

# Uganda National Commission for UNESCO Annual Report | 2018

Natural Science

Communication  
and Information

Education



United Nations  
Educational, Scientific and  
Cultural Organization



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

• The Republic of Uganda

Social and Human  
Science

**Uganda National Commission  
for UNESCO**

PEAS

Culture

2017 - 2018







United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
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la science et la culture



The Republic of Uganda

**Uganda National Commission  
for UNESCO**

# Uganda National Commission for UNESCO Annual Report | 2018



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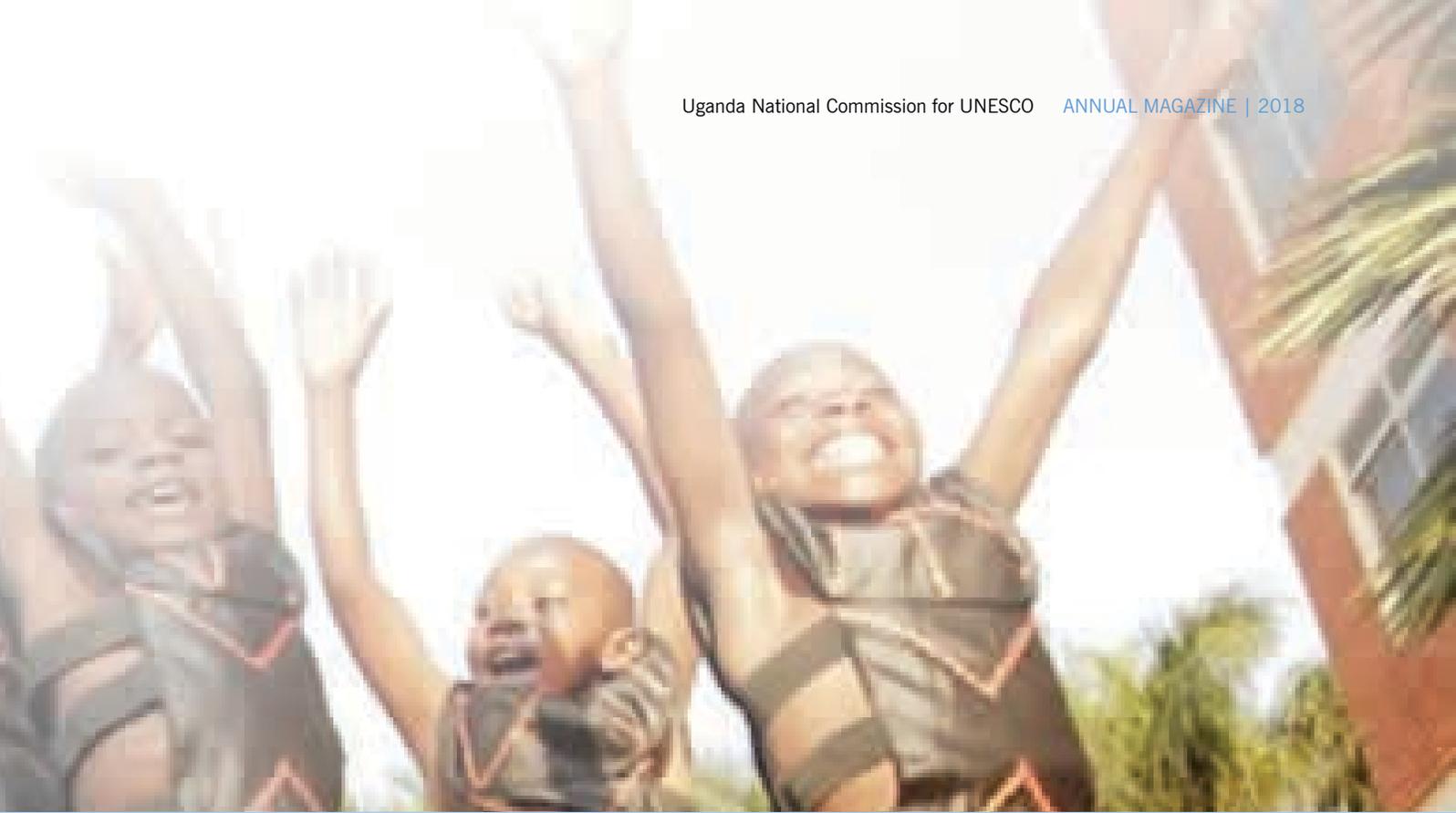
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- Strengthening teachers capacity for Social Dialogue and policy reforms in Uganda
- Supported the enhancement of Science Education in Secondary Schools
- Participated in the International Conference on Curriculum for Sustainable Learning (ICCL)

### 3.2 Major Programmes II: Natural Science

- Capacity building of teachers in innovative teaching; Popularization of science using champion teachers in Ugandan schools. (April 2017)
- Promotion of Sustainable Utilization and conservation of Endangered Medicinal Plants in Mt. Elgon Biosphere and Metu Forest Reserves through active Ingredient-Guided Plant-Parts substitution. (2016-2018)



- Mapping of important Natural sites in Uganda for possible designation as Geosites, Geo-parks and Biosphere Reserves
- Monitoring/Follow up exercise on the progress of popularity of natural sciences in school, in central and Northern regions of Uganda.
- Popularization of Natural Sciences, training by SESEMAT

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- Workshop on Ethical and Professional Dilemmas in Uganda in the face of Liberalized and highly competitive markets, May 2017
- ISESCO-UNATCOM impart rural Uganda women with skills in the Cottage Industry
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- Young women gain vocational skills in Sewing and embroidery
- Ethics Teacher Training Course, Uganda Martyrs University (UMU)

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- Establishing a national mechanism for safety of journalists.

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- 202nd Session of the UNESCO Executive Board
- The 10th UNESCO Youth Forum, Paris
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- The 204th session of the UNESCO Executive Board

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The struggle towards attainment of Education for Sustainable Development, Global Citizenship Education, promotion of cultural heritage, unity in diversity, freedom of expression and of the press, as well as environmental conservation are some of the efforts that the National Commission has engaged in over the past years.



## FOREWORD

Dear reader,

Under the different fields of UNESCO's competences, that is, Education, Natural Science, Social and Human Science, Culture, Communication and Information and Programme Execution and Support (PEAS), the Uganda National Commission for UNESCO conducted several activities in the financial year 2017/2018.

Amidst all the challenges, among which includes certain priority areas being considered unfunded priorities, and understaffing at the Secretariat, the National Commission has been in position to carry out its mandate and represent the country in the global sphere.

The struggle towards attainment of Education for Sustainable Development, Global Citizenship Education, promotion of cultural heritage, unity in diversity, freedom of expression and of the press, as well as environmental conservation are some of the efforts that the National Commission has engaged in over the past years. This annual report hence is a summary of the activities.

UNATCOM will continue to serve the country and strive towards attainment of Sustainable developing, while promoting the core values of UNESCO such as peace building.

# ACKNOWLEDGMENTS

The Uganda National Commission for UNESCO (UNATCOM) Annual Magazine, 2017-2018, is an annual publication which documents activities conducted under the UNESCO core Programmes of Education, Natural Science, Social and Human Science, Culture, Communication and Information and PEAS.

UNATCOM strongly believes in the approach of working together with various line Ministries, Departments, and Agencies of the government, Cultural and Religious Institutions, Academia, Civil Societies, NGO's and all of you members of the General Public. You form a team of our valuable partners with whom we have worked cordially hand in hand to deliver on our mandate as a National Commission. Thank you for always opening your doors to the Commission. With your support and goodwill, we will always count on your continuous support and collaboration.

To the Interim Board of UNATCOM (outgoing), we would like to sincerely thank you all for always being there and steering the Commission to greater heights by offering technical guidance, leadership and expertise. And to the new Board, we welcome you to the NATCOM family and look forward to working closely with you.

To our staff, we can only say thank you for your deliberations and tireless effort to ensure that systematically, the activities you implement are anchored on the strategic plan and bring immense positive transformation in the society towards the realization of SDG 2030.

And lastly to our volunteers and interns, specifically Nancy Okwong, Mathilde Stoetzler, Johanna Krone and Vincent Ogal, we would like to express our gratitude and say thank you. We value your contributions to the Commission.



**Ms. Rosie Agoi**  
**Secretary General, UNATCOM**



Thank you for always opening your doors to the Commission. With your support and goodwill, we will always count on your continuous support and collaboration.



## UNATCOM STAFF GALLERY



**Ms. Rosie Agoi**  
**Secretary General**



**Mr. David Twebaze**  
**Programme Officer**  
**Education**



**Dr. Dominic Lali Mundrugo-Ogo**  
**Asst. Secretary General**



**Mr. Daniel Kaweesi**  
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**Mrs. Ruth Kalema Matovu**  
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**Mrs. Irene Mutumba**  
**Secretary**



**Ms. Stella Linda Oker**  
**Senior Accounts Assistant**



**Ms. Angella Namukwaya**  
**Stenographer**

Uganda National Commission for UNESCO

(UNATCOM)

# ACRONYMS

<b>Aspnet</b>	Associated Schools Network
<b>BADEA</b>	Arab Bank for Economic Development in Africa
<b>BTVET</b>	Business Technical and Vocational Educational Training
<b>DG</b>	Director General
<b>ESD</b>	Education for Sustainable Development
<b>ETTC</b>	Ethics Teacher Training Course
<b>GCED</b>	Global Citizenship Education
<b>HRNJ</b>	Human Rights Network for Journalist
<b>ICT</b>	Information Communication and Technology
<b>ISESCO</b>	Islamic Educational Scientific and Cultural Organization
<b>MoES</b>	Ministry of Education and Sports
<b>MoGLSD</b>	Ministry of Gender; Labor and Social Development
<b>MoWE</b>	Ministry of Water and Environment
<b>NCDC</b>	National Curriculum Development Center
<b>NFA</b>	National Forestry Authority
<b>NGO's</b>	Non-Governmental Organizations
<b>SDG</b>	Sustainable Development Goals
<b>SESEMAT</b>	Secondary Science and Mathematics Teachers
<b>SG</b>	Secretary General
<b>UHRC</b>	Uganda Human Rights Commission
<b>UJA</b>	Uganda Journalists Association
<b>UN</b>	United Nations
<b>UNATCOM</b>	Uganda National Commission for UNESCO
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNOHCHR</b>	United Nations Office of High Commissions for Human Rights

## Background of UNESCO

UNESCO was formed after the end of the Second World War, during a declaration to the press in March 1944, by the then US Secretary of State Cordell Hull. He explained the rationale for US participation in emergency educational and cultural reconstruction of war-torn countries. Teachers, students and scientists had been singled out for special persecution, during the war. Many had been imprisoned, deported or killed particularly those refusing to collaborate with the enemy.

The United Nations Conference for the Establishment of an Educational and Cultural Organization was held in London from 1<sup>st</sup> to 16<sup>th</sup> November 1945. Ellen Wilkinson, British Minister of Education and President of the Conference announced in a plenary session that, although ‘**Science**’ was not part of the original title of the organization, the British would put forward a proposal for it to be included.

On 5<sup>th</sup> November 1945, the conference divided itself into commissions. The first commission was charged with crafting of the title, preamble, aims and functions of the new organization. It was the American delegate who proposed that it should be called the United Nations Educational, Scientific and Cultural Organization. (UNESCO)

The purpose of the organization, right from the start was mandated to contribute to peace and security by promoting collaboration among the nations through education, science and culture.

It was vital for **scientists** to be in touch with those who saw the world in **human terms**. On the **16<sup>th</sup> November 1945**, the Heads of thirty seven delegations **signed the UNESCO’s Constitution**. Its first stanza is very compelling and binding, especially with respect to peace and sustainable development.

“

since  
wars begin in  
minds of men, it  
is in the minds of  
men that defenses  
of peace must be  
constructed

”

The attainment of independence by India in 1947 and subsequent rapid decolonization process in the early 1950 and, 1960s increased UNESCO membership list. **Uganda joined the organization on 9<sup>th</sup> October 1962.**

### 1.1 UNESCO’s Functions

- i. **Laboratory of ideas:** UNESCO is an intellectual intergovernmental organization that plays a key role in anticipating and defining, in the light of ethical principles that champions the most important emerging problems in its spheres of competence and identifying appropriate strategies and policies to deal with them.
- ii. **A Standard-setter:** UNESCO serves as a central forum for articulating the ethical, normative and intellectual issues of our time, fostering multidisciplinary exchange and mutual

understanding, working where possible and desirable, towards universal agreements of these issues, benchmarking targets and mobilizing international opinion.

- iii. **A Clearing house:** UNESCO has a role in gathering, transferring, disseminating and sharing available information, identifying innovative solutions and testing them through pilot projects;
- iv. **Capacity builder in Member States:** UNESCO organizes international cooperation for servicing its stakeholders, especially in building human and institutional capacities in all its fields of competence.
- v. **A Catalyst for international cooperation:** UNESCO as a technical multidisciplinary agency always assumes a catalytic role for development cooperation in its fields of competence. It therefore ensures that the objectives, principles and priorities it promotes are followed suit by other multi and bilateral programmes and that projects are implemented, especially at regional and national levels through innovation, effective intervention and wise practices.
- vi. **A Conscious of the nations:** Within the UN system, UNESCO occupies a unique position as the conscious of the nations.
- vii. **A reliable repository:** it remains the guardian and repository of the moral standards and principles of world governance; helping to maintain peace and to promote the moral and intellectual solidarity of humanity.

## 1.2 Organs of UNESCO

These include a **General Conference** and **Executive Board** and a **Secretariat**. The General Conference determines policies and the main work of the organization. The Executive Board examines the programmes of work for the organization and the corresponding budget estimates submitted to it by the Director General. The Secretariat is headed by the Director General who supervises staff at international platform.

## 1.3 Programme Areas

<b>Major programme I:</b>	Education
<b>Major programme II:</b>	Natural Sciences
<b>Major programme III:</b>	Social and Human Sciences
<b>Major programme IV:</b>	Culture
<b>Major programme V:</b>	Communication and Information

In carrying out the above functions, UNATCOM is in addition to national priorities guided by UNESCO's Medium-Term Strategy (MTS) 2016-2021 whose main objectives include:

- Developing education systems that foster quality lifelong learning opportunities for all
- Empowering learners to be creative and responsible global citizens
- Shaping the future education agenda
- Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development
- Strengthening international science cooperation for peace, sustainability and social inclusion
- Supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures
- Protecting, promoting and transmitting heritage
- Fostering creativity and the diversity of cultural expressions
- Promoting freedom of expression, media development and universal access to information and knowledge.

## 1.4 Key Priority Areas for the Programmes

The non-exclusive key priority areas per programme were derived from UNESCO's Mid-Term Strategy of 2014-2021 and UNATCOM's 7 year Strategic Plan of 2018-2025.

**Education:** Teacher education, science and technology, global citizenship education, education for sustainable development (ESD), ICT in education, BTVET health in education, literacy for all, human rights and peace building programs, women and girls' education.

**Natural Science:** Biodiversity and ecology, fresh water, basic science, earth science, renewable energy, science policy and sustainable development, engineering sciences and natural disaster reduction

**Social and Human Science:** Social inclusion and intercultural dialogue social transformation the universal values of justice, freedom and human dignity, social and human sciences advance knowledge, standards and intellectual cooperation.

**Culture:** Intercultural dialogue peace and sustainable development, tangible and intangible heritage, cultural diversity and creative expressions.

**Communication and Information:** Access to skills and knowledge, media development and freedom of expression, access to information and communication technologies, free flow of ideas and universal access to information, pluralism and cultural diversity in the media.

**Programme Execution Administration and Support:** Sound administrative and management machinery, proper management structures and systems.

## 1.5 UNESCO Medium-Term Strategy (MTS): 2014-2021

The current UNESCO Medium-Term Strategy (MTS), 2014-2021, has nine strategic objectives with several main lines of action (MLA) for each programme. The strategic objectives and priorities for each programme are outlined below seek to contribute to the transformation of lives, building of peace in the minds of men and women, eradication of poverty and promotion of sustainable development. The MTS has influenced to a large extent the form and content of the Strategic Plan, 2018-2025.

### 1.5.1. Education

In the education programme, UNESCO is taking lead in the Education 2030 Agenda by championing Sustainable Development Goal 4. This entails leading in ensuring the development of education from early childhood to Higher and Tertiary education. The main areas of focus in education include global citizenship

and sustainable development, human rights and gender equality, health and HIV and AIDS and technical and vocational education.

The following are the strategic objectives and main lines of action (MLA) for education in the UNESCO MTS:

- Supporting member states to develop education systems to foster high quality and inclusive lifelong learning for all:

MLAs: strengthening sector-wide policies and planning; literacy; TVET; higher education; improving professional development of teachers; improving learning processes and monitoring learning outcomes and expanding learning opportunities through ICTs in education

- Empowering learners to be creative and responsible global citizens:

MLAs scaling up education for peace and human rights; strengthening education for sustainable development and promoting health through education

- Leading and coordinating the education 2030 agenda through partnerships, monitoring and research.

### 1.5.2. Natural Science

In the Natural science programme, UNESCO recognizes the role of science and technological advancement dealing with the challenges on the present and the future especially for management of our environment and coexistence with nature. UNESCO therefore considers that the scientific and technological progresses must be placed in a context of ethical reflection rooted in the cultural, legal, philosophical and religious heritage of the various human communities.

Thus, emphasis is put on climate change, water and related ecosystems and setting standards and legal instruments especially through work on International Hydrological Programme, (IHP) Man and the Biosphere (MAB) etc.

To this end UNESCO identified the following strategic objectives and MLA for the science programme:

- Strengthening science, technology and innovation systems and policies nationally, regionally and globally:  
MLAs: strengthening STI policies, governance and the science-policy-society interface;
- Promoting international scientific cooperation on critical challenges to sustainable development;  
MLAs: promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts; fostering international science collaboration for earth systems and disaster risk reduction; strengthening the role of ecological science and biosphere reserves; strengthening fresh water security.

### 1.5.3. Social and Human Science

In the Social and Human Science programme, UNESCO seeks to support understanding among peoples, to work together and to use knowledge to attain just inclusive and peaceful societies in which all people live together. Priority attention is given to the Management of Social Transformation (MOST) programme, the culture of peace and Non-Violence programme which also tackle issues of democracy and global citizenship, intercultural dialogue; education for peace and human rights and peace building development of sports and anti-doping in sports and health education. The following are the strategic objectives and MLAs for this programme:

Supporting inclusive social development, fostering intercultural dialogue, for the rapprochement of cultures and promoting ethical principles.

MLAs: mobilizing future-oriented research, knowledge and policy-making to support social transformations; social inclusion and intercultural dialogue; empowering member states to manage ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development; building policies through a participatory process with stakeholders in both the fields youth and sports; supporting youth development and civic engagement.



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#### 1.5.4. Culture

UNESCO subscribes to the global recognition of the place and power of culture in development and the interconnectedness of culture for promotion of unity in diversity as well as sustainable development. UNESCO has therefore placed pride of place in advocacy for culture and development particularly protecting heritage and fostering creativity. In this context, emphasis has been put on setting of policies and legal frameworks and supporting governments and cultural stakeholders to safeguard heritage, strengthen creative industries and promote cultural pluralism. In this regard, due attention is given to promotion of the ratification, domestication and operationalization of the eight UNESCO conventions on culture at country level.

To achieve this, UNESCO identified the following strategic objectives and MLAs for the culture programme:

- Protecting, promoting and transmitting heritage: MLAs protecting, conserving and promoting and transmitting, culture, heritage and history for dialogue and development
- Fostering creativity and the diversity of creative expressions MLA: supporting and promoting the diversity of cultural expressions, the safeguarding of intangible cultural heritage, and the development of cultural and creative industries.

#### 1.5.5. Communication and Information

In the Communication and Information programme, UNESCO recognizes the power of information in building knowledge societies as knowledge and information impact on people's lives. UNESCO seeks to contribute to the transformation of economies and societies through increased access to, preservation and sharing of information and knowledge generally, but especially in fields of competence of UNESCO. Knowledge societies are built on four pillars: freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; and quality education for all. UNESCO has therefore put the following initiatives in place to achieve this: Open Access to Scientific Information, Open Educational Resources, Free Open Software Open Training Platform, Information and Media literacy.

UNESCO identified one strategic objective in the communication programme: Promoting freedom of expression, media development and access to information and knowledge and several MLAs which include: promoting and enabling the environment for freedom of expression, press freedom and journalistic safety facilitating pluralism and participation in media and supporting sustainable and independent media institutions; promoting and enabling the environment of enabling universal access and preservation of information and knowledge.

2.0

## Background: Uganda National Commission for UNESCO

Uganda became member of UNESCO in November 1962 and, in accordance with Article VII of the UNESCO Constitution established the Uganda National Commission for UNESCO (UNATCOM) in September 1963. The main object of UNATCOM is to serve as the official agency linking Uganda to UNESCO and its agencies, and to ensure the presence of UNESCO and the implementation of UNESCO's activities and programmes in Uganda.

Over the years, UNATCOM has grown in stature and structure. Its notable achievements include:

- (a) Growing from a unit in the Ministry of Education (1963-2006) to being recognized as a candidate for an autonomous government agency.
- (b) Elevation to a full-fledged department in the Ministry of Education and Sports, 2006.
- (c) Formal establishment by an Act of Parliament in 2014, the Uganda National Commission for UNESCO (2014), Act transforming the Commission into a body corporate under the Ministry of Education and Sports.

The activities of UNATCOM are facilitated through:

- (a) Provisions in the UNESCO Constitution and the Charter of National Commissions for UNESCO that invite each Member State to define the legal status and funding of its National Commission
- (b) Government of Uganda subvention.
- (c) UNESCO Participation Programme, Regular Budget and Extra-Budget sources.
- (d) Collaboration with partners.

### VISION

"A Learning, Cultured, Informed and Peaceful Nation.

### MISSION

To provide leadership, engage Ugandans to participate in and influence UNESCO programmes and activities and, to contribute to peace and sustainable development.

### MANDATE

To contribute to the attainment of peace, justice, respect for human rights, freedom and security in Uganda through Education, Sciences, Culture, Communication and Information

## 2.1 The Functions of UNATCOM

The UNATCOM is mandated to work with individuals, institutions, bodies, agencies and departments locally and internationally. At the national level, UNATCOM works primarily with government ministries, departments and agencies, including the Parliament of Uganda, local governments, NGOs, faith-based organizations, the media, cultural institutions and organizations, associations, universities, the private sector, embassies and individuals. At the international level UNATCOM collaborates with UNESCO and its affiliate institutions, other National Commissions for UNESCO, UN agencies, INGOs and individuals. The various partners support UNATCOM in various ways to ensure the attainment of its mandate.

The core functions of UNATCOM enshrined in the UNATCOM (2014) Act are to:

- (a) Promote understanding of the objects and purposes of UNESCO among the people of the Republic of Uganda
- (b) Advise the Government of Uganda on all matters relating to UNESCO
- (c) Serve as a liaison agency between the Government of Uganda and the institutions concerned with working for the advancement of education, sciences, culture, communication and information;
- (d) Approve and recommend all UNESCO activities and programmes in Uganda;
- (e) Advise government ministries, departments and agencies, civil society organizations and individuals on the resolutions, recommendations and any other matter adopted by the organs of UNESCO, and follow up on their implementation
- (f) Participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of the Government, United Nations agencies and any other international organization or development partner;
- (g) Disseminate information to the public on the objectives, programmes and activities of UNESCO;
- (h) Collaborate with other National Commissions for UNESCO, UNESCO field offices, United Nations agencies and other partners in fostering regional, sub-regional and bilateral cooperation in the UNESCO fields of competence particularly through joint formulation and execution of programmes;
- (i) Participate in the search for qualified candidates for UNESCO posts and in the placement of UNESCO fellowship holders:
- (j) Initiate, support, undertake, sponsor, promote and encourage activities in UNESCO fields of competence;
- (k) Collect relevant data relating to UNESCO fields of competence for purpose of wide distribution;
- (l) Monitor and evaluate the progress of UNESCO programmes in Uganda and report to UNESCO head office; and
- (m) Perform any other function related to this Act as the Minister may direct by statutory instrument.

3.0

## ACTIVITIES CONDUCTED BY THE UNATCOM 2017/2018 BIENNIUM

### 3.1 Major Programme I: Education

#### 3.1.1. Mid-Term review of the National Action Plan on Education for Sustainable Development

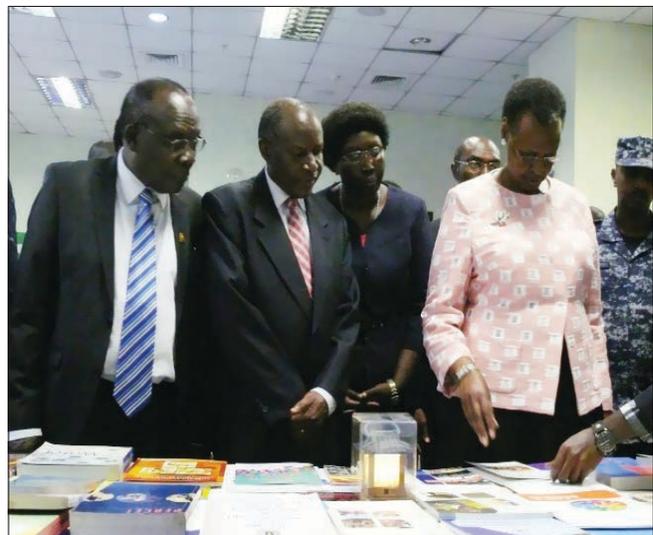
The National Commission for UNESCO organized the Mid-Term review on Education for Sustainable Development (ESD) which sought to empower learners to make informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is holistic education which addresses learning content and outcomes, pedagogy and the learning environment. This purpose is achieved by transforming society.

The main goal of the midterm review of Uganda's Action Programme on ESD was to assess the progress towards the implementation of the NAP during the three year period from 2015 to 2017.

The National Action Programme (NAP) 2015-2020 rests on ESD. Its first objective is to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Objective two is to strengthen education and learning in all agendas, programmes and activities that promote sustainable development.

Among the 90 participants from Diplomatic Corps, Civil and Public Services, Civil Society and Press was also the First Lady and Minister of Education and Sports, Hon. Mrs. Janet Kataaha Museveni.

The review provided key actors with information on the progress made and assessed their performance. Achievements, challenges and lessons realized from implementation of NAP were identified. One of the biggest achievements so far was the official approval of the Draft National ESD Policy. Looking ahead it was and is the aim to optimize outcomes in the remaining action plan period which ends in 2019.



*Pictures from the exhibition during the ESD midterm review. Students from the Queen of Peace Primary School proudly present their outcomes of activities for sustainable development. The First Lady took a tour.*



*The First Lady and Minister of Education and Sports, Hon. Janet Kataha Museveni arriving at the meeting.*

### 3.1.2. SDG4 Progress Tracking Meeting

The National Commission for UNESCO together with the Ministry of Education and Sports participated in a high level breakfast meeting for the education sector key stakeholders, supported by UNESCO. The meeting was officiated by the Hon. Minister of Education and Sports and First Lady, Janet Kataha Museveni. In attendance was also the United Nations Resident Coordinator, Ms. Rosa Malango, a representative from UNESCO East Africa regional office in Nairobi Mr. Teeluck Bhuwanee, UNATCOM S.G Ms. Rosie Agoi and MOES officials.

During the meeting, the First Lady underlined the gaps and challenges in the education sector as lack of core skills such as critical thinking, creativity, ICT, literacy, leadership and citizenship. Furthermore, she noted, that there are only limited resources and restricted capacity.

She emphasized the need for continuous thought



*Ms. Agoi addressing the key stakeholders at the meeting.*

into, and planning on how to coordinate work being done by the MoES, UNESCO, UNICEF and other partners. According to her, planning was a key factor for success to be witnessed. She underlined that the stakeholders, were the driving force of change that the sector needed.

Focusing at the national level, Ms. Agoi outlined that Uganda had made strides into the agenda. SDG4 was launched in 2016 and during this meeting a roadmap was developed for the implementation of the targets in Uganda's education system. She said, the meeting would reveal how much of these have been translated into strategies, plans and even tangible results or way forward.

### 3.1.3. Strengthening teachers capacity for Social Dialogue and policy reforms in Uganda

Uganda National Commission for UNESCO in partnership with UNESCO and Education International (EI) rolled out a project on improving Teachers Social Dialogue. The objectives of the overall project were to;

- (a) Improve technical and organizational capacity of teacher organizations to participate meaningfully in Local Education Groups
- (b) Enhance teacher organizations' and governments' capacity to analyze and discuss issues of salary scales, working conditions and standards of practice
- (c) Identify and pilot teacher in-service support mechanisms that promote teachers' effective engagement in social dialogue addressing teacher policy. Under this arrangement a workshop was conducted in Uganda from 23<sup>rd</sup> to 24<sup>th</sup> January 2017 at Ridah Hotel in Seeta Mukono on Improving Teacher Support and Participation in Local Education Groups.

### 3.1.4. Supported the enhancement of Science Education in Secondary Schools

The National Commission for UNESCO supported the implementation of above mentioned project in the district of Iganga which was a Pilot Area. This project was grounded on building capacity of Science Teachers in Secondary Schools to apply competence

based teaching and assessment skills, promoting use of hands on experiences, research and problem solving opportunities.

It was also intended to enable students interpret simple science concepts and to support and inspire young learners through mentorship, science clubs and science exhibitions. Under this intervention resource materials were developed (Practical guides S1- S2).

This was coupled by Human resource capacity development programme where 40 Secondary School teachers from Iganga District were trained and equipped with competence based teaching and assessment skills in Science Education.

### 3.1.5. Participated in the International Conference on Curriculum for Sustainable Learning (ICCL)

Uganda National Commission for UNESCO also participated in the ICCL conference organized by the African Curriculum Organization (ACO) in collaboration with the National Curriculum Development Center (NCDC). It brought together all curriculum Development practitioners and Educationists from Africa and beyond.

The main objective of the conference was to promote curriculum development and build synergies among other things. It was also intended to share experiences on specific best practices in curriculum development, implementation and evaluation. Forge common goals on peculiar needs of Africa with regard to curriculum development issues and Nurture close partnerships with local, international organizations and institutions for improved curriculum delivery.

The following papers were presented during the 4 day conference;

- Harmonizing curriculum in the 21<sup>st</sup> century
- Curriculum transformation in Africa
- Evaluation and assessment
- Innovations: ICT and new technologies among others.

## 3.2 Major Programme II: Natural Science

Under the Natural Science Programme, Uganda

National Commission for UNESCO was able to execute the following activities in the 2016-2017 and 2017-2018 biennium.

### 3.2.1. Popularization of science using champion teachers in Ugandan schools. (April 2017)

The Commission organized a workshop for building the capacity of science teachers through innovative ways of teaching. UNESCO considers sciences as a basis for understanding and analyzing human and natural systems and also noted that enhancing capacity in engineering and other science disciplines is indispensable for advancing sustainable development.

Therefore the appalling situation of low popularity and dismal performance in the Natural science at secondary school level in Uganda in the midst of high unemployment and declining growth indicators is of great concern and worry and this called for a special

attention focused on understanding the problems facing the interest, learning and teaching of the sciences in Uganda's Secondary Schools.

The workshop brought together 60 teachers from randomly selected poor and best performing schools from all regions of Uganda, 7 facilitators/instructors from the Ministry of Education and Sports under the special programme of (SESEMAT), National Curriculum Development Center, Uganda National Examination Board and Uganda National Commission for UNESCO officials

### 3.2.2. Promotion of Sustainable Utilization and conservation of Endangered Medicinal Plants in Mt. Elgon Biosphere and Metu Forest Reserves through active Ingredient-Guided Plant-Parts substitution. (2016-2018)

This study involved an ethnobotanical survey on



Poor harvesting methods such as the one above destroys Medicinal plants

the use of medicinal plants in and around Metu and Mt Elgon Biosphere Reserves. The study involved traditional healers and local communities in the study areas.

The purpose of this study was to document commonly used endangered medicinal plant species in the conservation areas which face threats of extinction because of the poor ways of harvesting.

An ethnobotanical survey was carried out to document the traditional uses of wild plants among the local communities of Metu and Mt. Elgon forest reserves in northern and eastern Uganda respectively. A five-stage process of documentation, evaluation and analysis of results was conducted:

- (1) Identification and documentation of medicinal plants most frequently used in the treatment of various diseases through ethnobotanical studies;
- (2) Collection and preparation of the extracts of each of the selected plants;
- (3) Phytochemical and antimicrobial evaluation of the crude plant extracts;
- (4) Pharmacological / toxicological evaluation of the extracts using mice and rats;
- (5) Statistical analysis of the results.

A total of 238 plant species of medicinal importance were recorded. There was a high diversity of medicinal plants and traditional knowledge about the use, preparation, and application which is still maintained among the local communities. This is as a result of continued reliance on the medicinal plants by the local communities as a first line of health care.

### 3.2.3. Mapping of important Natural sites in Uganda for possible designation as Geosites, Geo-parks and Biosphere Reserves.

Biosphere reserves are areas of terrestrial and coastal/marine ecosystems, or a combination thereof, which are internationally recognized within the framework of UNESCO's Programme on Man and the Biosphere (MAB). They are established to promote and demonstrate a balanced relationship between humans and the biosphere. Biosphere reserves are designated by the International Coordinating Council of the MAB Programme at the request of the State concerned. Individual biosphere reserves remain under the sovereign jurisdiction of the State where

“  
A total of  
238 plant species of  
medicinal importance  
were recorded.  
”

they are situated. Collectively, all biosphere reserves form a World Network in which participation by States is voluntary.

A Geopark is a unified area that advances the protection and use of geological heritage in a sustainable way, and promotes the economic well-being of the people who live there.

A Geosite is an area that is part of the geological heritage of a natural region as constantly shows one or several characteristics that are considered significant in its geological history.

Based on the above background, Uganda National Commission for UNESCO commissioned a study to identify possible Geosites, Geo-parks and Biosphere Reserves for nomination.

Several sites were visited for the purpose of obtaining important information in line with the objectives of the project. A synthesis of the responses from the different stakeholders and management plans of some sites were among some of the information gathered. These were structured to follow the UNESCO guidelines

outlined in the questionnaire for nomination of important natural sites for designation as Biosphere Reserves and Geoparks.

The biosphere reserves would contribute to the conservation of landscape, ecosystem, species and genetic variation.



Masege CFR in Buliisa district, the forest acts as a habitat for many wild animals including Kobs (A) and olive baboons (B). It is among the sites proposed as a Biosphere Reserve.

### 3.2.4. Monitoring/Follow up exercise on the progress of popularity of natural sciences in school, in central and Northern regions of Uganda.

The Uganda National Commission for UNESCO empowered teachers in central and northern regions by sharing new innovative ways of teaching of Sciences as tools for popularizing natural sciences in schools in April 2017.

After one year some of the schools were selected for a review, done from the 9th to the 11th of April 2018. Teachers and students were asked for the reasons that account for the low popularity of science subjects and for the poor performance in science subjects among students.

The survey revealed that science subjects are perceived as hard. Furthermore, students have often a biased attitude towards science subjects because of their previous performance. The strict marking scale discourages students to continue sciences in A-levels.

However, the students and teachers shared the opinion that science courses are well rewarding and scientists are respected in society.

### 3.2.5. Capacity Building of Teachers in innovative teaching of Natural Sciences.

The National Commission for UNESCO also organized a workshop on the popularization of Sciences in Uganda. This was intended to address the ‘trend’ of high level of failure rates in the science subjects by



Group picture at Nakasongola SS of the member of staff and the UNESCO representatives



Dominic Mundrugo Ogo-Lali with the science students of Nakasongola SS

students in Secondary schools.

Facilitators at the workshop were drawn from a wide range of institutions in Uganda, namely; National Curriculum Development Centre (NCDC) represented by Mr. Droti Asile, Dr. Dominic-Lali Mundrugo-Ogo of the National Commission for UNESCO, Mr. Mpamizo.

**Common key issues raised;**

- The number of physical scientists is declining, yet the population is growing very fast and people are unemployed
- Poor curriculum interpreting by teachers is the leading cause of failures.
- Interpretation of the curriculum is more theoretical than practical.

Among some of the resolutions during the two day workshop were;

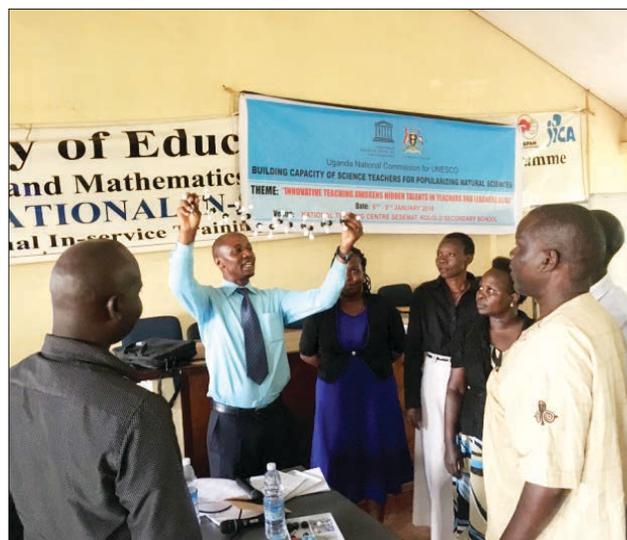
- Teachers should have content knowledge,

technical knowledge and pedagogical knowledge, with an appropriate mode of delivery.

- Concentrate more on creating awareness regarding its benefits of sciences.
- Introduce innovative approaches and career guidance.
- The teaching of sciences should also be localised since some students would find it hard to comprehend concepts brought to them in English.
- Teachers urged to apply methods of teaching that lure students to the subjects.
- Teachers be encouraged to use DVD demonstrations, industrial visits and field trips so as to connect the theory to practicals, revise promotions on averages, divide up the mole concept and invest in practicals.
- Women be encouraged to do sciences because they have more influence over children, unlike in the past where it was culturally assumed that women could not do Maths.



Participants pose for a group photo.



Mr. Mpamizo illustrates the concept of chemical bonding using improvisation,

### 3.3 Major Programme III: Social and Human Science

#### 3.3.1. Workshop on Ethical and Professional Dilemmas in Uganda in the face of Liberalized and highly competitive markets, May 2017

Ethics is at the center of UNESCO’s programme of promoting peace, justice and tolerance in the world. In accordance with the view, UNATCOM organized a 2-day seminar hosted at Imperial Royale hotel, Kampala from 18<sup>th</sup>- 19<sup>th</sup> 2017 and a number of key stakeholders in academia, civil society, and government were brought together to reflect on ethical and bioethical issues that pose challenges to society and environment.

The objective of the seminar was to bring together experts in the field of ethics and bioethics to learn about each other’s various activities as an update to the work already being done by various stakeholders as well as creating awareness of participants on the provisions of the Universal Declaration on Bioethics and Human Rights and the Universal Declaration on Human Genome and Human Rights.

During the two-day seminar several Ethical issues were identified as some of the challenges in the various professional fields. The stakeholders came up with a list of recommendations that will help address some of these issues.

**The following recommendations were reached at during the two days seminar.**

1. UNATCOM should establish and operationalize the National Bio-Ethics committee.
2. The Ministry of Education and Sports should mainstream bio-ethics training and education at all levels.
3. Government Agencies/Ministries should implement the 2015 policy on ethics and UNATCOM should take lead in advocating and creating awareness of Bio-ethics.
4. Government/Directorate of Ethics should popularize the National Value System (NVS) and with collaboration with UNATCOM, enact a policy on Bio-ethics.
5. Government and Uganda National Council for Science and Technology should incorporate bioethics issues in the biotechnology bill.
6. Government and UNATCOM should preserve valuable indigenous knowledge systems and practices.
7. Liberalization and privatization should be adopted in the interest of the population and welfare of the citizens.
8. UNATCOM and Civil Society Organizations should translate matters of ethics/bioethics to the local languages (advocacy and awareness).

The two-day seminar provided a forum to learn about activities in bioethics from a number of experts and thus, raised awareness on bioethical issues in Science, Education, Culture, Communication and the Media. Furthermore, current ethical issues were collected and solutions for these issues were researched.



*Stakeholders at the forum pose for a group photo*

**NATIONAL TRAINING OF RURAL WOMEN FOR COTTAGE INDUSTRY**  
 25th - 27th September 2017  
 Arch Apartments Ninda - Kampala Uganda



*Participants pose for a group photo with the certificates awarded to them after the workshop*

### 3.3.2. ISESCO-UNATCOM impart rural Uganda women with skills in the Cottage Industry

The Islamic Educational Scientific and Cultural Organization in partnership with the Uganda National Commission for UNESCO empowered rural women in Uganda in the cottage industry through skills training.

The training was carried out by Telesat International Cottage Industrial Development Institute which is an entrepreneurial organization.

A total of 30 women were economically and socially empowered with skills required to address hunger and eliminate poverty as well as building a healthy family.

The training was in line with the Sustainable Development Goals of eliminating poverty, fighting hunger, empowering women and addressing gender disparity among others.

ISESCO recognizes women's rights as human rights; hence the establishment of Woman-size shares in different regions of the World yet the rural women still face challenges of gross under-representation and misrepresentation which has hindered their full participation.

Among the various skills that the women were exposed to included soap making, that is, liquid soap, bar soap and hand gel; and confectionaries as well as intangible knowledge such as marketing, branding among others.

The three-day workshop brought together a generation of initially incapacitated women, eager to start an entrepreneurial journey that they perceived would not only provide a leeway of survival for their families, but also contribute to the growth of their communities and the country at large.

The workshop attracted participants from various parts of the country. The districts featured included Wakiso, Kitgum, Isingiro, Lira, Lwengo, Kampala, Mukono, Kalungu and Soroti.

#### Resolutions:

- The participants to utilize the network and specifically in the field of Science and Technology where they are marginalized.
- Give due consideration to women resource.
- Women must take advantage of the opportunity to create working linkages that will yield bigger results and establish them within the market place.



### 3.3.3. Empowering youth as Agents of Peace Building and Sustainable Development

UNESCO encourages international peace and universal respect for human rights by promoting collaboration among nations. Its mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue.

In this regard the National Commission for UNESCO in partnership with the Catholic Secretariat, Uganda Episcopal Conference (UEC) implemented a Participation Programme on Youth Empowerment as Agents of Peace Building and Sustainable development. The project was launched in the Northern district of Gulu on 8<sup>th</sup> of September 2017.

The objective of this programme was to promote peace education in schools in Amuru and Lamwo districts and ensure that the young generation maintains a culture of peace throughout their lifetime.

The purpose of the one day workshop was to introduce and orient the stakeholders as regards the project and mainstreaming peace education and conduct conflict analysis.

A total of over 6,801 students in the two districts were sensitized and inducted into the peace clubs in the 13 participating schools.

Among some of the role of the clubs is to help settle disputes between two or more people and to sensitize people on peace.

Promote togetherness and cooperation within a

community and act as a watch dog for society conflicts.

Engage in writing of essays on peace topics, charity work within the school and the community to promote culture of peace.

Participants at the workshop comprised of delegates from UNATCOM, representatives from UEC as well as district administrators. Afterwards, training sessions were held in Amuru and Lamwo districts for teachers and school administrators.

### 3.3.4. Young women gain vocational skills in Sewing and embroidery

Uganda National Commission of UNESCO held a 14 days' training workshop of women in sewing and embroidery funded by Islamic Scientific Educational and Cultural Organization (ISESCO) and the Arab Bank for Economic Development in Africa (BADEA). The training took place from 19<sup>th</sup> January 2018 to 1<sup>st</sup> February 2018 in Kampala, Uganda. 20 women were given sewing and embroidery machinery as well as small equipment.

The training was divided into modules for both the sewing participants and the embroidery group. The trainers were taken through different methods and techniques and were able to come up with creative and innovative designs at the end of the training.

Dr. Cisse Seydou, represented the ISESCO secretariat during the training exercise.

Key issues mentioned include;

- Marginalization of women group in socioeconomic development activities.
- Women are the primary victims of poverty, regardless of the fact that they are the main forces of development in Africa.

The objective of the workshop was therefore to provide sewing materials and vocational training to the women with the hope that they will utilize it to support their livelihood, thereby laying a strong foundation for woman empowerment through sustainable income generating scheme.

It was also intended to empower women and increase their opportunities in finding income-generating work to

contribute to social development, enhancing economic capacities, fighting poverty, hunger and illiteracy. Mr. Muinda Patrick of the Ministry of Education and Sport officiated at the opening of the workshop.



*Mr. Patrick Muinda of the Ministry of Education and Sports handing over materials to one of the trainees.*



*Hon. Dr. John Chrysostom Muyingo commissions the trainees at the closure of the training, looking on is UNATCOM SG. Ms. Rosie Agoi*

### 3.3.5. Ethics Teacher Training Course, Uganda Martyrs University (UMU)

UNESCO held its first ever Ethics Teacher Training Course (ETTC) in Uganda. The five (5) day training workshop that took place from 27<sup>th</sup> November – 1<sup>st</sup> December, 2017 was hosted at Uganda Martyrs University, Nkozi.

The Ethics Teachers' Training Courses (ETTC) is one of the main components of UNESCO's bioethics professional capacity-building programme, targeting bioethics or ethics of science educators who have recently begun teaching, or will soon commence their teaching careers at various institutions of higher education.

Ethics Teachers' Training Courses are designed to;

- introduce participants to the means and resources for teaching ethics of sciences and bioethics;
- teach participants methodologies and methods for teaching ethics of sciences and bioethics;
- Assess and provide feedback on participants' demonstrations of teaching skills under the guidance of experienced facilitators.

The one week Ethics Teacher Training Course was officially opened by the Vice-Chancellor of Uganda Martyrs University Fr. Maviiri who stated that it is because of a strong partnership with the Uganda National Commission for UNESCO, the Directorate for Ethics and Integrity of the Office of the President and

the Inspectorate of Government that has ensured that the university remains relevant to the national agenda of making a more humane society by spearheading the teaching of Ethics in the country.

Resolutions made during the training:

- Use ethics teaching as tool to help the vulnerable persons in our communities.
- Participants at the workshop advised to take ETTC seriously.
- Bio-ethics must be taken out to the public domain.
- Participants and all the stakeholders at the training to be advocates in the building of peace in the minds of people.
- Participants shall exhibit ethics in reality, and advocate for its promotion in all institutions.

The ETTC workshop was facilitated by four experienced experts in the field of Ethics and Bio-ethics namely; Prof. Leonardo D. De Castro of the Department of Philosophy, University of Philippines, Dr. Masoud Nasser Masoud, coordinator and Lecturer for Philosophy and Applied Ethics Section at the University of Namibia, Dr. Obijiofor Aginam, Assistant Director United Nations University, university and International Institute for Global Health (UNU-IIGH) and Dr. Julius Kipkemboi of the department of Biological science, Egerton University, Kenya.

The workshop drew participants with backgrounds in teaching from the East and Central African region in the field of Ethics and Bioethics, from the countries of Kenya, Tanzania, Botswana, and Uganda.



Group photo of participants during the ETTC Workshop



Dr. Obijiofor Aginam, Assistant Director United Nations University



*Mr. Kaweesi addressing participants during the workshop*

### 3.4 Major Programme IV: Culture

#### 3.4.1. Heritage in young hands

There are many different forms of heritage in Uganda: tangible and intangible, cultural and natural heritage, as well as a variety of cultural expressions that form the basis for the diverse cultural identities of its peoples. Despite this cultural richness, a large part of the population has for a long time not been able to identify positively with their cultural heritage. Young people represent the majority of the Ugandan population, but little importance is accorded to the transfer of heritage in their education.

Culture and heritage is important for both the

present and future generations, therefore there's need to engage and sensitize the young population to play active roles in safeguarding their culture.

UNATCOM therefore organized a one day training workshop that brought together 50 youth representatives from various organizations countrywide. Theme "heritage in young hands" was intended to create awareness and ensure that young generation play an active role in promotion and safeguarding of their heritage. **Threats to heritage** in Uganda include; demolition, cultural erosion, climate change, illicit trafficking, rapid infrastructure development, negative community attitudes and especially the lack of investment in heritage or the youth.

#### **Resolutions:**

- Support the establishment of legal services aimed at safeguarding culture and heritage.
- Sensitization of the community regarding the benefits of culture.
- Involvement of schools and the establishment of cultural clubs in order to bring the schools and students closer to pride in who they were.
- Young people get involved in agriculture in order to learn more about tradition and nutrition.
- Measures to combat climate change are also necessary, cultural monuments are very important and excursions are to be organized to visit natural sites
- Inclusion of social media as a means for mutual understanding among young people, advancing the culture and heritage and drawing social support.
  - Young people should learn to understand and appreciate themselves. Use of connect, promote talent and cultural balance.
  - Strengthening of museums by the government and the population.
  - Proposed involvement of relevant government institutions in workshops like "Heritage in Young Hands" since they are the policy makers and share information.
  - Emphasis were also put on the celebration of cultural days as means of awareness creation.
  - Storytelling, taking into account the family tree and cultural bonding. Involving religious leaders, local leaders and community meetings play an important role.
  - Finally, it is important to support e. g. resource centers, community museums and libraries.

The participants at the workshop were tasked with the formulation of an action plan to guide in the implementations of their activities dividing them into short and long term initiatives.

### 3.4.2. Strengthening the sustainability of the creative industry in Uganda

Uganda National Commission for UNESCO through the culture programme implemented a project on creative arts industry which targeted 150 stakeholders in the cultural industry, 50 participants each from the 3 selected regions; that is, Eastern (Mbale district, western (Fort Portal district) and Northern (Gulu district).

The project was supported by the Government of Korea and the main objective is to strengthen the artistic, design, marketing and management skills of

Uganda craft works in order to improve production and quality of the products.

During the implementation of this project, three workshops were held in the three regions, it was intended to document the various crafts products, materials and methods used in making the products in the regions. Uganda is endowed with different cultures and ethnicities, and their engagement in different economic activities and craftsmanship is one of the economic activities. Research indicates that different ethnic tribes engage in craftwork that defines and corresponds with their cultural practices.

The training targeted individuals practicing art and craft from the districts of Gulu, Kitgum, Pader in Northern Uganda and Kabarole, Kyenjojo, Kasese, Bundibugyo in western Uganda, Mbale, Soroti, Manafwa in Eastern Uganda.



Sample of Crafts that were produced from the training

## 3.5 Major Programme V: Communication and Information



### 3.5.1. World Press Freedom Day, May 2017

#### *Critical Minds for Critical Times*

*What role do media play in advancing peaceful, just and inclusive society?*

This was the global theme of the WORLD PRESS FREEDOM DAY 2017. Every year, 3<sup>rd</sup> May is a date celebrated to mark the fundamental principles of press freedom; to evaluate press freedom around the world, to defend the media from attacks on their independence and to pay tribute to journalists who have lost their lives while exercising their profession.

It is a date to encourage and develop initiatives in favor of press freedom, and to assess its state worldwide.

Agenda 2030 recognized the importance of public access to information and fundamental freedom which included freedom of expression. This is under SDG 16 (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institution at all levels).

Therefore, Uganda National Commission for UNESCO (UNATCOM) in partnership with Uganda Journalist Association (UJA), Uganda Human Rights Commission, UN Human Rights, and Human Rights Network for Journalist and African Centre for Media Excellence (ACME) marked and celebrated the World Press Freedom Day on the 3<sup>rd</sup> of May 2017.

UNATCOM's through its component of Communication and Information strives to ensure the following;

- Press freedom, including safety of journalists;
- Promotion of media pluralism and development, including the International

Programme for the Development of Communication (IPDC);

- Universal access to information and knowledge for sustainable development through Open Solutions;
- Digital preservation of documentary heritage through the Memory of the World programme (MoW);
- World Summit for Information Society (WSIS) follow-up;
- Information for All Programme (IFAP).

The chief guest at the celebration was Hon. Minister for ICT, Hon. Frank Tumwebaze who congratulated the media fraternity upon the celebration and thanked them for the work they are doing.

He informed the journalists present of the government's commitment to protecting their rights and that a legislation was in the pipeline to regulate the operationalization of the sector.

Other distinguished guest at the celebration were; the Ambassador of Denmark, H.E Mogens Pedersen who spoke on behalf of the European Union mission (UN) which he also heads in Uganda, H.E Deborah Malak, United States (USA) Ambassador to Uganda.



*President of UJA addressing journalist during the World Press Freedom day celebration*

Emphasis was made to all stakeholders in Uganda to take note of the following;

- Freedom of opinion and expression are fundamental rights of every human being.
- Expressing opinions are about dignity and personal fulfillment.
- Respect for the Uganda Constitution, which states very clearly that every person shall have the right to freedom of speech and expression and freedom of the press and other media.
- Freedom to express your opinion, freedom of the media, and access to information are fundamental aspects of democracy and rule of law.
- Open debate contribute to a vibrant, dynamic, peaceful and stable society.

### 3.5.2. Training of radio journalist in content development:

#### Dynamic programming with engaging content

Uganda National Commission for UNESCO also held a training workshop for radio journalist in content development. Radio managers and journalists in western region were trained to produce engaging content, which can only be achieved through hard work and research.

The workshop took place from 18<sup>th</sup> to 19<sup>th</sup> December 2017 in Mbarara, Western Uganda.

The media in Uganda has been faced with challenges ranging from political interference to lack of professionalism, meager enumeration and press censorship among others. These have consequently affected the quantity and quality of content overtime.



*Mr. Gummah conducting a voting exercise above while below supervising a group discussion.*

During the training, media houses were urged to;

- Promote tolerance, build and strengthen the media culture.
- Encourage professional and ethical conduct of practitioners.
- Be watchdogs against abuses and voices to marginalized groups.
- Create relevant programmes.
- Focus on the Sustainable Development Goals

The journalists were exposed to techniques that would enable them generate content that addresses the issues of their communities. Focus group discussions yielded to the fact that the content broadcasted by the various stations is largely entertainment and lacks creativity.

### 3.5.3. Establishing a national mechanism for safety of journalists.

On April 17<sup>th</sup> 2018, UNESCO held a workshop for media stakeholders in Kampala, Hotel Africana to discuss the issue of safety and come up with a national mechanism. The workshop brought together practicing journalists, academia, human rights defenders, and journalists associations among others to forge a way forward for the safety of journalists.

This followed *the November 2017 Nairobi Declaration on National Mechanisms for Safety of Journalists* that was adopted at the conclusion of the first Eastern Africa Conference. The Nairobi Declaration sought to promote a multi-stakeholder approach in strengthening the safety of 'journalists through the establishment of national mechanisms for their safety that could address the prevention of violence against journalists, protection of journalists in danger and prosecution of the perpetrators of crimes against Journalists.'

According to UNESCO 2017/18 World Trends Report in Freedom of Expression and Media Development indicated that the Uganda Media Sector is currently not sustainable.

"There is a lack of coordination of the various stakeholders' interventions, existence of weak journalists' associations and challenges related to professional capacity of the journalists," said Ms. Lydia Gachungi, The UNESCO East Africa regional representative.

According to her, installation of a Media Sector Working Group that reflects the country's media landscape could improve the current situation.



*Mr. Kaweesi addressing participants during the workshop.*



*Participants in a group photo.*

## 3.6 Programme Execution and Support (PEAS)

### 3.6.1. 202nd Session of the UNESCO Executive Board

The 202<sup>nd</sup> Session of the UNESCO Executive Board took place from Wednesday, 4 October 2017 to Wednesday, 18 October 2017 in Paris, France. The Executive Board is elected by the General Conference and is one of the three constitutional organs of UNESCO.

It consists of 58 Member States with a four-year term of office. Each State Member appoints one representative and may also appoint alternates.

Uganda's term on the Board ended during this session. A number of issues pertaining to the election of the new Director General (DG) for UNESCO as well as the various other positions were discussed. The other discussions were on the preparation for the General Conference (GC) and document 39C, budget and Programme.

### 3.6.2. The 10th UNESCO Youth Forum, Paris

The Youth Forum is an integral part of the General Conference that brings together young people to discuss and reflect on topics relevant to UNESCO's fields of competence. The 10th UNESCO Youth Forum, "Rethinking Youth Engagement with UNESCO" took place in Paris, France on the 25th to the 26th October 2017.

The forum brought together over 60 young women and men from all regions of the world who are leading ground breaking change in their countries and communities related to a UNESCO fields of competence.

It provided the opportunity for exchange and the development of recommendations on how to improve engagement between UNESCO and youth to address some of the world's biggest challenges, including through the development of regional youth space. Mr. Monday Collins Okello (Whittaker Peace and Development Initiative) represented Uganda on The Forum. The youth made recommendations that were adapted by the General Conference.

### 3.6.3. The 39th Session of the General Conference, Paris

The General Conference of UNESCO is the principal policy organ of the Organization made up of all Member States and invited observers. It meets once every two years primarily to:

- Discuss general policy direction and issues of UNESCO;
- Adopt the Programme and Budget of UNESCO for next biennium;
- Elect members to the Executive Board;
- Appoint when due, a Director General;
- Adopt when due, the Medium Term Strategy (C4 Document) for the Organization.

The 39<sup>th</sup> Session of the UNESCO General Conference was held at UNESCO Headquarters in Paris, from 30th October-14<sup>th</sup> November 2017. The Minister of State for Higher education, Dr. JC Musingo led the Uganda delegation. The delegation included members of Parliament, technical staff of relevant line ministries, departments and agencies, a youth representative and staff of the National Commission for UNESCO.

The pre-conference activities that the Uganda delegates participated in before the opening of the General Conference included:

- The 10th UNESCO Youth Forum
- Meeting of National Commissions for UNESCO (NATCOMs)
- Opening of the General Conference, 30th October 2017

In the general policy debate 175 out of 195 Member States took the floor. The following key issues were echoed by most speakers:

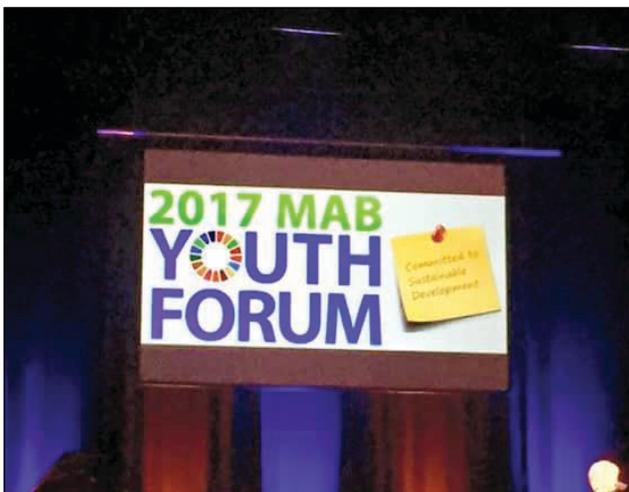
- Climate change and efforts to contain it
- the need for UNESCO's Social and Human Sciences Sector to work on ethical and societal aspects
- Humanism in the social sciences
- The responsibility of science with regard to the ideals of human dignity, progress, justice, peace, welfare of humankind and respect for the environment.
- Sciences and how it is taught.
- UNESCO's mandate to defend freedom of expression and access to information both on

- and off-line, as inalienable human rights.
- Internet and the radicalization of youth: preventing, acting and living together, co-organized by UNESCO's Communication and Information Sector.
- The Organization's role in coordinating and monitoring progress towards the 2030 Sustainable Development Agenda's Goal for education, SDG 4.
- UNESCO's work in protecting culture and cultural pluralism in the event of armed conflict.
- ICT in Higher education
- E-learning
- Gender mainstreaming

### 3.6.4. 2017 MAB Youth Forum, Delta Po Biosphere Reserve, Italy

The first ever MAB Youth Forum dubbed "2017 MAB Youth Forum" took place in the Po Delta Biosphere Reserve, Italy from 18 to 22 September 2017. A total of 282 Youth delegates from over 142 Biosphere Reserves across 85 different countries gathered during this one week event.

The forum was organized by UNESCO's Man and the Biosphere programme (MAB), UNESCO's Regional Bureau for Science and Culture in Europe based in Venice and the Po Delta Biosphere Reserve, under the auspices of the Italian Ministries of the Environment and Protection of Land and Sea; of Foreign Affairs; of Cultural Heritage and Activities and Tourism; and of Education, Universities and Research. It counted on the support of the Fondazione Cassa di Risparmio di Padova e Rovigo, the Veneto and Emilia-Romagna Regional Governments and the PiùInForma association.



*Ugandan representative at the Forum Vincent Ogal during one of the sessions*

The participation of the young people at the forum centered on their involvement with the Biosphere Reserves in their countries of residence. Specifically these were based on the criteria of living, working or conducting research and studies in the Biosphere Reserves that are committed to developing solutions and reconciling the conservation of biodiversity with its sustainable use.

The main objective of the first MAB Youth Forum was to offer opportunities to young people who care about the special territories in which they live in to become active in the MAB Programme and to contribute to the sustainable development of their communities, in line with the Lima Action Plan.

Young people are the future of Biosphere Reserves, and they should be given a voice in shaping their territory and defining their engagement in the Man and the Biosphere (MAB) Programme of UNESCO.

The MAB Secretariat felt, therefore, the need to offer, together with the Regional Bureau in Venice, an opportunity for all young people who care about the special territories in which they live, to become actors in the MAB Programme and to ensure the sustainable development of their communities in line with the Lima Action Plan. This initiative, announced for the first time during the 4th World Congress of Biosphere Reserves in Lima, Peru, has been welcomed by an ovation.

Uganda's representative at the forum was in Vincent Ogal from the National Commission for UNESCO. He also represented the Queen Elizabeth Biosphere Reserve in the Friday forum.

During the five day forum the delegates participated in workshops, seminars, open group discussions which led to the drafting of the following declarations and recommendations to task the Biosphere Reserves, Network of Biosphere Reserves, MAB ICC programmes and UNESCO to play active roles to ensure realization of these declarations.

1. Organize workshops, summer camps and conference for training young people to be ambassadors of their BRs and develop cooperation in research institutions and local economic organizations in order to improve, uplift research works.
2. Create thematic networks such as BRs-schools and youth clubs programs working to build a network among schools and communities dealing with BRs themes.
3. Promote youth exchange and cooperation in realization of concrete projects which are connected with BRs and BR Networks such as volunteering programmes in BRs and exchange visits between countries.
4. Creating hosting projects for young people in BRs such as Coach Surfing and call for facilitation to access to regional and inter-regional funding to support young people's long term projects.
5. Incorporate a youth perspective in MAB Communication guidelines and tool kits by revising existing and future documents.
6. Create an annual youth awards for the best projects and involve youth in mab governance.

### 3.6.5. The 204<sup>th</sup> session of the UNESCO Executive Board

The 204<sup>th</sup> session of the UNESCO Executive Board took place at 7 Place de Fontenoy, Paris, France from 4<sup>th</sup> April to 17<sup>th</sup> April 2018. Diplomatic Heads of Permanent Delegations accredited to France of the 58 member states of the Executive Board, together with their respective representatives on the said Executive Board and Secretaries General of National commissions for UNESCO attended the meeting.

The President/Chairperson of the UNESCO Executive Board, His Ambassador LEE Byong-Hyun Ambassador of South Korea and Permanent Delegate to UNESCO, officially opened the 204<sup>th</sup> Session of the UNESCO Executive Board on 4<sup>th</sup> April 2018.

Byong- Hyun appreciated the presence of the member states of the Board including Observers and NGO. He congratulated the New Director General Madam Audrey Azouklay upon attaining this esteemed office and welcomed her to her first Executive Board meeting as Director General of UNESCO. He reiterated the importance of UNESCO as the only UN organization with a unique mandate and with membership of 195 member states and 10 observers.

He mentioned that UNESCO is valued worldwide for the Global Monitoring Report, The Man and Biosphere programme, the management of Social Transformation programme, World heritage sites, the memory of the World. It was therefore imperative for members to focus on work that highlights the organization's comparative advantage.

He recognized that the challenges of the organization are resource mobilization and this should not be left to the DG alone. Governance is also supposed to be improved continuously.

Key among the issues discussed were;

- National Commissions for UNESCO are key in the implementation of all the SDGs in the countries.
- It recommended that Member states include young people in UNESCO meetings where possible so as to prepare them for the next Forum.
- ESD is a key instrument for the implementation of all SDGs and member states should strengthen their commitment to the implementation of the Global Action Plan.
- The role of EMIS was emphasized as a key requirement for National Authorities to assess, manage and monitor their education systems.

## 3.7 Associated Schools Network (ASPnet)

### 3.7.1. Whole school Approach to Climate Change Action

Implementing the whole school approach to ESD is a focus area of the project to transform learning and training environments in line with GAP priority action area. UNESCO encouraged schools and

educational institutions worldwide to implement the whole school approach to ESD. UNESCO’s Associated Schools Network (ASPnet) is designated to pilot the implementation of the whole-school approach to ESD, with a special focus on climate change.

In September 2015, world leaders adopted the 2030-Agenda for sustainable Development goals to be achieved by 2030 that address shared challenges at the global and local levels. Goal 13 recognizes that the climate crisis is linked to many other global issues. Uganda National Commission for UNESCO is therefore participating in the implementation of the Global Action Programme on Education for Sustainable Development (ESD). 16 Schools in Uganda are implementing this project. The schools developed and implemented their own school action plan on the whole-school approach to climate change, and participated in exchange with other participating schools, notably through the ASPnet Online Tool (OTA). The ultimate objective is to transform the school into a climate-friendly entity while enabling students and young people to fully participate and to act outside the school as well.

Emphasizing the four pillars of Whole School Approach to Climate Change to establish whether they have

been in position to implement the project in its real dimension and offer support towards the realization of the objective for which it was implemented.



*Products made by ASPnet club members on display at Immaculate Heart Girls School*

# Pictorial

## Photo Gallery



Group photo of participants during the ETTC Workshop



Dr. Obijiofor Aginam, Assistant Director United Nations University



Prof. Leonardo D. De Castro of the Department of Philosophy, University of Philippines



Dr. Lamin Abdul Programme Specialist for SHS at UNESCO Regional Office



Heritage in Young hands workshop

## Photo Gallery: ISESCO-Supported Training



Hon. Minister of State for Higher Education Chrysostom Musingo officiating at the closing of the workshop on sewing and embroidery for rural women

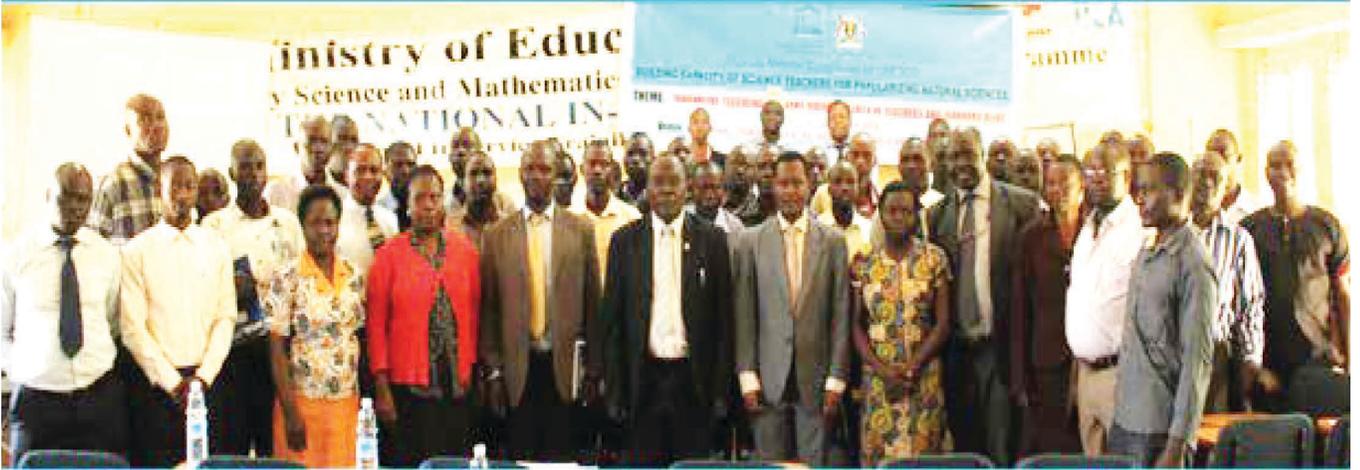


Group photo of participants during the Workshop on sewing and embroidery



Instructors demonstrating how to make groceries during the workshop on cottage industries

## Photo Gallery



UNATCOM Board Chairperson, Prof. Eriab Lugujo (black coat, center) pose for photo after officiating at the closing of the workshop for building capacity of Science Teachers and popularizing Natural Science.



Stakeholders participate at the workshop to Launch Peace clubs in Schools in Northern Uganda



Districts officials pose for a group photos during a validation workshop on Nomination of Natural Sites, Imperial Royale Hotel

## Photo Gallery



Education partners who participated in the High Level Breakfast meeting at Serena Hotel Pose for group photo with the Minister for Education and Sports Hon. Janet Kataha Museveni (middle, front seat)



Mrs. Irene Mutumba of the National Commission for UNESCO speaking to students of Nakasongola Secondary School during a monitoring exercise on the promotion of Natural Sciences in schools.



Uganda's Delegations (Right) who participated at the Kick-off meeting of the 3rd phase of GCED Curriculum Dev't, Korea





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