




UNESCO Nairobi Annual Report

2021

"Eastern Africa Reimagined"



A young girl in a blue school uniform and hijab is the central focus, looking directly at the camera with a serious expression. She is surrounded by other students in similar uniforms, some of whom are partially visible in the background and foreground. The setting appears to be a classroom or a school environment.

2021 UNESCO
Regional Office for Eastern Africa
Annual Report

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22
Intangible Cultural
Heritage

20 UNESCO
Chairs &
Network

UNESCO
Regional Office
for Eastern
Africa

34 World
Heritage Sites
with 4 on the
Danger list

2 cities in UNESCO
Creative Cities
Network
3 Cities in UNESCO
International
Coalition of inclusive
Cities

28 Biosphere
Reserves
&
1 Geopark

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About Office

"Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed."- UNESCO Constitution

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in education, sciences, culture, and communication and information.

In Eastern Africa, UNESCO established Office in Nairobi in 1965, as a Regional Hub for Science, Technology and Innovation (STI) in Sub-Saharan Africa. However, following the UNESCO Africa Field Reform of 2011, the Office evolved from a Regional Hub for Science, Technology and Innovation to a broader scope of a Multi-Sectoral Regional Office responsible for 13 Member States in Eastern Africa and the adjacent Indian Ocean Islands, namely: Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda.

UNESCO intervention in the region is implemented in the following sectors: Education, Natural Sciences, Social Human Sciences, Culture, and Communication and Information. Priority areas for Education include Monitoring and Coordinating Education Development; Teachers; TVET; Skills for Work and Life; Literacy for All; Global Citizenship Education; Higher Education.

Natural Sciences: Water Security; Geology, Ecosystems and Biodiversity; Building Capacity in Science and Engineering Science for Society. Social and Human Sciences: Social Transformations; Building Peace Programmes; Democracy and Global Citizenship. Culture: Culture for Sustainable Development; Heritage at Risk; World Heritage; Intangible Cultural Heritage; Diversity of Cultural Expressions; Museums; Underwater Cultural Heritage. Communication and Information: Access to information; ICT in Education; Information Preservation; Media Pluralism and Diversity; Press Freedom.

In addition, the Regional Office for Eastern Africa host and coordinate Intergovernmental Oceanographic Commission (IOC), Intergovernmental Council of the International Hydrological Programme (IHP) and the Programme on Man and the Biosphere (MAB) to enhance 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



Prof. Hubert Gijzen

The year 2021 was a year of transition for the Regional Office. The world was learning how to live with COVID-19 and its effects. In Eastern Africa, my predecessor Ms. Ann Therese Ndong Jatta laid a strong foundation towards supporting our Member States to 'build forward better' and put in place mechanisms for reopening various sector of the economy especially in UNESCO area of competencies, amidst the pandemic. I took the baton in July and hit the ground running to strengthen UNESCO interventions in the region. We moved from full-time online to hybrid modalities, giving me an opportunity to interact with staff and some of our stakeholders in person.

Foreword

We also embarked on the development of a first UNESCO Regional Support Strategy (RSS) for Eastern Africa (2022-2025) that aims to maximize our support to Member States in the region in terms of effectiveness, impact and visibility. The Strategy is composed of four inter-related pillars in the areas of Programme, Partnerships, Resource Mobilization, and Communication and Visibility. The Pillar on Programme will guide the office in transitioning from the current large number of smaller initiatives towards a much lesser number of larger flagship projects and programmes.

In the region, governments were partially reopening schools. As the lead agency for SDG 4, we supported countries to establish distance and online learning modalities and provided offline solutions through the Remote Area Community Hotspot for Education and Learning. Education materials were also disseminated using media such as radios and TV. We also coordinated and convened national and regional consultation meetings in the framework of global education cooperation mechanism, bringing together Member States, UN sister Agencies, technological companies such as Microsoft, Huawei, and development partners to pool all our resources together to ensure continuity of learning and make up for lost school time because of COVID-19.

COVID-19 exposed the hidden inequalities, and it was clear that many countries in Africa are yet to reap the full benefits of the 2nd and 3rd industrial revolutions. However, COVID-19 also provided opportunity for Africa's transformation towards 'New Water', 'New Food', and 'New Energy'. Science, Technology and Innovation will be the catalyst to this transformation towards a prosperous Africa where people live in harmony between themselves and with nature. The water-energy-food nexus is important in achieving the African Union Agenda 2063. We have been working with Member States and the Regional Economic Blocks to build human capacities in these three sectors at the heart of sustainable development and to present the key building blocks for sustainable cities and green economies.

Despite work activities in 2021 being slowed down as a result of COVID-19, the Intergovernmental Oceanographic Sub-Commission for Africa and Adjacent Island States (IOCAFRICA) adapted to the changing work conditions and delivered on planned activities. A successful Sixth Session of IOCAFRICA was convened, and the Sub-Commission workplans for the 2021-2023 period were adopted during the 31st Session of the IOC Assembly in June 2021. The start of the implementation of the UN Decade of Ocean Science for Sustainable Development 2021-2030 in Africa is offering a great opportunity to accelerate the sustainable development of ocean sciences within the region. As such, we look to the decade with hope and positivity that IOCAFRICA will be pivotal in promoting collaborations among ocean stakeholders and partners, and in advancing transformative science solutions for sustainably harnessing the oceans surrounding Africa.

Understanding the social transformations, challenges and opportunities brought about by the COVID-19 pandemic was essential to build forward better a reimagined post-COVID-19 in Eastern Africa. For the Social and Human Sciences, this involved meaningfully engaging with the youth and supporting youth-led knowledge production and policy formulation addressing the impact of COVID-19 on learning in Africa. It also implied engaging in the debate on “fair, equitable and timely allocation of COVID-19 vaccines in Africa”, to shed more light on the increasing inequalities brought about by the pandemic and to take an ethical stand to promote the COVID-19 Vaccine as a public good. In doing so, assessing the capacity and potential of traditional and complementary medicine was a natural step. It allowed exploration of conditions needed for the promotion of endogenous and local solutions to such a global crisis, while adhering to international standards and ethical principles to preserve human dignity and to promote equitable access to health, a fundamental human right in itself.

In 2021, we launched a pilot initiative in Eastern Africa, one of the most disaster-prone regions in the world. The initiative supported research and documentation of intangible cultural heritage and traditional knowledge systems. It focused on biodiversity conservation, climate change and disaster risk reduction in seven Eastern African countries namely, Eritrea, Ethiopia, Kenya, Seychelles, Somalia, South Sudan and Uganda. This initiative continues to build on UNESCO work on safeguarding of intangible cultural heritage in emergency situations, as well as the UNESCO Local and Indigenous Knowledge Systems programme.

We continue to advocate for building of knowledge societies, a key tenet for democratic societies, notably in ensuring active participation in discussions on policy and guidelines for actions around access to information and knowledge in the region. We inspired and supported media sector through expert online knowledge exchanges and information sessions to discuss issues in addressing challenges and highlighting effective measures that can be adopted to prevent and combat online hate speech, cyberbullying, racism by using Media and ICT in Eastern Africa.

We are proud to have accomplished much of our target outcome using innovative approaches. My sincere thanks go to the dedicated UNESCO teams in the Office and in the region, and to all partners who contributed to the success of the activities and results presented in this report, be it via direct collaboration and partnership, by providing financial support, or by consolidating and disseminating the results achieved. I look forward to what we will achieve together in 2022 and beyond.



Prof. Hubert Gijzen

UNESCO Regional Director for Eastern Africa

EDUCATION



Education is a fundamental human right, a public good and a key enabler for the realisation of all SDGs and other human rights. In 2021, the Education Sector in the Regional Office for Eastern Africa reinforced its initial response to address the impact of education disruption and the education crisis caused by the COVID-19 pandemic. One thing that the pandemic has demonstrated is that digital skills and online teaching are very essential for continuity of learning in any future disruption of education. The ED Sector has therefore focused on ICT in education and has made it its flagship going forward. The skills for life and the skills for work have also been prominent in the face of massive unemployment of the youth in the Eastern African countries. We have therefore focused on Green TVET to equip the young with the skills necessary for a sustainable growth of the economy in an energy efficient way that mitigates the adverse effects of climate change. The young people of the countries that the Regional Office serves do also need to be capacitated to make informed decision in relation to their health and wellbeing. In 2021, the ED Sector has worked in this area through its O3 Project - Our Rights, Our Lives, Our Future which has now been upgraded to O3+ (O3 plus). We are working with academic institutions in the participating countries for this project.

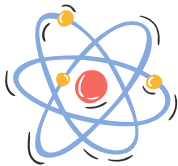
New Projects



O3 Plus Our Rights, Our Lives, Our Future



Technology-enabled Open School Systems



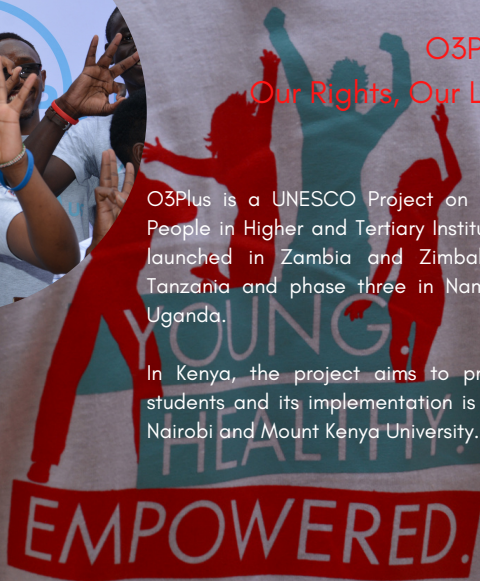
THE ACCESSIBLE DIGITAL TEXTBOOKS PROJECT



O3Plus Our Rights, Our Lives, Our Future

O3Plus is a UNESCO Project on Health and Wellbeing for Young People in Higher and Tertiary Institutions of learning. Phase one was launched in Zambia and Zimbabwe, phase two in Kenya and Tanzania and phase three in Namibia, Rwanda, South Africa and Uganda.

In Kenya, the project aims to promote health and wellbeing of students and its implementation is being piloted in the University of Nairobi and Mount Kenya University.





Technology-enabled Open School Systems

As part of the Global Education Coalition launched by UNESCO in March 2020, the UNESCO Regional Office for Eastern Africa and Huawei partnered for pilot projects in Kenya and Ethiopia for School Connectivity. In Kenya, the initiative builds on the government's existing investments in educational devices and content, utilizing the National Optic Fibre Backbone Infrastructure (NOFBI), which reaches across most counties in the country; and the one laptop per child project.

In Ethiopia, a three-years project was launched with a total budget of 720 000 USD to support the country to design, to pilot test, and scale up Technology-enabled Open School Systems (TOESS) that can connect school-based and home-based learning. The Project will ensure the continuity and quality of learning under normal or crises situations by building a more crisis-resilient technology, content, and human infrastructure for school education and making it equitably accessible. The technology-enabled open schools serve as digital learning hubs to underpin the following strategic objectives in the context of achieving SDGs: (i) promoting digital inclusion, (ii) mainstreaming digital skills development: including skills required by the adoption of emerging technologies and Artificial Intelligence, and (iii) fostering digital-pedagogical transformation needed for ensuring the quality of learning.

Activities included building national platforms and development of online/distance learning content in the target countries to support school-based blended learning and home-based distance learning; enhancing school and household connectivity; deploying relevant applications, and provision of training on digital skills. Priorities is given to the most vulnerable groups, including female teachers and students, children from rural areas, learners with disabilities.



THE ACCESSIBLE DIGITAL TEXTBOOKS PROJECT

The "one-size-fits-all" approach to education doesn't take into account the different learning styles that work best for different learners. In view of the principle underlying SDG 4 of leaving no child behind (inclusion) in learning and in keeping with Article 24 of the CRPD and General Comment 4 of the CRPD Committee, UNESCO and UNICEF worked jointly on an innovative digital initiative called the Accessible Digital Textbooks (ADT) for learners with and without disabilities in Kenya, Rwanda, and Uganda.

The initiative was funded by the UN Partnership on the Rights of Persons with Disabilities Multi-Partner Trust Fund (UNPRPD MPTF) and aimed to address one of the key barriers to inclusive education resulting from the inaccessibility of core learning materials by applying Universal Design for Learning principles and using assistive technology (AT) and accessible formats in the creation of learning materials accessible for all learners, including those with impairments. The project built on existing national efforts towards:

1. Enhancing the enabling environment for the use of quality accessible digital textbooks to ensure and strengthen inclusive education and access to information by key stakeholders.
2. Improving capacity of the education system and the textbook ecosystem to produce and procure accessible digital textbooks.

The role of UNESCO Regional Office for Eastern Africa in this project was to create an enabling environment for the use of quality Accessible Digital Textbooks (ADTs) to ensure and strengthen inclusive education by providing overall project knowledge management; monitoring the Marrakesh Treaty ratification and domestication; engagement of steering committees comprising key partners at country level; policy development and advocacy for inclusive education; and guidelines for the development of teacher training resources.



While giving her remarks during one ADT knowledge exchange workshop organized by UNESCO, Dr. Ola Abu Alghaib, Head of the UN Partnership on the Rights of Persons with Disabilities (UNPRPD) Multi-Partner Trust Fund (MPTF) Technical Secretariat cautioned that:

“Countries need to take further steps to translate the CRPD commitments on paper into practical steps to bring about real change. The ADT program is one of the multi-country initiatives funded by UNPRPD through the Multi-Partner Trust Fund (MPTF) to contribute to that change.”

The key achievement of the ADT project include: establishment of active steering committees in the three countries, capacity building for teachers on application of assistive technologies and use of accessible digital textbooks; piloting of developed ADTs in schools, ADTs produced, tested and validated with children with disabilities in all 3 countries; ADTs available to children on the Kenya Education Cloud (Kenya), Rwanda Education Board (REB) platform (Rwanda) and Kolibri platform (Uganda); ICT equipment procurement guidelines for OPDs and key government stakeholders developed.



OFFLINE LEARNING SOLUTIONS INITIATIVE

Within the framework of ensuring inclusive and equitable quality education that promotes lifelong learning opportunities for all, UNESCO in collaboration with the Ministry of Education and the National Council for Nomadic Education in Kenya (NACONEK) is supporting the establishment of an Offline Intranet Resource Centre (OIRC) in Garissa High School, Garissa County. The OIRC will be a warehouse of high quality offline educational resources for both formal and informal learning that can be transmitted to surrounding communities using solar-powered mobile Nano-stations and local area wireless connections.

It will consist of an offline e-Learning platform, teacher training tools, digital library, skills competition programmes, university courses, TVET programmes, and facilities to support digital skills development. The OIRC model is based on an offline digital learning hub established in Malindi, Kenya, by Elimu Resource Centre.

The Ministry of Education selected Garissa High School to host the pilot OIRC so as to benefit the large population of learners in the school and its surroundings. It will act as a center through which other schools in the area can obtain high-quality educational materials. The resource center will be housed in a computer lab provided by the school. Under this pilot phase, educational resources will be transmitted from Garissa High School to Ifiti Primary School, through a radio signal and accessed by learners using 120 tablets donated to the School by the Government of Kenya through the “one laptop per child” programme.

Why offline learning solutions:

1. Around 90% of schools across the developing world lack internet access, and many also lack electricity. For the foreseeable future, offline solutions are the only way to offer current educational information and technology skills development to the great majority of schools in remote locations.
2. Bridging the knowledge gap between rural and urban dwellers: It's obvious to observe how sophisticated city inhabitants are in comparison to those who live in rural areas, and this is due to online access to a multitude of information.

BEAR II: Increasing the perception, relevance and quality of Technical, Vocational Education, and Training (TVET) in Ethiopia, Kenya, Madagascar, Tanzania, and Uganda

“UNESCO is assisting TVET agencies and institutions in the development and implementation of green strategies to transform their learning and training environments, in fulfilment of their role in skilling learners, upskilling professionals in green job sectors, and re-skilling those affected by job losses due to the green transition and the recent COVID-19 pandemic.” – Dr. Kipkirui Lang’at, Director General, TVET Authority –Kenya.

In contributing to the implementation of the 2030 Agenda for Sustainable Development, UNESCO has been supporting the efforts of Member States to enhance the relevance of their technical and vocational education and training (TVET) and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning. This is a key aspect of UNESCO Global TVET Strategy 2016–2021.

Since 2017, UNESCO has been implementing a “Better Education for Africa’s Rise” (BEAR II) project, with the support of the Republic of Korea, to strengthen TVET in five beneficiary countries in Eastern Africa, namely, Ethiopia, Kenya, Madagascar, Tanzania, and Uganda. In 2021, BEAR II registered significant progress in delivering activities aimed at improving the relevance, quality, and perception of TVET in the target sectors of beneficiary countries: Agro-processing (Ethiopia); Environmental technology/ solar photovoltaic (Kenya); Textiles, Clothing and Accessories (Madagascar); Agro-processing and post-harvest management (Uganda); Agri-business and creative industry (Tanzania). BEAR II Project tries to respond to the ‘what skills?’, which are questions that also need to be seen in light of the continuing COVID-19 Pandemic, and national, regional and global responses towards ‘building forward better’ out of this crisis.

While BEAR II project was set to be finalized in 2021, it was not immune to the effects of the global COVID-19 pandemic, which slowed down the implementation of activities by the disruption and restriction of movement, local and international. This notwithstanding, the project delivered substantial capacity building support to TVET stakeholders across all beneficiary countries. The project provided training to 984 TVET teachers and 1,318 other TVET stakeholders (leaders, officials, private sector representatives, etc.).





Capitalizing on the results of the Labour Market Analyses (LMA) that was conducted with the support of the project LMAs, BEAR II progressed with the design and finalisation of curricula, training and learning materials in the target TVET sectors. In Ethiopia, the project elaborated 16 curricula in agro-food processing occupations for levels I and II, 13 occupational standards, and 227 modules as training and learning materials. In Kenya, solar PV curricula (levels III and VI) were finalised and validated, and the project team in Tanzania developed two curricula in handicraft and agri-business at technician level, VI programmes at Diploma level, and X pre-vocational programmes. Furthermore, BEAR II in Uganda produced two curricula in agro-processing and post-harvest management at Diploma level and occupational standards in fruit juices and maize value chains, while the team in Madagascar managed to design and validate three curricula and ten occupational standards in the textiles, clothing and accessories sector.

In all beneficiary countries, BEAR II designed and successfully conducted Training Needs Assessments both for TVET teachers and leaders. The project also invested major efforts into promoting career guidance and counselling materials. In Kenya, career guidance and counselling guidelines were developed and disseminated to 250 stakeholders across the country, coupled with relevant training of partners on how to use these guidelines. In Uganda, the career guidance handbook was updated and validated by national stakeholders. In Ethiopia, vocational guidance and counselling guidelines and a training manual were completed and validated. Furthermore, in Tanzania the project team elaborated a National Career Guidance and Counselling System, while in Madagascar, BEAR II supported the development of the National Policy on School and Vocational Guidance. The project also managed to progress towards preparing national skills competitions. In Ethiopia, the 2021 Ethiopian National Skills Competition took place from 20 to 26 April 2021.

The project progressed towards the design and development of skills gateways, which are online platforms that serve as TVET resource centres and facilitate access to and awareness about the availability of TVET programmes and initiatives. Considering the current shift towards online and distance learning brought about by COVID-19, BEAR II included a distinct digital component in its training modules and programmes digitalized materials, online teaching tools, among others. To ensure the feasibility of the digital component, the project provided ICT and solar equipment and training to national TVET institutions based on the identified needs and requests.

Teachers Trained on ICT Toolkit for Learning Continuity during Covid-19 in Uganda

The first lockdown of educational institutions due to Covid-19 by the government of Uganda was in March 2020 before the first case was recorded in the country. This affected teaching and learning countrywide. Sporadic reopening of some classes in a phased manner took place but the country went into another total lockdown after recording a setback with the second wave of Covid-19 cases. Seventy-seven weeks after the first lockdown, some educational institutions remained closed, making it one of the longest COVID-19 related closures recorded anywhere in the world. As a result, many learners were not able to access education due to a number of gaps in what would help them to learn even in the midst of the pandemic. This included lack of toolkits to facilitate learning, limited ICT skills of teachers and parents to help them utilize the resources.

UNESCO through the CapED project supported Ministry of Education and Sports in Uganda to build capacity of 18 teacher educators in using ICT in teaching and learning during school lockdown. The training workshop was hosted at Shimoni Core PTC. They received comprehensive and pedagogical training in technological skills and competencies needed to effectively aid teaching and learning during the pandemic. During the four-day training, the capacities of teachers were built in areas of digital tools and E-learning, photography and videography for learning purposes, tips on video and photo editing using basic software, among other topics. Upon conclusion of the training, certificates of completion were issued to participants



How TVET in Madagascar addresses gender norm and contributes to economic growth

Within the framework of the Project "Better Education for Africa's Development (BEAR II)", UNESCO supported the Ministry of Technical Education and Vocational Training in Madagascar in the implementation of activities aiming, among other things, at increasing the relevance and improving the quality of Technical and Vocational Education and Training (TVET) in relation to the needs of the economy and the labour market, more particularly in the Textile-Apparel and Accessories sector.

To this end, a capacity building activity for the trainers of the training centres was held from July to October 2021 in the Anôsy and Androy Regions for the "basket-making" trade. This activity strengthened the capacities of trainers from 7 technical education and vocational training institutions and trainers from 6 cooperatives and women's associations in different regions (Betroka, Ambovombe, Tsivory, and Tolagnaro) to provide quality training services in accordance with the proposed quality charter. The 40 young women in attendance had a knock-on effect on the matriarchs of their villages, demonstrating that women can provide a living and save families from the famine that is rife in the southern region of Madagascar.

Madagascar, benefited from the positive effect of the long-lasting programme called CapED/TVET that started in 2011 and aims at providing out-of-school youth (i) with technical and vocational skills needed for the labour market, and (ii) with decent jobs through employment or entrepreneurship. Indeed, following an external report conducted in December 2021:

- initiated the strengthening and structuring of the entire TVET system in Madagascar significantly.
- Had systemic effects in contributing to the creation of an enabling environment for TVET: policy, integration of the sub-sector into the Education Sector Plan, collaboration with the private sector, improvement of supply and quality, and recognition of demand for VET by decision-makers and young people.
- Contributed in the skills development of young people, including girls and women.
- Enabled through the national policy for TVET the creation of the Malagasy Fund for Vocational Training, which provides a privately managed and sustainable funding mechanism for continuing and pre-employment training for youth and workers.

One highlight is the system of valorisation of acquired experience (VAE) is being recognised at national level following the related decree publication and the realization through notably the VAE for head of school that UNESCO is supported.



Creating safe learning environment in Schools in Tanzania

“Changing room and clean water will be available soon in my school. Female students will not miss classes anymore during the menstrual period,” said Sheila Yusuph, form IV student at Titye Secondary school.

Non-conducive learning environments, such as lack of access to water, sanitation and hygiene (WASH) facilities and services, including changing rooms, present significant challenges to girls’ pursuing and completing their schooling. Other challenges include adolescent pregnancy, early school dropout.

Schools in Kasulu are working hard to reduce the challenges facing adolescent girls. A capacity building of school personnel on management and maintenance of WASH facilities as well as resource mobilization at school and community level, enabled ten primary and five secondary schools to transform their schools into safe learning environments. Boreholes have been drilled and more toilets and changing rooms have been built.

The support from community members played a significant role in constructing the facilities. Kinyaka and Titye secondary schools mobilized resources with massive support from community members and school committees for building special rooms for girls and WASH facilities. In particular, Mboni Ya Vijana, a local NGO, provided support in the drilling of water boreholes in schools.

Nyankole Primary school is currently building eight flush toilets and a special room for female students to use during their menstrual cycle. With only ten pit latrines to accommodate 804 students, Nyankole Primary School was in the worst condition, compared to the other 15 schools covered by the initiative. Students walked up to 3 kilometers to fetch water in the neighbourhood. UNESCO is providing extra support to build a rainwater-harvesting model at Nyankole primary school.





"The construction of the rainwater harvesting model will ensure that students have adequate water supply for daily use, especially during dry seasons," said the Headmaster at Nyankole primary school.

Titye Secondary School adopted additional methods for improving the school environment, including introducing a school feeding programme and accommodation for form IV students. The headmaster, Thobias Ntilema, said, "We launched a school feeding programme, built a changing room for female students and run a hostel for Form IV students. The availability of water was necessary to reduce barriers to their studies. We are proud of the safer and cleaner learning environment for the students in our school."

These initiatives were carried out through the Kigoma Joint Programme under the Education theme, 'Empowering Adolescent Girls and Young Women through Education.' UNESCO leads the project with support from KOICA. It applies a collaborative, coordinated and multi-sectoral approach to ensuring the realization of girls' and women's right to quality education in Tanzania.

NATURAL SCIENCES SECTOR



The Natural Sciences Sector is one of the five sector-based in Nairobi supporting 13 Member States in Eastern Africa and the adjacent Indian Ocean Islands with transformative science-based solutions to tackle daunting development challenges. These challenges are addressed through the design and implementation of activities that cover diverse fields: freshwater resource management, geodiversity conservation, natural disaster reduction, capacity building in science, technology and innovation and STEM Education. The sector also coordinates UNESCO Intergovernmental Hydrological Programme and the Man and Biosphere Programme in Africa as well as the activities of the African Network of Science and Technological Institutions (ANSTI). The implementation of activities is supported by UNESCO Regular Programme and the mobilization of resources and effective partnership with our extensive national and international networks.

New Projects



Slovakia-funded Water Security in Turkana, Kenya



KOICA-funded project: Biodiversity Conservation and Sustainable Natural Resources Management for Integrated Community Development in National Parks of Madagascar (BIOCOM)



Japanese-funded project on Strengthening Disaster Prevention Approaches in Eastern Africa (STEDPEA), which, covers ten countries (Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Rwanda, South Sudan, Tanzania, Uganda).



BIOCOM Project restores ecological integrity and improves livelihoods in Madagascar

Ambohitr'Antsingy, called Montagne des Français, Paysage Harmonieux Protégé (PHP), is one of the new protected areas of Madagascar since 2015. Characterized by a dense dry semi-deciduous forest, it extends over 6049 Ha. More than 79% of the plant species are endemic. 123 are on the International Union for Conservation of Nature red list. This site shelters a large part of the biodiversity of the northern part of Madagascar. The baobab (*Adansonia suarezensis*) and the lemur (*Lepilemur septentrionalis*) are found here.

This forest is under strong pressure from human activities such as illegal logging and charcoal burning, which threaten natural resources and biodiversity. Faced with these pressures, the Korea International Cooperation Agency (KOICA) has been supporting UNESCO since 2020 to implement the BIOCUM project, "Biodiversity conservation and sustainable natural resource management for integrated community development in Madagascar's national parks".

At the end of March 2021, the members of the steering committee carried out a follow-up mission in the field, accompanied by His Excellency the Ambassador of the Republic of Korea and KOICA's representative in Madagascar.

On the conservation and protection of natural resources, 40,000 seedlings were produced to cover 26 hectares of bare land, 112 patrols were carried out by 24 patrollers, helping to reduce pressure on natural resources to 30%.

"This is the first time in my life that I have a uniform and other equipment to conserve the environment. It motivates me in my work and the community respects me too," says Sergio Farilaha, a patroller in Nosimbary.

75 households have benefited from support to implement income-generating activities in beekeeping, poultry and sheeps-raising sectors. "I got five sheep through this project. For the past three months, the small sheep family has increased because I already have a lamb. I decided to name her Martine. I intend to develop my breeding so that I don't have to depend on natural resources anymore," says Charline, a mother in the village of Andavakoera.

The tourism sector has also been supported through the maintenance of tourist circuits to strengthen the sector after the COVID-19 pandemic. 70 young people have benefited from vocational training as tourist guides, cooks, masons, basket makers and horn makers, to strengthen the commitment of young people to the protection of the environment around the protected area.

"I dropped out of school in my final year, my parents could no longer afford to pay for my university studies. So I stayed in the village to become a maize and cassava seller. I heard from our village chief that the project wants to train young people in cooking to improve their lives and promote the tourism sector around the protected area. I seized this opportunity because it is a great opportunity for my future" -says Sandrine, a young woman from the village of Andavakoera.

BIOCUM main objective is to conserve and protect natural resources, advance research, promote well-being and improve the livelihoods of the local community.



Capacity Building on AI to Boost Disaster Management in five Eastern African countries

Recent projections predict extreme weather events for most parts of Eastern African countries. One way of enhancing the overall awareness and responsiveness to disasters is to use Artificial Intelligent approaches, which would help bridge the distance, in time and space, between citizens and authorities in those crucial first few moments following a disasters. Using AI in the data analysis can identify risk areas and determine future needs. Such software algorithms that imitate human intelligence can help in generating conclusions from natural phenomena presented by spatial data. While technological advancement and innovation have created new opportunities for enhancing disaster resiliency and risk reduction, these technologies are limitedly used in Africa, hampering efforts for the development and implementation of state-of-the-art and sustainable disaster risk reduction and preventive solutions.

In line with this, UNESCO Regional Office for Eastern Africa implemented a project 'Strengthening Disaster Prevention Approaches In Eastern Africa (STEPDEA)' to support the development and integration of artificial intelligence innovations into strategies and action plans for disaster risk reduction. As part of its implementation, capacity-building workshops were organized for relevant stakeholders in Kenya, Rwanda, South Sudan, Tanzania and Uganda, in August and September 2021.



The training involving over eight hundred participants focused on building capacities of DRR agencies in the region on the use of AI Chatbot, which was developed by UNESCO in collaboration with Japanese partners. AI Chatbot is a Smart phone application that helps citizens interact with local authorities in order to prepare, respond and recover from disasters.

The Chatbot is designed to effectively and efficiently disseminate information hence enables vulnerable communities to receive early warning information on impending disasters, and allows them to report the extent of disasters when they occur. Information collected and processed by the Chatbot enables governments to formulate preventive measures in order to minimize loss and damage to the communities associated with disasters. It also enables them to assist affected populations as well as communicate with the victims on possible areas to find support.

UNESCO interventions bring hope for improved and sustained water access in Turkana, Kenya

Turkana County is located in northwestern part of Kenya and experiences very high temperatures, unreliable and low annual rainfall, which sometimes comes with violent storms resulting in flash floods. The periodic drought experienced in the county with inadequate and/or poorly developed water infrastructure results in physical as well as economic water scarcity, with the effect mostly felt by women and children. With funding from the Slovak Agency for International Development Cooperation, UNESCO is addressing these challenges by implementing interventions that will enable sustainable access to adequate, clean and safe water, to improve livelihoods as well as to promote sanitation and personal hygiene of the target groups. Some of the activities and derived benefits are below:

- Water, Sanitation and Hygiene (WASH) challenges addressed by conducting regular public campaigns in more than 26 villages to raise awareness and to provide basic knowledge of sanitation and hygiene.
- Communities (with more than 600 beneficiaries) have been sensitized on hygiene practices to prevent transmission of diarrheal diseases. Practical lessons on construction of compost dry toilets and hand washing stations from low cost locally available materials have also been carried out with the foresight that the uptake and replication of this knowledge at household level will improve the overall sanitation in the area.
- More than 10 communities have well-managed water facilities;
- About 500 community leaders (at least 30% women) have been trained in aspects of safe, sustainable and reliable provision of water.
- UNESCO is involved in repairing and maintenance of groundwater infrastructure through the pump maintenance unit-PMU made up of qualified community members such as technicians, water engineers, plumbers etc. Several pumps; wind, solar and hand pumps have been repaired and under a maintenance schedule since the beginning of the project. Additionally, rehabilitation and re-dredging of earth dams has been done to supplement groundwater for domestic as well as livestock use. In order to boost the capacity and improve efficiency of the PMU, the project organizes periodic trainings relevant to their specific work.



INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION



The Intergovernmental Oceanographic Commission of UNESCO (IOC-UNESCO) was established in 1960 as a body with functional autonomy within UNESCO and it is the only competent organization for marine science within the United Nations system. The purpose of the Commission is to promote international cooperation and to coordinate programmes in research, services and capacity building, in order to learn more about the nature and resources of the ocean and coastal areas and to apply that knowledge for the improvement of management, sustainable development, the protection of the marine environment, and the decision-making process of its Member States. The IOC Sub-Commission for Africa and Adjacent Island States (IOCAFRICA) was established in 2012 as a framework to improve IOC visibility to facilitate coordination among 38 Member States in the region. The IOC Regional Office for Africa was established at the UNESCO regional Office for Eastern Africa in Nairobi. The office acts as the Technical Secretariat for the Sub-commission

New Projects



Designation of Regional Training Centres for Ocean Teacher Global Academy (OTGA)



Gender and Poverty Perspectives in Marine Spatial Planning : A Case of Kenya, Tanzania and Madagascar



National Marine Spatial Planning (MSP) Workshops



Designation of Regional Training Centres for Ocean Teacher Global Academy (OTGA)

Three regional training centers for the OTGA programme were designated at:

- The University of Ghana (Accra, Ghana),
- The Eduardo Mondlane University (Maputo, Mozambique)
- The Kenya Marine and Fisheries Research Institute (Mombasa, Kenya).

Gender and Poverty Perspectives in Marine Spatial Planning : A Case of Kenya, Tanzania and Madagascar

IOCAFRICA in collaboration with the Swedish Agency for Water and Marine Management (SWAM) supported Environment for Development to develop a conceptual and analytical framework and conduct case studies on gender and poverty perspectives in MSP for three Western Indian Ocean countries- Kenya, Madagascar and Tanzania. These case studies were used to collect views on the stakeholder engagement processes during the formulation of National Marine Spatial Plans, most of the process when is nationally and centrally driven could bias the distribution of power and influence, and therefore fail to address the needs of society as a whole, but instead favour stakeholders that are resource-strong and influential. The case study findings will be published in 2022.

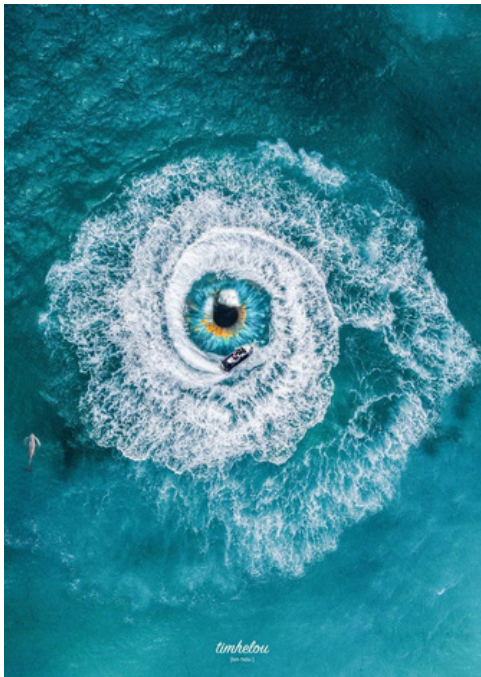




National Marine Spatial Planning (MSP) Workshops

With support from the Government of Sweden, IOCAFICA organized national marine spatial planning workshops that included discussions on environmental pressures that impact on MSP and decision support tools in Cameroon, Comoros, Gabon, Ghana, Kenya, Madagascar, Mauritius, Morocco, Mozambique and Tanzania. A regional workshop was also organized for the Gulf of Guinea region.

The Sixth Session of IOC's Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA-VI)



The Session was successfully attended by more than 75 delegates from 23 Member States and partner organizations and it led to the adoption of four critical recommendations which are aligned to African Union Commission frameworks such as Agenda 2063, 2050 Africa Integrated Maritime Strategy and the Africa Blue Economy Strategy. The following recommendations were adopted:

- Establishment of a Regional Planning Group for the UN Decade of Ocean Science for Sustainable Development;
- Extension of the mandate of the IOCAFRICA Strategic Planning Group;
- Strengthening Collaboration with the African Union Commission; and
- IOCAFRICA Programme of Work for 2021-2023 focusing on Ocean Observations and Data and Information Management, Capacity Development for Marine Science and Technology and Ocean Literacy, and Ocean Sciences and its application to management.

During the 31st Session of the IOC Assembly which was held virtually from 14 to 25 June 2021, IOCAFRICA work plans (2021-2023) were presented and adopted.

IOCAFRICA successfully organized training courses on a variety of topics to researchers, Early Career Ocean Professionals and a wide range of ocean stakeholders within Africa and beyond. Some of the trainings that saw a huge success include:

- Marine GIS course that was hosted by the Kenya Marine and Fisheries Research Institute (KMFRI), Mombasa, Kenya and attended by 22 trainees from 7 countries;
- Biological Observations in the Indian Ocean from Microbes to Megafauna, held online from 8 to 12 November 2021, and conducted by India National Centre for Information Services (INCOIS) and The Department of Environment, Forestry and Fisheries (DFFE) of South Africa. The training was attended by 70 students, with 28 of them from Africa;
- Modeling for Ocean Forecasting and Process Studies held online from 6 to 10 December 2021 conducted by INCOIS and ITOcean from India and attended by 78 students, 25 of them from Africa; and
- Fundamentals of Ocean Mapping hosted online by KMFRI from 28 November to 17 December 2021, and attended by 18 trainees all from Africa.

These trainings equipped the trainees with knowledge and skills on the specific areas. Capacity building of human resources one of the major recommendations within the marine field in the region as there is a gap in the lack of required knowledge and skills. As such, the marked trainings are key for the realization of the outcomes of the UN Decade of Ocean Science for Sustainable Development (2021-2030).





Together with The Nippon Foundation - GEBCO Seabed 2030 project, IOCAFRICA organized a Regional workshop on “Mapping the Sea Floor around Africa” which was held virtually on 10 and 24 February 2021. The workshop was attended by more than 100 participants from 25 countries in Africa. Other successful workshops that were conducted in 2021 include:

- In collaboration with United Nations Environment Programme (UNEP) and IOCARIBE a workshop on Sargassum Seaweed
- With the University Houphouët-Boigny, Cote d’Ivoire a workshop on Ocean Observations in Africa on 8 June 2021
- Together with NIOMR, Nigeria an online workshop on Ocean Related Hazards in the Gulf of Guinea was held in October 2021.
- In conjunction with the UNESCO Culture Sector, a hybrid workshop on Underwater Cultural Heritage was held in Windhoek, Namibia.

IOCAFRICA in collaboration with International Union for Conservation of Nature (IUCN), Coastal Oceans Research and Development - Indian Ocean (CORDIO), UNEP (Abidjan and Nairobi Convention secretariats) and WIOMSA initiated discussions on the Development of the regional node for the Ocean Information Hub.

IOCAFRICA together with African Group of Negotiators (AGNES) unpacked the 2019 Intergovernmental Panel on Climate Change (IPCC) Special Report on Ocean and Cryosphere (SROCC) by preparing four policy briefs on climate change adaptation in coastal zones of Africa focusing on: (i) Sea Level Rise and Implications for Low-Lying Islands, Coasts and Communities, (ii) Changing Oceans, Marine Ecosystems and Dependent Communities, (iii) Extremes, Abrupt Changes and Managing Risks and (iv) Climate Change & Ocean Economy.

SOCIAL & HUMAN SCIENCES SECTOR



Addressing societal impacts of COVID-19 and exploring solutions for building forward better were core areas of SHS work in 2021, with the youth at the centre of knowledge production to instill social innovation post pandemic. Youth-led evidence-based research UNESCO Youth As Researchers informed policy recommendations on COVID-19 and learning in Africa. An assessment on climate resilience and adaptation in Small Island Developing States amid COVID-19 in Comoros, Mauritius and Seychelles also emerged, articulating in this context the UNESCO Recommendation on ethical principles in relation to climate change. Shedding more light on the ethical dilemmas and threats to human dignity brought about by the pandemic in the region, ensured a contribution to the global advocacy for access to COVID-19 Vaccine as a public good, hence reducing related growing inequalities. Besides, exploring the conditions for an enabling environment for traditional and complementary medicine to prosper in the region was a strategic move, with a focus on needed legal and ethical frameworks and standards to promote the right to health.

Integration of the General History of Africa as a tool for regional integration and peace has continued, to reinforce the foundation for the African renaissance called for by the Africa Union through Agenda 2063, with pilot efforts in Kenya spearheading this commitment in the region. Sport has remained a catalyzing framework for enhance inclusion, while investing more in the safeguarding and promotion of traditional sports and games. Finally, 2021 saw the adoption of a new Recommendation on Ethics of Artificial Intelligence nurtured by regional consultations, including from Eastern Africa. It invites new work streams to address unprecedented challenges brought about by AI technologies in our societies.



Engaging UNESCO Youth as Researchers

When COVID-19 hit the world, it became clear that there was need to step up and respond to the disruptions created and to address the new pressing challenges brought about by the pandemic. Rapid actions were needed from various sectors and stakeholders that were most affected. Development of new policies and review of the existing ones to adapt to the new reality and challenges was inevitable.

It is in this regard that UNESCO launched Youth As Researchers (YAR) initiative, the largest global youth-led research programme on COVID-19. It aims to support the collection and analysis of data and perceptions from the youth on how the pandemic had affected their lives with respect to human rights, learning, well-being, technology, and youth taking action during the pandemic. It also captures recommendations from the youth on how best to build forward better post COVID-19.



Harnessing the potential of youth as agents of change and their unique skills and creativity for knowledge production was a key tenet in this process. As such, youth were selected from different regions and countries around the world to constitute YAR Teams, further supported in their assignment through capacity building and coaching.

According to the young participants and based on their findings, 3 out of 4 students did not have access to relevant curriculum to transition to online learning, and 62% of respondent reported that their teachers did not have sufficient knowledge to deliver online lessons.

"I joined the YAR initiative to take a stand on COVID-19 and be part of the solution. In as much as there were a few challenges especially internet connection since all the work was conducted online, it has been a rewarding experience ranging from capacity building in terms of training on how to conduct social science research, knowledge sharing meetings, and Research2Action workshops. During the dialogues with technical experts from UNESCO and different stakeholder groups such as IGOs, CSOs, development cooperation, academia and media we identified priority policy recommendations and the steps needed to translate such recommendations into action. These actionable policy recommendations will be shared with Heads of State and Organizations, Ministers of Youth and international organizations, among others, during the YAR High Level Policy Conference taking place at UNESCO Headquarters in Paris, France in March 2022." - YAR Member from Uganda.

UNESCO has played a leading role in placing young people at the center of knowledge production to inform policy and decision-making processes.

“I encourage other stakeholders in private sector, government and non-profit organizations from all over the world to emulate this very good example. It was a fruitful collaboration which produced positive results for the young people especially in our region”. - YAR Member from Madagascar

With the support from UNESCO Youth as Researchers demonstrated confidence in conducting this research on Learning and COVID-19 in Africa and overcame obstacles to ensure a conducive group cohesion, effective collection of sample sizes, and distribution of surveys that were culturally appropriate and inclusive in nature.

UNESCO is already looking forward to scale-up the Youth As Researchers as an innovative approach to enhance youth-led knowledge production in different topics of interest to the Organization.



Promoting Climate Change Resilience among the Small Island Developing States

Small Islands Developing States (SIDS) are at the forefront of climate change and its consequences, particularly with regard to access to freshwater resources. 71% of SIDS face a risk of water shortage, a figure that goes up to 91% in SIDS with the lowest altitude. The impacts of climate change in the Eastern Africa SIDS are not only in the environmental and economic sectors alone, but have also impacted on other sectors like health and education; hence, requiring concerted efforts from both internal and external partners in confronting these challenges. Similarly, young people are not only mere victims of climate change. They are also valuable contributors to climate action and play a critical role as agents of change, entrepreneurs and innovators for climate resilience. They offer scalable solutions using their skills, creativity and innovation to accelerate actions towards mitigation of climate change effects.

A youth-led research and desk review on climate resilience and adaptation in SIDS in the COVID-19 context was supported by UNESCO in this regard. It generated a report to be turned into a publication exploring a variety of themes and topics from climate change and resilience to issues and realities pertaining to migrations, education, culture and tourism, but also gender, disaster risk reduction, and peacebuilding, among others, with a focus on three targeted Indian Ocean SIDS; Comoros, Mauritius and Seychelles.

Engaging with young people to co-shape and co-deliver on societal challenges and building peace is a key focus of UNESCO approach, notably through knowledge production with a foresight and anticipation perspective, to inform more strategic opportunities for engagement.

The preliminary results of this study provides a pathway for better understanding of the realities, issues and opportunities, including valuable insights in areas as important as climate change and resilience, green economy, ecotourism, just to mention a few. It outlines the change in population of SIDS, induced by climate change, with migration as a direct effect prompting significant impacts on other frontiers. It further recommends a need for climate rights of the forced climate migrants, especially in SIDS, urgently pursued from a policy and legislative design, review and implementation and through capacity that helps the governments and key stakeholders in building more capacities in their institutions and the economy; hence, become more adaptable and resilient.

The report highlights the numerous socioeconomic challenges that SIDS face as a result of climate change, which cannot be addressed solely by relying on policy interventions by national and local governments. While locally oriented and customized policies can go a long way in addressing specific local challenges, regional and international policies need to be at play, cohesively, such that externally induced impacts are mitigated.



This then calls for collaborations between SIDS, regional counterparts and the global community, especially in areas like financing and enforcement of the aforementioned policies.

Besides, global agreements and uptake reached at, such as the Paris Agreement, the Sendai Framework for Disaster Risk Reduction (2015–2030), the Sustainable Development Goals (Agenda 2030), but also standard setting instruments such as the UN Framework Convention on Climate Change (UNFCCC) and related COP processes, or the UNESCO Recommendation on the Ethical Principles in relation to Climate Change (2017) need to be implemented, with relevant monitoring mechanisms to ensure effective compliance at Member States levels, including through taking opportunity of timely avenues such as the International Decade of Ocean Science for Sustainable Development (2022–2030).



Traditional and Complementary Medicine in Africa

According to WHO, traditional medicine is “knowledge, skills and practices based on the theories, beliefs and experiences indigenous to different cultures used in the maintenance of health, as well as prevention, diagnosis, improvement or treatment physical and mental illnesses.” It builds on the effectively balanced relationship between man and nature, and forms part of indigenous knowledge that capitalizes on the rich biodiversity (plants and herbs) passed on through generations. It is a common heritage that is culturally entrenched, accessible, and affordable, and which, across African countries, serves as primary source for healthcare to more than 80% of the population.

Commonly referred to as traditional, alternative, or complementary medicine, it is subject to growing attention, including from WHO, who issued in 2019 a Report on Traditional and Complementary Medicine (T&CM). It reviews global progress in T&CM over the past two decades, based on contributions from 179 WHO Member States. It presents T&CM as “an important and often underestimated health resource with many applications, especially in the prevention and management of lifestyle-related chronic diseases, and in meeting the health needs of ageing populations.” The Report also clearly shows that more and more countries are recognizing the role of T&CM in their national health system.

This reality is further reaffirmed by Africa Centre for Disease Control (CDC), which acknowledges that commendable efforts are ongoing on the continent to find COVID-19 therapies in traditional medicine, while reaffirming the need for rigorous clinical testing to evaluate safety and efficacy as critical.

Traditional medicine is also growing in importance today because it represents a multibillion industry that can help boost the economy of a country, if well managed, properly structured and standardized.

If the recognition by the WHO of Traditional and Complementary Medicine as a source of primary healthcare begun only in 1976, its practice and fame is however old of centuries. It is even more recently, in 2010, that the UNESCO's International Bioethics Committee included the subject of traditional medicine in its work programme. A working group set up and tasked to consider the ethical implications of these widespread and highly varied practices, so to avoid any overlap with the work being carried out by other United Nations bodies and agencies.

With this background and in a joint effort to consolidate and further reflect on the potential of traditional and complementary medicine in response to COVID-19 in Africa, UNESCO organized a regional webinar on Traditional and Complementary Medicine in the Eastern Africa Region. This initiative was in collaboration with the World Health Organization (WHO), the African Union Commission (through Africa Centre for Disease Control and Prevention (CDC)) and Trust for Indigenous Culture and Health (TICAH). The webinar drew bioethicists and ethics experts from Madagascar, Comoros, Ethiopia, Kenya, Tanzania, and Uganda. This webinar reaffirmed the wealth of biodiversity and the effective management of this indigenous knowledge embedded in intangible cultural heritage of different peoples and communities, while also bringing to the front the ethical as well as human rights dimensions, as encapsulated in the UNESCO Universal Declaration of Bioethics and Human Rights.

Following this webinar, UNESCO is collaborating with TICAH in reviewing the policy and legal frameworks that regulate the traditional medicine sector in selected countries, notably Rwanda, Uganda, Kenya and Tanzania. The review will also identify existing gaps, with a view to providing recommendations on how such instruments can be enhanced to provide a conducive environment for the recognition, improvement of related standards, including ethical, and ensure a sustainable growth of the sector to become a more reliable, secure and accessible public health solution.



Safeguarding of Traditional Sports and Games in Africa

“Today, there are lots of young Africans that are talented in traditional African sports. Indirectly, they are the custodians of these sports. Without the regular contests, these sports may have become extinct.” African Vibes.

Modern sports are known and practiced widely in Africa, from football to basketball, baseball, tennis or even rugby or badminton, just to mention a few. However, Africa is home to a broad range of endogenous and traditional sports and games (TSGs), which have real socio cultural and educational stakes, but unfortunately, have been relegated and are slowly being forgotten, or mainly practiced informally. It is the case for Dambe, Ndumi, Dunky racing, Kgati, Nsongo or Bao or Awale, Boat racing, Capoeira, etc. Indeed, these traditional sports and games, although presenting real cultural richness in Africa, and easily accessible to all the local social strata, are sadly not recognized nor valued or even promoted for integration in the educational system. It is to address these challenges that UNESCO collaborated with the African Traditional Sports and Games Confederation in organizing a webinar on the topic “Safeguarding and promotion of Traditional Sports and Games in Africa”. The Webinar engaged a conversation on how best to preserve and promote African TSGs, with over 50 participants gathered via zoom and through the live streaming.



This meeting reaffirmed the importance of traditional sports and games, as they reflect cultural diversity, and foster mutual understanding and tolerance among communities and nations. It also acknowledged the fact that many traditional sports and games in Africa have disappeared or will do so, with factors as westernization, globalization, migration, demographic and societal changes identified as accelerators to this trend, and agreed on the urgent need to deploy relevant measures for its safeguarding and promotion.

Discussions echoed well with the requirements of the International Charter of Physical Education, Physical Activity and Sport, Article 1.5 of which upholds that: “The diversity of physical education, physical activity and sport is a basic feature of their value and appeal. Traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world’s rich cultural heritage and must be protected and promoted.” They also resonate with the Kazan Action Plan and the Antananarivo Declaration.

“More African governments are now putting their weight behind traditional games. With better funding, the custodians of these games can develop them further and organize more tournaments to increase its popularity, including opportunity for recognition, and why not admission into the Olympics,” said a participant in the conference.

By celebrating World Philosophy Day each year, on the third Thursday of November, UNESCO underlines the enduring value of philosophy for the development of human thought, for each culture and for each individual. In proclaiming the Day, the Member States of UNESCO at its 33rd General Conference in 2005 underlined the beneficial influence of this Day on the promotion of philosophy teaching, which is absent from the curricula in many countries and occupies a position that is both uncertain and weak in others.

In contributing to maintaining this tradition, UNESCO collaborated with the University of Dar es Salaam School of Humanities in organizing a conference under the theme “Philosophy in Tanzania Today: Reaching to the Core of Political and Socio-Economic Concerns”. The conference gathered philosophers and experts to reflect on the pluralism of issues attracted by the main theme; notably from a critical thinking of what could be “An Ethically Relevant Concept of Democracy”, to theorizing social justice from a religious perspective, to addressing “Tanzanian Women Economic justice and rights prospects”. The conference also provided an opportunity for the experts to question and self-criticize “The place of Philosophy in Tanzanian Intellectual Formation” and also exploring the opportunity of “Replacing Monopolies with Impact Rewards”, among some of the themes addressed by this conference.

“A country whose citizens are encouraged to think independently and carefully, to see a problem from different sides, to value creative collaboration will thrive. Because of our diverse cultural heritage, the country is stronger if its youth learn to respect the integrity of each human being, and to value contrasting points of view as the best means of finding efficient and effective solutions to our shared problems. A country whose citizens are encouraged to uphold a moral order and whose ethical behaviour is reinforced in all aspects of life, is more likely to prosper in terms of human flourishing than a society that pays mere lip service to ethical behaviour.”, Prof. William A.L. Anangisye, Vice Chancellor, University of Dar es Salaam



This conference identified priority areas to be considered for an agenda towards the safeguarding and promotion of TSGs, namely:

- New research to be undertaken ensure proper identification, documentation and standardization of TSGs, including for informing needed policy action;
- Supporting national authorities in processes towards the recognition and subsequent integration of TSGs into the Intangible Cultural Heritage of UNESCO;
- Promotion of social values of TSGs for reconciliation, social cohesion and peacebuilding;
- Supporting and facilitating their integration into school curriculum and
- Popularization of TSGs, including assessment and highlighting of their contribution to economic development (e.g Senegalese wrestling).

UNESCO is committed to further capitalize on TSGs as a tool for conveying values of solidarity, diversity, fair play, inclusion, and cultural awareness and for promoting respect for difference, intercultural dialogue, reconciliation and peaceful coexistence in Africa, through Quality Physical Education and Sport.



Besides, this celebration was the opportunity for awarding winners of the Philosophy Essay Competition organized by the University of Dar es Salaam, in partnership with UNESCO, and honoring analysis provided by young students on themes such as “Gender-Based Inequality in Education” by Lissa Patrick Ishengoma Mashasi, “The Influence of Global Capitalism on Women in African History - (in)complete Processes and Agency” by Alma Simba, “Building a Participatory Democracy from the Grassroots in Africa” by Emmanuel Masola, “Challenges Facing Vulnerable and Marginalized Groups in the Society” by Ilonga Desdery Sigonda and “Roles of Higher Education in Making Sustainable Development a Reality” by Agaton Theodory.

“Using critical analytical methodology and making reference to credible sources, this work has underscored that the role of the higher education system in making sustainable development a reality is to orient the consciousness of human beings to grasp their potentialities in the world and the potentialities of the world to them, so as to make them committed in manipulation of their intelligence to cultivate the answers to the needs and problems of the current generation ecologically through transforming knowledge and skills of proper utilization of the human and natural resources by making sure that those answers will not compromise or become the hindrance to the needs of the future generations. It is from this philosophical vantage point that the work accentuates the inevitability of symbiotic fertile relationship between the content of the education curriculum in learning institutions with the content of the resources found in the continent, state or region, if the holistic process of education is not directed to accomplish this objective education will be the source of destruction of the human potentialities and the world. Notwithstanding, this work has specified to examine on how the entire education systems have contributed to the advancement of socio-political and economic values for sustainable development. However, the true education that projects the sustainable development policy should principally be evaluated from the primary levels which are the grassroots of the tertiary levels.” Abstract of the paper submitted by Agaton Theodory on “Roles of Higher Education in Making Sustainable Development a Reality”.

UNESCO hopes that emphasizing philosophy will encourage philosophical debate that respects human dignity and diversity and further encourage academic exchange as well as contribution of philosophical knowledge in addressing global as well as regional and issues.

CULTURE SECTOR



UNESCO Culture Programme supported participatory reviews of national policies and measures on safeguarding World Heritage, promoted the diversity of cultural expressions, and protect cultural property in times of armed conflict through periodic reporting processes linked with the implementation of the UNESCO 1972 World Heritage Convention, the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions and the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict in the Eastern Africa region.

Eastern Africa boasts of 34 World Heritage sites and 4 sites on the List of World Heritage in Danger. The cultural and creative industry, which is considered the driver of cultural, economic and social lives of communities in Eastern Africa, suffered from the COVID-19 pandemic leading to job and revenue loss and impacting livelihoods of artists and performers across the region and around the world.

The Africa Regional celebration of the 50th anniversary of UNESCO “1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property” identified seven main areas for increasing protection of cultural property and fighting against the illicit trafficking of cultural property, which provide a road map to guide UNESCO actions and support on national, regional and international levels.

These include:

- Strengthening national legal frameworks, policies and measures
- Strengthening inter-organizational cooperation and regional synergies
- Building capacities of all stakeholders (Ministries, Museums, Police, Customs, Border patrols) in various areas from inventories to export certificates to monitoring online sales
- Supporting advocacy & awareness-raising initiatives on all levels from the government to local communities to media
- Sharing information & documentation as well as best practices
- Providing equipment needed
- Mobilizing financial support from governments, donors and partners

Intangible Cultural Heritage Research Project

The increasing frequency and intensity of natural disasters such as floods, fires, droughts, earthquakes and pest outbreaks is a constant reminder of how rapidly changing climate conditions are already affecting our lives. To face the challenges caused by climate change, communities continue to mobilize their living heritage, which has helped them adapt to their natural environment for centuries. Living heritage plays a proactive role in building the resilience of communities, conserving biodiversity and mitigating the effects of climate change.

In 2021, UNESCO launched a pilot initiative in Eastern Africa, one of the most disaster-prone regions in the world. Coordinated by the UNESCO Regional Office for Eastern Africa in Nairobi, the initiative supports research and documentation of intangible cultural heritage and traditional knowledge systems. It focuses on biodiversity conservation, climate change and disaster risk reduction in seven Eastern African countries namely Eritrea, Ethiopia, Kenya, Seychelles, Somalia, South Sudan and Uganda. This initiative builds on the work carried out by UNESCO since 2016 on the safeguarding of intangible cultural heritage in emergency situations as well as the UNESCO Local and Indigenous Knowledge Systems (LINKS) programme. It was carried out in partnership with the United Nations Environment Programme (UNEP), the United Nations Office for Disaster Risk Reduction (UNDRR), and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM).





Peer exchanges strengthen capacities in Eastern Africa through South-South Cooperation for Creative Industries and World Heritage

The culture sector held several peer exchanges to strengthen capacities in eastern Africa through south-south cooperation for creative industries and world heritage.

As part of an ongoing UNESCO Heritage Emergency Fund (HEF) project for “Post-fire emergency assistance for the World Heritage property of the Tombs of Buganda Kings at Kasubi, Uganda”, an online peer exchange was organized on 15 December 2021 by UNESCO Regional Office for Eastern Africa. The event between the site management authorities of the Kasubi Tombs World Heritage site in Uganda and the Sacred Mijikenda Kaya Forests World Heritage site in Kenya in order to exchange experiences managing recent fires and share lessons learned by Uganda in raising awareness and skills of local communities as well as developing a Disaster Risk Management Plan. The Kasubi Tombs site has faced two destructive fires in 2010 and 2020. The 2010 fire led to the site being added to the UNESCO List of World Heritage in Danger. The Rabai Cultural Centre within the Sacred Mijikenda Kaya Forest World Heritage site was victim of arson in September 2021, destroying an important gathering place for local communities to share and celebrate intangible cultural heritage practices, and develop sustainable tourism.

A UNESCO “Peer Exchange on Experiences Collecting Cultural Indicators in the Africa Region: Case studies from Kenya & Zimbabwe” was organized for the Ministry of Arts and Cultural Heritage of Mauritius on 15 September 2021 by the UNESCO Regional Office for Eastern Africa in partnership with the UNESCO Institute of Statistics. The hybrid meeting brought together 26 participants, including the physical participation of 12 representatives from the Ministry of Arts and Cultural Heritage of Mauritius and the National Statistics Office, together with 14 online participants from the UNESCO Institute of Statistics, the Zimbabwe Ministry of Youth, Sport, Arts and Recreation, and the Kenyan National Commission for UNESCO as well as culture staff from UNESCO field offices in Africa and UNESCO Headquarters in Paris. The meeting aimed to share guidance from the UNESCO 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions, the UNESCO Institute for Statistics 2009 Framework for Cultural Statistics, and the UNESCO Culture|2030 indicators framework, while also sharing experiences and lessons learned from Kenya and Zimbabwe, which are already engaged in the process of collecting cultural indicators.

South Sudan is one of dozen countries benefitting from a new EU/UNESCO capacity building programme entitled “Supporting new regulatory frameworks to strengthen the cultural and creative industries and promote South-South cooperation.” The programme aims to support developing countries with: the development of regulatory frameworks (laws, strategies, policies and measures) for the Cultural and Creative Industries (CCIs), including intellectual property rights related to CCIs; strengthen skills and capacities to support long-term cultural policy development and implementation that support the CCIs; and create peer-to-peer mechanisms to strengthen institutional capacities for the CCIs through South-South cooperation activities. Through this programme, UNESCO and the European Union supported the Ministry of Culture, Museums and Natural Heritage in South Sudan with the development of the cultural and creative industries sector through peer-to-peer learning. Experts from Kenya and Uganda Copyright Offices shared their experiences in a two-day meeting with South Sudanese national stakeholders from organized by the UNESCO Office in Juba. The meeting brought together key actors in the cultural and creative industries, government Ministries of South Sudan as a national team to participate in the national consultation and share in Kenya, Tanzania and Uganda experience to support the CCIs to develop a national copyright bill.

The EU/UNESCO project in South Sudan is supporting the development of a national copyright policy for the CCIs. The project will also support nation building efforts as well as capacity building of its national authorities through ensuring that the copyright policy is created in a participatory manner.



Uganda and South Africa shared experiences on strategies and measures for the development of the film sector, as part of a peer-to-peer exchange component of an EU/UNESCO-funded initiative. The online peer-to-peer exchange, which was held from 23 to 27 February 2021 for professionals and public officials in the film sector, aimed to facilitate a discussion where participants would gain first-hand knowledge and experience from peers on the development of regulatory frameworks for the culture and creative industries, with a focus on measures to support the film industry. The initiative is part of the EU/UNESCO funded project on “Support for New Regulatory Frameworks to Strengthen the Cultural and Creative Industries and Promote South to South Cooperation” in Uganda, in the context of UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Led by Uganda’s Ministry for Gender, Labour and Social Development, the first three days of the discussions were dedicated to an internal review on the state of the film industry in Uganda, while the latter period entailed robust exchanges with South Africa counterparts, who were selected due to their exemplary policies and effective structures in the film sector.



Following the launch of the first regional competition for Eastern Africa entitled: “Mobilizing Youth Engagement in the Celebration of African World Heritage Day – 5th May 2021,” six proposals from Eritrea, Ethiopia, Kenya, Tanzania, Uganda and Rwanda were selected as finalists and received 5000 USD grants to raise awareness and engage youth for the protection and promotion of World Heritage in Africa. The online competition, which was launched by the UNESCO Regional Office for Eastern Africa in celebration of African World Heritage Day on 5 May 2021, and in the framework of the African Union Year 2021 for “Arts, Culture and Heritage: Levers for Building the Africa We Want,” was open to youth aged 18 to 35 years old from 13 Eastern Africa countries (Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Tanzania, Uganda). Over 200 youth from 11 Eastern African countries participated in the call for proposals, developing unique project proposals to increase youth engagement in the protection and promotion of World Heritage in Eastern Africa.

An advisory panel with representatives of UNESCO and Advisory Bodies to the World Heritage Committee reviewed the proposals submitted and voted on the six finalists based on innovation, scope and the impact of the proposed activities on awareness-raising and engagement of youth in the protection and promotion of African World Heritage.



The following projects were the finalists for the 2021 African World Heritage Day Youth Competition for Eastern Africa, and were all successfully completed by the youth:

• Eritrea - Mr. Michael Berhe's proposal for an interactive mobile app to increase awareness of Eritrea's first World Heritage site, Asmara: A Modernist AfricanCity;

- Ethiopia - Mr. Sewnet Tesfaye Lema's proposal to establish World Heritage clubs in Ethiopian schools; train young journalists in writing about World Heritage and launch an awareness-raising radio campaign about World Heritage;
- Kenya - Ms. Maureen Kombo's proposal to mobilize youth to address solid waste management issues and raise awareness of the World Heritage values of Lamu Old Town World Heritage site;
- Tanzania - Ms. Brenda Kisaka's proposal to develop a radio programme and organize a roundtable, webinar and essay competitions for youth to promote World Heritage in Eastern Africa;
- Uganda/Rwanda - Mr. Cephas Twinamatsiko's proposal for university lectures, radio talk shows; awareness campaigns in secondary schools; youth-led seminars and debates, a social media platform for youth engagement in World Heritage; a clean-up campaign, and tree planting at 7 heritage sites in Uganda and Rwanda;
- Uganda - Dr. Umar Kabanda's proposal to mobilize and train 100 youth volunteers for the Tombs of Buganda Kings at Kasubi World Heritage site in Danger



Final Regional Workshop for the Third Cycle of Periodic Reporting on World Heritage in the in Africa region

UNESCO Nairobi supported the participation of National Focal Points for World Heritage from 11 Eastern African countries, including: Comoros, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, Tanzania and Uganda, in the Final Regional Workshop for the Third Cycle of Periodic Reporting on World Heritage in the in Africa region, which took place online from 17-19 February 2021. The workshop, which was organized by the UNESCO World Heritage Centre and the African World Heritage Fund, successfully validated the Action Plan for World Heritage in the Africa, which includes 5 strategic objectives to strengthen implementation of the World Heritage Convention in the Africa Region from 2022 to 2027:

- Strengthen the representation and credibility of the World Heritage List in the Africa region;
- Improve conservation, effective management and promotion of World Heritage;
- Develop capacity for conservation, management and promotion of cultural and natural heritage;
- Enhance heritage education, communication and awareness-raising of World Heritage in the Africa region and;
- Strengthen community and stakeholder engagement for effective management of World Heritage properties.

A Tanzanian NGO, Muda Africa, received 72,989 USD funding from the UNESCO International Fund for Cultural Diversity (IFCD), for the project “Strengthening the Eastern African contemporary dance scene.” The project aims to strengthening the Eastern African contemporary dance scene in Rwanda, Uganda and United Republic of Tanzania by creating a web portal that promotes young professional East African dance artists and connects them to global dance markets, as well as empowering women dance artists through choreographic capacity building and new regional policies.

Through the project, a network to promote contemporary dance in Eastern Africa will be created. An online database will also be created featuring 120 Eastern African dancers from the Afrika Mashariki Dance (AMDA) network in United Republic of Tanzania, Uganda and Rwanda. The project activities also include carrying-out a survey on dance markets in the region as well as development of a manual and training on art marketing for 180 dancers. The empowerment of East African women dance artists will be ensured through three training workshops on contemporary dance targeting 45 women artists, and organization of a 2-day conference with the members of AMDA network to develop policies promoting East African women artists.



COMMUNICATION & INFORMATION



SECTOR

In Eastern Africa, UNESCO Communication and Information programmes fosters freedom of expression, media independence and pluralism, with a focus on the engagement and participation of women and youth in the media, and promotes universal access to information and preservation of documentary heritage. UNESCO Nairobi Office also acts as the focal point to the Regional Memory of the World Committee for Africa.

UNESCO works with both duty-bearers and rights-holders to develop and implement targeted actions that are informed by local needs to ensure a sustainable change. Through capacity-building, policy advice, and international and regional cooperation, in the fields of freedom of expression, media development, documentary heritage, and digital transformation, UNESCO empowers key actors with a view to ensuring a free flow of information and knowledge. The CI sector in Eastern Africa is an integral part of the 2030 Agenda for Sustainable Development and contributes to the achievement of all SDGs with a particular focus on SDG 16, in particular SDG 16.10 on access to information and promotion of fundamental freedoms.

Projects: related to the sector

- Fostering freedom of expression and safety of journalists in Eastern Africa
- Strengthening media independence and pluralism, including through the International Programme for the Development of Communication (IPDC) in Eastern Africa
- Empowering women and youth through media and information literacy and digital skills in Eastern Africa
- Safeguarding documentary heritage through the Memory of the World Programme in Eastern Africa

New Projects



Fostering freedom of expression and safety of journalists in Eastern Africa



Social Media for Peace project



Safeguarding documentary heritage through the Memory of the World Programme in Eastern Africa



Fostering freedom of expression and safety of journalists in Eastern Africa

In 2021, Kenya hosted and led mobilization and engagement of media stakeholders across the sub-region to commemorate the World Press freedom day celebrations ensuring strategic inputs from Eastern Africa sub-region are collected and incorporated from media stakeholders from Eastern Africa are updated on the revised Windhoek 30 Declaration.

Furthermore, in 2021, UNESCO supported the development and launch of a COVID-19 Online Information Hub for Media Professionals in Kenya to serve as a one-stop shop for pandemic related information and data for use by journalists and researchers in Kenya. Moving forward, targeting key stakeholders such as prosecutors and judicial actors to strengthen their capacities on FOE and ATI elements based on existing normative frameworks will be essential as it will assure and ensure effective adoption and implementation of existing guidelines, which can also translated to local languages spoken in the sub-region. Adoption of UNESCO's monitoring and reporting tools on safety of journalists and access to information as guiding documents in developing country specific monitoring and reporting frameworks in Kenya and Rwanda. There is need for establishing/strengthening national, sub-regional and regional coordination and operationalization mechanisms for Freedom of Expression and safety of journalists in Eastern Africa region, with capacity building of different stakeholders and policy support in the region.

Social Media for Peace project



UNESCO is implementing a 3 year EU funded project titled: Social Media for Peace that seeks to strengthen the resilience of societies to potentially harmful content spread online, in particular hate speech inciting violence in Kenya while protecting freedom of expression and enhancing the promotion of peace through digital technologies, notably social media. This project is aligned with UNESCO's overall strategy to combat disinformation by fostering the information as a public good and strengthening the transparency of the internet ecosystem. The project will contribute to the achievement of SDG 16, to promote just, peaceful and inclusive societies and to the UN Plan of Action on Hate Speech launched by UN Secretary General Antonio Gutierrez to combat the online disturbing groundswell of xenophobia, racism and intolerance. Being that gender equality is also a UNESCO Global Priority, the project will also provide crosscutting support to the achievement of other SDG's, in particular SDG 5 to "achieve gender equality, detect and counter gender stereotypes, and empower all women and girls". The project will notably contribute to the overall achievement of the elimination of all harmful practices, as prescribed by target 5.3.

UNESCO with the African Court of Human and Peoples Rights Training of Trainers



UNESCO in partnership with the African Court of Human and Peoples Rights conducted a 5-day Training of Trainers, organized between 29 November to 3 December 2021, for African Judicial Training Institutes in Nairobi, Kenya, for 28 judges and magistrates from 13 different countries (Cameroon, Ethiopia, Ghana, Kenya, Mozambique, Namibia, Nigeria, Senegal, South Africa, Sudan, Tanzania, Uganda, and Zimbabwe). The training focused on regional and international standards on freedom of expression and safety of journalists, with particular attention to African jurisprudence including key decisions from the African Court on Human and Peoples' Rights, the ECOWAS Court of Justice, and the East African Court of Justice on these issues.

The Training of Trainers in Nairobi, Kenya, was supported by the Multi-Donor Programme on Freedom of Expression and Safety of Journalists, the Ministry of Foreign Affairs of Japan, the Ministry of Foreign Affairs of Denmark and Open Society Foundations. It is part of UNESCO Judges Initiative which aims to reinforce the capacities of judicial actors to promote freedom of expression and safety of journalists, by ensuring prosecution and trial of those responsible for attacks against journalists, as well as more broadly prevent indiscriminate actions against free speech.

UNESCO supported the establishment of UNESCO Media and Information Literacy Alliance (Kenyan Chapter) virtually launched on 20 December 2021. This alliance was established to ensure an advancement and empowerment of stakeholders with MIL competencies and skills in Kenya. It also ensured strategic and collaborative awareness raising on the important role of Media and Information Literacy competencies for achievement of SDGs, particularly 4,5,8,16,17 while promoting knowledge societies and fostering the development of free, independent and pluralistic media and universal access to information and knowledge for good governance in Kenya. This intervention was implemented by Center for Media and Information Literacy in Kenya (CMIL-K), in close cooperation with UNESCO Global MIL Alliance, Communications Authority of Kenya, Ministry of ICT, Ministry of Education, Media Council of Kenya, ICT Authority among others.

Safeguarding documentary heritage through the Memory of the World Programme in Eastern Africa



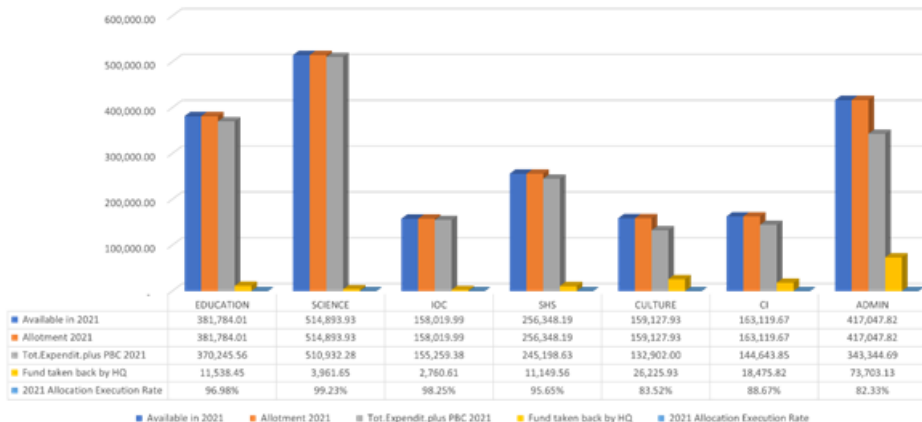
The global symposium on strengthening the resilience of African memory institutions in the face of Covid-19 and beyond, held from 13 to 14 September 2021 paved the way for more strategic interventions in the region. This include sub-regional dialogue with National Committees on the Memory of the World in Eastern Africa in close cooperation with the Rwanda National Commission for UNESCO and African Regional Committee on the Memory of the World (ARCMOW) brought together National Committees on Memory of the World from Eastern Africa to exchange knowledge and experiences regarding the implementation of the UNESCO 2015 recommendations and status of documentary heritage (policy, capacity strengthening and awareness creation) in Eastern Africa. In Seychelles, support is currently being provided towards preparation of a national register on the documentary heritage for Seychelles. There is need for further mobilization and strategic engagement to encourage development of national registers of existing documentary heritage in Eastern Africa and continued capacity building initiatives for memory



Net cash provided by operating activities	283	276	843
Financing	4,186	14,355	12,380
Short-term debt maturities of 9 months or less	0	(1,000)	0
Common stock issued	208	660	544
Common stock repurchased	(1,042)	(5,052)	(2,976)
Common stock cash dividends paid	(1,683)	(1,363)	(3,024)
Net cash used in financing	(2,513)	(6,751)	(7,390)
Investing			
Contributions to property and equipment	(498)	(491)	(934)
Acquisition of companies, net of cash acquired, and purchases of tangible and other assets	(8,627)	(69)	(9,502)
Purchases of investments	(10,047)	(5,896)	(21,346)
Reversals of investments	6,061	1,836	8,886
Reversals of investments	7,835	2,603	15,371
Net cash used in investing	(292)	447	(358)
Net cash used in investing	(5,568)	(1,570)	(7,883)
Equivalents, end of	\$ 10,610	\$ 4,023	\$ 10,610
			\$ 4,023

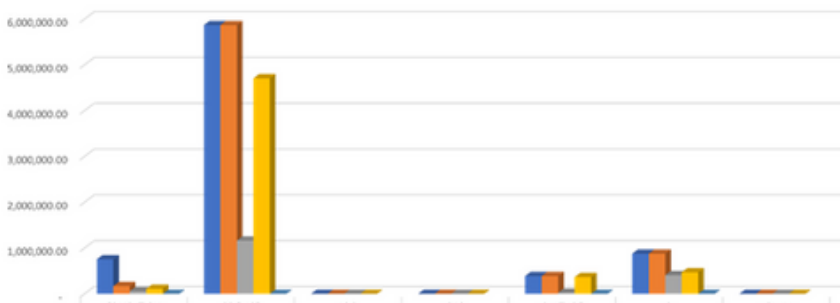
Regular Programme Budget

RP REPORT FOR 2021



Extrabudgetary Report

EXB EXPENDITURE ALLOCATION 2021



	EDUCATION	SCIENCE	IOC	SHS	CULTURE	CI	ADMIN
■ Available in 2021	755,370.58	5,868,776.81	-	-	390,761.08	879,335.71	-
■ Allotment 2021	169,609.92	5,868,776.81	-	-	390,761.08	879,335.71	-
■ Tot. Expendit. plus PBC 2021	59,990.38	1,163,948.53	-	-	24,563.83	408,063.33	-
■ Fund carried forward	109,619.54	4,704,828.28	-	-	366,197.25	471,272.38	-
■ 2021 Allocation Execution Rate	35.37%	19.83%	-	-	6.29%	46.41%	-

■ Available in 2021 ■ Allotment 2021 ■ Tot. Expendit. plus PBC 2021 ■ Fund carried forward ■ 2021 Allocation Execution Rate

UNESCO Nairobi 2021 in photos



UNESCO Nairobi 2021 in photos



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