



UGANDA NATIONAL COMMISSION FOR UNESCO

ANNUAL REPORT FY2021-2022



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Foreword

Many times, we invest resources in planning and implementing activities and projects but not so much on reporting on what was done. This report provides an account of our planned and implemented interventions in the Financial Year 2021/2022.

The Interventions cover all the five major programmes of UNESCO (UNATCOM), namely, education, natural science, social and human science, culture, communication and information. They were derived from UNATCOM's Strategic Plan 2018-2025, UNESCO's strategies and priorities identified in UNESCO's Medium-Term Strategy 2014-2021 and biennium priorities for 2020/2021 designed to address Uganda's sectoral priorities in UNESCO's fields of competence.

In the education programme, the focus was on the Education 2030 Agenda by championing Sustainable Development Goal 4. This entails promoting inclusive and quality education for sustainable development from early childhood to higher and tertiary education.

In the Natural science programme, the emphasis was put on climate change, water and related ecosystems and setting standards and legal instruments especially through work of international Hydrological Programme (IHP), Man and Biosphere (MAB) etc.

In Social and Human Science programme, attention was given to the Management of Social Transformation (MOST) programme which also tackles issues of democracy and global citizenship, intercultural dialogue, education for peace and human rights.

The culture programme emphasized setting policies and legal frameworks and supporting

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government and cultural stakeholders to safeguard, strengthen creative industries and promote cultural pluralism

The activities of the Information and Communication programme focused on promoting an enabling the environment for freedom of expression, media development, access to information, press freedom and safety of female journalists.

The success of the implementation of these activities/ interventions is attributed to the support UNATCOM receives from the Government of Uganda, UNESCO, ICESCO, local and international partners as well as the guidance of the Governing Council and support of Programme and Specialized Committees.



Rosie Agoi
Secretary General

Acknowledgement

One of UNESCO's key strategies for delivery of services is working through partnerships and collaborations. UNATCOM has adopted this as a method of work for all its activities and programmes.

This report is therefore, not the work of any one individual but, the result of team work involving the UNATCOM Board and Secretariat, Programme and Specialized Committees; the relevant government MDA's, the Uganda Permanent Delegation to UNESCO, CSO's, development partners and individuals engaged in activities that promote the goals of UNESCO and UNATCOM.

On behalf of the Secretariat and Board of UNATCOM, I would like to express our profound gratitude to all our partners and collaborators for the support that enabled us achieve the objectives we set for ourselves in 2021/2022.

We appreciate the human, intellectual, financial and other resources put at our disposal for delivering services to the people of Uganda and beyond. It is through your efforts as partners that we are able to bring to you highlights of what we did in 2021/2022. It is not possible to name everyone who contributed to our work. We appreciate you all. However, allow us to single out the support of our parent ministry of Education and Sports, in particular the political and administrative guidance of the First Lady, Hon. Janet Kataaha Museveni, Minister of Education and Sports/ Chairperson of UNATCOM, the Permanent Secretary, Ms. Ketty Lamaro and the entire Management team at the ministry.

Assured of your support, we recommit ourselves to continue contributing to the sustainable development of Uganda through promotion of education and sciences, respect for cultural diversity and human rights, freedom of expression and access to information.

Dr. Dominic V. Mundrugo Ogo-Lali
Assistant Secretary General

“

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List of Acronyms

CSO's	Civil Society Organizations
EAC	East African Community
ESD	Education for Sustainable Development
GAP	Global Action Programme
GCED	Global Citizenship Education
GEM	Global Education Meeting
ICESCO	Islamic World Educational, Scientific and Culture Organization
IGCP	International Geoscience Programme
IHP	Intergovernmental Hydrological Programme
OIC	Organization of Islamic Cooperation
MAB	Man and Biosphere
MDA's	Ministries, Departments & Agencies
MoW	Memory of the World
SDG	Sustainable Development Goals
STEM	Science Technology Engineering & Mathematics
STI	Science Technology and Innovations
UN	United Nations
UNATCOM	Uganda National Commission for UNESCO
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Culture Organization

About Us

Article VII of UNESCO's (United Nations Educational Scientific and Cultural Organization) Constitution provides for the establishment of National Commissions to ensure permanent presence of UNESCO in Member States. Uganda became a member of UNESCO in November 1962 and, in accordance with Article VII of UNESCO's Constitution established the Uganda National Commission for UNESCO (UNATCOM) as a quasi-autonomous institution in the Ministry of Education and Sports in September 1963 to serve as the official agency linking Uganda to UNESCO and its agencies, and to ensure permanent presence of UNESCO and the implementation of UNESCO's activities and programmes in Uganda.

The United Nations Educational Scientific and Cultural Organization (UNESCO) is one of the fifteen specialized agencies in the UN system. It was established in 1946 in response to the ruthless destruction of life, property and environment occasioned by the World War II, with the specific goal of laying the foundation for peace in the world through Education, Science, Culture, Communication and Information.

In this regard, UNESCO's aspirations have and will always remain as the attainment of peace through engagement in its fields of competence, namely; Education, Sciences, Culture and Communication and Information.

Through education, ignorance and illiteracy could be addressed. Through conservation and natural resource management, structured exploitation of resources could be achieved. Through dialogue and cultural expression, cultural diversity can be appreciated. By understanding social transformation, social justice, equality and tolerance could be realized. Finally, through responsible journalism and the rights to information, better communication would be enhanced. Cumulatively, all these complement each other to achieve one common purpose which is to influence alternative ways and means to solve differences other than violence and war and for this reason UNESCO was established. Other key thematic areas of UNESCO

include; Youth, HIV & AIDS and Gender.

UNATCOM doubles as a secretariat for Islamic World Educational Scientific and Cultural Organization (ICESCO) which was established in 1981 by the Third Islamic Summit Conference held in Saudi Arabia, as an international Islamic body to operate alongside the joint Islamic action organs, within the Organization of the Islamic Cooperation (OIC) with a mandate in the fields of education, sciences, culture and communication.

The fundamental difference between ICESCO and UNESCO is that ICESCO operates within the framework of the civilizational reference of the Islamic world and in the light of the human Islamic values and ideals. Uganda subscribed to ICESCO in January, 2013.

Functions of Uganda National Commission for UNESCO include;

- i. Consultative and Advisory
- ii. Liaison
- iii. Information gathering and dissemination
- iv. Programme formulation and implementation



Vision

A learning, cultured, informed and peaceful nation



Mission

To provide leadership, engage Ugandans to participate in and influence UNESCO programmes and activities and 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.



Programme Strategic Interventions and Achievements

UNATCOM's source of funds that facilitate the implementation of various interventions include; subvention received from Government of Uganda,

UNESCO's Participatory, Regional and Extra budgetary programmes, and support from ICESCO, others are through partnerships with like-minded organizations

EDUCATION PROGRAMME

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development.

It is a human right for all throughout life. The Organization is the only United Nations agency with a mandate to cover all aspects of education.



It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4.

UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality as an underlying principle. Its work encompasses quality educational development from pre-school to higher education and beyond. The following has been implemented under Education Programme. With support from Government subvention, we have been able to implement the following interventions under the Education Programme.

i. Mapping of Climate Change and advocacy initiatives in Uganda

UNATCOM coordinated a mapping study on Climate change and advocacy initiatives in Uganda. The overall objective of the mapping study was to document ongoing ESD initiatives that have integrated climate change and related advocacy within the country. The specific objectives were; to identify ongoing ESD and climate change education initiatives in the country, to map the key stakeholders involved in implementation of ESD, climate change and advocacy initiatives and document the gaps in implementation of ESD climate change and advocacy initiatives

The generated information from this study was synthesized and summarized following key characteristics of mapping. The key characteristics of interest for each initiative were; name and goal, focus area, location and activities undertaken and executing and implementing partners among others

A total of 88 initiatives were reviewed out of which 52 were considered for mapping. The mapped initiatives were categorized into two; guidance or intervention initiatives. Initiatives classified as intervention are mainly aimed at action and include national programmes, projects and executable activities.

Initiatives were further categorized by location, based on the geographical area that they either targeted or operated in. All the initiatives were relatively evenly spread between national, regional and district levels. The stakeholders were categorized into three; target population or beneficiaries, executing/implementing entities and partner agencies. More interventions appear to target students and education institutions in general compared to other groups of people. Several agencies were involved in implementation of ESD climate change and advocacy initiatives. These crossed the public, social, private and international actors divide.

The mapping study revealed several gaps in the area of ESD particularly in integration of climate change. These include; limited budgeting for climate change within ESD, more public sector driven initiatives, less focus on the values domain of ESD, less focus on youth, women, refugees and PWDs and limited information among others.

The study recommended that ESD finance tracking is conducted, while partners need to initiate and enhance multi-sectoral collaborations. Targeted programmes for youth, refugees and PWDs need to be developed. Similarly, climate change and advocacy need to be integrated in all areas of ESD programming including educators, human rights, gender, youth among others. It is also important that efforts are taken to deepen infusion of climate change into ESD and education curricula and strengthen reporting and related documentation.



ii. Development of the National ESD for 2030 Framework of Action for Uganda

UNATCOM coordinated efforts through the ESD National task team to develop the ESD for 2030 framework of action that will provide national direction to the implementation and acceleration of ESD’s contribution toward the achievement of the 17 SDGs in Uganda.

The framework will guide;

- Development of programmes that contribute towards SDGs within in all the ESD priority areas
- Integration of ESD in all SDGs and level and areas of learning
- Coordination of ESD programmes towards realization of all 17 SDGs

The NESD for 2030 will be implemented over a span of 10 years. During this period, the following principles shall guide implementation and related processes. These very principles guided development of the draft Uganda National ESD policy .

- ESD inclusiveness through integration. NESD implementation will require balanced integration of environmental, societal and economic sustainability into formal, non-formal and informal education. This is important in ensuring that key sustainability components are not compromised. This will be done integration of EDS in key policy, regulatory and strategic frameworks
- Participation and emancipation. The principle underlying SGDs is leaving no one behind. To realize this NESD will require active involvement and engagement of all partners and citizenry. This will be realized through representation particularly of the most vulnerable members of the community.
- Building partnerships, networks and collaborative frameworks. Implementation of is hinged on creating synergies among different actors. This is key in checking duplication and overlapping roles. Formation and strengthening of partner networks will be during the framework period
- Local relevance and appropriateness. To ensure ownership and sustainability of initiatives, NESD will prioritize locally



developed and home-grown initiatives and solutions. In case of external initiatives, effort will be made to customize them to the local environment. The priority area of sustainable solutions at local level will be nodal to other areas while local authorities and community members will be engaged at all levels.

The NESD for 2030 will be implemented across all levels of operations and groups of people. NESD will target central and local government Ministries, Departments and Agencies (MDAs), ESD partners, Parents (family), Learners at all levels and ages, the Community, School Governing bodies, Civil Society Organizations, Faith Based Organizations (FBOs), Cultural Institutions, institutions of learning, the Private sector, Development partners, the informal sector and the media among others.

iii. Scaled up implementation of Global Citizenship Education in Primary Schools

In recognition of the prominent role of education in addressing interconnected global challenges, Global Citizenship Education (GCED) has surfaced as one of the global goals to be achieved by 2030. Global Citizenship Education (GCED) is central to UNESCO's vision for education in the 21st century (UNESCO, 2015) and a key component for the Sustainable Development Goals (SDGs) and the 2030 Education agenda (SDG 4.7).

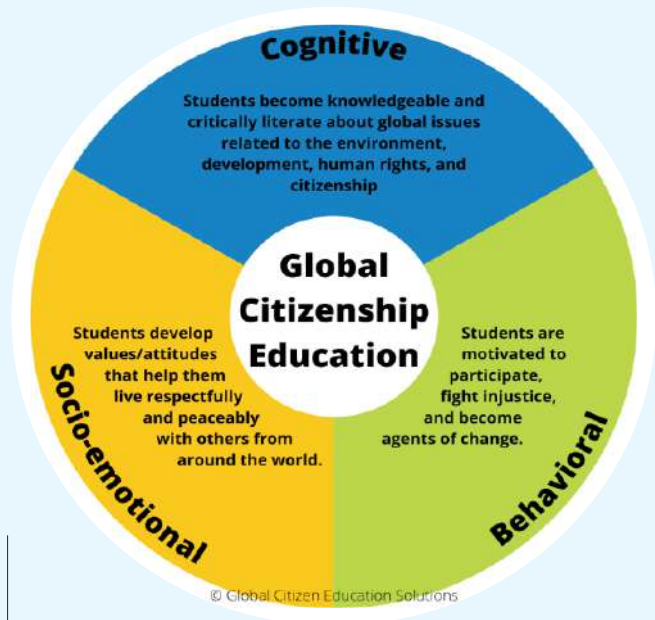


A teacher explaining to fellow participants GCED practices in his school

To scale up the promotion of Global Citizenship Education, Uganda National Commission for UNESCO in collaboration with the National Curriculum Development Centre trained 30 selected Primary School Teachers from Kasese District on the implementation of Global Citizenship Education. The selected Primary school teachers were oriented on the GCED materials through a 3 days training workshop where they were provided with an opportunity to practice the integration of the GCED materials through teach-backs. They were also trained on suitable methods of assessment for GCED.

The training provided educators with support for developing knowledge and skills in promoting GCED among Educators in the Primary School subsector and strengthening their professional capacity to understand, appreciate and promote the infusion of GCED concepts, attitudes and behavior into School activities, as well as reorienting the educators 'perspectives towards a Culture of Peace through critical and reflective analysis of GCED.

Resource Materials were developed and distributed to all schools that took part in the training for



implementation of GCED in Schools. The resource materials developed include;

- P.6 & P.7 Readers
- Teacher's resource book
- Orientation manual
- Theme song on GCED
- Monitoring and class room observation Tools



Group photo of the selected primary teachers that were trained on principles of Global Citizenship Education in Kasese

iv. Facilitated the affirmation of Uganda's commitment to the Paris Declaration 2021

In collaboration with UNESCO Project Office in Kampala, UNATCOM convened a meeting on Wednesday 23 February 2022 where members of Top Management of the Ministry of Education and Sports of Uganda, together with Development Partners in the Education sector met in Kampala to disseminate and deliberate on the Paris Declaration: a Global Call for Investing in the Futures of Education (2021) on Re-imagining the future of education which focuses on lobbying for a strong commitment of all actors to prioritize matters of education. The commitment was adopted on 10 November 2021 at the Global Education Meeting (GEM 2021) and Uganda became a signatory to the Declaration on 24 February 2022. The Declaration among others emphasizes the urgency to tackle the educational crises and inequalities exacerbated by the COVID-19 pandemic, which are threatening the hard-gained progress toward the 2030 Agenda for Sustainable Development and pushing marginalized and vulnerable groups and learners further behind, especially those living in poverty, in remote and rural areas, women and girls, those impacted by crises and conflicts, and persons with disabilities.

The Minister of State for Higher Education Hon. Dr. John Chrysostom Muyingo who delivered the remarks of the First Lady and Minister of Education and Sports stated that, "more than ever, urgent long-term action is needed to change humanities course and save the planet from further destruction." Dr. Muyingo advised that, these actions and interventions aimed at redressing the challenges that the education

sector faces must be long term and must combined strategic thinking in order to realize the objectives.

UNESCO Regional Director for Eastern African, Prof. Hubert Gijzen who was the Chief Guest at the meeting, informed the stakeholders that, "education is very important in building a nation because through it, the defenses of peace can be built in the minds of men and women." It should be noted that at the peak of the COVID-19 pandemic, nearly 1.6 billion learners worldwide and over 16 million learners in Uganda were greatly affected as a result of intermittent school closure brought about by the pandemic.



Members of Top Management of the Ministry of Education and Sports of Uganda, together with Development Partners in the Education sector after the meeting in Kampala to disseminate and deliberate on the Paris Declaration 2021



Hon. Dr. J.C Muyingo, Minister of state for Higher Education, Mr. Hubert Gijzen, Regional Director, UNESCO Eastern Africa and Ms. Susan Namondo, UN Resident Coordinator during the meeting

Under UNESCO's Participation programme, UNATCOM has implemented the following interventions in the Education Programme.

i. Enhanced Competencies of Tutors in Primary Teachers Colleges to Integrate ESD Components in Teaching and learning Practices.

With the support from UNESCO under its Participation Programme, UNATCOM strengthened capacity of Tutors in Primary Teachers Colleges to integrate ESD Components in the teaching and

Learning Practices, and created awareness on ESD programmes and tools among PTC Tutors and Pre-Service Teachers. Eighty (80) Tutors from Primary Teachers Colleges were trained and equipped with knowledge and skills to integrate ESD Components into PTCs Learning and Teaching Practices. The intervention has also helped to address underlying ESD concerns in Primary Teachers Colleges with Greening Initiatives undertaken, rehabilitation of Water harvesting systems, improved pedagogical approaches that focus at learners' participation and formation of Environmental/Ecological and Peace Clubs in the beneficiary Colleges and supporting creation of safe learning environments.



Education for Sustainable Development

ESD's role as an enabler, acting as a base and foundation for attaining all the SDGs

ii. Preparation for Transforming Education Summit (TES) 2022

Recognizing that education is a human right and a foundation for peace, tolerance, other human rights and sustainable development, the UN Secretary-General announced in his report to the UN General Assembly on 'Our Common Agenda' his intention to convene a Transforming Education Summit (TES) in September 2022. The Summit is aimed at mobilizing action, ambition, solidarity and solutions with a view to transforming education between now and 2030.

UNATCOM in collaboration with UNESCO Kampala project Office mobilized key stakeholders and coordinated activities that led to the National Consultation meetings with stakeholders on the Transforming Education Summit with a goal of developing a shared vision, commitment and alignment of action across constituencies to transform education between now and 2030. The action tracks discussed during National Consultation meetings addressed five key issues: Inclusive, equitable,

safe and healthy schools; Teachers, teaching and the teaching profession; Learning and skills for life, work and sustainable development; Digital learning and transformation; Financing of education.

The in-country consultations were held and attracted key stakeholders from the various Government Ministries Departments and Agencies, United Nations Partner Organizations in Uganda, Academic Institutions, student's leaders, among others.



Key stakeholders during National consultation workshop on transforming the future of education

NATURAL SCIENCES

Creating knowledge and understanding through science equips us to find solutions to today's acute economic, social and environmental challenges and to achieving sustainable development and greener societies. As no one country can achieve sustainable development alone,

international scientific cooperation contributes, not only to scientific knowledge but also to building peace. Under the Natural Science Programme, we have implemented the following interventions with support from Government of Uganda.

i. Sensitization of Stakeholders on the nomination of Mt. Elgon as a transboundary Biosphere Reserve between Uganda and Kenya

The process to consider the nomination of the entire Mount Elgon Ecosystem on Kenya and Uganda side as a Transboundary Biosphere Reserve started way back in 2009 based on recommendations from the AfriMAB meeting. The AfriMAB member states expressed their willingness to enhance exchange of information, maximize their efforts and harmonize actions geared towards the management and development of African biosphere reserves just like the other regional networks under the World Network of Biosphere Reserves.

Under target 30 of MAB implementation by AfriMAB, the proposed Mt. Elgon TBR between Kenya and Uganda is listed as one of the areas of focus. The two countries have therefore been coordinating the initiative to nominate Mount Elgon Ecosystem as a Transboundary Biosphere Reserve. This process meant to promote transboundary collaboration in the management of Mount Elgon Ecosystem as a Transboundary Biosphere Reserve, started way back in 2011 but could not be pursued to the end partly because of financial constraints. The importance of transboundary internationally designated sites cannot be over-

emphasized. Transnational and transboundary cooperation between BRs through designation and implementation of transboundary BRs (TBRs) has been aptly emphasized by the MAB Strategy (2015-2025) and the Lima Plan of Action (2016-2025).

UNATCOM and KNATCOM convened a back-to-back joint Committee meeting to review progress with the nomination process, identify challenges and gaps, agree on mechanisms for addressing the existing gaps and challenges and finally agree on a road map to submission of the nomination documents in 2022. During the Stakeholders consultative and sensitization meeting between KNATCOM and UNATCOM, nomination guidelines and procedures were reviewed; nomination templates were completed and ground-truthing done at the site to understand the actual status of the site and any changes that could have taken place over the years; a roadmap towards final submission to UNESCO -MAB Secretariate was formulated. It was decided that a joint management plan with a list of shared activities and members roles was to be developed and submitted.

Mt. Elgon Biosphere Reserve



ii. Trained water officers and Community Development Officers in Refugee host Districts on Water Use, re-use, harvesting and management for sustainable development in Uganda.

Despite the importance attached to water by society world over, there has been a lot of concern on the part of the community in water harvesting, use, re-use and management at both the family level and community level. There has always been availability of too much water during rainy season and an exact opposite of the status quo during the dry season. There is always struggle for water during dry season with women and children who are directly involved in water harvesting having to travel long distances or wait for long period of time searching for clean and fresh water for domestic usage. This has in some instances led to domestic violence at household level, child abuse including rape and defilement amongst others.

In view of the above-mentioned challenges, UNATCOM trained Water officers and Community Development officers on the importance of sustainable use and re-use of water, management and harvesting through different technologies. A total of 37 participants were trained and these included Community Development Officers attached to the water sector, District Water Officers, District Planners and Engineers drawn from Refugee Host District Local Governments in Uganda. As result, appreciated the importance of sustainable use of water, new approaches and technologies in water harvesting were identified and disseminated to members of the community by the Community Development

Officers, an action plan for sensitization of community members was drawn by the Community development officers and Water Officers trained.

iii. Celebration of World Science Day

Uganda joined the rest of the World to celebrate World Science Day 2021 under international theme “Future of Science Technology and Innovation (STI): Impacts on Education, Skills and Work.’ Uganda however, domiciled this theme and the World Science Day was celebrated under the theme: “The Future of STI in Uganda: Breaking the Silos and Leveraging Synergies for a Skilled and Sustainable Work force for National Economic Transformation.” This theme was picked because it aligned with the ongoing efforts to address the constraining fragmentation, silos and gaps that have characterized STI in the country.

The event was presided over by the President of the Republic of Uganda H.E. Yoweri Kaguta Museveni at the Kololo independence grounds. The World Science Day is celebrated annually on the 10th November globally. It was initiated by the United Nations Education and Cultural Organization (UNESCO) in a bid to recognize and promote Science and Technology in the advancement of societies since 1937.



H.E. Yoweri Kaguta Museveni touring some of the exhibited innovations and technologies during the celebration of world science day at Kololo Airstrip

To mark the celebrations of World Science Day 2021, UNATCOM participated in the National Science Week from 2nd - 9th November 2021 under the theme “The Future of STI in Uganda: Breaking the Silos and Leveraging Synergies for a Skilled and Sustainable Workforce for National Economic Transformation” organized by the Ministry of Science, Technology and Innovations in the Office of the President at Kololo. The science week involved multiple activities i.e., the STI exhibition show casing where we are and where we are going with STI, Uganda science innovators Awards’ 2021 to celebrate Ugandans’ innovation efforts as well as inspire young innovators to activate their abilities and contribute to technology development and the World Science Day Celebrations for peace and development that brought stakeholders, researchers and innovators from academia, business community, students, and other professionals) from different places that contribute to the development of the National STI sector.

iv. **Celebration of World Engineering Day 2022**

Uganda joined the rest of the work to celebrate World Engineers Day under the theme “Build Back

Wiser-Engineering the Future” on 04th/03/2022 at Hotel Africana in Kampala, a day which was proclaimed by UNESCO’s General Conference during its 40th session in November 2019 (40 C/64) following a proposal from World Federation of Engineering Organizations. Celebration of World Engineering Day provided a platform to raise awareness of the role of engineering in modern life and in achieving the UN sustainable Development Goals.

The celebrations were marked with a number of presentations and speeches from eminent persons in the engineering fraternity painting a picture of what can be adopted for a better future in the field of Engineering. The Guest of Honour, Her Excellency the Vice President of Uganda, Jessica Alupo appreciated the tremendous contribution of engineers, technician and technologist towards the development transformation of the country.

Ms. Rosie Agoi, Secretary General, Uganda National Commission for UNESCO during the celebrations emphasized that World Engineering Day for Sustainable Development is an opportunity to discuss issues and engage the wider community on the contributions of engineers and engineering in achieving the UN 2030 Agenda so that no one is left behind.



**WORLD
ENGINEERING
DAY** FOR SUSTAINABLE
DEVELOPMENT

Under Natural Science Programme, UNATCOM has implemented the following interventions with support from UNESCO.

i. Promotion of Gender-responsive Conservation Management and empowered women for sustainable livelihoods and peaceful co-existence in Mount Elgon and Queen Elizabeth

Within priority gender equality, UNESCO focuses on a systematic and comprehensive contribution to gender equality and women’s empowerment through a transformative perspective in

UNESCO’s areas of expertise, in the view of the above we implemented an intervention that promoted Gender Responsive Conservation Management and empowered Women for Sustainable Livelihoods and Peaceful Co-existence in Mt. Elgon and Queen Elizabeth Biosphere Reserves. A series of sensitization trainings about gender responsive conservation for Biosphere Reserve managers, staff, and Communities in and around the two Biosphere Reserves were conducted and groups of women were trained and given hands-on experience in bee keeping, bamboo growing, pasture management, silage and hay making, and the concept of and planning for woodlot establishment and management. A total of 200 Women in 15 districts in the 2 Biosphere Reserves were empowered as Green Entrepreneurs leading to sustainable livelihoods and gainful self-employment. 10,000 assorted



Queen Elizabeth Biosphere Reserve Managers posing for a group picture after the training



Secretary General, UNATCOM addressing Participants during Community sensitization program in Sironko district, Mt. Elgon Biosphere Reserve

valuable trees were planted, 100 apiaries, 25 mushroom farmers and 50 energy-saving appliances were put in place as demonstrations in the BRs. This intervention has resulted into adoption of gender-responsive conservation management and engendered planning approaches as a key model in the management of the two Biosphere Reserves for gender parity and equality.



Chairman LCIII Katwe Kabatoro during the launch of the project

ii. Promotion of Gender Responsive STEM Education in Uganda

UNATCOM conducted a series of training for science teachers focused on improvement of participation and performance by women and girls in Science Technology Engineering and Mathematics Education (STEM) in Uganda. It was noted that girls are majorly faced with social cultural issues that hinder them from pursuing and participating in STEM education, the training addressed such issues and an improvement in participation of girls and women in STEM education in the years to come is expected.

A total of 172 science teachers from secondary schools and institutions of higher learning in the country were trained and mentored on how to undertake intentional and deliberate actions to create gender responsive STEM education environment that inspires, empowers and engages girls.



Participants during the project development/ workshop session

iii. Assessment of water resources development impact and setting minimum threshold.

To assess the magnitude of downstream impacts of water resource development projects on flows and quality of water in selected rivers in Eastern, central, northern and western part of Uganda. UNATCOM conducted a study along river Nyamugasani in Kasese and assessed the downstream and hydrological impact of water resource development projects on downstream flows, sediment concentration, chemical quality, eco-hydrological and biological water quality using indicator species of aquatic organisms including macro invertebrates. As a result, databases on the hydrology and physio-chemical water quality status of rivers with major water resource development projects in Uganda were established and suggestions were made on probable ecological limits of water flows to minimize adverse or irreversible environmental effects while meeting the human social and economic requirements of both upstream and downstream communities. The study was carried out through literature review, stakeholders' engagement, data collection and analysis, survey of the water systems profiles, discharge measurement, ecologic and water quality sampling as input in the models.



Representative of the Chief Administrative Office, Kasese District launching the study in Kyarumba sub county, others are Officials from UNATCOM and Ministry of Water and Environment witnessing.



Members of the national IHP committee during monitoring along R. Nyamugasani

iv. Strengthened Disaster Prevention approaches in Uganda through application of Artificial Intelligence for Disaster Risk Reduction

Under a regional project titled Strengthening Disaster Prevention Approaches in Eastern Africa (STEDPEA) supported and funded by UNESCO Regional Office for Eastern Africa and the government of Japan, UNATCOM conducted a series of national trainings that built the capacity of officials involved in managing disasters in the ministries, agencies, departments and local governments across the country on use of artificial intelligence for disaster risk reduction in Uganda. The intervention was in the response

to the many disasters experienced over the past decade that are weather related and geological hazards in most parts of Uganda have caused deaths of hundreds of thousands and displaced close to five million inhabitants.

A total of 208 Officials across the country (28 from western Uganda, 35 from eastern, 29 from Northern and 116 from central) were trained in the application of AI Chabot Smartphone Application for Disaster Risk Reduction developed by UNESCO in Partnership with Japanese

partners (Weather news Inc. and LINE Cooperation) and this application is expected to help citizens interact with local authorities to better prepare, respond and recover from disasters. The Chat bot enables users to receive early warning on future disasters and allow them to report any damage (with pictures and georeferenced information) when disasters occur. The data is processed by AI to generate a map so that relief agencies and government can utilize it for identifying the worst hit locations that need urgent rescue.

Officials trained were drawn from District Disaster Management Committees, Civil society Organization, Universities, Government Ministries, Departments and Agencies whose mandate is in line with Disaster prevention and management.



Group Photo of participants from Central Region at Silver Springs Hotel, Bugolobi-Kampala



Participants during hands on training of AI Chatbot in Mbarara, western Region

v. The nomination Of Lake Victoria Basin Ecosystem for UNESCO Designation as a Transboundary Biosphere Reserve.

Lake Victoria is Africa’s largest lake, the world’s largest tropical lake and also the world’s second largest freshwater lake in terms of its surface area. It has a unifying basin ecosystem stretching across the five East African Community Countries.

Since 2019/2020 biennium, UNATCOM, on behalf of the NATCOMs in the East African Community Region, spearheaded the implementation of the regional Participation Project (PP) for Nomination of Lake Victoria Ecosystem as a Transboundary Biosphere Reserve in order to address the key threats affecting the Lake Victoria Basin Ecosystem that has been experiencing many problems like declining water levels together with degradation of the surrounding wetlands, which have ecological and hydrological functions, intensively cultivated and overgrazed basin resulting to degradation and inability to perform their ecological and hydrological function such as trapping of sediments and biodiversity conservation

By end of 2021, a baseline report had been prepared on the Lake Victoria Basin ecosystem including the

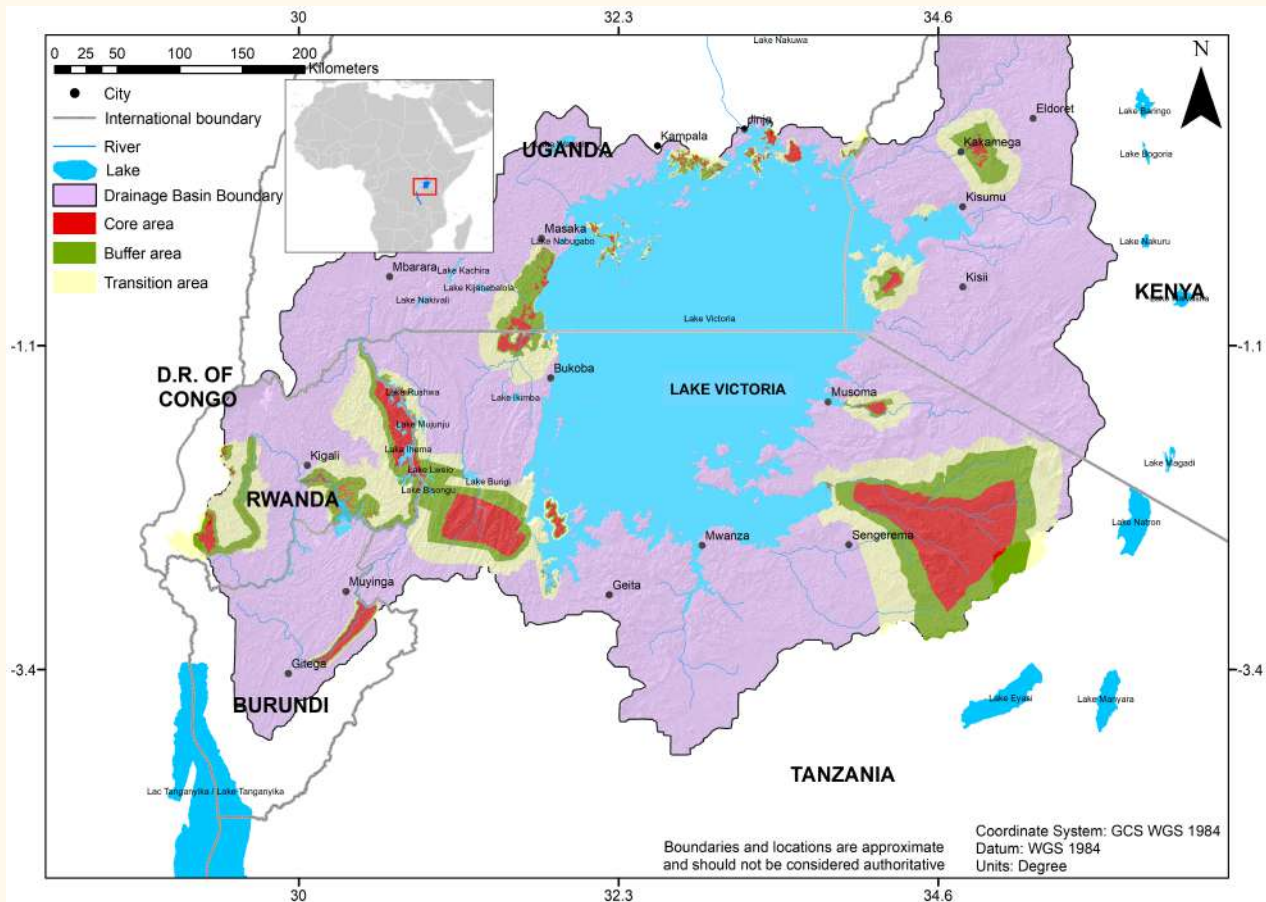
legal and policy frameworks, the acceptability of the TBR by the resident communities that derive livelihoods from the lake and the proposed sites for detailed mapping and zonation as minor biosphere reserves within the TBR. What remained was detailed topographic mapping and zonation of the ecosystem before nomination could be conducted.

During 2021/22, UNATCOM coordinated the mapping and zonation of at least sixteen (16) sites as Biosphere Reserves that lie within the LVBE and are therefore to collectively constitute the planned TBR. The zoned sites cover the five riparian countries and they have the following common attributes: they are representative of typical key areas of the lake in the riparian countries, carry many of the endemic fish species, face heavy intensive fishing pressure, some have a few representatives of endangered fish species, are important as breeding or nursery grounds for both commercial and threatened fish species, some form refugia for surviving non-target fish species, they contain a variety of habitats including riverine

habitats, wetlands, sheltered littoral zones, variety of substrates such as muddy, sandy, and rocky bottoms and are accessible to researchers either by road or through water. These sites are spread across the five countries. In Uganda, there are five sites namely Sango Bay, Sesse Islands, Murchison Bay, Napoleon Gulf and Macdonald Berkely Bays. In Kenya, there are three sites namely Kakamega Forest, Ndere and Ruma. In Tanzania, there are five sites namely Mara-Shirati Bay, Speke Gulf, Mwanza Gulf, Emin Pasha Gulf and Kagera-Rubafu Bay. In Rwanda the sites are Kagera-Rubafu Bay shared with Tanzania, Rusumo and Nyabarongo River Basin considered as part of the upper headwaters of the river Nile. In Burundi the only site is Ruvubu river valley.

A total of 170 local communities across all the sites were involved at the time of mapping the sites and further 137 participants consisting of representatives of government ministries agencies, civil society organizations, the Regional Agency Lake Victoria Basin Commission, the

National Commissions for UNESCO and the specialized National Committees of MAB, IHP and IGCP participated in validation. Proposals were also shared about management structure and activity plans. The participants that made commitments towards ensuring the nomination is successfully achieved included Uganda's Deputy Prime Minister and Minister for East African Community, Rwanda's representative of the Ministry of Environment, Uganda's representative of the Ministry of Tourism, Wildlife and Antiquities, Tanzania's National Commission for UNESCO, Kenya's representatives of the Forest Services, Wildlife Services and National Commission for UNESCO. Among the United Nations Agencies, the UNDP Country representative and UNESCO Regional Office, Nairobi made commitments of support. What now remains is completion of the nomination dossier for approval by EAC Member States through the Lake Victoria Basin Commission for eventual submission to UNESCO MAB ICC for consideration.



SOCIAL AND HUMAN SCIENCES

In today's increasingly diverse societies, we continue to accomplish fundamental humanist mission to support people in facing contemporary challenges, understanding each other, and working together to build lasting peace. This helps to enable people to create and use knowledge for just, inclusive, resilient and democratic societies. The following interventions have been implemented under the Social and Human Science Programme.

i. Dissemination of Universal Declaration of Bioethics and Human Rights (UDBHR) and related normative instruments

Over the years UNESCO has confirmed its standard-setting role in bioethics. UNESCO has contributed to the formulation of basic principle in bioethics through in particular the Universal Declaration on Human Genome and Human Rights adopted unanimously and by acclamation by the General Conference in 1997 and endorsed by the United Nations General Assembly in 1998 and the International Declaration on Human Genetic Data, adopted unanimously and by acclamation by the General Conference on 16th October 2003. In a bid to establish a functional National Bioethics Committee, UNATCOM brought together stakeholders from Ministry of Science, Technology and Innovation, UNATCOM SHS committee, Bioethics, academia, Office of the Prime Minister and Policy Department from Ministry of Education and Sports and Universal Declaration of Bioethics and Human Rights (UDBHR) and related normative instruments were discussed and disseminated

Stakeholders appreciated the importance of declaration on Bioethics and Human Rights in promoting and protecting human dignity and human rights, autonomy and individual responsibility, consent and persons without consent, respect for human vulnerability and personal integrity, privacy and confidentiality,



equality, justice and equity, non-discrimination and non-stigmatization, respect for cultural diversity and pluralism, solidarity and corporation, social responsibility and health, and sharing of benefits.



ii. Mentorship of youth on promotion and preservation of Cultural Heritage

Youth being at the center of UNESCO's work, UNATCOM conducted a virtual mentorship for youth in the promotion and preservation of Cultural Heritage.

Across the African continent, there is a growing recognition that the preservation and conservation of heritage and of culture more broadly depends on ensuring that the younger generations are encouraged and facilitated to play an active part in learning about their heritage and their cultural background. Only then, can they become, the necessary recipients and later transmitters of knowledge that shapes our varied societies.

The mentorship program inspired the youth to become heritage leaders, educators and activists of tomorrow, running their own Heritage Clubs and increasing understanding and appreciation of cultural heritage.

A total of 61 youths were mentored, among them were Youths'/student's leaders drawn from Uganda National Students Association, Uganda Youth Council and Students Associations from Kyambogo University, Makerere University, Gulu University, Makerere University Business School, Mbarara University of Science and Technology and Uganda Christian University across the country.



Traditional dancer performing during celebrations of World Culture Day

UNESCO has supported UNATCOM to implement the following Interventions under the Social and Human Sciences Programme;

i. Establishment of Mechanisms for Consolidation and Sustenance of Peaceful Coexistence of Communities in Post-War Northern Uganda.

Due to social tensions, conflicts, and weak culture of community reconciliation caused by lack of peace platforms and inter-cultural dialogue for both community members and local leaders in the Post War Northern Uganda, UNATCOM organised and conducted trainings for religious and cultural leaders as peace champions to support the establishment of the mechanisms relevant for consolidating and sustaining peaceful co-existence of communities in the region. Peace champions trained were selected from ethnic groups of Acholi, Alur, Aringa, Karamojong, Lango, Lugbara, Madi and Teso, and they would later train others on peaceful co-existence across their respective districts, of Adjumani, Arua, Dokolo, Gulu, Kaabong, Katakwi, Kitgum, Lira, Moroto, Moyo, Napak, Nebbi, Otuke, Pader, Soroti and Yumbe. As a result, the commonalities and shared values in the Communities in Northern Uganda were disseminated, Peace Treaty or Peace Pact signed, Peace committees and Peace Champions established across the region. Additionally, the implementation of the policy recommendations on peace education, capacity building for intercultural communication and dialogue, capacity building for conflict-sensitive communication and strengthening refugees and host community relations was promoted.



Some of the participants engaging in group discussions



CULTURE

From cherished historic monuments and museums to living heritage practices and contemporary art forms, culture enriches our lives in countless ways and helps build inclusive, innovative and resilient communities. Protecting and safeguarding Uganda's cultural and natural heritage and supporting creativity and dynamic cultural sectors are fundamental to addressing the challenges of our time, from climate change to poverty, inequality, the digital divide and ever more complex emergencies and conflicts.

We are convinced that no development can be sustainable without a strong culture component. Indeed, only a human-centered approach to development based on mutual respect and open dialogue among cultures can lead to lasting peace. The following interventions have been implemented under Culture Programme. The following activities have been implemented under Culture Programme with Support from government of Uganda subvention.

i. Mapping of the Film Sector in Uganda

To give greater visibility to Culture and Creative Industries through identification of the value and the contribution of the sector to the economy in Uganda, UNATCOM conducted a study to map the Culture and Creative Industries in 2009. Subsequently, there has been an increasing need to map and assess the different sub sectors of the culture and creative industries economy in Uganda. The Arts and crafts sector was the first to be mapped in 2017, and then the mapping of the Film Sector in March 2021 as a continued process of building a robust culture and creative economy and it has been understood that the findings of the mapping will inform the formulation of effective Policies and programmes for the development of film industry in Uganda. Additionally, it will contribute towards mainstreaming the film sub sector in the National Development Plans for Uganda (NDPIII) for Uganda. The mapping study of the film sector in Uganda covered all the four regions of Uganda (The Central, Eastern, Western and Northern region) and was done on the basis of; Film sector in economic Livelihood; size and nature of enterprises in film; practitioners in the film sector; film contribution to GDP; employment in film sector; film sales

and distribution channels; education and training in film sector; trade in film services and goods; public finance/expenditure on film sector; household expenditure on film; governance and Regulatory environment.

ii. Enhanced capacity of Film makers on the protection of the diversity of cultural expressions in Uganda

Uganda's film sector faces a number of challenges ranging from its informal status, inexperienced but driven by passion workforce to limited formal training background in cinematography due to lack of the requisite standards in the country, resulting into production of films that are void of the rich local cultural content while others contain content full of stereotypes. These among others have continued to affect the film industry. To address some of the above-mentioned challenges, UNATCOM organized and trained film script writers, film directors, producers and actors from the central region of the country on the protection of the diversity of cultural expressions. 50 film producers were trained and equipped with skills and knowledge required to produce quality films and related audio-visuals that promote and protect Uganda's cultural diversity.

Participants understood and appreciated the scope and breadth of Uganda’s cultural Diversity and were challenged to apply their creativity and imagination in writing community stories and transforming them in brilliant works of art for sustainable social economic development of the country.



MR. Amos Tindyebwa taking participants through the statistics of film business in Uganda during the training



Film makers following the proceeding of the training on the protection of the diversity of cultural expressions in Uganda at National Theatre

ii. Strengthened Capacity of key local government officials in mainstreaming Culture function in local government development plans.

With the Support from UNESCO participation programme, UNATCOM organized and conducted four regional trainings, one per region and the capacity of 208 Local Government Officers from Districts, Municipalities and Cities was enhanced to mainstream culture in local government development plans. They were particularly trained on the potential of culture in sustainable local development , on the legal framework which underpins culture as a tool to promote economic and social development; the implementation of the UNESCO Conventions that Uganda has ratified i.e. 1972 Convention on Natural and Cultural Heritage, 2003 Convention on Safeguarding Intangible Cultural Heritage and the 2005 Convention on the protection and promotion of the Diversity of cultural expression as well as implementation of the Creative Cities network focusing on the 7 creative fields of Crafts, Design, Film, Gastronomy, Literature, Media Arts and Music; and on the implementation of the 2015 Recommendations on Museums and Documentary Heritage.

This intervention created a pool of change agents for the implementation of the culture function in Uganda. Participants appreciated the role of culture in sustainable developments and have already started sensitizing their other local government colleagues as evidenced in the many follow-up meetings so far organized. This pool of change agents will help Uganda go a long way into the implementation of the National laws and policies on culture as well as the UNESCO Conventions Uganda has so far ratified. A manual was published and distributed to all local governments for reference and further guidance on how to mainstream culture in local government plans



Assistant Secretary General addressing participants at Uganda Museum

COMMUNICATION AND INFORMATION

Under Communication and Information Programme, UNESCO defends and promotes freedom of expression, media independence and pluralism, and the building of inclusive knowledge societies underpinned by universal access to information and the innovative use of digital technologies. This is done through capacity-building, policy advice, international

cooperation, monitoring and foresight in the fields of freedom of expression, access to information, and digital transformation, UNESCO/UNATCOM empowers key actors with a view to ensuring that fundamental freedoms are guaranteed online and offline, in line with international standards. The following interventions have been implemented under C&I Programme.

i. Preservation and safeguarding of Uganda's Documentary Heritage

It was noted that in most of the African countries including Uganda, there is absence of comprehensive register of documentary heritage. Whereas there are some attempts by UNESCO's member states to constitute National Memory of the World Committees, majority of them lacked operationalization due to inadequate capacity in guiding identification, preservation and access of documentary heritage and limited awareness among the public on the need for the preservation of and access to documentary heritage. To address these concerns, UNATCOM conducted a training of key stakeholders and created awareness about the value of identification and preservation of documentary Heritage for socio economic

development of Uganda. Participants were trained on strategic frameworks and institutional arrangements for operationalization of UNESCO's Memory of the World (MoW) programme, the identification, digitization, preservation and access of documentary heritage, criteria for selection to the national register and procedures for the nomination. A total of 80 Information managers/ Officers were trained and these were drawn from Memory Institutions such as National Library of Uganda, Uganda Museum, National Archives, Community museums, Cultural institutions, National Cultural Centre, Makerere University Archives, Uganda Broadcasting Cooperation (UBC) and Namirembe Documentation Centre.



Some of the participants posing for a group picture with Hon. Muruli Mukasa, Minister of Public Service after the opening session

i. Female Journalists Trained on their Safety and Security in the course of their work

Under UNESCO Participation Programme titled “Enhancing Knowledge and Skills on the Safety of Female Journalists and Promotion of Freedom of Expression in Uganda” Uganda National Commission for UNESCO in partnership with Uganda Media Women Association (UMWA) trained female journalists on their safety and security in the course of their work, both online and offline. A total of 160 female journalists from four main regions of Uganda were trained and views gathered from the participants indicated that the training was timely and very important to female journalists in view of the ever-increasing threats, violence, high level of impunity for crimes against journalists as well as inadequate training in the past years. The training enabled female journalists to acquire more knowledge and skills necessary to carry out their work securely both online and offline thus promoting effective reporting and freedom of expression. Additionally, stakeholders that were involved in the training appreciated the importance of safety of female Journalists.

ii. Celebration of World press Freedom Day 2021

Uganda joined the rest of the world in marking and celebrating world press Freedom Day of 2021. The Global theme which was “Information as a Public Good”, guided the celebrations but with adjustments to reflect the gender- “In Defense of Information as a Public Good: Does the safety of Frontline workers matter, what are the gender implications?” This theme was primarily in line with the overall goal of the participation project. Due to COVID19 restrictions, the celebrations adopted a hybrid format of face to face and online. A total of 73 participants attended face to face while others followed the proceedings online. Participants included representatives from the Uganda National Commission for UNESCO,



Panelists during commemoration of World Press Freedom Day

United Nations Office of the High Commissioner for Human Rights (OHCHR), Uganda Journalists Association (UJA), Uganda Human Rights Commission, Media Civil Society Organizations such as Human Rights Network for Journalists, Media Focus on Africa, Foundation for Human Rights initiative, Coalition for Electoral Democracy in Uganda (CCEDU), and Platform for Labour Action and Action Aid Uganda, Representatives from over 20 media houses. The celebration was presided over by Hon. Judith Nabakooba, Minister of ICTs and National Guidance as the Chief Guest.



SG, UNATCOM addressing participants during the commemoration of World press Freedom Day

iii. Celebration of the International Day to end Impunity for crimes against Journalists 2021

Uganda joined the rest of the world for the first time ever in marking and celebrating the International Day to End Impunity for Crimes Against Journalists, 2021. To mark this important international day in Uganda, and to shine a spotlight on the need for all stakeholders to do more to end impunity for crimes against journalists, the EU Delegation to Uganda and the Uganda National Commission for UNESCO jointly organized an event in Kampala under the theme of “End Impunity, Protect Journalists”, the event brought together a total of 70 participants who attended face to face while many others

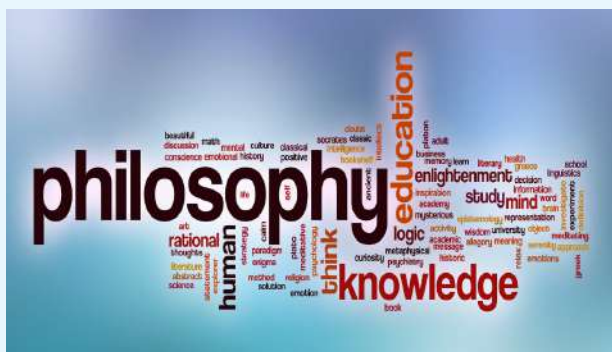
attended online due to the COVID19 restrictions. Participants included journalists, government representatives, the security services, civil society and academia. The event also featured European Union and East African perspectives on the issue of impunity. The event was officiated by the Minister of State for ICT and National Guidance Hon. Godfrey Kabyanga; the European Union Ambassador to Uganda, His Excellence Attilio Pacifici and The Secretary General of Uganda National Commission for UNESCO, Ms. Rosie Agoi.



Some of the Dignitaries at the ceremony to commemorate the International Day to end Impunity for crimes against Journalists 2021

PROGRAMME EXECUTION, ADMINISTRATION AND SUPPORT SERVICES (PEAS)

i. Harnessing the potential of Philosophy to Address Policy and Practice in post Covid 19 Uganda



Uganda like the rest of the world has suffered the ripple effects of COVID 19 Pandemic in all sectors and this brought about educational, Cultural and scientific challenges, these challenges have raised significant debates across society but with limited offer of viable sustainable interventions and policy options that Uganda should focus on to leverage the situation. Philosophy being at the centre of UNESCO 's mission of promoting peace, justice and tolerance in the world can transform societies and stimulate intercultural dialogue, thereby by awakening minds to think and come up with ideas to build a more tolerant and respectful society.

In the view of the above, UNATCOM held a one-day high level dialogue with a focus on the potential of philosophy to address the covid-19 and post-covid19 challenges facing Uganda in all aspects of life. A total of 70 high-level officials from academic institutions; religious organizations; civil society; government MDAs were brought together and deliberated on the philosophical and/or ethical challenges confronting Uganda in the face the Covid-19 pandemic in the areas of sciences, education, culture, communications and the media, thus created a platform for advancement of possible and sustainable interventions to address the challenges in terms of policy options and practice.

ii. Strengthened Partnership with Government of South Sudan through mentorship for Establishment of South Sudan NATCOM

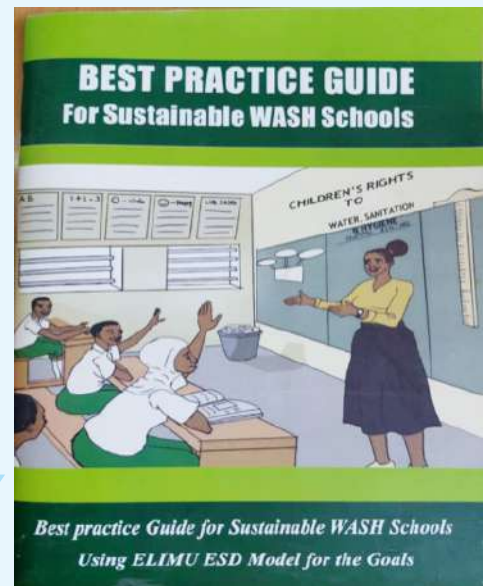
UNATCOM partnered with UNESCO Regional Office in Nairobi through the Juba country office to mentor a delegation from South Sudan on the Establishment of a National Commission for UNESCO in Juba. UNATCOM officials shared knowledge, experiences, technical know-how and best practices regarding establishment, Management and Operations of a national Commission for UNESCO in a given member state. The mentorship program increased the delegation's understanding of the crucial role played by a National Commission in coordinating a Member State's participation in UNESCO's Programmes as well as strengthening partnerships and working relations between the two countries which paves way for more opportunities and collaborations for UNATCOM and the country at large.



South Sudan Delegation's courtesy visit to Secretary General's office at UNATCOM

iii. Improved Water, Sanitation and Hygiene Services in Rural Schools in Busoga Sub region

With funding from Islamic World Educational, Scientific and Cultural Organization (ICESCO), UNATCOM in collaboration with Islamic University in Uganda (IUIU) and Conservation Efforts for Community Development (CECOD) implemented a project that improved Water Sanitation and Hygiene services (WASH) and increased awareness about positive WASH hygiene activities and practices in the selected rural schools in Busoga Subregion. A total of ten schools benefited from this intervention where one water supply point/ tank and garbage bins were installed in each school and awareness sessions about positive WASH hygiene activities conducted in each school. Additionally, a good practice guide was produced and given to all schools for further guidance and continuity of the good practices. Schools that benefited from the interventions include Kawanga Primary Schools (P/S), Buyunze P/S, Nakabugu Moslem P/S, Bukanga P/S in Luuka District; St Phillips Nawaikoke P/S, St. Luliana Namejje P/S, Namwiwa Secondary School in Kaliro District; Buwunga P/S, Butumba P/S and Nakawa P/S in Bugiri District.



Some of the garbage bins and Best Practice guides/ manuals given to the 10 schools in Busoga to ensure continuity of the intervention



Hon. Dr. Joycie Moriku Kaducu, RDC Kaliro and SG, UNATCOM during the Commissioning and handover of Handwashing facilities installed in the 10 schools in Busoga sub region

iv. Celebration of UNESCO @75 years

UNESCO marked seventy-five years since its foundation on the 16th November 2021. Uganda joined the rest of the world to celebrate this milestone with UNESCO. Globally, through its network of National Commissions, UNESCO engaged its member states and documented its achievements in member states for the last seventy-five years in the endeavor to realize its vision of attainment of peace in the world through its fields of competence of Education, Sciences, Culture, Information and Communication. Nationally, UNATCOM ran a newspaper supplement in the new vision newspaper and conducted a TV talk show on Uganda Broadcasting Television (UBC), all activities highlighted the achievements of UNESCO in Uganda since 1962 among which are;

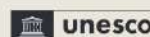
- The recommendations in the report of the Teacher Training Initiative for Sub Saharan Africa (TISSA) diagnostic study that UNESCO supported technically and financially in Uganda, on Teacher issues in 2013 has influenced recent positive actions in the education sector such as the Implementation of the National Teacher Policy.
- UNESCO's interventions in the promotion of STEM education and addressing ecological concerns through programmes like Man and the Biosphere (MAB) programme,
- The Integration of Human rights and peace education in Uganda's Education system for the promotion of peaceful coexistence
- UNESCO's activities in the revitalization and reconstruction of Royal tombs of Buganda Kingdom at Kasubi, a World Heritage site which was partially destroyed by fire in March 2010.
- UNESCO's activities in the promotion of freedom of expression and access to information as evidenced by several Community Multimedia Centres established in various parts of the country.



A publication to commemorate 75 years of UNESCO titled "75 years of Action: National Commissions tell their stories"

75 years of action

National Commissions tell their stories



UNESCO's Director General and some of the presidents of Member states during the celebration on UNESCO's 75th Anniversary in Paris



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UNESCO AT 75 years logo



UNATCOM staff cutting the cake to celebrate UNESCO's 75th anniversary

v. Hosted UNESCO's Regional Director for Eastern Africa in Uganda

On the mission to provide technical guidance and strategic leadership for the UNESCO Project Office in Uganda for improved Technical Assistance, Visibility and Networking, Prof. Hubert Gijzen visited Uganda in February 2022 and was hosted by Uganda National Commission for UNESCO which gave him reception to the country, briefed him on the situation of UNESCO projects in the country and mobilized partners he had planned to meet. During his visit, he informed staff and management about the process towards development of the UNESCO Regional Strategy which focuses on Resource Mobilizations Plan, and the Flagship projects. Key areas of the strategy to focus on Programme (What to do), Partnerships (With Who), Resource Mobilizations (Funds needed), Communication and Visibility

(The Human-Interest Story). Additionally, Prof. Hubert Gijzen, paid a courtesy call to the Kasubi tombs, the royal burial ground for Buganda kings also inscribed in the list of UNESCO Cultural sites because of its unique outstanding and significant cultural values. He toured the cultural site guided by the Buganda Kingdom Minister of Tourism Owekitibwa David Kiwalabye Male. It should be noted that Kasubi tombs was gutted by fire twice, with the first incident occurring in 2010 and the most recent one in 2020. Both fire outbreaks caused massive damage to the cultural site hence being put on list of sites under threat by the International Cultural Committee. The overall purpose of the visit was to assess the progress of reconstruction and restoration works at the sites after a decade long rebuilding process that has been supported and spearheaded by UNESCO with funding from the Japanese government.

After the tour, he recommended as follows;

- The procurement and Installation process of the permanent firefighting equipment be fast tracked.
- A documentary on the entire rehabilitation and reconstruction process be undertaken showcasing what the site looked before the fire out breaks, progress made during the rebuilding and ultimately what the site will look like upon completion.



Prof. Hubert Gijzen, UNESCO Regional Director for Eastern Africa taking a guided tour of Kasuubi Royal tombs of Buganda



OPPORTUNITIES

UNESCO Prizes (<https://en.unesco.org/prizes>)

i. Education

The six UNESCO prizes for Education promote literacy, mother tongue development, use of information and communication technologies, effectiveness of teachers through improved pedagogy, sustainable development educational activities targeting socially or gender disadvantaged communities. The prizes values amount from US\$ 40.000 to US\$ 300.000 and are awarded annually or biennially to two or three laureates.



The UNESCO King Sejong Literacy Prize



The UNESCO Confucius Prize for Literacy



UNESCO-Japan Prize on education for sustainable development



UNESCO Prize for girls' and women's education



UNESCO-Hamad Bin Rashid Al-Maktoum Prize for outstanding practice and performance in enhancing the effectiveness of teachers



UNESCO King Hamad Bin Isa Al Khalifa Prize for the use of information and communication technologies in education

ii. Natural Sciences

UNESCO prizes for Natural sciences honor outstanding teams and individuals to support the continuation of their work in the field of scientific research and cooperation. UNESCO seeks to acknowledge and empower men and women scientists from civil society, institutes or organizations that make remarkable contributions

in all areas of sciences, from basic research to applied science. In the face of climate change and environmental hazards, the world needs more science and more research to find sustainable solutions to the challenges of today and tomorrow.



Kalinga Prize for the Popularization of Science



L'Oreal-UNESCO for Women in Science awards



UNESCO Sultan Qaboos Prize for Environmental Conservation



UNESCO-Equatorial Guinea International Prize for Research in the Life Sciences



Carlos J. Finlay UNESCO Prize for Microbiology



UNESCO-Russia Mendeleev International Prize in the Basic Sciences



UNESCO-AI Fozan International Prize for the Promotion of Young Scientists in STEM

iii. Social and Human Sciences

The six prizes for social and human sciences reward meritorious activities that contribute to the freedom, independence and dignity of peoples. While promoting ethical reflection on the transformations raised by advances in science and technology, UNESCO supports research, artistic creations or social achievements of peace activists who advocate for inclusion, tolerance and the rapprochement of cultures.



UNESCO Avicenna Prize for Ethics in Science



UNESCO-UNAM / Jaime Torres Bodet Prize in social sciences, humanities and arts



International UNESCO/José Martí Prize



International UNESCO/Simón Bolívar Prize



UNESCO/Juan Bosch Prize for the Promotion of Social Science Research in Latin America and the Caribbean



UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence



UNESCO-Sharjah Prize for Arab Culture

iv. Culture

UNESCO prize for Culture was created in 1995 to reward outstanding actions to safeguard the world's cultural landscapes, a category of World Heritage. Supported by the Greek Government, it bears the name of Melina Mercouri, former Minister of Culture of Greece who strongly advocated for integrated conservation respectful of environment, cultural traditions and historical values.



UNESCO-Greece Melina Mercouri International Prize for the Safeguarding and Management of Cultural Landscapes

v. Communication and Information

Prizes for communication and information celebrate organizations and individuals who demonstrate innovation, courage and tenacity in defending freedom of expression, media development and free flow of information for inclusion as inalienable human rights. They also reward those who accomplished remarkable efforts for the preservation and universal access of documentary heritage as a common heritage of humanity.



UNESCO/Guillermo Cano World Press Freedom Prize



UNESCO/Jikji Memory of the World Prize



UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize for Digital Empowerment of Persons with Disabilities

vi. Félix Houphouët-Boigny Peace Prize

Since 1991, the Félix Houphouët-Boigny Prize for Peace has honored over 20 eminent world figures and institutions who actively contributed to bring peace by solving international conflicts, by searching dialogue and negotiation in their conciliation role and by achieving ecumenical understanding for tolerance.



The Félix Houphouët-Boigny Peace Prize

UNESCO ASSOCIATED SCHOOLS NETWORK (ASPnet)

ASPnet connects more than 12,000 schools in 182 countries around a common goal to build peace in the minds of children and young people. Through concrete actions member schools promote the ideals of UNESCO valuing rights and dignity, gender equality, social progress, freedom, justice and democracy, respect for diversity and international solidarity. The Network operates at international and national levels with three clear priorities: education for sustainable development, global citizenship education and inter-cultural and heritage learning.

11,500
schools
are members worldwide

182
countries have ASPnet
schools

69
years of existence
for the network

How to join the Network

Membership is open to all public or private schools and teacher training institutions recognized by national authorities. Both formal and non-formal institutions providing pre-primary, primary, secondary, technical or vocational education, or teacher training, can apply.

If you represent an institution which is interested in joining please contact the ASPnet National Coordinator Mr. Daniel Kaweesi (Email: dkaweesi@unesco-uganda.ug) or the Uganda National Commission for UNESCO (website: www.unesco-uganda.ug, email: admin@unesco-uganda.ug) for further information. Please also familiarize yourself with UNESCO values and consult with your school community (principal, teaching and administrative staff, school board, student representatives, families) and seek their agreement and support. The entry process consists of a national pre-selection and, upon the recommendation of the National Coordinator, a review for formal admission and international certification by UNESCO.

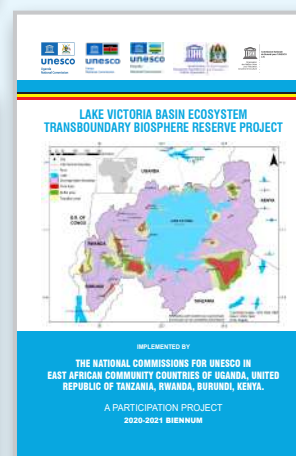
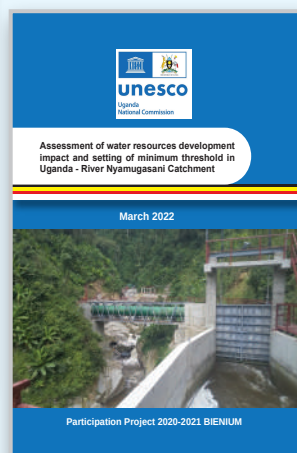
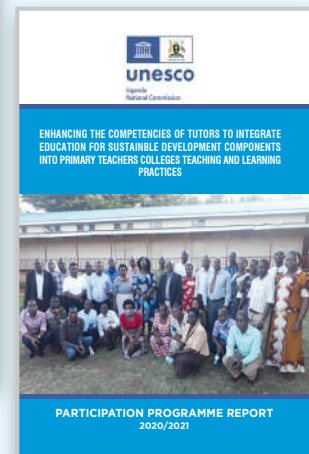
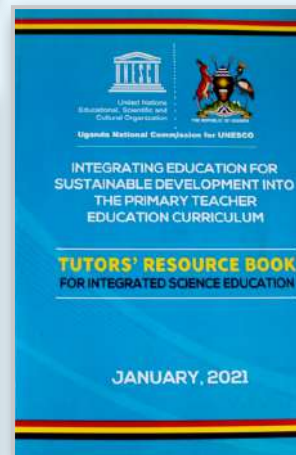
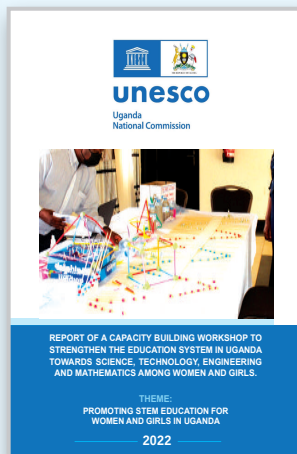
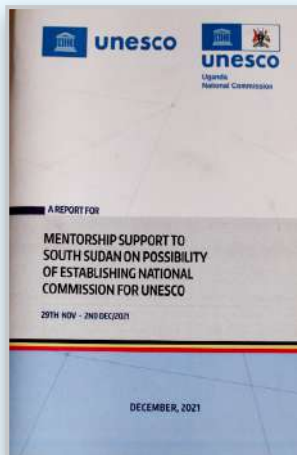
ICESCO PRIZES (<https://www.icesco.org/en/prizes/>)

i. Education

These awards are intended to promote volunteer-related initiatives and innovations for the development of educational infrastructure, the development of open digital educational resources, literacy and non-formal education.



OUR RECENT PUBLICATIONS



Can be accessed via our website
www.unesco-uganda.ug/reports



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