teachers Colleges Tutors showing their smart phones to demonstrate their readiness for Mobile Learning (November 2017)

In November 2017, twenty-two tutors from 11 Science and Mathematics Teachers Colleges in Tanzania Mainland participated in a five-day training workshop on Mobile Learning methodology and applications. The workshop was supported by the UNESCO China-Funds-in-Trust (CFIT) Project, which is implemented by the UNESCO Dar es Salaam Office in close collaboration with the MoEST). Phase I (2015 – 2016) of the CFIT Project supported the introduction of Blended Learning modalities in public Teachers Colleges, including; Provision of ICT equipment; Development of Digital Teaching and Learning Materials; Establishment of a Learning Management System (LMS) and Digital Libraries and; Capacity Building for tutors on Integrating ICT in Teaching and Learning. Phase II (2017 – 2018) of the Project has increased the scope to include both Science and Mathematics and, Languages Teachers Colleges,

with a focus on Mobile Learning. The CFIT Project is funded by the Government of the People's Republic of China and aims to improve the quality of Teacher Education through ICTs.

UGANDA

CapED Uganda: Strengthening national capacities in Uganda to plan and manage the teaching profession

In line with the SDG – Education 2030 Agenda, Uganda is implementing a CapED project aimed at increasing the supply of qualified teachers through improved management and relevant gender-responsive teacher training programmes. The project builds on the outcomes of the previous CapEFA project that commenced in 2013 which focused on (i) establishing of a teacher management information system, (ii) harmonization of teacher training programmes and continuous professional development programs for teachers, (iii) development of a national teacher policy and ensure a highly motivated teaching workforce, (iv) development and institutionalising social dialogue platforms for teachers. The key outcomes of the project included; (i) development of implementation guidelines and a costed implementation plan to accompany the newly developed teacher policy; (ii) building the capacity of 175 government officials (75%M:25%F) from 22 districts on how to implement the newly developed teacher

management information system (TMIS); (iii) capacity building of 350 (71% M: 29%F) to plan and manage the teaching profession in line with the newly developed teacher policy guidelines and ensure a highly motivated teaching workforce; (iv) capacity building of 150 (49M:51F) local government education sector officials and teacher educators on how to utilise the developed Teacher Competency Profiles developed for ECD and secondary tutors and instructors, the national continuous professional development (CDP) and teacher motivation framework developed. The project also focused on developing implementation guidelines and a costed plan for the social dialogue framework in collaboration with key stakeholders as well as hold two sub-regional social dialogues for teacher in Uganda as part of the pilot for the social dialogue framework in collaboration with UNATU (Uganda National Teacher's Union) and MOES (Ministry of Education and Sports) were held. Lastly, the project has also generated evidence on capacity gaps and shortcomings in teacher education and pedagogy regarding gender equity and inclusiveness at the NTC and University Faculty of Education level. The results have been validated in two stakeholder consultative meetings and will lead to the development of a

national framework to implement gender responsive pedagogies in teacher education.

HIV and Health Education: In order to increase uptake and utilisation of Adolescent Sexual Reproductive Health information and services, UNESCO (Uganda) spearheaded (Protect the Goal) a mobilisation campaign among young people through use of sports and games in Karamoja Region. The approach involved training district sports officials and Civil Society Organisation. Football matches were organised in seven districts and during each match, the spectators were informed on HIV prevention messages at appropriate time. In order to have a bigger outreach, communities were also mobilised through a road show of HIV prevention video films, street mobs, community dialogue with peer educators. Social media platforms such as twitter, what's' up, face book. Local radios and national Television were also used to mobilise the community. ASRH services providers were mobilised to provide HIV counselling and Testing Services. As a result, an estimated 12 million people were reached with quality information on Sexuality Education and Sexual Reproductive Health through Social and conventional media such as tweeter, Facebook, whatsapp, Television, Radios. Over 1,000 young people voluntarily tested for HIV and knew their status.

ICT in Teacher Education:
Within the framework of UNESCO China Funds In Trust (CFIT) project to enhance teacher Education for Bridging the Education Quality Gap in Uganda, through integration if ICTs in teaching and learning, teacher educators were equipped with pedagogical foundations of online teaching and learning and are now able to administer and deliver teaching using a MOODLE based e-learning system. Ubiquitous delivery of online teaching and learning through MOODLE LMS as well as online student assessment, approaches and skills to enhance collaboration among peers when conducting online teaching and learning is now in practice. Thirty-two units were developed and the content was aligned with the contextualized ICT Competency Framework for Teachers in Uganda. These units will be rolled out in a blended mode of delivery. Indicators for possible effective Public Private Partnerships and networking mechanisms were established whereas networks among the 23 beneficiary institutions were created. Priority requirements and entry points of possible Public Private Partnerships and networks for each institution were identified in accordance to the guidelines for ICT in Education, Management and Sustainability for Teacher Training Institutions;

capacities of ICT personnel from the 23 beneficiary institutions on Sustainable Management of ICT Infrastructure   were   enhanced.

Processes for the review of the ICT in Education Policy were established, and the work plan was implemented and updated within the defined parameters of the CFIT Uganda M&E Roadmap and feedback received from the CFIT Project Implementation Committee.

The First lady and Minister of Education – Hon Janet Kataaha Museveni receiving IT equipment for the UNESCO Regional Director through the CFIT project (March 2017)

UNESCO Institute for Statistics

The UNESCO Regional Office in Nairobi is hosting the UIS Statistical advisor for Eastern African Countries. In an effort to work closely with countries, his role is to provide **technical support to countries in line with the UIS mandate**, which focuses mainly on the production of internationally comparable statistics related to areas of mandate of UNESCO (education, culture, communication and science and technology).

In addition to improving the quality of data, countries submit every year to UIS for the global monitoring of the SDGs, UIS works closely with the sector units to create synergies and increase the impact of UNESCO work at country and regional levels. In the spirit of the SDGs and particularly the SDG 17, UIS works to build partnership for data with other UN agencies and development partners interested in this area.

UIS has actively participated in regional workshops organized by the Office or other partners:

- Regional workshop in November 2017, organized in Kigali-Rwanda by the UNHCR on the Refugee education monitoring information system (REMIS). UIS provided a technical backstopping to UNHCR participants on many aspects related to quality of data and integration of refugee education in the national monitoring systems
- Regional conference on SDG4 in Tanzania
- Regional conference on TVET quality assurance in Kenya
- Continental conference on global citizenship education in Kenya
- Continental conference on education for sustainable development in Kenya

In an effort to raise awareness on the economic contribution of culture, UIS worked closely with the culture unit to finalize a report on the mapping of the status of cultural indicators and statistics in East

Africa. This document provides the baseline information to develop a strategy in collaboration with the African Union and other development partners aimed at improving the production and quality of culture statistics in east Africa. When available, these data can demonstrate evidence of the potential to create jobs and generate income in order to draw more attention from governments and attract more investments. A dedicated survey is conducted annually by UIS, which shows a huge data gap in the region, reflecting indirectly the lack of interest from government, private sector and development partners.

At the national level, UIS is conducting the pilot of CapED/Component II in Madagascar. A data quality assessment framework involving a diversity of data sources was finalized in 2017, and is used to develop the National Strategy for the development of education statistics (NSDES) in 2018.

The UIS is leading the Out-of-school study in South Sudan, which will end in March 2018.

With the support of the Regional office, UIS conducted a number of activities in selected East African countries that merit mentioning here.

UIS has shown leadership in mobilizing the SDG4 co-conveners and other stakeholders involved in the production of education statistics, and secured their contributions for the organization of national workshops on educations statistics in South Sudan, Rwanda, Ethiopia and Tanzania.

- In Ethiopia, a national workshop on education statistics in collaboration with UNICEF, UNHCR and UNFPA was organized to prepare data for submission to UIS and to train the EMIS team and participants from partners' side on the SDG 4 indicators. The country also benefited from technical support to align the data management system STATEDUC to the ISCED mapping as required for data submitted to UIS.
- In Rwanda, under the leadership of the Ministry of education and the contribution of the UNHCR, a national workshop was organized on the SDG 4 indicators. It also served to compile data for UIS global surveys on education statistics. Moreover, UNESCO supported the training of 30 District Directors of Education and District Education Officers on cleaning the 2017 school census data. In Tanzania, UNESCO office has supported a UIS mission to compile five years data for UIS surveys.
- In South Sudan, the UNESCO Juba office organized a dedicated workshop to compile data on public expenditures in education, and the training of the Ministry of general education and instruction (MOGEI) on SDG4 indicators, the UIS surveys and basics on database management.

Given the imperative to work with countries on **evidence for planning and policy**, the Office will work with UIS to establish together with the SDG4 co-conveners and other development partners, a regional workshop on education statistics as from 2018 that will be dedicated to filling the gap between data production and usage. This area was identified as weak by all the thirteen countries in their national SDG 4 roadmaps as reflected in the SDG4 regional analysis report.

NATURAL SCIENCES

Natural Sciences

Regional

Linking Africa and climate change, advancing on the Hydrological Programme in Africa

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The International Hydrological Programme (IHP) National Committee members and focal points from 25 countries attended the sixth African regional committee meeting at Port Elizabeth, South Africa between 12 to 14 July 2017.

The meeting gathered over 50 representatives from 25 countries from Sub-Saharan Africa (Benin, Botswana, Burkina Faso, Burundi, Cabo-Verde, Chad, Côte d'Ivoire, Gambia, Ethiopia, Guinea, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Senegal, South Africa, Swaziland, Togo, Uganda, Zambia and Zimbabwe). Five UNESCO Regional Offices from Africa jointly with Secretariat of UNESCO-IHP supported this meeting and the Department of Water and Sanitation (DWS), Government of South Africa, hosted the sixth Africa IHP Committee meeting.

The organization every two years of regional meeting of IHP Africa national committees started in 2006. The regional platform provides IHP National Committees in Africa to discuss and share the progress achieved by countries to address Africa water challenges. All participating countries submitted their IHP national activities.

During the meeting, UNESCO IHP developed and presented a Water Information Network System (IHP-WINS) which is an open source and open access platform that combines geolocalized data. This data base serves as a global reference in the design and support of operations, management, and decision

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support functions for sound water resources governance as well in monitoring and implementing the Sustainable Development Goal to "ensure availability and sustainable management of water and sanitation for all" (SDG6). This data base was introduced to African IHP Committee to use it for their monitoring as well contribute the national data sets for regional monitoring (http://en.unesco.org/ihp-wins)

Participants expressed their concerns on the serious issues such the recent drought in East, West and South African states, shortage of man power to handle this dire situation in Africa and shortage of international / regional / national level funding to handle this disaster.

The main results of the meeting included an agreement to establish a communication information exchange e-platform within African Member States with a focus on knowledge sharing, resource materials dissemination, capacity development and partnerships including, among others, civil society organizations, African economic communities, higher education institutions, UNESCO institutes, sister UN agencies and other partners and a communiqué addressed to Member States and UNESCO.

Participants of the sixth African regional committee meeting at Port Elizabeth, South Africa @UNESCO

Finally, a communiqué was signed by all members, to highlight the alignment of the work to sustainable development goal 6 and other SDGs that are reliant on the success with freshwater security. UNESCO will take the lead in the coordination and monitoring of this crucial SDG 6. Members states were also urged to strengthen their National Commissions which should be proactive in engaging with all stakeholders in the water sector so as to play its crucial mandated liaison role between the member states and UNESCO by coordinating the IHP activities in the respective countries and ensuring effective liaison with UNESCO.

Kenya

KENYA

*More Women Engineers,
More Passion for Sciences*

UNESCO in collaboration with NACOSTI, the National Commission for Science, Technology and Innovation, of the Government of Kenya, and the African Women in Science and Engineering (AWSE), organized a round-table discussion on **"Gender equality in Science: myths, reality and future perspectives"** on the occasion of the International Day for Women and Girls in Science, at the UN Complex in Nairobi in February 2017.

The conference gathered members of the academic community, women scientists, chemistry, physics and biology teachers, engineering and mathematics lecturers from and other University professors from the University of Johannesburg, Kenyatta University, University of Nairobi, Catholic University of Eastern Africa among others; the Forum for Women Educationalists (FAWE), the private sector including Safaricom – the Mobile Telephone provider and Kenya Airways; to **share their experiences and discuss ideas** to **promote science among women and encourage girls to pursue careers in STEM - Science, Technology, Engineering and Mathematics.** Moreover, it was an opportunity to talk about future perspectives that are imperative for the effective involvement of women in science. The objective of the conference was to emphasize the **need to achieve gender equality** and **empowerment of women and girls in science** as a means to

reaching the Global targets of the Agenda 2030, the Agenda 2063 of the African Union, and nationally in addressing Kenya's vision 2030.

UNESCO took the opportunity to present and launch the **UNESCO/Government of Kenya Science Technology, Engineering and Mathematics (STEM) Mentorship Tracking tool and Website** - an online system to keep track of the progress of the UNESCO Mentoring Girls in STEM Programme, with now 731 students mentored, in 80 schools from 25 countries covered. The website, face book and Twitter will provide visibility for what UNESCO is doing in Kenya to change the statistics in women and girls' participation in STEM as well as encourage interaction and continued support for mentored students as they continue with their studies: Website: http://stemkenya.org; Twitter:@STEMKenya;
Facebook: http://facebook.com/kenyaSTEM/

Amelia Omollo, Aeronautical Woman Engineer, speaking during International Day for Women and Girls in Science at UN in Nairobi, Kenya © UNESCO2017

Girls STEM Camp at Kaaga Girls' High School ©UNESCO2017

Scientific Camp of Excellence for mentoring girls in science technology, engineering and mathematics in Kenya

The **Meru STEM Camp at Kaaga Girls' High School** was the 5th since November 2014 when UNESCO initiated the STEM programme in Kenya, with an aim to unlock the potential in secondary school girls and inspire them to embrace STEM courses and careers. The 2017 camp was organized from 10 to 14 April 2017 at Kaaga Girls' High School in Meru County and a total of **240 students and 30 accompanying teachers** (mainly science teachers) from **Marsabit, Mandera, Wajir** and **Isiolo Counties in North Eastern** and **Meru, Tharaka Nithi** and **Embu** Counties in Upper Eastern regions participated in the camp.

So far, a total of **32 Counties out of the 47** have been covered by the UNESCO/Government of Kenya STEM programme with **971 secondary school girls mentored in Mathematics, Physics, Agricultural sciences, Marine and Ocean Sciences** as well as in different fields of **engineering - electronic and telecommunication engineering, Geospatial and Space Technology Engineering, Aeronautical Engineering** etc.

During the camp, students also have the opportunity to be exposed to the available opportunities in TVET institutions, such as technology oriented and engineering courses at diploma level among others. Students were also mentored on **life and survival skills for women and girls**.

The Meru camp was organized in partnership with Meru University and Meru Polytechnic, joined by Safaricom's Women in Technology.

RWANDA

Africa Engineering week celebrated in Kigali, Rwanda

This year's UNESCO and the Federation of African Engineering Organizations (FAEO) Africa Engineering Week was organized from 25 to 29 September in Kigali, Rwanda, under the stewardship of the Institution of Engineers of Rwanda. The Africa Engineering Week is a UNESCO Initiative organized in collaboration with the World Federation of Engineering Organizations and the Federation of African Engineers. This was the 4th of this event that was launched by UNESCO Headquarters in September 2014, in Johannesburg, South Africa, with the aim of giving visibility to the engineering profession by educating the young people and the public on the important role engineering plays in the socio-economic development of countries. The 2nd and 3rdAfrica Engineering Week events were organized in Zimbabwe and Nigeria respectively. The theme of the Africa Engineering Week 2017 was **"Effective Waste Management in Africa".**

More than 1000 participants attended, constituting an ideal platform for exchanging in the field of engineering in Africa as well as disseminating and **promoting engineering innovations and solutions among the future community of engineers.**

The aim was to **encourage students to study engineering by supplementing STEM curriculum with practical engineering applications, and to incite more African countries to participate ensuring the sustainability of these efforts**.

Rwanda conducts a consultative workshop on the Future Earth initiative

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The Ministry of Education, in collaboration with UNESCO and with the financial support of the Swedish International Development Agency (SIDA) conducted a two-day consultative workshop bringing together the Ministry of Education, the Ministry of Environment, the University of Rwanda, CSOs and Development partners to discuss Rwanda's preliminary Country profile and co-design an action plan to build Rwanda's scientific capacities to address the Sustainable Development Goals (SDGs) and participate in global interdisciplinary research on environmental change.

With Rwanda's long-term strategy of raising its people out of poverty and transforming the country into a middle-income economy, urgent efforts have been invested in transforming its national strategies into evidence-based plans. However, with one of the fastest growing populations in Eastern Africa and

emerging pressure on its natural resources and climate change, policies backed by interdisciplinary research and innovation are essential to propel the country towards its long-term development aspirations. This calls for an enabling Science, Technology and Innovation (STI) system as well as the required funding to develop capacities and support cooperative research and innovation based on an inter-sectorial and integrated approach to respond to the interdependent and complex current and future challenges to sustainability.

Based on priority sectors in the National Strategy for Transformation (NST 1), all stakeholders in the
The *Future Earth Initiative* is an international research-driven action-orientated programme launched in June 2012. The initiative provides the critical knowledge required for societies to successfully transition into global sustainability and tackles the critical challenges posed by the new geological epoch, the Anthropocene. This new epoch is characterized by high human impact on the earth as a system.
For more information: UNESCO-SIDA Future Earth Capacity Programme

SOUTH SUDAN

Building capacity in disaster risks in South Sudan

UNESCO Juba office is supporting mainstreaming disaster risk management in national development plans in light of building capacity in disaster risk reduction. The project is contributing towards developing guidelines for mainstreaming disaster risk planning into national and sectorial development plans.

South Sudan is exceptionally vulnerable to weather related natural hazards which demands diverse participation and coordination from different relevant ministries. According to the Climate Vulnerability Index 2017, South Sudan ranked amongst five worst performing to tackle the impact of climate change in the world. UNESCO Juba office is working with Ministry of Humanitarian Affairs and Disaster Management, Ministry of Water Resources and Irrigation, Ministry of Environment and Forestry and Department of Meteorology among others to support inter-ministerial information-sharing and coordination on mainstreaming disaster risk management.

The implementation of the activity include, knowledge generation, building technical and institutional capacity as well as advocacy to enhance collective awareness and response to natural hazards.

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION Sub Commission for Africa

IOC's Sub Commission for Africa and the Adjacent Island States (IOCAFRICA), based at the UNESCO Regional Office for Eastern Africa, was established in 2011 to ensure the efficient implementation of IOC programmes in Africa. IOCAFRICA promotes scientific research and understanding of the ocean and coastal environment and resources, and provides the science-base necessary for the development of the Blue Economy in Africa as outlined in the African Union's Agenda 2063 ("The Africa we Want") and the 2050 African Integrated Marine Strategic Plan of Action (AIMS2050).

Regional

Fourth session of the UNESCO/IOCs Sub Commission for Africa and the Adjacent Island States

The Fourth session of the UNESCO/IOC's Sub Commission for Africa and the Adjacent Island States (IOCAFRICA) was hosted by the Egyptian National Institute of Oceanography and Fisheries in Alexandria, Egypt from 6 to 8 March 2017. The session, which was officially opened by Prof Essam Khamis, Deputy Minister of Higher Education and Scientific Research for Arab Republic Egypt, was attended by more than 55 participants representing 17 member states and other partners. The session was preceded by a preparatory experts meeting 4-5 March 2017 who prepared draft work plan and recommendations for consideration by the session. The session adopted a draft work plan for 2017-2019 focusing on: Ocean Observations and Monitoring, Ocean Sciences and Assessments, Ocean Data and Information Management, Capacity Development for Marine Science and Technology, and Raising Awareness and Science-Policy Interface. The IOCAFRICA Work plan for 2017-2019 was subsequently presented to and approved by the 29th session of the IOC Assembly 21-29 June 2017, Paris, France.

World Oceans Day 2017

UNESCO/IOC provided support for the organization of World Oceans Day (8 June) activities in Kilifi, Kenya (with UN Environment and Ocean Sole) and in Maputo, Mozambique with the UNESCO Office in Maputo. These events received publicity nationally and also in the press outside the region, with France 24 covering the Kilifi event.

In the photo, speakers at the Fourth session of the UNESCO/IOC's Sub Commission for Africa and the Adjacent Island States (IOCAFRICA) in Egypt ©UNESCO2017

"Responses on Biological Productivity and Fisheries to Changes in Atmospheric and Oceanographic Conditions in the Upwelling Regional associated with the East African Coastal Current- PEACC"

The project on "Responses of Biological Productivity and Fisheries to Changes in Atmospheric and Oceanographic Conditions in the Upwelling Region Associated with the East African Coastal Current – PEACC", held its second progress review meeting from 25-28 July 2017 in Tanga, Tanzania. PEACC project seeks to investigate the ecosystem and socio-economic impacts due to changes in meteorological and oceanographic conditions in the upwelling region associated with the East African Coastal Current (EACC) system. Implementation of the project is guided through four work packages: Fisheries Ecology; Primary Productivity; Biophysical and Climate Modelling; as well as Socio-economics and Governance. The project is implemented in Kenya and Tanzania by the Tanzania Fisheries Research Institute (lead institution), Institute of Marine Sciences, University of Dodoma, and University of Dar es Salaam (Tanzania); Kenya Marine and Fisheries Research Institute, Kenya State Department of Fisheries, and the Kenya Meteorological Department (Kenya). Funding for implementation is provided by the Western Indian Ocean Marine Science Association, Intergovernmental Oceanographic Commission of UNESCO, and the Tanzania Deep Sea Fishing Authority.

UNESCO sponsors African marine scientists to undertake oceanographic surveys on board of the research cruise SA Agulhas II

UNESCO/IOC sponsored the participation of 20 marine scientists and students from Egypt, Kenya, Mozambique, Nigeria, and Tanzania research cruise undertaken by the South African oceanographic research vessel, the SA Agulhas II, in the framework of the Second International Indian Ocean Expedition. The South African

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Department of Environmental Affairs (DEA) coordinated the cruise, which departed from Durban, South Africa on 17 October 2017 to Dar es Salaam, Tanzania (arriving 2 November and departing on 3 November 2017) and ended in Durban, South Africa on 13 November 2017. It offered opportunities for oceanographic surveys and training off the coasts of South Africa, Mozambique and Tanzania. The topics covered included physical oceanography, chemical Oceanography, biological oceanography, benthic biodiversity, marine top predators (whales, seabirds), marine geology, and social sciences. IOCAFRICA in collaboration with DEA and the Western Indian Ocean Marine Science Association (WIOMSA) organized a special session on IIOE-2 at 10th Scientific Symposium of WIOMSA (30 October – 4 November 2017, Dar es Salaam, Tanzania), and an Open Day on board the SA Agulhas II on 2 November 2017 at the Port of Dar es Salaam in order to raise awareness on the expedition and engage marine scientists and resource managers from the region in the expedition.

Trainings courses organized in 2017 by UNESCO/IOC

The regional training centres for the Ocean Teacher Global Academy established at the Kenya Marine and Fisheries Research Institute – KMFRI (Kenya), School of Marine and Coastal Sciences at the Eduardo Mondlane University – EMU (Mozambique), and the Centre de Recherches Océanographiques de Dakar-Thiaroye CRODT/ISRA (Sénégal) hosted the following training courses organized by UNESCO/IOC:

- Application of Geographic Information Systems (GIS) in marine and coastal areas (16-20 January 2017, CRODT, Dakar, Senegal). The course was attended by 33 participants from 13 French speaking African countries (Benin, Cameroon, Congo, DR Congo, Côte d'Ivoire, Gabon, Guinea, Morocco, Madagascar, Mauritania, Senegal, Togo and Tunisia), and focused the acquisition, processing, analysis and interpretation of spatial data as well as the generation of products for the management of the marine and coastal environment and resources.
- Fundamentals of Ocean Data Management (23-27 January 2017, EMU, Maputo, Mozambique). The course was attended by 24 participants from 5 Portuguese speaking countries (Angola, Brazil, Cape Verde, Sao Tome and Principe). The course provided a comprehensive introduction to oceanographic data management, including methods of oceanographic data handling using common oceanographic datasets and formats, covering a variety of oceanic environments, spanning from open sea, shelf seas up to estuaries. Students of the UNESCO Chair in

Oceanography and Marine Sciences at the Quelimane campus of the Edourdo Mondlane University in Mozambique participated remotely in the training course through webex.

- Research Data Management (3 - 7 July 2017, KMFRI, Mombasa, Kenya). 21 participants attended the course from Kenya, Madagascar, Mozambique, Namibia, Seychelles and Tanzania. It provided comprehensive training in research data management in order to lay the foundations for a common approach for research data management amongst researchers, repositories and facilities (including libraries) that manage marine data, thereby helping to ensure that the data is accessible, standardized and maintained over time.

- Marine Biodiversity Data Management (17 - 20 July 2017, CRODT, Dakar, Senegal). 20 participants attended the training course from Algeria, Benin, Comoros, Cote d'Ivoire, Guinea, Madagascar, Mauritania, Morocco, Senegal, Togo and Tunisia. The course provided an introduction to the Ocean Biogeographic Information System (OBIS) managed by UNESCO/IOC, and included best practices in marine biogeographic data management, data publication, data access, data analysis and data visualization.

UNESCO/IOC also participated in a stakeholders meeting from 25-26 May 2017 to develop and finalize a curriculum for a Bachelor of Oceanography degree at the Pwani University in Kilifi, Kenya.

Photo credits ©UNESCOEastAfrica

Second volume of Stories of Africa's Oceans and Coasts: As told by Africa's Children and Youth published in 2017

The second volume of the **"Stories of Africa's Oceans and Coasts: As told by Africa's Children and Youth"** was published in 2017. The book contained essays on Kenya's Coastal and Marine Resources and Environment submitted by students from secondary schools in Kenya during an Ocean Sciences organized in collaboration with the Kenya National Commission for UNESCO, Kenya Marine and Fisheries Research Institute, and the Kenya Federation of UNESCO Clubs, Centres and Associations.

Social and Human Sciences

Regional

Youth call for the bridging of intergenerational divide in Africa

The international conference "Youth, Peacebuilding and Regional Solidarity: Lessons from Africa" was an opportunity to celebrate youth contribution to democratic transition in the Gambia, and also an occasion to reflect on youth movements; role in the transition and consolidation of democracy on the African continent. Participants and speakers at the conference called for the bridging of the intergenerational divide in Africa in order to achieve peace and reduce conflicts on the continent.

Lead youth organisations and movements such as the Pan-African Youth Movement for a Culture of Peace (a network established with the support of UNESCO), Yen a Marre (from Senegal), GambiaHasDecided, Balai Citoyen (from Burkina Faso) and Students Movement Association (Malawi) attended and contributed to the deliberations and outcomes of the conference. Pan-African leaders such as Professor Abdoulaye Bathily, outgoing UN Secretary General Special Envoy for Central Africa and Honourable Halifa Sallah, Member of Parliament in The Gambia attended.

UNESCO Regional Office for Eastern Africa supported this important international initiative as part of its youth development and civic education programmes. The Social and Human Sciences (SHS) Programme of the Regional Office is committed to empowering youth to drive social innovation and change; participate fully in the development of their societies; eradicate poverty and inequality, and foster a culture of peace.

*Education for Sustainable Development in Sub-Saharan Africa: finding local solutions
for sustainable cities and communities*

*Participants of the session of the African Regional chapter of the International Coalition of Inclusive and Sustainable Cities
(ICCAR), 7 December 2017, Nairobi- Kenya @UNESCO*

In the framework of the African Regional Conference on Education for Sustainable Development: Local sustainable solutions for cities and communities, a session on the revitalization of the African Regional Chapter of the International Coalition of Inclusive and Sustainable cities (ICCAR) took place on 7 December 2017. Mayors from Sub-Saharan Africa, as well as the Assistant Director General of UNESCO Social and Human Sciences, and UNESCO Social and Human Sciences experts in the Africa region stimulated a discussion on the need of cities to be responsive to climate change, to adapt to the needs of people living and to include Education and social protection strategies as main priorities of sustainable cities. To do so, partnerships, as well as Africa agenda 2063 were considered essential in addressing the challenges in the cities. The ICCAR platform seeks to identify gasp so as to help in developing policies, for instance social inclusion, teacher training and state of scientific research, universities and cities. The objectives of ICCAR are to share best practices with cities (how cities include citizens in decision-making, improve inclusive education) technical advice (evidence-based policies through research) and capacity building through the already existing UNESCO modules. Experiences from cities in Africa were shared (Uganda, Cameroon, Sierra Leone, Kenya, Zambia). The importance of young people was highlighted, seen as partners for development and transformational change. In commemorating the 70 years of the International Declaration of Human rights in 2018, the actions agreed highlighted the importance of ensuring an active and vibrant African Regional chapter of ICCAR, and committed to effectively engage in its revitalization. Moreover, ICCAR further agreed to work

closely with UNESCO in 2018-2019, to put in place the relevant structures and operational mechanism for the effective functioning of the Africa Regional chapter of ICCAR and working in partnership with UNESCO, convene an African-wide regional conference of ICCAR, to formalize this consensus..

Regional Conference on SDGs, Bioethics, and Research Ethics and Education

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The meeting of Southern Africa Development Community (SADC) Senior Officials responsible for Education and Training, Science, Technology and Innovation, held on February 22 to 24 2017 in Kasane, Botswana, noted the instrumental role played by the 2005 Universal Declaration on Bioethics and Human Rights in developing global minimum standards in biomedical research and clinical practice. At the above-mentioned meeting, the Ministers requested UNESCO to support the development in Bioethics in the SADC region and acknowledged that the Secretariat, in collaboration with UNESCO, plan to review the Memorandum of Understanding between the two organizations which was signed in 1996 and will develop a Plan of Action outlining the joint areas of cooperation, including bioethics. The University of Botswana's Office of Research and Development has put in place a proposal for a Centre of Excellence for Applied Ethics Research in Bioethics. It is against this background and call for the enhancement of bioethics education and research in Africa that the UNESCO's Regional Office, along with its regional counterpart in Eastern Africa, supported a regional initiative in October 2017, in collaboration with the Botswana Ministry of Tertiary Education, Research, Science and Technology, the Southern Africa Development Community and the University of Botswana. The aim of the initiative was to review the status of bioethics, ethics education, and research to prepare a solid foundation targeting bioethics engagement in Africa.

Moreover, It was an opportunity to build a consensus among national stakeholders on the countries' bioethics needs and stakeholders' interventions designed to address those needs; establish coordination and collaboration at regional level with participation of the Southern Africa Development Community and identify possible North-South and South-South collaborations in an effort to seek expertise in bioethics, as well as benchmarking and grant proposal writing.

Retreat Social and Human Sciences

In May 2017, the Social and Human Sciences sector gathered in the Gambia to discuss the five thematic areas of the Social and Human sciences sector: *knowledge for transformation (including gender and transformational leadership); youth development and empowerment; intercultural dialogue and culture of peace (including history and memory); inclusion and rights; and Bioethics and the Ethics of Science and Technology.* Specific priorities were identified for each thematic area, with follow up on actions highlighted. Topics of discussion included resource mobilization; managing the relationship between regional field offices and headquarters units and divisions; cooperation with other UN agencies, the AU and RECs, and finally, visibility, specific recommendations on these matters, adopted.

This was an opportunity of reflection for collaboration within the region, through the development of interregional work plans, and with other regions, in the identified thematic areas. Moreover, the regional retreat helped identify key enablers for efficient programme delivery and achievement of results, including resource mobilization at both the global and regional levels, and cooperation with other relevant stakeholders, such as the UN agencies, AU and the RECs, complimented by an effective visibility strategy.

The retreat acknowledged that there are already inter-sectoral project proposals on Preventing Violent Extremism (PVE), Youth empowerment-employability, and Intercultural Dialogue in the pipeline, seeking funding from the European Union, the European Commission, SIDA and others. The collaborative process leading the development of those proposals was specifically highlighted as a best practice, in terms of cooperation between HQ units and field offices in regards to resource mobilization. More steps will be taken to institutionalize the approach. The visibility strategy was also discussed, which can be increased through UNESCO channels, thanks to partners and stakeholders and through mapping of partners in Africa, including UNESCO chairs that are active in the region, UNESCO clubs and Youth Networks.

In the photo: *Participants: Abdul Rahman Lamin (Chair, Nairobi), Marema Thiam Toure (Dakar), Yvonne Matuturu (Yaounde), Charaf Ahmimed (Harare) & Hugue Charnie Ngandeu Ngatta (Abuja)*

KENYA

UNESCO organizes consultative meeting on identity, violence and social cohesion in Kenya

On 13 February 2017, with the support of UNDP, a consultative meeting on countering identity-based violence and promoting social cohesion in Kenya as a means to contribute to the reduction of internal factionalism, ethnic sectarianism, and violent extremism. The meeting brought together over 50 interested partners, including academics and researchers, lawmakers, institutions working to promote social cohesion and national integration, students and youth representatives, civil society and UN agencies, to brainstorm on this subject, and the define the way forward.

The meeting was part of UNESCO's contribution to the UN Development Assistance Framework (UNDAF), in reflecting on the promotion of a peaceful and socially cohesive society, with an emphasis on conflict prevention in Kenya and the wider Eastern Africa region. The event discussed the root causes of divisions within Kenya's cultural identity, and plotted how those divisions may be countered with positive unifying messaging of Kenyan cultural diversity, heritage and traditions, through policy dialogues and advocacy campaigns. Following a day-long deliberations during which various institutions shared their perspectives on the subject, partners agreed to establish a working group with responsibility to flesh out the details and substantive components (research, policy dialogues, public engagement, including on the forthcoming elections in August 2017, advocacy, etc.) of the initiative, and engage with all stakeholders to truly promote social cohesion in Kenya. It was also agreed that the youth in particular, should be engaged more, on matters of identity, violence and cohesion, especially as Kenya prepares for elections later this year, and finally that multiple approaches, including leveraging technology to sensitize the population on the subject matter must be employed.

World Water Day 2017: Clean up at Lake Naivasha

On the occasion of World Water Day 2017, 22 March 2017, UNESCO Regional Office for Eastern Africa, in collaboration with UN environment, participated in the clean-up initiative of Lake Naivasha, a UNESCO world heritage site. The clean-up, organized by Clean up Kenya, a Nairobi based group, drawing the participation of 157 volunteers, mobilized mostly from the networks of the three organizations, including the Youth Forum of the Kenya National Commission for UNESCO. The initiative has a two-fold objective, namely: a call to action to save Lake Naivasha's ecosystem, and sensitizing Naivasha residents in particular, and Kenyans in general, on the importance of maintaining a clean and healthy environment. This was the fourth major cleanup campaign organized by Clean-Up Kenya, the first three being in Githogoro (1st may 2016), Limuru (9th July 2016) and Kilifi (22nd October 2016).

Cleanup at Naivasha, 22 March 2017 Kenya ©UNESCO

The cleanup at Lake Naivasha took place at five official sites, namely; Kenyatta Avenue, Nakuru-Nairobi Road, Karagita, Karagita public beach and Kamere. Over 3 tons of litter ranging from plastics, glasses, clothes, rubber and papers, were picked at the sites, highlighting the growing problem of marine litter. The litter was sorted on site, with about 70% taken to Karagita Community Cooker where the litter will be used as fuel.

UNESCO puts emphasis on the importance of freshwater as a resource for mankind, cross-cutting all social, economic and environmental activities. It is a condition for all life on our planet, an enabling or limiting factor for any social and technological development, a possible source of welfare or misery, cooperation or conflict.

Cleanup at Naivasha, 22 march 2017 Kenya ©UNESCO

On the occasion of World Environment Day and World Oceans Day 2017, UNESCO Regional Office for Eastern Africa and its partners, which included UN Environment and UN Information Center (UNIC), partnered with *Ocean-Sole*, *Local Ocean Trust*, *Regeneration Africa* and several other community organizations in, and around Malindi and Watamu Beach, in the coastal region of Kenya, creating an alliance, #CleanSeas, to sensitize those communities about the importance of behavior change as far as environmental protection and conservation were concerned.

Students from Pwani University visited the private company Regeneration Africa, in Malinda, to learn more about waste management and environment, during World Environment Day 2017 @UNESCO

The celebration which took place over a 3-day period (3-5 June), included the organization three specific events, namely; **cleaning of the Watamu beach; a football match featuring school children (both boys and girls) from the communities; and sponsoring a visit of university students to a local industry, *Regeneration Africa*,** to observe first-hand how trash can be turned into treasure, thus providing young people an opportunity to earn income. The events were also designed to coincide with the World Ocean Conference, which opened at the United Nations Headquarters in New York, on 5 June, running through 9 June 2017.

The clean-up of Watamu beach was immediately followed by a two-hour sensitization of the youth on how conservation can also be used as an entrepreneurial opportunity. Kenya to Cape Town, South Africa,

to raise awareness on clean oceans, as part of the collaborative initiative involving UNESCO and other UN partners.

The celebration also highlighted the importance of protecting sea animals such as the sea turtle, from waste products such as plastic that is often dumped into the ocean, and end up being consumed by turtles and even fish (infecting them in the process), with the latter frequently ending on dinner tables around the world.

Aware of the 2017 World Environment Day theme, *Connecting People to Nature* and the both financially and environmentally, educating them how to generate income from waste.

On 5 June, UNESCO supported 30 Environment Club students from Pwani University, to visit *Regeneration Africa*, a Malindi-based private company that buys plastic and flip-flops and recycles them into products for income generation. The students were taken through the process of collection, sorting, production and processing of the plastic and flip-flops. The students were excited to learn how plastic and flip flops could create jobs and how they could collect plastic for income generation. The visit also provided students an experimental learning opportunity to see conservation entrepreneurship in action, by recycling trash from the beaches and then designing sculptures, mattresses, pavement blocks and.

theme of World Oceans Day, *Our Oceans, Our Future*, the partners were able to promote the adoption of conservation entrepreneurship by turning waste into cash (Trash to Treasure). Conservation entrepreneurship is a proven way to engage youth, and socially integrate the concept of the green economy, in leading by example in the areas of waste management, recycling, and up-cycling, to make oceans sustainable. The key message was that young people need to be responsible for their future fence posts in value addition, for sale in local and international markets.

The three activities were designed as part of a series of efforts that UNESCO and its partners in Kenya plan to embark on, as a contribution towards the implementation of SDG 14, to conserve and sustainably use the oceans, seas and marine resources for sustainable development, and in doing so, involving the youth.

SOMALIA

Hargeisa International Book Fair

UNESCO, in partnership with Redsea Cultural Foundation, celebrated the 10th Anniversary of Hargeysa International Book Fair, with the theme of Connectivity, which helped harnessing together the previous themes including Freedom, Censorship, Citizenship, Collective memory, Visualization the future, Journey, Imagination, Spaces, Leadership and Creativity. Hargeysa International Book Fair is the main cultural event in Somaliland, and the largest public celebration of books in East Africa that brings together writers, poets, artists from all over the world, to share and discuss their art, culture and literary productions with the audience in English and Somali. UNESCO shared

its visions of supporting literacy, education and other development activities going on in Somaliland through activities of Forum for Youth within the Hargeysa International Book Fair, including professional courses on creative writing, creative photography, film script writing and also supporting youth from regions outside of Hargeysa to join, discuss and debate on issues that concerned them.

Audience at the Hargeysa International Book Fair ©UNESCO2017

International Youth Day in Somalia

Over 300+ young people marked the International Youth day in Mogadishu. Youth from across the 17 regions came together to discuss the pivotal role that youth can play in contributing to the democratic governance of their country. The event was in partnership with the Federal Ministry of Youth & Sports at the Aviation Hangar in MIA with support from: O/DSRSG/RC/HC, UNESCO, UNFPA, UN-Habitat and UNSOM/SCPAG.

With high-level speakers such as the Somali Deputy Prime Minister, the Federal Minister of Youth and Sports as well as representatives from the UN, the forum was a unique opportunity for youth to voice their needs to the highest-level actors within their country.

Youth participants highlighted the need for their greater inclusion in the social, political and economic development of the country. One of

the key issues raised was youth illegal/irregular migration (T*ahrib)*, participants underscored that while the lack of employment and the search for a better life is a significant factor forcing Somali youth to leave the country, lack of opportunities for young people to engage in decision-making or to voice their needs in their communities also pushes young people to take the risk of the dangerous journey.

Somali Youth advocating for Peace ©UNESCO

An enabling environment for youth to become partners in peacebuilding must recognize their capacity for positive contribute and must also ensure their active participation more than just consultations. Youth must be placed at the helm of the peace and state-building process in Somalia.

 SOUTH SUDAN

UNESCO Assistant Director General for Social and Human Sciences, Ms. Nada Al-Nashif visits Juba to keep peacebuilding commitment in South Sudan

In December, Ms. Al-Nashif visited Juba, capital of South Sudan, reaffirming UNESCO's commitment to continue its support for peacebuilding in South Sudan, and in particular reinforce its work with, and for the youth, in ensuring that their voices are not only heard but that they actually become drivers of change in their respective communities and the country for that matter.

UNESCO Assistant Director General for Social and Human Sciences, Ms. Nada Al-Nashif during her visit to Juba ©UNESCO

She called for a "paradigm shift" in the way the youth are perceived in development, from "beneficiaries to partners" with responsibilities to chart their own cause. Referring to UNESCO's Operational Strategy on Youth, and guided by the specific national priorities in South Sudan, the ADG called for a UN interagency strategy on youth development, ensuring a "common UN approach" on youth programming, thus bringing together the respective expertise of all UN agencies. Young people must be put at the center of the peacebuilding process and efforts. As a follow up action, UNESCO will work with the University of Juba, as well as with the Ministry of Culture, Youth and Sports, the Forest Whitaker foundation, as well as with the UN system in South Sudan, to develop the file on the Bel Zeit Slave Route, enhancing its content and credibility for inclusion on the list of UNESCO Slave Route project. Moreover, UNESCO will work with the university to popularize the General History of Africa, using

the BBC documentary by Zeinab Bidawi as a tool for educating students and the general public.

TANZANIA

UNESCO, Ministry of Health, Community Development, Gender, Elderly and Children and Muhimbili University of Health and Allied Sciences partnership supports tele-medicine innovation in Tanzania

UNESCO established a Memorandum of Understanding with the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC), and Muhimbili University of Health and Allied Sciences (MUHAS) to formalize the ongoing partnership around the Digital Village Health Innovation programme. The memorandum was signed during a two days workshop organized by the partners in May 2017 to design pioneering concepts for tele-medicine service provision in Ololosokwan, a remote Maasai village in Arusha Region. The Digital Clinic in Ololosokwan was launched in November 2016 and will serve as a model platform for testing and operationalizing the developed services including remote ultrasound consultations. The service is carried out by the local midwives who are supported by trained radiologists located at the Kilimanjaro Christian Medical Centre (KCMC) in Moshi, the zonal hospital in Arusha and Muhimbili National Hospital in Dar es Salaam. Besides maternal care, the test trials for innovative service will be

carried out to support accessibility to infant, dental care.

The partnership will advance the provision of quality and specialized health services to rural and remote populations, which are often excluded from quality health provision. The envisaged concept of tele-medicine makes use of modern and digital technology, and its operationalization will provide a model for improved use of the 21st century technologies to advance inclusive and quality health care in the country and continent.

The workshop was officiated by the Permanent Secretary for Ministry of Health, Dr Mpoki Ulisubisya, the Vice-Chancellor of MUHAS, Prof. Ephata Kaaya and the UNESCO Representative, Ms. Zulmira Rodrigues. Other participants included the Vice Chancellor of the Open University of Tanzania, the Deputy Permanent Secretary (Health) to the Prime Minister's Office, representative of Tanzanian ICT Commission and Regional and District Health Officials from Arusha and Ngorongoro. Other development partners including the WHO, Swiss Embassy and PATH foundation were also present.

UNESCO Intervention for People with Albinism hailed

The United Nations Independent Expert on the enjoyment of human rights by people with albinism has praised UNESCOs work in support of the rights and well-being of people with albinism in Tanzania, through community mobilization and education. The expert, Ms. Ikponwosa Ero, made these remarks following her official visit to Tanzania on 18 to 28 July 2017 in which she visited Dar es Salaam, Dodoma, Mwanza, Shinyanga and Kigoma and met with Government officials, UN agencies, NGOs and other stakeholders including associations working for and with people with albinism.

UNESCO has worked with communities in some of the most challenging areas since 2015, to change mind-sets and improve the living conditions of people with albinism, particularly children. Positive results have been achieved through the promotion of community-based strategies to strengthen protection mechanisms for people with albinism and the prevention of further stigma, discrimination and violence affecting their daily lives. An independent evaluation conducted in 2016 found that substantial changes in people's beliefs, knowledge and perceptions regarding people with albinism has occurred and that UNESCOs intervention had been instrumental in empowering government and local leaders to mobilize and sensitize communities to support people with albinism.

The independent expert further stated that, although reported attacks against people with albinism had diminished in recent years, the root causes of attacks, harmful cultural beliefs in relation to people with albinism, still exist. She emphasized the need to transform such beliefs and highlighted the need to scale up the UNESCO intervention for sustained success in abating the stigma.

UGANDA

Ethics Teacher Training in Uganda

UNESCO held its first Ethics Teacher Training Course in Uganda, from 27 November to 1 December 2017, hosted by Martyr University in Nkozi.

"*Uganda is the 4th country in the Eastern Africa Region to host the ETTC workshop after Kenya, Tanzania and South Africa*" highlights Dr. Abdul Rahman Lamin, Programme Specialist for Social and Human Sciences at the UNESCO Regional Office for Eastern Africa, and "*our mission is to develop a strong network of experts within the Region, so that Bioethics discussion can be of public domain*".

Participants at the ETTC in Uganda ©UNESCO

Ethics, as one of the five priority areas of UNESCO, underlines the importance of freedom of research but at the same time articulates that **scientific and technological knowledge** should be used for the **enhancement of the cultural and material well-being of citizens** (UNESCO, 1974).

The **Ethics Teachers' Training Course (ETTC)** in Uganda introduced participants to the tools and resources for teaching ethics of science and bioethics. Moreover, it assessed and provided feedback on participants' demonstrations of teaching skills under the guidance of experienced facilitators. The facilitators were Professor Leonardo D. De Castro, from the Department of Philosophy of the University of the Philippines, Dr. Masoud Nasor, coordinator and lecturer for Philosophy and Applied Ethics section at the University of Namibia, Dr. Obijiofor Aginam, Assistant Director of the United Nations University, university and international institute for Global Health (UNU-IIGH) and Dr. Julia Kipkembol of the department of Biological Science, Egerton University, Kenya.

Bioethics in the XXI century has evolved, from an academic discipline into field of public debate and global policymaking. **By teaching ethics**, UNESCO focuses on three main categories of activities: *standard setting*- i.e. developing internationally agreed normative frameworks to guide policymaking in member states; *capacity building*- i.e. enhancing the ethics infrastructure in member states so that they will be able to cope better with the ethical issues emerging from the application and development of science and technology; *awareness-raising*- i.e. supporting public debate on ethical issues so that all persons involved will have a better understanding of the moral choices at stake in a globalized world.

The purpose is to make UNESCO a clearing-house for information and documentation on the ethics of science and technology, within the UN System, in order to produce "forward-looking reflection".

Simien national Park in Ethiopia ©UNESCO/Guy Debonnet

Culture

UNESCO works closely with the national authorities and other stakeholders to promote cultural diversity, intercultural dialogue and a culture of peace through programmes that aim to strengthen the contribution of culture to sustainable development as well as to sustainably protect and enhance cultural heritage.

The Culture Programme focuses primarily on supporting East African Member States with harnessing the power of culture for sustainable development through the implementation of six international conventions in the field of culture as well as the **2015** Museum Recommendation concerning the protection and promotion of museums, their Diversity and their Role in Society:

2005   Convention on the Protection and Promotion of the Diversity of Cultural Expressions

2003   Convention for the Safeguarding of the Intangible Cultural Heritage

2001   Convention on the Protection of Underwater Cultural Heritage

1972   Convention concerning Protection of the World Cultural and Natural Heritage

1970   Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

1954   Convention for the Protection of Cultural Property in the Event of Armed Conflict , *First Protocol* (1954) and *Second Protocol* (1999)

UNESCO activities focus on the development of policies and legislation, capacity building, educational outreach and awareness-raising as well as ensuring community involvement and benefits.

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Regional

Ministers from Eastern Africa and the adjacent Indian Ocean Island States pledge to strengthen synergies for the protection of cultural heritage

From 18 to 20 July 2017, UNESCO organized a Regional Conference and Ministerial Roundtable on the protection of Cultural Heritage, which was hosted by the Government of Mauritius Ministry of Arts and Culture in collaboration with the Mauritius National

Commission for UNESCO, and received generous financial support from the Swiss Federal Department of Foreign Affairs. The regional conference brought together Ministers and representatives from the 13 Member States covered by the Regional Office along with participants from Regional Economic Commissions, UNESCO National Commissions

and partner organizations to identify challenges as well as solutions for strengthening cultural heritage protection in the region. Over 70 participants were able to learn more about key normative instruments for cultural heritage protection, such as the UNESCO 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols (1954 and 1999), the UNESCO 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, and the UNIDROIT 1995 Convention on stolen or illegally exported cultural objects, as well as the network of partners and resources, which provide a solid foundation for safeguarding cultural heritage.

The conference resulted in 10 recommendations to strengthen cultural heritage protection in the region, which ranged from the need to develop cultural indicators/statistics on the impact of culture on sustainable and economic development to the need for documentation and research, inventories and databases of cultural heritage and cultural property both nationally and regionally, to the need for a regional Fund to support efforts to protect cultural heritage. The Ministers built on these recommendations to develop their joint statement during the Ministerial Roundtable,

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which confirmed their commitment to become party to international legal instruments in the field of cultural heritage protection in order to strengthen their national heritage protection, and to increase collaborations in order to increase the level of cultural heritage protection regionally.

In the photo above, participants of the Regional Conference and Ministerial Roundtable on the protection of Cultural Heritage ©UNESCO

Regional Study reveals urgent need for cultural indicators in Eastern Africa region
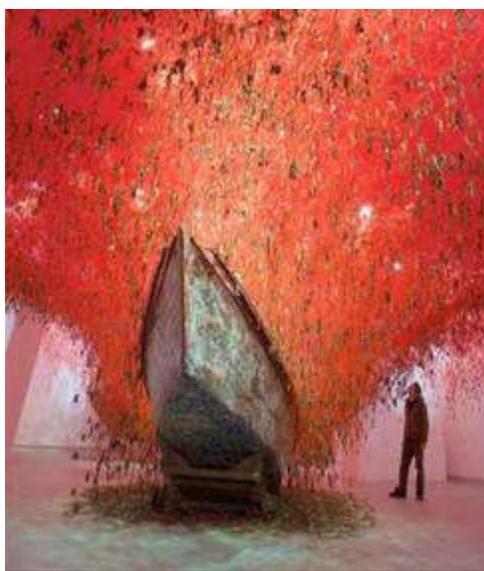
©Chiharu Shiota, The Key in the Hand, Japan Pavilion at the 56th International Art Exhibition - la Biennale di Venezia, 2015, photo by Sunhi Mang, Italy/Japan

In the framework of the UNESCO 2005 Convention for the protection and promotion of the diversity of cultural expressions, UNESCO commissioned a 2017 study to map the status of cultural indicators and statistics in the region.

The results of the study have provided the basis for a regional project proposal developed in collaboration with the UNESCO Institute of Statistics and aimed at building capacity for obtaining regular indicators that can guide effective cultural policy in the region.

Ms. Yarri Kamara, an expert from the UNESCO 2005 Convention Expert facility, was engaged to carry out the study and develop the regional project proposal. The 2017 study focuses on economic indicators in the cultural sector, but not exclusively since the culture sector is multidimensional. While cultural policy in some countries focuses on cultural industries promotion; in others, policy focuses more on heritage preservation and promotion, promoting national identity and social cohesion or ensuring cultural and/or linguistic diversity. The regional study revealed that indicators on the more social dimensions of culture, such as participation in culture activities, consumption of cultural services/goods, and the domestic content in mass media are also a priority for some countries.

Given the low level of policy attention and budgets allocated to the cultural sector in almost all the countries in the region, the project proposal aims to contribute above all to the availability of cultural statistics that can advocate for increased funding and policy attention to the sector. A key concern for UNESCO is ensuring effective integration of the cultural sector in national development plans and strategies. The regional study showed that policymakers today tend to be most responsive to indicators on the economic dimension of culture; in particular, the sector's contribution to employment (and in some cases, specifically youth employment given the significant youth bulge in several Eastern African countries) and to GDP. UNESCO is actively seeking funding for the regional project proposal.

ERITREA

Asmara: a Modernist City of Africa gains World Heritage status

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Cinema Impero in Asmara, Eritrea © UNESCO/Karalyn Monteil

An East African jewel and Eritrea's capital city, Asmara was inscribed on the UNESCO World Heritage List during the 41st session of the World Heritage Committee in July 2017. Asmara was recognized by the UNESCO World Heritage Committee as "an exceptional example of early modernist urbanism at the beginning of the 20thcentury and its application in an African context". The city is considered as having "Outstanding Universal Values" that make it rise above national heritage to be safeguarded and promoted as World Heritage. Despite this progress, the number of African sites represented on the World Heritage List remains low-with only 93 out of the 1073 natural and cultural heritage sites on the

World Heritage List located in the Africa Region. Africa represents only 8 percent of the sites on this prestigious list, and the East Africa region represents only 3 percent of the World Heritage List.

Moreover, the Africa region is home to 15 of the 54 sites on the List of World Heritage in Danger, due to threats ranging from war and conflict to uncontrolled development and natural disasters. The Africa Region represents almost 28 percent of the List of World Heritage in Danger. East African sites on the List of World Heritage in Danger include Rainforests of the Atsinanana in Madagascar, Tombs of Buganda Kings at Kasubi in Uganda, and Selous Game Reserve in the United Republic of Tanzania. The UNESCO Regional Office for Eastern Africa is now working with the national authorities in Eritrea to mobilize funding for the restoration and rehabilitation of 14 of the most iconic buildings in the capital as well as for the development of a sustainable tourism programme.

Participants in the April 2017 training on intangible cultural heritage in Eritrea @UNESCO

Eritrea launches inventory of intangible cultural heritage

On 3 April 2017, Ambassador Zemede Tecle, Eritrean Commissioner of Culture and Sports, opened up a two-week capacity-building workshop on Community-based inventorying of Intangible Cultural Heritage. "Since Eritrea ratified the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in 2010, efforts have been made by both the government and the people of Eritrea to safeguard the nation's invaluable intangible cultural heritage, including: holding traditional

and national festivals, conducting research on oral traditions and encouraging the participation of local populations in safeguarding intangible cultural heritage through media programmes as well as by introducing culture into the Eritrean national curricula," said Ambassador Tecle. "This UNESCO project is reinforcing our national efforts and helping us to ensure the safeguarding of our heritage through the preparation of a national inventory," he added. Over the two weeks' training workshop, participants were guided through understanding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the five domains of living heritage to be inventoried under this Convention as well as

guidelines and techniques for carrying-out a community-based inventory.

ETHIOPIA

Ethiopia ratifies the UNESCO 1970 Convention to reinforce its fight against illicit trafficking of cultural property

Ethiopia took measures on a national level to pass the legislation necessary to ratify the Convention in 2006. In the Eastern Africa region, Ethiopia joins Madagascar, Mauritius, Rwanda, Seychelles and Tanzania, who are States Parties to the 1970 Convention. Ethiopia's ratification follows a commitment made by its State Minister Mr. Ramadan Ashenafi Hojelle during a Ministerial Roundtable to Strengthen Synergies for the Protection of Cultural Property in Eastern Africa. The 1970 Convention has been adopted by UNESCO Member States as a means to combat the looting of archaeological sites and illicit trafficking of museum collections around the world, which was rampant in the early 20th century, and is unfortunately still active today. It was the first international legal framework for the fight against the illicit trafficking of cultural property in times of peace. The 1970 Convention works hand in hand with the 1995 UNIDROIT Convention, and together they offer strong legal protection against illicit trafficking of cultural property.

By ratifying the 1970, Convention, Ethiopia has joined the network of countries around the world who are uniting their forces to combat illicit trafficking of cultural property. It has also

responded to the March 2017 call of the UN Security Council Resolution 2347 on the Protection of Cultural Heritage, which recognizes the indispensable role of international cooperation in crime prevention and criminal justice responses to counter trafficking in cultural property.

KENYA

Safeguarding underwater cultural heritage for sustainable development in Kenya

@UNESCO/E.Trainito, Pollockshields Wreck, Bermudas

UNESCO joined forces with the Italian Cultural Institute in Kenya to participate in a two-day lecture series and film presentation entitled "Italian Archeologists: Between Desert and Sea", which took place 10and 11November 2017 at the Michael Joseph Centre in Nairobi, Kenya.

UNESCO's Regional Programme Specialist for Culture in Eastern Africa joined Kenyan and Italian experts to raise awareness of opportunities for sustainable development in Kenya through safeguarding and promotion of underwater cultural heritage along the Eastern coast as well as through the protection and promotion of tangible and intangible cultural heritage in the western region of Lake Turkana.

Speakers included Professor Savino Di Lernia, archaeologist from the University of Roma "La Sapienza"; Professor Sebastiano Tusa, a marine archaeologist and Director of the Sea-Sicilian Region; Dr Caesar Bita, marine archaeologist and Director of the National Museum of Malindi; Dr Emmanuel Ndiema, archaeologist and head of the Archaeology Department at the National Museums of Kenya; Mr. Vincenzo Nucci, RAI-Italian National Radio and Television; Professor Simiyu Wandibba from the University of Nairobi; and Ms Chloe Josse-Durand from the French Institute for Research in Africa (IFRA).

Ms. Karalyn Monteil, Programme Specialist for Culture in UNESCO's Regional Office for Eastern Africa, gave a presentation on the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage. Her presentation highlighted the benefits of ratification of the 2001 Convention by Kenya as well as ideas and opportunities for using underwater cultural heritage for sustainable development in Kenya notably through the promotion of diving tourism and the promotion of underwater cultural heritage collections in coastal museums.

Cultivating Kenya's creative economy through theatre

Key stakeholders in Kenya came together for a two-day National Theatre Conference on 16 and 17 November 2017 at the Alliance Française in Nairobi in order to share views and experiences on harnessing the potential of theatre to contribute to sustainable development in Kenya. The conference brought together government counterparts, practitioners and academia in order to promote dialogue and to build synergies between universities offering creative and theater arts courses and industry players. It aimed to promote skills development for the production of quality theater products that can meet local content demand and attract regional and international markets. A theatre festival, which displayed productions by commercial theatre groups and the Kenyatta University theatre Troupe.

Performance at the National Theater Conference @UNESCO

As a State Party to UNESCO's 2005 Convention for the protection and promotion of the diversity of cultural expressions, Kenya is committed to supporting this type of multi-stakeholder platforms for the creative

industries in order to build capacities, address critical gaps, and promote innovative ideas for building a vibrant and sustainable creative economy. Other key themes explored over the two-day conference included the importance of research and media to promote African Contemporary theatre and performative expression. The meeting also emphasized the key role of a supportive legislation and policy to grow the industry and practice; as well as the need fora conducive environment to ensure the sustainability of the theatre sector. The conference was closed with a riveting performance of the award-winning play "The Mirage" by the Kenyatta University Theatre Group at the Kenya National Theatre as part of the theatre festival organized in the framework of the conference.

UNESCO collaborates with ICRC to raise awareness of Protection of Cultural Property in Armed Conflict

In April 2017, UNESCO gave a presentation on the "Protection of Cultural Property in Armed Conflict" during the 21st Course in International Humanitarian Law for Humanitarian Professionals and Policy Makers, which was organized by the International Committee of the Red Cross (ICRC) Regional Delegation in Nairobi, Kenya. The week-long coursebrought together over 20 participants from around the world ranging from Legal Officers, judges, representatives of UN agencies and Ministries of Foreign Affairs, Refugee Officers, researchers and policy analysts from countries including: Brazil, Indonesia, Kenya, Luxembourg, Pakistan, Russia, Spain, Sudan, Switzerland, Uganda, and the United States of America.

The UNESCO presentation also highlighted significant recent actions for the protection of

cultural heritage in times of conflict. Campaign against destruction of cultural heritage launched by UNESCO in June 2015; the Strategy for the Reinforcement of UNESCO's Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict adopted by 38th General Conference of UNESCO in November 2015. The new UNESCO Military Training Manual for the protection of cultural property, developed with the San Remo Institute for Humanitarian Law; the United Nations Security Council Resolution 2347 on the Protection of Cultural Heritage adopted on 24 March 2017, which recognizes the indispensable role of international cooperation in protection of cultural heritage.

MADAGASCAR

UNESCO begins project to help safeguard the collections of the Rova de Manjakamiadana Palace Museum in Madagascar

Funding from the Government of Japan to the Ministry of Culture of Madagascar (Ministère de la Culture, de la Promotion de l'Artisanat et de la Sauvegarde du Patrimoine) is supporting a UNESCO project to safeguard the collections of the Rova de Manjakamiadana Palace Museum, which were rescued from the 1995 fire that destroyed the building complex. UNESCO mission visited Antananarivo, Madagascar from 25 to 28 September 2017 to develop a work plan for the one-year project, which aims to strengthen capacities of museum staff to inventory, conserve, store and display the

collection of royal artefacts, which range from furniture, numismatics and jewellery to paintings, weapons and textiles. The UNESCO mission team included French conservation expert, Ms. Yveline Huguet, and Ms. Karalyn Monteil, Programme Specialist for Culture at the UNESCO Regional Office for Eastern Africa. They used the UNESCO-ICCROM tools developed through the online platform Re-Org to review the documentation and storage needs of the museum collections.

In the photo on the right: Palais d'Andafiavaratra ©UNESCO/K.Monteil

SOUTH SUDAN

South Sudan overcomes challenges of ongoing conflict to designate potential World Heritage sites

Giraffe © WCS/P.Elkan

Following its ratification of the UNESCO World Heritage Convention in 2016, South Sudan submitted its Tentative List of potential World Heritage sites in October 2017.

Despite the ongoing conflict in South Sudan, members of the national team, which includes representatives of the Ministry of Culture, Youth and Sports and the Ministry of Wildlife, Conservation and Tourism worked closely with UNESCO and international experts in natural and cultural heritage to identify potential natural, cultural and mixed heritage sites to include on its national inventory of properties that it considers having "outstanding universal value" and therefore suitable for inscription on the World Heritage List.

 "These potential World Heritage sites show another side of South Sudan to the world that is not often seen on the nightly news or in media headlines," said Mr. Sardar Umar Alam, Head of the UNESCO Office in Juba.

The international Convention concerning the Protection of the World Cultural and Natural Heritage aims to protect and preserve cultural and natural heritage around the world considered to be of outstanding value to humanity. The three sites that were put forward by the Government of South Sudan for inclusion on its Tentative List include: The Sudd Wetland, one of the largest freshwater ecosystems in the world with its network of channels, lagoons and inundated areas; The Boma-Badingilo Migratory Landscape, which hosts the second largest animal migration in the world in one of East Africa's most extensive savannah habitats; and Deim Zubeir, an historical slave trench from the 19th century and associated to the North Africa, Arab and Asian-led slave trade.

UGANDA

Ugandan youth are at the center of the reconstruction process at Kasubi Tombs World Heritage Site in Danger

The local community of the Buganda Kingdom have been working hand-in-hand with the Uganda Ministry of Tourism, Wildlife and Antiquities with support from UNESCO to rebuild the architectural masterpiece, Muzibu-Azaala-Mpanga building, which houses the four tombs of the Buganda Kings. The training of youth apprentices from the Buganda community is at the core of the reconstruction process. The Tombs of Buganda Kings at Kasubi constitute a site embracing almost 30 ha of hillside within Kampala district. Most of the site is agricultural, farmed by traditional methods. At its core on the hilltop is the former palace of the Kabakas of Buganda, built in 1882 and converted into the royal burial ground in 1884. Four royal tombs now lie within the Muzibu Azaala Mpanga, the main building, which is circular and surmounted by a dome. It is a major example of an architectural achievement in organic materials, principally wood, thatch, reed, wattle and daub. The site's main significance lies, however, in its intangible values of belief, spirituality, continuity and identity.

A 650,000 USD Japanese Funds-in-Trust to UNESCO project was launched in 2013 in order to offer Emergency Assistance to the State Party of Uganda and accompany them in rehabilitating the property in view of its

removal from the List of World Heritage in Danger. The project, entitled 'Technical and financial assistance for the reconstruction of

Muzibu-Azaala-Mpanga, architectural masterpiece of the Tombs of Buganda Kings at Kasubi, Uganda, World Heritage property in

Danger', aims to set up an efficient risk prevention scheme at the site with all the equipment needed and support the cost of qualified supervision for the reconstruction of the destroyed roof. The project has faced some delays but has made progress towards its objectives. In addition to the Japanese-funded project, the King of the Buganda Kingdom is also investing considerable funds to the rehabilitation of the site. The International Council on Monuments and Sites (ICOMOS), an Advisory Body to the World Heritage Committee, is providing technical advice and guidance towards the reconstruction process as well as in the development of a Master Plan for the conservation and management of the site.

Ndogaobukaba Kasubi 2008 ©Sebastien Moriset

Following the fire that ravaged the Tombs of Buganda Kings at Kasubi World Heritage property in 2010, the site was added to the UNESCO List of World Heritage in Danger. UNESCO received funding from the Japanese Funds-in-Trust to launch a project on rehabilitating the property in view of its removal from the List of World Heritage in Danger (c) Sébastien Moriset, 2016.

Communication and Information

Regional

Safety of Journalists in Eastern Africa

More than 120 journalists, representatives from governments' ministries, non-government organizations, human rights defenders and media development partners met in Nairobi to discuss creation and strengthening of national mechanisms for the safety of journalists. The conference, held within the framework of the International Day to end Impunity for Crimes against Journalists, commemorated on 2 November each year. The International Day highlights the importance of addressing impunity as it damages whole societies by covering up serious human rights abuses, corruption, and weakening judicial systems. Delegates from **Ethiopia, Kenya, Rwanda, Tanzania, Somalia, South Sudan and Uganda** were brought together, along with international actors, to discuss building and strengthening national mechanisms on the safety of journalists. They learnt **good practices** from international actors such as The Committee to Protect Journalists, Free Press Unlimited and International Media Support on the different initiatives

around the world that are assisting Member States to **ensure journalists can practice their craft in safety.**

Delegates, who committed to strengthen national mechanisms in their home countries through the networks and experiences learned throughout the conference, unanimously passed the Nairobi Declaration on National Mechanisms for Safety of Journalists, which calls for Member States to develop national multi-stakeholder coordination systems and dedicated units for preventing crimes against journalists. The Declaration has at its heart the three Ps of ending impunity against journalists: **Preventing** crimes against journalists, **Protecting** their rights, and **Prosecuting** their perpetrators.

High level events in Mauritius celebrate International Day for Universal Access to Information, addresses Overcoming Divides in Africa to achieve the SDGs

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Mauritius commemorated Universal Access to Information on 28 September 2017 through a high-level series of workshops and round tables addressing themes ranging from Cyberlaws to Information Ethics to Open Educational Resources and Digital Inclusion, Youth Mobile App development, software preservation and the role of space technology and S.M.A.R.T strategies to support African countries achieve the Sustainable Development Goals.

The 3-day series of events held on the theme of "Overcoming Divides and Achieving the Sustainable Development Goals in Africa" and organized in coordination with the eLearning Africa/12th International Conference on ICT for Development. Education and Training, with the support of the

Government of Mauritius and key partners Talkmate, the William and Flora Hewlett Foundation, INRIA (French National Institute for research in informatics), the Global Rainbow Foundation, and the UNESCO Information for All Programme.

World Press Freedom Day celebrations in Eastern Africa underlines media's critical role in achievement of the Sustainable Development Goals

The 2017 World Press Freedom Day has offered a platform for fostering Safety of Journalists, Press Freedom and for addressing hate speech concerns in Eastern Africa, thus contributing to achievement of justice and peaceful and inclusive societies as outlined in the SDG 16. Under the global theme "Critical Minds for Critical Times: Media's role in advancing peaceful, just and inclusive societies", the media partners in Eastern Africa, organized various events at the national level, to mark World Press Freedom Day.

The Key country of focus was Kenya, Rwanda, Djibouti, Somalia and in South Sudan. "There is a need to strengthen free and quality journalism in order to enable the media to contribute effectively to achieving the Sustainable Development Goal", said Ms Ann Therese Ndong Jatta, Director of the UNESCO Regional Office for Eastern Africa. She was speaking at the World Press Freedom Day celebrations held in Djibouti under the theme Freedom of expression and freedom of information foster more inclusive societies.

Eastern Africa has some of the countries ranked in the global press freedom index as the worst violators of press freedom and safety of journalist. Even though the media in Eastern Africa faces many challenges, it still holds an important key to promoting tolerance, peaceful coexistence and democratic processes that will enable the UNESCO member states, achieve the 2030 Agenda.

KENYA

Baliti, Koch, Busia and Kwale Ranet project with SIDA project

The UNESCO SIDA project foresees to bridge the gap between poor people - especially women and girls - and the public debate on issues of local public concern. This is done through conducting a series of capacity building activities in local radio stations with the aim of improving the programming quality, encourage the use of ICTs and thus increase their geographical range of news coverage with a network of correspondents. It also focuses on gender equality actions and financial sustainability of the radio stations.

Since January 2017, 11 joint and 35 radio specific capacity building trainings for 4 community radios, have been held all aiming at building, strengthening capacity and deepening knowledge and skills of radio practitioners on various thematic areas. They empowered audiences, improved the lives of the poor, especially women and girls, by enhancing pluralistic community media and raising programming quality of the 4 radio stations participating in the project.

UNESCO builds the capacity of the Kenyan Media on Election Reporting

Training journalists on elections reporting is a priority for media stakeholders as a way of building professionalism in coverage of the

Kenyan election period foreseen in August 2017. "This training is important because journalists face difficulties when dealing with stories of governance, ethics and integrity and in understanding the electoral process that require deep analytical skills and interpretation," says Jerry Rawlings, the Secretary General of the Political Journalists Association of Kenya.

The capacity building focused on familiarizing the journalists with the Code of Ethics and

Guidelines on Elections coverage established by the Media Council of Kenya. It also focused on safety of journalists during elections, conflict sensitive reporting, investigative journalism, peace journalism and enhancing better working relationship between media and police among other topics. The important role of the media in contributing to peaceful elections through adherence to the professional code of ethics and by being sensitive in their reporting was emphasized. "The media holds an important key to promoting tolerance and peaceful coexistence, which will also contribute greatly to the achievement of Sustainable Development Goal 16, on peaceful, just and inclusive societies in Kenya," reiterated Lydia Gachungi, the UNESCO regional expert on safety of journalists and media development.

The Kenya Media Sector Working Group is a forum for co-ordination of national and development partner's support to the media sector, with the aim of aligning support to the sector's priorities and strategies, avoiding duplication of efforts and complementing efforts to increase the impact of the national and development partner's intervention in Kenya. It is convened by UNESCO Regional Office for Eastern Africa and Co-chaired by the Media Council of Kenya and the Kenya Union of Journalists.

MADAGASCAR

Investigative journalism in Madagascar, "Democratic, Credible and Representative Institutions in Madagascar"

On July 2017 in Antananarivo, Madagascar, the closure of the first training session on **investigative journalism** was celebrated, as part of the project on **'Democratic, Credible, and Representative Institutions in Madagascar' (IDIRC)"**, funded by the United Nations Peacebuilding Fund. The objective was to publish an **independent investigative magazine** through which journalists and civil society organizations could make their voices heard, in a relevant and responsible way. The first issue of this magazine titled "Trandraka" (meaning "tenrec") – in both French and Malagasy languages- was also presented to the public during the ceremony.

The ceremony was attended by several officials such as the President of the High Constitutional Court, the Resident Coordinator of the United Nations System, the Chairman of the Culture and Communication Committee of the Senate, the Director General of Communication, who represented the Minister of Communication and Relations with the Institutions, as well as officers of the Defense and Security Forces.

Twenty-four journalists from 11 regions of the country received a certificate and were congratulated at the ceremony. They participated in a training on "**Ethics and Deontology"** and **"Peace Journalism"** in April 2017 and produced feature article.

The nine best articles are published in the first issue of *Trandraka, Investigative Media.*

These articles highlight **community insecurity and tensions in various areas such as human bone trafficking (article in the front page),** drought in the south of the country, theft of green vanilla and the exploitation of children in this field, land corruptions and health problems caused by counterfeit cosmetics. Two articles from civil society on peace are also featured in this issue of the magazine.

The President of the Order of Journalists, Gérard Rakotonirina, in his speech, recalled the importance of the role of journalists in the maintenance and consolidation of peace. He also expressed his deep gratitude to UNESCO and the Peace Building Fund for their support for this capacity-building program for Malagasy journalists.
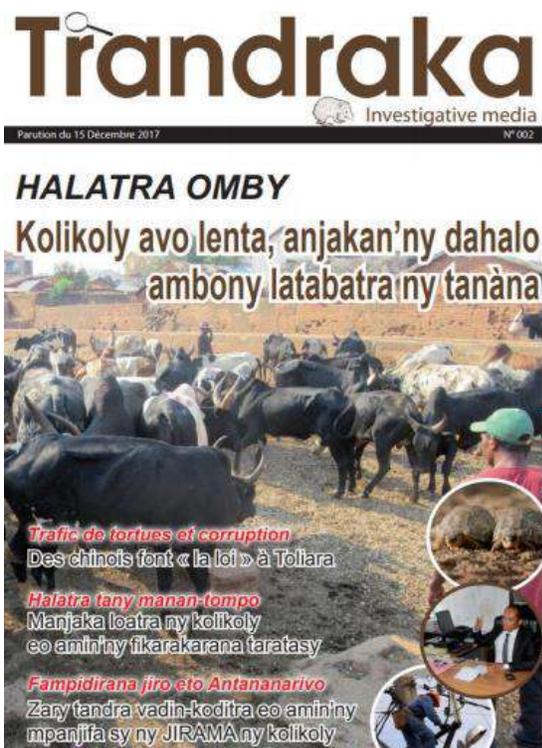
Trained journalists had the opportunity to exchange views with the invited guests and expressed their immense gratitude to the organizers and donors of the program. They also confirmed their willingness to apply for the next session to be held in September 2017 on the theme "Fight against corruption".

In April 2017, a training on investigative journalism kicked off, with themes of ***Ethics and Journalism*** and ***Peace Journalism***, bringing together twenty-six participants from different regions in Madagascar, making use of theory and practice to optimize exchange among the journalists.

For others who have already completed training on investigative journalism, this training was innovative because it is the first time that the Defense, Security Forces and the Ministry of Justice participated in such trainings. The training modules were accompanied by practical exercises, sharing of experiences and discussions which enabled all the participants to better appreciate the state and conditions of journalism in different regions in Madagascar. A common practice in the journalism community commonly known as "Felaka" (sum of money to bribe journalists) was one of the subject discussed. The training was concluded by an editorial meeting to allow journalists to present and discuss their subjects of investigative journalism.

UNESCO supports fourteen Public Documentation and Information Centers in Madagascar

The institutions were chosen based on their contribution towards to good governance. In support of these centres, UNESCO carried out a needs assessment on the need for equipment and capacity development. Equipment, as identified in the needs assessment, were handed over from 12 to 16 June 2017 in Antananarivo in the presence of ministers,

heads of institutions, secretary generals and representatives from the UNESCO Regional Office for Eastern Africa. The Information and Communication Technology equipment acquired by the Documentation and Information Centers will be used to manage the collections and provide access to public information by the public and decision makers. Representatives from the Public Sector expressed their deep appreciation for the endowment, which, in their view, is "innovative" and "timely"; they also underlined their commitment to accompany the centers in the fulfillment of their responsibilities and renewed their willingness to continue cooperation with UNESCO, in particular in giving the public better access to information in the public domain.

The handing-over ceremony was also an opportunity for UNESCO to advocate for institutions to adhere to the Access to Information Charter developed by the Committee for the Safeguarding of Integrity. In adhering to the charter, but also in developing a law on Access to Information, government institutions can be active partners in promoting transparency and restoring citizens' confidence in the public sector. The ceremonies ended with fruitful exchanges that strengthen cooperation between UNESCO and public institutions. The National Assembly, for example, showed its willingness to host the celebration of the International Day of Universal Access to Information on 28 September.

UNESCO supports consolidation of peace in Madagascar through dialogue among journalists and the defense and security forces

This second session of discussions between journalists and the defense and security forces was aimed at improving communication and collaboration between the two parties through the validation of communication guidelines and a protocol of cooperation. In his opening remarks, the representative of the Resident Coordinator of the United Nations System welcomed the participants from the media fraternity and the defense and security forces. He also encouraged both parties to continue their efforts to seek better collaboration and stressed the importance of dialogue sessions in order to establish an environment of peace in the country. The three national security ministries presented their communication mechanism with a view of accommodating better communication with the media. These presentations, also allowed journalists to understand the internal communication system of the relevant ministries and the necessary contact details were provided to improve communication among the ministries and journalists. The journalists also presented their expectations in relation to the defense and security forces which greatly helped the different forces to better understand the work of journalists. The participants also participated in the drafting of a communication guide containing information on the defense forces and journalists. This guide will be used to guide both parties in contacting persons and institutions in case of need for information. The

participants also provided input to a protocol for collaboration between the two parties, which was elaborated on the basis of the Protocol on the Safety of Journalists in Kenya. It was agreed that a drafting committee composed by the various stakeholders, would be set up to prepare the final documents for approval. This activity was organized within the framework of the project 'Democratic, Credible, and Representative Institutions in Madagascar' (IDIRC) financed by the Peace Building Fund, which aims to improve collaboration and mutual understanding between journalists and security forces.

RWANDA

Training Workshop on Instructional Design for Open and Distance E-Learning (ODeL) in Rwanda

UNESCO, in partnership with the University of Rwanda, College of Education (URCE), the UNESCO International Institute for Capacity Building in Africa (IICBA), and Korea Funds-in-Trust (KFIT) organized a 5 day workshop on Instructional Design for ODeL at the University of Rwanda in Kigali, from 30 January 30 to 3 February 2017. The importance was to ensure that teaching and learning materials and platforms are designed to meet the needs of the learners and achieve their educational and curriculum objectives. The training project aimed to instruct instructional design for ODeL, comprised of ten lecturers from each of three targeted Colleges: College of Arts and Social Sciences, College of Science and Technology, and College of Education. The International

Institute for Capacity Building in Africa (ICCBA), whose primary goals is to develop capacity of teachers, including new and innovative approaches, including the use of information and communication technology (ICT) in education, led the training. ICT Transforming Education in Africa is a project developed within the framework of a cooperation between UNESCO and the Government of the Republic of Korea, through the Korea Funds-In-Trust initiative.

Training assessment in Rwanda to inform the design and development of electronic assessment solutions

UNESCO in collaboration with the Rwanda Education Board (REB) of the Ministry of Education (MINEDUC), with the financial support of the UNESCO-Korean Funds-in–Trust, and the technical support of the UNESCO International Institute for Capacity Building in Africa (IICBA) conducted a three-day workshop for staff of REB to assess the various needs of Rwanda's education sector to implement electronic assessment (e-assessment) methodologies. The information gathered in this forum plays a vital role to inform the development of new e-assessment solutions, particularly for e-learning, which is increasingly prioritized in Rwanda. During the workshop, a reflection on existing primary and secondary curriculum was discussed, as well as generation of consensus on the needed school infrastructure to facilitate the implementation of a e-assessment methodologies, reviewed

suggestions and identified good practices for e-assessment methodologies.

UNESCO and the Rwanda Education Board organize three-day multi-level stakeholder consultative meetings in Kigali to inform the Rwandan Teacher development framework

In May 2017, UNESCO, in partnership with the Rwanda Education Board (REB) and, through the OPEC Fund for International Development (OFID), organized a three-day consultative meeting to inform the new Rwandan Teacher Development Framework for primary and secondary education. The Framework led by REB, with technical assistance from UNESCO, aims to support efforts to enhance the teacher development system in Rwanda, including both initial teacher education, continuous professional development and teacher management to ensure efficiency and maximize educational outputs.

ICT Essentials for Teachers in Rwanda

The Rwanda Education Board (REB), in collaboration with UNESCO, launched a pilot training on the ICT Essentials for Teachers for 30 primary and secondary teachers from 10 selected schools across Rwanda. The course was developed by the Ministry of Education

(MINEDU) and REB, in collaboration with UNESCO, based on the UNESCO ICT Competency Framework for Teachers (ICT-CFT) and open educational resources. This Framework allows teachers to integrate information and communication technologies (ICTs) into their professional practice. After the training, the teachers continued to interact online with the E-facilitators and their peers via the Learning Management System (LMS) platform.

Mapping of ICT teacher training initiatives in Rwanda to better guide programme delivery

At the end of March, the Ministry of Education in Rwanda and the Rwanda Education Board, in collaboration with UNESCO, with the financial support of the UNESCO-Korean Funds in Trust, organized a one-day meeting, bringing together different partners delivering ICT teacher training initiatives to discuss and validate the preliminary findings of a report that systematically maps national level training initiatives. This exercise falls within the ICT Essentials for Teachers Course, and seeked partners' recommendations on certification standards for ICT teacher training activities.

Enhancing Quality and Inclusive Education in Rwanda

UNESCO, in collaboration with the Rwanda Education Board (REB), conducted the second phase of a pilot exercise to enhance inclusive education teaching and learning methodologies by training twenty

teachers as Master Trainers from local primary and secondary schools. A manual containing practical teaching strategies and activities is also under development to support teachers in the classroom. This tested model on Inclusive Education will be rolled out nationally in 2018**.**

Rwanda Education Board with UNESCO conduct pre-validation of the Rwandan Teacher Development and Management Framework

UNESCO, in collaboration with the Rwanda Education Board (REB), developed a new Teacher Development and Management Framework (TDMF). UNESCO held a series of meetings with senior stakeholders of the Department of Teacher Education Management and Professionalization (TDM), the University of Rwanda, College of Education, Development Partners and civil society to review the proposed framework, gather feedback and prepare for final validation and implementation. Responding to the advent of the new competency-based curriculum, new policy initiatives, teacher statutes, and a perceived misalignment between pre- and in-service teacher training in primary and secondary education, the Rwanda Education Board (REB) with the technical support of UNESCO, is developing a new Teacher Development and Management Framework (TDMF) to enhance the teacher development system, including initial teacher education, continuous professional development and teacher management, to ensure efficiency and maximize educational outputs.

Workshop for Rwanda's 30 District Directors Of Education to train participants on inclusive and innovative teaching methodologies and a roll-out ©UNESCO

UNESCO Publishes its Freedom of Expression Toolkit: A Guide for Students in Kinyarwanda Adapted to the National Context

Article 19 of the Universal Declaration of Human Rights "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers". Yet, while freedom of expression is one of the most debated issues of recent times, and much has been written on the topic, few publications have been developed with secondary level youth from developing countries as the principal target audience. This revised publication—by targeting youth—is an attempt to remedy this existing gap. More specifically, it is the result of an assessment and validation of the original Toolkit (translated into Kinyarwanda) by UNESCO and its partners, including RMC, during a one-day meeting that assembled secondary students and teachers, and tertiary level students, whom are associated with various media clubs across the country.

Participants acknowledged the role and utility of the toolkit to increase knowledge of freedom of expression, particularly given its translation into Kinyarwanda, Rwanda's most universally spoken language. Moreover, the toolkit content was found relevant to the Rwandan context and students drew links between the growth of freedom of expression in Rwanda and the growth of media as well as the establishment of self-regulatory bodies—such as RMC—that help guide in areas of safety of journalists, freedom of access to information, the proliferation of

local community radio, and rising use of social media whereby people can freely express their opinion and ideas. However, participants and partners alike suggested the publication be updated to include some Rwanda specific content. One participant stated that it "would be useful for additional content to be developed that sensitizes users to existing laws [in Rwanda] that protect people to freely express themselves".

UNESCO to Assess Capacity for Media and Information Literacy (MIL) in Rwanda's Teacher Training Colleges

Rwanda's long-term development plan of transforming itself into a middle-income economy is based on fostering a "knowledge-based society". While access to media and various sources of information have increased substantially during the previous decade due to higher levels of basic literacy, deregulation in media, and decreasing costs of ICT, significant challenges remain in Rwanda's education sector to ensure "readiness" to take up MIL initiatives and develop related competencies. Systematically weak across several institutions—Teacher Training Colleges—where the primary teacher workforce is trained also suffer from many deficiencies and thus hindering achieving MIL competency.

The activity is part of the ICT Transforming Education in Africa project (2016-2018), that intends to support the integration of ICT-based innovative approaches for education in Mozambique, Rwanda and Zimbabwe. It is a developed within the framework of cooperation between UNESCO and the Government of the Republic of Korea through the Korea Funds-In-

Trust initiative and was launched at the 2015 World Education Forum, in Incheon, Republic of Korea. The project is aligned with the Education 2030 Agenda, the Sustainable Development Goals (SDGs), in particular Goal 4 on Education, the Global Education First Initiative, and the Qingdao Declaration on ICT and Education.

Radio in Rwanda Provides a Platform for Public Participation

13th February 2017 marks the beginning of celebrating the World Radio Day in Rwanda. The event held under the theme Public participation: "Radio is You! Raised both excitement and curiosity among many citizens in Rwanda, who were eager to understand why radio? Organized by the Rwanda Media Commission (RMC) and the Rwanda Community Radio Network (RCRN), in partnership with the UNESCO and with the financial support of the Government of Sweden. The celebrations brought together media stakeholders from Rwanda, Kenya and Uganda comprised of electronic and print media representatives, the academia from journalism institutions, senior representatives from the Government of Rwanda, Rwanda journalists association, Media High Council and development partners including representatives from the Embassy of Sweden in Rwanda and UNESCO.

Sharing good practices from the region on how radio provides a platform for public participation, a panel discussion was held on the Role of the Radio in promoting public participation: challenges and opportunities. It referred to the role of the UNESCO Freedom of Expression Toolkit, which has been translated into Kinyarwanda, aimed at enabling the

citizens to understand how they should responsibly express themselves through the media platforms.

World Radio Day is a global event that is marked on the 13th of February every year. Following a UNESCO proposal, it was endorsed by the United Nations General Assembly in December 2012 to coincide with the anniversary of the establishment of the United Nations Radio in 1946. This day is celebrated to raise awareness of the importance of the radio and how it positively influences millions of lives every day. It is also a day to celebrate radio as a medium of communication, to improve international cooperation among broadcasters and to encourage major networks and community radio alike to promote access to information and freedom of expression.

SOMALIA

UNESCO and VIKES trains Somali Police on Media Rights

As part of an ongoing partnership between UNESCO and the Finnish Foundation for Media and Development (VIKES), a training was held at the Somali National Police Force headquarters in Mogadishu, Somalia and funded by the Government of Sweden. Aimed at improving the understanding among police officers of the importance of independent media in society, the training was attended by 21 local police officers, including the commanders of

Mogadishu Police District and facilitated by Detective Chief Superintendent Thomas Elfgren, together with experienced journalists and media rights advocates from Finland and Somalia.

The training made reference to the UNESCO's training manual on freedom of expression and public order, especially the chapters focusing on safety of journalists, how security forces can assist journalists to access the information they need, and operational safety procedures when dealing with the media.

This activity falls within UNESCO's action to foster freedom of expression online and offline, promote the safety of journalists and expected to contribute to the long-term goal of integrating the training into the Somalia Police training curriculum.

SOUTH SUDAN

South Sudan holds first roundtable conference to counter hate speech

Under the theme "countering hate speech whilst defending freedom of expression and press freedom" and ahead of the World Press Freedom Day which is commemorated every 3rd of May, UNESCO in Juba hosted the first roundtable conference on Countering Hate Speech for Peace in South Sudan. The conference took place at Juba Grand Hotel in South Sudan capital Juba on 2 May 2017. More than 200 delegates attended the conference, from academia, online activists, youth organizations representatives of traditional

media, media development organizations, UN agencies, government representatives. They looked into various aspects of **hate speech** which is increasingly of concern and is associated with incitement of violence in South Sudan.

UNESCO representative to South Sudan, Mr. Sardar Umar Alam told the delegates that digital technologies have opened new avenues for freedom of expression, offering new opportunities to produce, consume and share content but also cautioned if not properly they can be used to facilitate the spread of online hate speech, extremist propaganda leading some to argue for tough and regulatory responses but combating these ills should not be at the expense of freedom of expression. "There is a fine line between free speech and hate speech. Free speech encourages debate whereas hate speech incites violence," said Mr Alam.

Speaking at the same occasion was Mr. Christian Stephane Mikala, a Senior Human Rights Officer at UNMISS Human Rights Division who applauded UNESCO for organizing platforms which in the medium and long term will help contextualize the language, the expressions and help review their use and misuse based on facts, actions, impact and perceptions. Mikala said there is casual relationships s between online and offline hate speech and actual violence and human rights violations and urged actors to come up with home grown solutions applicable for South Sudan context.

Conference participants agreed that media can play a central role in conflict and crisis situations and that independent, objective, neutral media can help defuse tension, promote dialogue and counter hate speech in order to contain conflicts. Speakers tasked to interrogate the theme "Promoting the media potential as a catalyser of peace and mutual understanding" urged all media stakeholders in South Sudan

and in diaspora to offer counter narratives to challenge violence incitement and urge the government of South Sudan to ensure proportionately responses to counter hate speech in a way that will not curtail freedom of expression and press freedom.

The conference also examined existing proactive and reactive responses to the proliferation of hate speech and offered insights on attempts to provide structural answers to hate speech through education Community Empowerment for Progress Organization (CEPO), Peace Tech Lab Africa and analysed series of countering hate speech initiatives targeting the youth by #defyhatenow and #Anataban campaigns.

Panellists and delegates concluded the conference by underscoring the importance of coming up with a comprehensive and systematic approach for all stakeholders to sensitise South Sudan communities about the danger of hate speech.

UNESCO organised the conference in partnership with the Association of Media Development in South Sudan (AMDISS), Association of Women Media in South Sudan (AMWISS) South Sudan National Editors Forum (NEF), Union of Journalists in South Sudan (UOJSS), Catholic Radio Network (CRN) Ministry of Information, Communication Technology and Postal Services, Peace Tech Lab Africa, #defyhatenow, CEPO, #Anataban, US Embassy, USAID, German Embassy, Office of the President, Eye Radio, EBC TV/Radio, Radio Miraya, Juba Monitor, UN Human Rights UNMISS, South Sudan Broadcasting Corporation, Journalists for Human Rights, JMEC, Center for Human Rights Lawyers, Ajo & Co Advocate, CEPO, South Sudan Law Society, Sudd Institute and UNESCO Regional Office for Eastern Africa with the generous financial support from the Swedish International Development Cooperation Agency(SIDA) , Internews in South Sudan and Norwegian People's Aid(NPA).

TANZANIA

Celebrating African Heroes: An Exhibition on Tanzania and the Liberation Struggles launched at the National Museum of Tanzania-House of Culture.

Speaking at the opening event of the Road to Independence: The African Liberation Heritage Exhibition at the National Museum of Tanzania-House of Culture in Dar es Salaam, Amb. Roeland Van de Geer, Ambassador and Head of Delegation of the European Union highlighted the importance of raising awareness on audiovisual heritage and its role in preserving cultural heritage. The Minister of Information Culture, Arts and Sports, Hon. Dr. Harrison Mwakyembe (MP) affirmed the Government's commitment to fulfilling the country's responsibility in leading initiatives for the coordination, management and preservation of heritage, particularly related to the Liberation Struggles for past and future generations. He expressed his gratitude to the support from the European Union with commitment for continued collaboration and made special mention of the support from UNESCO in the achievement of Safeguarding, Preservation and Promotion of the Heritage Archives in Tanzania.

The archives are composed of oral testimonies of witnesses of the liberation struggles. The project was implemented in cooperation with the Tanzania Broadcasting Corporation, National Museum of Tanzania, Tanzania

National Records and Archives, the Mwalimu Nyerere Foundation and the Africa Liberation Heritage Programme of the Ministry of Information, Culture, Arts and Sports. Within the framework of the project Safeguarding, Preservation and Promotion of the Heritage Archives Project, outreach activities, such as this exhibition, aim to raise awareness on the country's rich heritage, and to build further the sense of cultural belonging while retaining the wealth of Tanzania's cultural diversity. The exhibition tells the story of Tanzania's involvement in Africa's liberation struggles, but also how other actors in and outside Africa worked with Tanzania and the liberation movements to bring independence to Africa. The exhibition is comprised of recordings by late Julius Kambarage Nyerere, original photos, uniforms, paintings, sculptures and the first Tanzanian flag. Other items highlight the role of women hosted in Tanzania in Africa's liberation struggles in Angola, Mozambique, Namibia, South Africa, Zambia and Zimbabwe.

UGANDA

In Uganda in 2017, under the SIDA funded programme "Empowering Local Radio through ICT", several capacity building activities occurred to strengthen overall community radio programming and sustainability. Radio stations supported include Mama Fm in Kampala, Radio Apac in Apac,

Speak FM in Gulu and Radio Nakaseke in Nakaseke district. The implementation rate was strong in 2017 where a total 309 Radio staffs and correspondents were trained. During 2017, training focused on several different areas; however two area stand out in terms of implementation: i) programming and content training including use of the Internet in areas of local concern including health, agriculture, humanitarian assistance and disaster relief and one other locally chosen topic, and on ii) topics related to financial sustainability including income generation, entrepreneurship and marketing strategies.

Amongst the four stations there were four workshops on broadening knowledge in areas of local concern. At Mama FM, a station that focuses to an extent on the issues pertaining to girls and women, a focus was on human rights, health and food security). There were also an additional 5 workshops on the use of the Internet to competently research and report on these areas. At Radio Nakaseke they focused on post-harvest handling and marketing of maize products given the region's strong orientation to that crop. In total combined Radio stations held three workshops on income generation and financial sustainability with an additional joint activities on the topics including marketing staffs from all four stations.

A significant focus of the project is strengthening the use of ICT to empower the stations and programming. Some stations such as Radio Apac held activities to improve correspondents capacity to feed local news and collect testimonies from individual's from the community through ICT. Similarly, Mama Fm and Speak FM focused on ICT, particularly mobile phones, for enhancing correspondents' skills for interviewing and reporting. Finally other activities in 2017 included enhancing how news desks work effectively with correspondents, and how to enhance

programming and diffusion, managing daily contacts, and the use of broadcast software.

Mama Fm in Kampala broadcasting daily programming with enhanced ICT knowledge to give women a voice in Uganda @Peter Wallet/UNESCO

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UNESCO CFIT-Project in Uganda

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The UNESCO CFIT Project in Uganda aims at enhancing Teacher Education for Bridging the Educational Quality Gap in the country. The overall goal of the project is to support capacity development initiatives of three teacher-training institutions for effective pre-service and in-service teacher training. The project foresees specific interventions to improve teacher educators' competency in use of ICT as a pedagogical tool for quality teaching and learning in the targeted teacher training institutions and beyond.

The UNESCO Competency Framework for Teachers (CFIT) Project in Uganda regularly organize workshops to validate localized information and Communication technologies Competency Framework for Teachers (ICT-CFT) to the context of Shimoni Core Primary College (SPTC), Nakawa Vocational Training Institute (NVTI) and Kyambogo University (KyU) in Uganda.

The UNESCO ICT-CFT provides a framework for capacity building in ICT integration in teaching and learning, which covers six areas: Understanding ICT in Education, Curriculum and assessment, Pedagogy, ICT, Organization and administration, Teacher professional learning. Each area covers three levels: Technology literacy, Knowledge deepening, Knowledge creation.

A teacher-training to improve teachers' educators' competency on the use of ICT as a pedagogical tool for quality teaching and learning in the targeted teacher training institutions and beyond, Kampala, Uganda @UNESCO

Workshops are attended by relevant stakeholders, including Principals of National Teacher Colleges of Uganda (NTCs), Principals of National Instructor Colleges, Principals of National Colleges of Commerce and Ministry of Education Science Technology and Sports (MoEST) Teacher officials, Uganda Technology & Management University (UTAMU), Uganda Christian University (UCU), Kisubi Associated Writers Agency (KAWA), Education local Enterprise Centre Uganda (ELECU) and the three Teacher Training Institutions.

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management and monitoring, publications and events planning.

Public Information

The Public Information activities of UNESCO Regional Office for Eastern Africa cover the **promotion, awareness and visibility of the 5 sectors**, Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information programmes, activities, achievements and results of the organization, in the **thirteen countries of operation**, namely Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda.

The achievements for the Year 2016-2017 cover **website management, external relations, press media coverage, social media channels**

Website Management & French interface

For the Year 2017, the UNESCO Regional office for Eastern Africa produced a total of 125 web news articles, 8 in French, as well as the office opened the website platform in French language for a wider readership. The website content was fully updated, showing clarity and organization of the sectors.

Branding and Marketing Materials

Annual Report 2016 was published.

Media and Major Events

In terms of Media and Major Events, six main international events took place during the Year 2017, which were fully covered by UNESCO Regional Office for Eastern Africa.

- SDG4 Ministerial Meeting Tanzania, in February 2017

- Higher Education, Policy and Research meeting in Djibouti, May 2017

- World Environment Day and World Oceans Day Clean-up initiative at Watamu Beach, June 2017

- Regional meeting for the Protection of Cultural Heritage in Eastern Africa, Mauritius July 2017

- International Day for the Universal Access to Information, Mauritius, September 2017

- Educational for Sustainable Development in Sub-Saharan Africa: finding local solutions for sustainable cities and communities, December 2017

The events were fully covered using production of press releases, social media messages, media outreach, press clip to national and international newspapers and expansion of basin of journalists. Facebook Live, Youtube videos, Twitter posts, Flickr photo albums, videos of participants, as well as media relations and web news articles, supported the effective delivery of messages.

Social Media channels
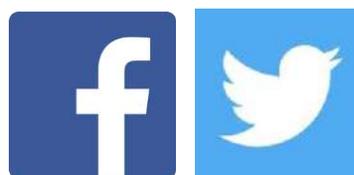
The [Facebook account for UNESCO Regional Office for Eastern Africa](#) was reopened in February 2017, with 969 likes of the page, 974 subscribers, and with an average of 10 posts per week, referring to publishing of web news articles, videos to promote international days, or live coverage of meetings, workshops and training taking place in the East Africa Region.

The [Twitter account for UNESCO Regional Office for Eastern Africa](#) was officially launched on 3 August 2017, with a total of 713 tweets , 298 following and 590 followers. The twitter account serves as a tool to send concise and effective messages for global campaigns, national campaigns, sharing of photos related to international events and to build a basin of loyal and trustworthy followers that supports UNESCO activities in the region, and globally.

Among the twitter followers, national and international correspondents and journalists, civil society, NGOs, UN agencies in Kenya, in the Region and Internationally.

Newsletter

Since the beginning of the Year 2017, 56 Weekly newsletters were produced, and released on Mondays to a total of 661 subscribers to the English version.

A survey showed overall satisfaction over the weekly newsletter, about its **frequency**, and

displaying that the most consulted sections are the **Message of the Director, Meetings and Missions** of staff. The survey also shows that the main reason for reading the newsletter is to stay abreast of current initiatives and for planning purposes. A new format of the newsletter is released in January 2018m, based on the 2017 UNESCO Annual Retreat , bringing together all UNESCO staff in the region.

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Media Relations and Press Coverage

In the Year 2017, we expanded the basin of journalists, media outlets, printed and digital newspapers, and radios to be interested in the UNESCO programmes, activities and achievements.

As examples, the **CNN** pitched the story of the Watamu Beach Clean Up initiative, and Reinventing the Recycling Business in Kenya, as well as press coverage by **France 24**, **Inter Press Service** with Op-Ed on the importance of Sports, for Global Cohesion, Peace and Equality. **BBC** hosted the news of South Sudan entering the World Heritage Tentative List, and **The Guardian** with an interview on the Global Monitoring Report (GEM) Education.

As per national and international media coverage, **Xinhua News Agency** covers UNESCO Kenya news, as well as **Standard, Nation, All Africa.com and China Global Television Network**.

All the thirteen countries have a fan of 20 journalists, including print or radios that we can rely on when releasing press releases. In addition to it, the United Nations Information Center based in Nairobi supports the UNESCO Regional Office for Eastern Africa in distributing press releases for events and in pitching UNESCO's stories, trainings, workshops and activities in the monthly United Nations Information Center Newsletter. UNESCO Regional Office for Eastern Africa monthly contributes to an average of 3-4 articles per month. UNESCO Regional Office for Eastern Africa also contributes to the Education Sector Newsletter from UNESCO Headquarters.

Financial Report

The Financial Report displays the expenses allocated towards the different five sectors of UNESCO.

Regular Budget allocation & Expenditure refer to the status of regular contributions from UNESCO Member States to the different UNESCO five sectors in Eastern Africa, for the Year 2017.
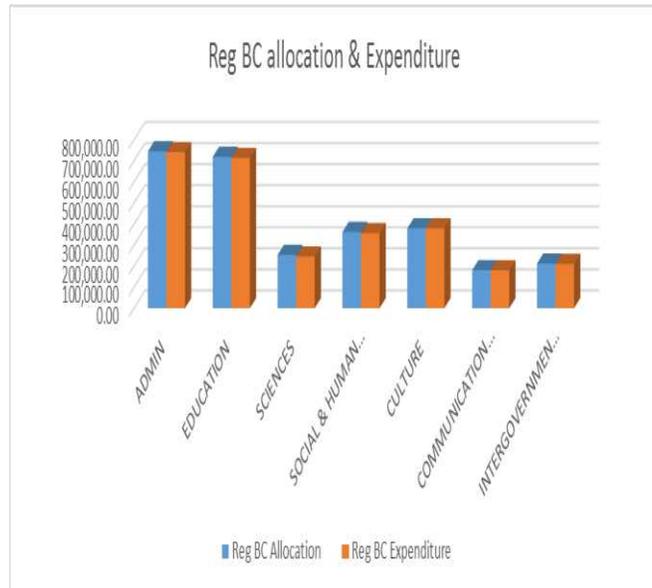
Extra-Budgetary Contributions from Member States are shown here below, for specific projects in the five sectors of UNESCO in Eastern Africa