Regional Office for Eastern Africa

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

2020 ANNUAL REPORT

Supporting Resilience and Sustainable Development

ANNUAL REPORT
2020

Eritrea

South Sudan

Djibouti

Uganda

Ethiopia

Somalia

Rwanda

Kenya

Seychelles

United Republic of Tanzania

Comoros

Mauritius

Madagascar

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Foreword

The year 2020 will be remembered as an unprecedented year! A year that shook humanity to its core, disrupting lives and forcing us all to live in confinement and respect social distance. The COVID-19 pandemic also brought to light the reality of the underlying structural, social, economic, environmental and political inequalities on a global scale. This demonstrated how our pre-COVID-19 behavior was not sustainable, while it also showed us that we have the strength and zeal to evolve, adapt and be resilient for transformation.

During the pandemic, the UNESCO Regional Office for Eastern Africa has been supporting all thirteen countries under our mandate to use the power of Education, Sciences, Culture, Communications and Information for preparedness, resilience and recovery. The year 2020 was full of online meetings, workshops and debates, bringing together a wide range of stakeholders and perspectives, many of which may not have been feasible through physical interactions.

We supported Member States transition their Education to distance learning, many in a virtual classroom, through the Global Education Coalition. This could not have been done without the close collaboration of our partners, especially technology companies. We brought together scientists to discuss new data to combat water scarcity, climate change, destruction of natural resources, biodiversity loss, food insecurity, natural hazard and disasters, rising human population and Open Science. We advanced knowledge, standards and intellectual cooperation in order to facilitate social transformation and focus on the benefits and ethical implications of artificial intelligence to support people and the planet. We worked for the integration of the General History of Africa into national educational curriculum, and congratulate Kenya in pioneering the uptake.

The oceans are gaining attention as the next frontier for Africa's development, with an increasing number of countries exploring how to best harness their resources for achievement of the Sustainable Development Goals. UNESCO's Intergovernmental Oceanographic Commission organized a series of Marine Spatial Planning Workshops in preparation for the UN Decade of Science for Sustainable Development (2021-2030) for Africa and the Adjacent Island States. The Decade will provide an opportunity for the improvement of infrastructure and facilities for research, provision of training for scientific and technical staff, as well as translation of science to policy.

We brought together key stakeholders to reflect on World Heritage in the Africa region as part of the third cycle of Periodic Reporting, and we mobilized actors in the cultural and creative industries sector to undertake participatory culture policy reviews in preparation of national periodic reports. On both national and regional levels, we organized ResiliArt debates to give a platform for voices from the creative sector on issues ranging from the impacts of COVID-19 to the need for legal

and social protection for artists. Throughout the pandemic, journalists have been at the frontline in the quest for factual information about the virus, and UNESCO supported workshops for media and youth on fighting disinformation, especially on digital platforms, and promoting Media Information Literacy.

UNESCO's Gender, Youth, and Global Priority Africa programmes have guided our achievements in 2020, which I am pleased to share with you on the following pages. Our 2020 Annual Report showcases how we responded to the COVID-19 pandemic by strategically collaborating with national, regional and global partners, including UNESCO National Commissions, the African Union, the Regional Economic Communities, and the United Nations Country Teams.

I wish you an insightful reading.

Ann Therese Ndong-Jatta

Director, UNESCO Regional Office for Eastern Africa

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Preamble

The UNESCO Regional Office for Eastern Africa works with Eastern Africa National Commissions for UNESCO in building synergies and strengthening cooperation with Member States at the national and regional levels to meet the United Nations Sustainable Development Goals for 2030 as well as the African Union Agenda 2063.

During the COVID-19 pandemic, we realigned our interventions through ongoing partnerships and coordination contributing to the strategic results of United Nations Country Teams, the African Union, Regional Economic Communities—including: the East African Community (EAC); Intergovernmental Authority on Development (IGAD); Southern African Development Community (SADC); Common Market for Eastern and Southern Africa (COMESA); Community of Sahel–Saharan States (CEN–SAD)--to contribute to sustainable development and peacebuilding in the Eastern Africa region.

Introduction

The COVID-19 pandemic defined the year 2020, leading to national lock downs, closure of schools, and other academic and cultural institutions, resulting in educational, social, and economic crises. UNESCO drew on the strengths of its sectors and partners to promote solidarity, strength and resilience.

The **Education Sector,** like all other sectors of the Regional Office, re-programmed its activities and mobilised partners, including technology companies, to support Member States to continue providing education to learners at home to ensure that learning continues. Despite such educational challenges, we continued to develop the skills of young people to tackle emerging social problems such as teenage pregnancy and other forms of gender-based violence.

The African Union Agenda 2063 is in line with the United Nations Sustainable Development Goals as it also seeks to combat water scarcity, climate change, destruction of natural resources, biodiversity loss, food insecurity, natural hazard and disasters, rising human population etc. To address all these challenges in Africa, the **Natural Science Sector** programme in 2020 was designed and implemented to cover diverse fields: freshwater resource management, geodiversity conservation, natural disaster reduction, capacity building in science, technology and innovation (STI) and Science, Technology, Engineering and Mathematics (STEM) Education. The implementation of these activities was supported by the mobilisation of resources and effective partnership with our extensive national and international networks.

UNESCO-**Intergovernmental Oceanographic Commission (IOC)** (Sub-Commission for Africa and Adjacent Islands) provided science-based technical support to Member States to further explore the oceans' blue economy potential. Marine Spatial Planning has particularly been an important topic, with national workshops organized in ten African countries focusing on balancing the needs of different sectors of the economy to ensure sustainable development while protecting the marine environment from environmental pressures. The capability to collect, analyze and interpret such data is still limited in the region, hence the importance of capacity development for marine science and technology. Capacity development was identified as a priority during the regional consultations for the UN Decade of Science for Sustainable Development (2021-2030) for Africa and the Adjacent Island States. The Decade will provide an opportunity for the improvement of infrastructure and facilities for research, provision of training for scientific and technical staff, as well as translation of science to policy.

Social and Human Sciences Sector's work was vital in the region as it continues to advance knowledge, standards and intellectual cooperation in order to facilitate social transformation that are conducive to the universal values of justice, freedom and human dignity. This has been demonstrated in providing ethical and bioethical frameworks for climate change mitigation and adaptation; for artificial intelligence; as well as for responses to COVID-19. Raising the voices and contributions of youth as agents of change and solution providers during COVID-19, and the integration of the General History of Africa in school curriculum have remained key to efforts towards building the foundations for a more sustainable, peaceful and prosperous Africa.

The **Culture Sector** monitored the COVID-19 disruption to museums, natural and cultural heritage sites and intangible cultural heritage practices as well as national level responses, which were included on UNESCO's global map and COVID-19 Tracker in order to share best practices and promote resilience. The mobilization of Ministers of Culture and the organization of national and regional ResiliArt debates raised awareness of the impact of COVID-19 on the cultural and creative industries sector, and strengthened the resilience of artists and cultural professionals through recommendations for culture policies and measures.

Communication and Information Sector sensitised media professionals on freedom of expression, press freedom, safety of journalists, and right to access information during the COVID-19 pandemic in the region. It also strengthened the capacities of young people on media and information literacy competencies and development of micro learning content (animations, infographs and GIFs) in Swahili, Sheng and English languages for use to help them counter disinformation and misinformation, fake news, and myths about COVID-19 pandemic.

We engaged with our Member States through the UNESCO National Commissions in the Eastern Africa region. Our special thanks go to the German Commission for UNESCO, which played a key role in bringing together our National Commissions for a regional planning meeting on the formulation of 41 C/4 and 41 C/5 according to priority areas of actions by sectors. We worked together in organizing online events and activities on matters of education, open science, artificial intelligence, culture of peace, media and sports engagement.

As the COVID-19 pandemic hit hard and fast, it was vital to share factual information with our stakeholders on the move of our engagements from physical to online meetings. Our Public Information team worked with all sectors and partners, including other UNESCO Field Offices and Institutes and UNESCO National Commissions to ensure visibility and the free flow of information on both web and social media platforms.

2020 Key Achievements

1. Education Sector

- Mobilized major Information Technology and other partners from UNESCO-led Global Coalition for Education to provide support ranging from the use of online platforms, licensing of software and training of teachers and Ministry of Education staff on the use of both online and offline resources, to complement government's efforts to ensure continuity of learning during school closures due to the COVID-19 pandemic. Organized partners' meetings in East African 10 countries with: Google, Microsoft, Huawei, and Weidong as well as content and training packages providers: Commonwealth of Learning (CoL), Coursera, DeAfrica, Curious Learning and the Hamdan Bin Mohammed Smart University in Dubai (HBMSU).
- Mobilized education partners on Higher Education through a joint webinar with the Abuja office and the African Union.
- Co-coordinated with the Dakar office regularly with UNESCO Directors in Africa, education specialists, Priority Africa and External Relations and education sector at HQ on monitoring education progress and topical issues during the year.
- Initiated strategic partnerships with UNFPA, UN Women and UNICEF to launch a media campaign on the dire situation of girls, which included TV dramas, panel discussions, and webinars on sexual exploitation and gender related violence leading to teen pregnancies during school closures
- Mobilized religious leaders in Kenya, Uganda, Tanzania and South Sudan from various faith groups for two regional webinars to deliberate on aspects of sexual and reproductive health, early marriage, teenage pregnancy, etc., and ways to combat them.
- Refurbished the ICT infrastructure of three teacher training institutions (TTIs) in Uganda to support online teacher training, and strengthened capacities of 130 teachers from 23 TTIs on the use of the Teacher Educator E-Learning System (TEELS) to provide remote assistance and electronic assessments of students learning from home. Television lessons in English and mathematics have also been aired through partnership with the National Curriculum Development Centre (NCDC) and reached 8 million learners.
- Supported radio lessons through the *Education on Air* programme for learning to continue during school closures in South Sudan; and provided literacy and livelihood education for over 4,000 pastoralist children and adults in a joint UNESCO- FAO project targeting pastoral communities.
- Presented BEAR II Project's key results in Zanzibar, which included: completion and validation of Labour Market Analysis; establishment of Data Bank of skills needs in the labour market; Seaweed Farming and Wood Carving Courses; establishment of Sectoral Coordination Mechanism for creative industry and agribusiness; capacity building to institutionalize, integrate and use the labour market information to improve decision-making at national, sectoral and community levels; and, establishing incentive mechanisms for work-based learning.

2. Natural Science Sector

- Trained Science, Technology and Innovation (STI) stakeholders in Kenya on the GO-SPIN methodological approach to support the establishment of STI baselines and the development and implementation of evidence-based policies and investment plans.
- Collaborated with Huawei to conduct an online training course on Artificial Intelligence for university faculty members in Eastern Africa.
- Mobilized key stakeholders for an online conference on "Biodiversity and Preventing Future Pandemics in Africa" to: explore the reasons for protecting the remaining natural habitats in Africa; understand the relationship between ecosystem integrity and function and balance human interaction with the ecosystem; safeguard natural

species diversity and ensure the sustainable, legal, and safe wildlife trade; and appreciate the role of the post-2020 Global Biodiversity Framework.
- Developed *Know Disaster Risk Reduction* smart phone application to raise awareness and increase access to information on disaster risk reduction.
- Collaborated with the International Science Council Regional Office for Africa and the African Ministers' Council on Water to organize an online writers' training workshop to train selected African young professionals on scientific writing as part of the Call for Extended Abstracts on Youth and Water Security in Africa.

3. IOC Sub-Commission for Africa and Adjacent Island States (IOCAFRICA)
- Implemented ambitious work plan for: Ocean observations and monitoring, sciences and assessments, data and information management, capacity development and public awareness, and science policy interface.
- Identified gaps to be addressed, and developed a comprehensive proposal for an African Ocean Observation System as part of an ongoing survey of the status of ocean observations in the ocean and coastal areas of Africa.
- Developed the regional node for the Ocean Information Hub, including regional stakeholders' meetings, regional portal development, and update of regional directories and databases.
- Prepared online training materials for regional capacity building courses impacted by the COVID-19 pandemic.
- Organized Marine Spatial Planning (MSP) workshops organized with Western Indian Ocean (WIO) in ten Member States in the Gulf of Guinea region on environmental pressures that impact on MSP and decision support tools.
- Organized a regional workshop for Africa on tsunamis in partnership with the United Nations Office for Disaster Risk Reduction (UNDRR) as well as national workshops on tsunamis and other ocean related hazards in Egypt and Nigeria.

4. Social and Human Sciences Sector
- Integrated the UNESCO General History of Africa (GHA) into school curriculum in Kenya in collaboration with Kenyan NATCOM and Kenyan Institute of Curriculum Development.
- Organized the First Africa Regional Conference of National Ethics and Bioethics Committees in Mombasa, Kenya with the adoption of the Mombasa Call for Action on the Ethics of Climate Change, and established a Network of National Ethics and Bioethics Committees.
- Launched an online campaign targeting youth across Africa in response to COVID-19, with a closing webinar on Youth Engagement in Sports in response to COVID-19.
- Amplified African Youth Responses to COVID-19, with a webinar showcasing their innovation and creativity in providing protective solutions to front line workers and the general public.
- Supported the elaboration of a Physical Education and Sport Policy for Basic Education in Kenya in collaboration with the Kenyan National Commission for UNESCO and GIZ.
- Contributed towards 'Capacity Building on Future Literacy' through a webinar addressing innovation amid COVID-19, in collaboration with the Kenyan National Commission for UNESCO and the Dedan Kimathi University of Technology.
- Mobilized stakeholders for a webinar on "Managing COVID-19 Pandemic within Bioethics Principles: A Reflection on the Current and Future in the Eastern Africa Region," which allowed experience sharing from various experts drawn from Ethiopia, Kenya, Comoros, Rwanda, Tanzania and Uganda on respective national responses to COVID-19 from the perspectives of the ethical principles enshrined in the UNESCO's Declaration on Bioethics and Human Rights (2005).
- Collaborated with UNESCO Harare and UNESCO National Commissions in South Africa and Rwanda to organize a Regional Consultation on the Draft Recommendation on Ethics of Artificial Intelligence.

- Led a reflection on the place of traditional medicine in the response to COVID-19 during an online conference with the World Health Organization, the Africa Union and the Trust for Indigenous Culture and Health (TICAH).
- Launched the Student Training and Entrepreneurship Programme (STEP) in Madagascar for the online training of 24 trainers who further empowered 100 youth with entrepreneurship skills.
- Joined forces with Africa Sports Venture Group to celebrated 'Africa Day' with a webinar assessing the future of sports in Africa post COVID-19, which included a session on how Traditional Sports and Games can be used to promote reconciliation, mutual understanding and peaceful coexistence.
- Participated in the 16 days of Advocacy against Gender- Based Violence 2020, with a regional webinar organized to leverage the values of sport to address socio- economic issues arising from the COVID-19 pandemic.

5. Culture Sector
- Developed a regional strategy for culture entitled 'The Show Must Go On' to address the needs and priorities of East African Member States during the COVID-19 pandemic, which included: revision and adaptation of work plans; online consultation meetings for the development of targeted project proposals; collecting national data on COVID-19: Disruption and Response on all aspects of culture (museums/collections, World Heritage, Intangible Cultural Heritage, cultural and creative industries, etc) to include on UNESCO global map and COVID-19 tracker in order to share best practices and promote resilience; encouraging participation in social media campaigns: #ShareOurHeritage, #DontGoViral, and #ResiliArt.
- Mobilized Ministers for Culture in the Eastern Africa region to participate in the UNESCO first online global forum of Ministers of Culture to share experiences on measures taken to ensure the resilience of the culture sector during the global health pandemic.
- Raised awareness of the impact of COVID-19 on the cultural and creative industries sector and strengthened the resilience of artists and cultural professionals through the organization of a series of national and regional online ResiliArt debates with key stakeholders in the Eastern Africa region.
- Organized a regional webinar on 'Opportunities, challenges and best practices in the development of distance education resources for museums in Eastern Africa;' raised awareness of safety measures in national museums in Kenya, Seychelles and Tanzania during their re-openings, and promoted the opening of Intercontinental Slavery Museum in Mauritius, which included a video message from the UNESCO Director-General.
- Promoted East African participation in the global celebration of the 50th Anniversary of UNESCO 1970 *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property*
- Supported Somalia with depositing instruments of ratification for UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, and 1972 Convention concerning the Protection of the World Cultural and Natural Heritage as well as development of their National Strategy for Culture and support for the management of the newly rehabilitated National Museum.
- Strengthened World Heritage site managers' and national authorities capacities to utilize the World Heritage Convention to promote and protect cultural and natural heritage by supporting preparation of the Third Periodic Report on implementation of the World Heritage Convention in the Africa Region and its Action Plan; capacity building in the preparation of nomination files and updating of World Heritage Tentative List in the region; emergency response and disaster risk management; as well as contribution to the Modern World Heritage Programme for the Africa region, World Heritage Cities Dialogue for the Africa Region, and the Gap analysis on World Heritage in the Africa region.

6. Communication and Information Sector
- Raised awareness and increased capacities of media professionals in the region on freedom of expression, press freedom, safety of journalists and right to access to information during the Covid-19 pandemic.

- Strengthened capacities among youth and media using 'Media and Information Literacy' (MIL), including through development of micro-learning content (animations, infographs and GIFs) developed in Swahili, Sheng and English languages to counter disinformation and myths about Covid-19 pandemic in Kenya.
- Supported Kenyan parliamentarians (MPs and Senators) to develop a Media and Information Literacy (MIL) strategy and policy document for Kenya.
- Empowered young girls with technical skills leading to develop eight mobile applications on issues related to SDGs through a 'Codehack Training - COVID-19 edition', which was uploaded on Google Store, and implemented through strategic partnerships with UNDP Accelerator Lab and Kenya National Commission for UNESCO.
- Strengthened capacities among archivists, museum staff and curators at the National Centre for Scientific Research and Documentation (CNDRS) in Comoros, who were equipped with practical skills and competencies for digitizing manuscripts collections, ethnographic and anthropological collections of the National museum and archives for easy access and preservation of information and knowledge by the public in Comoros.
- Offered technical advice and guidance to Madagascar in preparation of an Access to Public Information Bill.
- Supported Uganda's celebration of the first commemoration of International Day for Universal Access to Information (IDUAI) in Africa.
- Guided Ethiopia's National Law Reform Advisory Council on revisions to their access to information proclamation revision, which included establishment of an information commission.

1. Developing Skills and Creating Opportunities for Young People in Madagascar

Within the framework of the project '**Training for better economic integration of women living around the UNESCO World Heritage site of Tsingy Bemaraha Park (Madagascar)'** UNESCO supported employment opportunities for craftswomen through the sale of handicrafts to tourists visiting Bekopaka. Basketry and embroidery are the two promising sectors developed within the framework of this project. Before the launch of this project, World Heritage site visitors, usually foreign tourists, had nothing to take away as a souvenir of their visit to Bekopaka. Women were not able to benefit from the economic spin-offs generated by the existence of heritage and tourism operators in the locality.

In partnership with the Madagascar National Parks (MNP) and the local authorities in Bekopaka, the UNESCO project was able to train 105 women in handicrafts, 70 of whom were trained in basketry and 35 in embroidery. While basketry is part of the traditional practices and cultures of local women, embroidery is a new sector for them. The artisans have been provided with the basic skills necessary to produce basketry and embroidery items that are of interest to tourists. Women were encouraged to produce quality items that meet the criteria of the quality charter and the Tsingy de Bemaraha label set up in 2020. Artisans have made product lines for each craft sector including purses, phone covers, cases and carrier bags. The craftswomen produce these during the rainy season, which coincides with the off-season of tourism.

No tourists visited the site in 2020 because of the COVID-19 pandemic, which resulted in no sales of the items produced. In spite of this situation, the women artisans were able to make other handicraft items that could be of interest to the local population. They have thus made sales that can provide for the needs of their families, particularly the schooling of their children.

The women have formed two associations, 10 of whose members have followed a two-month advanced training course in Antananarivo to improve the finishing of their manufactured articles. On their return to the villages, they will be able to supervise the other members and thus produce good quality articles, in anticipation of the high tourist season of 2021. These women have not only strengthened their basic skills, but also benefited from new skills. This has enabled some of them to obtain more orders for basketry and embroidery. Capacity building is changing the lives of these women.

1.0 Vocational training in Madagascar
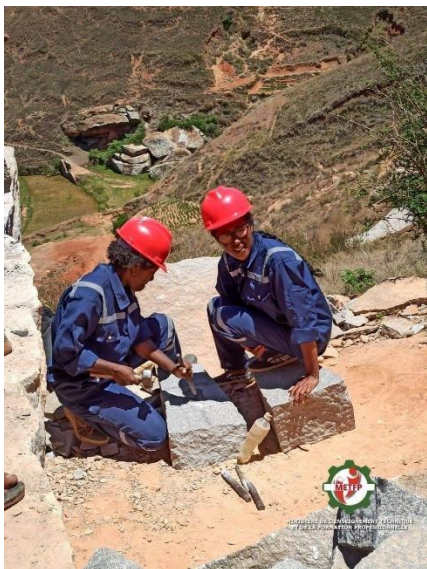
In order to respond to one of the national priorities, which is the opening up of the territory through the improvement of road infrastructures, notably through the construction of paved roads, the rehabilitation of roads and tracks, the governors of the regions have sent several requests to the Ministry of Technical Education and Vocational Training (METFP) to set up this type of training within high schools or technical and vocational training schools and centres.

With the technical and financial support of UNESCO, through the CapED Programme, the METFP has thus carried out a three-week training of 28 trainers from 21 technical and vocational schools in 7 governorates. A capacity building programme for trainers in the regions was implemented following the implementation of a quality framework. This framework was developed by a UNESCO-supported institution where qualifying vocational training courses (QVT) in two trades related to stone were developed with professionals in this field.

The first batch of trainees graduated at the end of the year. Trainings were conducted under the responsibility of a mining and civil engineer. This activity contributes to train and integrate young people according to a quality and skills standard required by the world of work and thus meets the objectives set by the METFP for the improvement of the employability of young people and their integration into promising jobs. It also encourages inclusive development by promoting maximum access for all, young people and adults, to basic skills. This will enable those affected by economic, social and professional marginalisation to gradually emerge from it. Partnerships are currently underway between the governorates and vocational training institutions.

1.1 The Better Education for Africa's Rise (BEAR) II project in Eastern Africa

Bear II Project is being implemented in five Eastern African countries: Ethiopia, Kenya, Madagascar, Tanzania and Uganda, with the support of the Korean Government. The project is aligned with the UNESCO TVET strategy 2016-2021, and the Continental Education Strategy for Africa 2016- 2025. It focuses on three areas: increase the relevance of TVET to the needs of the economy, enhance the quality of TVET delivered to trainees, and improve the perception of TVET among young people and the community.

While the BEAR II project was set to accelerate in the year 2020, it was not immune to the immediate effects of the global Covid-19 crisis, and activities were therefore seriously impacted by the disruption and restriction of movement, local and international. Despite this, the project team continued to liaise with Steering and Technical Committee members, either physically in smaller groups or virtually. The project developed Covid-19 response plans to support beneficiary countries in making TVET systems more resilient in the face of the crisis in alignment to the pre-COVID planned activities. The revised activities in alignment with the BEAR II project aim to support crisis readiness of TVET systems by incorporating ICT solutions in the form of skills gateways, learning platforms, Learning Management System and digital skills development as part of teachers and managers training programmes and TVET curricula. In some countries, Open Distance Learning were mobilized to support TVET continuity. In Kenya, a Learning Management System is developed through the

Kenyan Technical Training College's platform, and teachers are training on content development in line with the development of an ODEL policy on ICT streaming in TVET. In Madagascar, some TVET modules were adapted for radio broadcasts. In Uganda, the ICT component in training and learning materials has gained importance under the BEAR II intervention. The project will also support digitalization of learning content within the scope of the project budget.

The BEAR II project maintains alignment with national level activities with the view to enhance public-private approach working in close partnership with national governments, local stakeholders, the private sector and development partners in the field of TVET and focusing on entrepreneurship and innovation. Part of the activities in 2020 was characterised by key management and governance issues to support the planning and implementation of the project in the remaining duration, adjusting for the delays the project has faced in its initial phase.

The internal annual coordination meeting and external mid-term evaluation of the BEAR II project was effectively conducted this year.

The key outputs achieved under the expected results in beneficiary countries are cover the labour market analysis (LMA) conducted in all the five beneficiary countries, and it resulted in adopting relevant curriculum and capacity development of relevant ministries' staff and TVET stakeholders. Capacity building programmes are also implemented with the development of guidelines on continuing professional development systems in BEAR II countries with Internal quality assurance mechanisms developed in collaboration with the teacher training "home" institutions. Important activities related to career guidance and counselling, skills competition, skills gateway and gender audit were also implemented.

At regional level, communication strategy, capacity building programmes for TVET teachers and managers and the harmonized approach of labour market analysis and curriculum in the five BEAR II countries are developed.

1.2 OOSC study methodological framework training workshop for Kenya

One of the indicators used to monitor achievement of SDG 4 goals is SDG indicator 4.1.4 (out of school rates). The UIS

estimates that globally 258 million children, adolescents and youth are out-of-school. But this estimate is based on administrative data submitted by national authorities. Many countries face challenges to accurately identify children who are out of school, measure the scope and causes of exclusion, and integrate this evidence in policy and planning. The COVID-19 pandemic has exacerbated problems of exclusion in many countries and caused further pressure on weak education systems.

In this regard, Kenya was identified as one of the beneficiary countries for a study through the analysis of out of school data to be conducted by UNESCO through the technical expertise of UIS. To initiate this study at the national level, a technical working group (TWG) was constituted comprising of technical officers' representation from the Ministry of Education (MoE), Teacher Service Commission, Kenya Institute of Curriculum Development, Kenya National Bureau of Statistics, Kenya National Commission for UNESCO, Council of Governors, UNHCR, UNICEF and UNESCO. The technical team, consisting of 30 officers, was trained on the methodological framework which broadly draws from the Operational Manual of the Global Out-of-School Children Initiative (UNICEF and UIS, 2015) and in Monitoring Education Participation (UNICEF and UIS, 2016, 2017), adapted to the monitoring needs of SDG 4. The eventual analysis of the study will be expanded to youth of upper secondary age group.

One of the key outcomes of the training, as noted by the TWG, was the increased knowledge on profiles of OOSC using the visibility model. The MoE noted that this is a timely study for Kenya, and the outcome of the study would be key to inform policy and practice in enhancing access and participation in education and training. The TWG further reiterated the importance of continuous engagement with the MoE senior leadership throughout the study.

1.3 Literacy skills for pastoral communities in South Sudan

UNESCO and FAO, together with implementing partners and line ministries, continued to provide skills to pastoral communities through the Pastoralist Livelihood and Education Field Schools (PLEFS) regular training sessions integrated with literacy, numeracy and life skills during 2020. A total of 2,027 learners (1,478 males, 549 females), including children, youth and adults, are currently enrolled in 21 cattle camps/learning centers across Lakes state. Teachers and learners are provided with teaching and learning materials. The project extended partnership with Girls Education South Sudan (GESS) and community-based radio networks and aired radio awareness messages and education programmes that aim at preventing the spread of COVID 19 virus.

County supervisors and facilitators of cattle camps were provided refresher training, carried out learning based mobile cinema in 21 cattle camps, and supported 12 PLEFS centers to form co-curricular groups performing physical and extra-curricular activities such as mini-media clubs, anti-HIV initiatives, and girl learners' club. Database was updated in the Community Intervention Information System (CIIS) for the education/literacy component of the PLEFS for 10 out of 21 cattle camps. Girls and women from cattle camps in project area were provided skills training in the preparation and use of reusable low cost sanitary pads.

A brief related video "Learning on the move": https://www.youtube.com/watch?v=_Pkif0xyj3c#action=share

2. Using Technology to Deliver National Curricula during COVID-19 Pandemic

2.0 Continuity of learning through digital and radio platforms during the COVID-19 pandemic in Eastern Africa

The onset of the COVID-19 pandemic created both challenges and opportunities. Following the closure of learning institutions, most countries in the Eastern Africa region opted to use distance education to deliver the learning curriculum. While basic media-based radio and TV platforms were available in most countries, the more modern online platforms were not, and teachers' capacity to use both media platforms also posed a challenge. These and other challenges created the opportunity for UNESCO, in collaboration with other partners, to mobilize international private information technology service providers to support countries to provide online learning for children while they are at home. This was the case in the countries of the sub-region.

2.1 Learning Continuity in Uganda
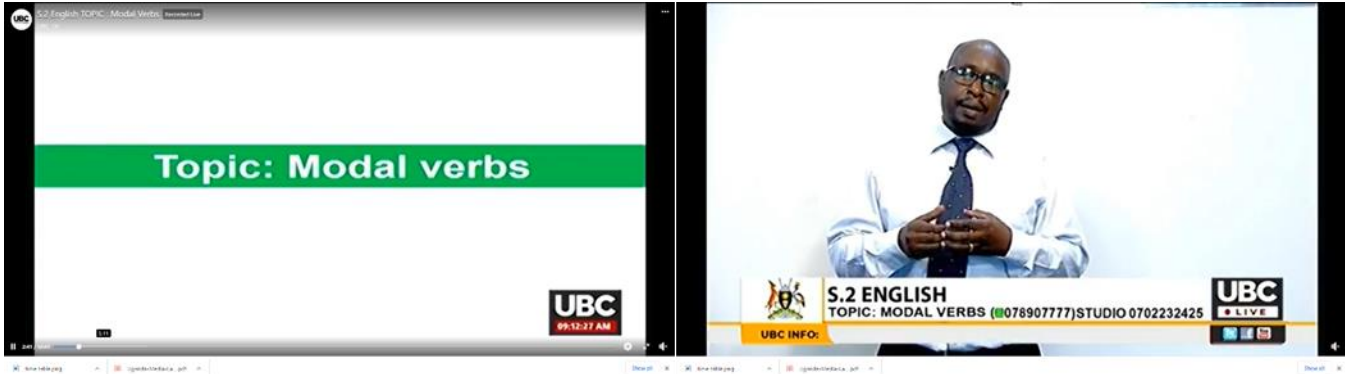
In order to respond to the interruption in learning caused by the COVID 19 pandemic and to ensure that no one is left behind in learning during the crisis period, UNESCO, under CapED project, provided support titled "Continued learning through digital and radio platforms during COVID-19 pandemic in Uganda". Through this intervention, the following results have been achieved:

- Refurbished the ICT infrastructure of three Teacher Training Institutions (TTIs) to support online teacher training, and built the capacity of 130 teachers from 23 TTIs on the use of the Teacher Educator E-Learning System (TEELS) to provide remote assistance and electronic assessments of students learning from home.
- Partnered with the National Curriculum Development Center (NCDC) to conduct live TV Lessons in English and Mathematics for upper primary (Primary 6) and lower secondary (Senior 2) students; these were spread over five weeks and conducted by a national broadcaster, Uganda Broadcasting Corporation (UBC), that broadcasts country wide.

2.2 "Education on Air" ensuring continuity of learning during COVID-19 pandemic in South Sudan

Following the announcement of closure of all education institutions in South Sudan on 20 March 2020, the "Education on Air" radio education programme was launched by the MoGEI in May 2020 with support from development partners including UNESCO, UNICEF, UNMISS and others. UNESCO supported MoGEI in the implementation of the programme within CapED COVID-19 response and provided distance-learning opportunity including TVET for school children and youth.

This project played a catalytic role for the MoGEI to quickly start a distance learning programme through radio in South Sudan, and develop a response plan during and after COVID-19 for general education, higher education and TVET. In addition, the project trained 35 teachers and officials of the MoGEI engaged in developing and airing education programme through radio and public media. The training has strengthened teachers' skills in producing more interactive, gender-responsive, socially inclusive, learner friendly lessons and has improved their time management skills. Extended partnership was made with eight community-based radios to re-air/broadcast the recorded lessons to remote and rural areas of the country where the national radio frequency cannot reach. In total, 2,685,656 learners (1,216,943 girls) of ECD to secondary level benefited from the "Education on Air" programme.

2.3 Support to Ministry of Education COVID-19 response through digital learning in Ethiopia

During the COVID-19 pandemic, UNESCO supported the MoE to digitize curricular content materials to implement catch up classes in the reopened schools mainly for secondary level. The main objective was to contribute to the Ethiopian

Education Sector Emergency Response to continue education disrupted for more than 26 million students by the incidence of COVID-19 pandemic. The intervention is ongoing and will contribute to mitigating the spread of the virus through an active engagement of families, teachers, and students at home by ensuring their connection to learning and development. This initiative, undertaken in partnership with the David and Lucile Packard Foundation, enabled to: i) digitise curricular content materials, including health and wellbeing contents adapted to teachers, to enhance accelerated learning pedagogy to implement catch up classes in the schools reopening; ii) equip secondary schools with digital technology such as e-learning, including safe health and wellbeing contents to leverage teaching and learning.

3. Health and Wellbeing of Young People in Eastern Africa

3.0 Awareness messages on teenage Pregnancy, Gender Based Violence and HIV in Kenya

Created awareness on teenage pregnancy, gender based violence and HIV among adolescents and young people by disseminating messages through 42 community radios, 8 TV drama series, TV interviews and social media platforms. The joint initiatives with UNICEF, UNAIDS, UNWOMEN, National Council for Development, and Plan International strengthened partnership, leveraged resources, and increased UNESCO visibility.

3.1 Engagement with Religious Leaders in Kenya

UNESCO in partnership with INERELA Kenya organized two regional workshops for religious leaders and school chaplains in response to sexual and reproductive health challenges facing adolescents and young people during COVID-19 pandemic. In addition, the regional religious toolkit on adolescents sexual and reproductive health was adapted and theological messages developed through a consultative process with faith communities under the guidance of the National AIDS Control Council.

3.2 Skills for young people to cope with sexual and reproductive health challenges during the COVID-19 lockdown in Uganda

UNESCO supported social and community dialogues through social and broadcast television and radios to share tips and provide skills for young people to cope with their sexual and reproductive health challenges during the lockdown imposed by the COVID 19 pandemic. In an effort to normalize conversations on sexuality education and increase awareness on Sexual Reproductive Health and Rights (SRHR) issues among young parents, young people and other stakeholders, Reach A Hand, Uganda, held a dialogue live streamed on NBS TV bringing together various stakeholders with expertise in ASRHR.

A number of social media posts on dialogue were also shared across Reach A Hand, Uganda and NBS TV social media platforms including Facebook and Twitter under the hashtag **#SexualityEducationUg**. Through the hashtag, the posts got an impression of over 15,660, reached 13 million people and had total engagement from over 692 accounts.

3.3 Empowering Adolescent Girls and Young Women through Education in Tanzania

UNESCO Dar es Salaam collaborated with UNFPA and UN Women for the UN Joint Programme, *Empowering Adolescent Girls and Young Women through Education* in Tanzania. The programme aims to ensure girls and young women benefit from quality education in their transitions into adulthood and the labour market so that they exercise their full potential for participation in society. Due to the COVID-19 pandemic, planned activities at community and schools were affected. However, as the Tanzania government re-opened schools since June 2020, the programme achieved key results on quality education provision, women economic empowerment, and community mobilization.

Capacity was also built for 145 teachers (78 Male 67 Female) from 15 target schools in Zanzibar to adequately deliver relevant and quality life skills and SRH education at primary and secondary education levels. Through training, in-service teachers increased their knowledge and skills on provision of quality life skills based sexual and reproductive health, HIV and gender education at school and community levels. This has created space and opportunity for more adolescent girls and boys to access information on SRH and strengthened abilities for adaptive and positive behaviours to manage the challenges of life.

Initiated the development of an Unstructured Supplementary Service Data (USSD) messaging application model for leveraging ICT and other mobile technologies and information platforms to provide sexual and reproductive health information. The USSD messaging application is an interactive platform for use by adolescent girls and young women to access SRH information. The messaging application is to act as a reminder of the key themes in 3D animations and radio dramas. More importantly, adoption of this approach enables beneficiaries to receive regular SMS on themes that were portrayed in 3D animations and radio dramas that are accessible via the internet.

698 out-of-school adolescent girls and young women improved their technical, vocational, and entrepreneurship skills such as batik (would fabric dying be a more usual expression?), soap making, tailoring, and beauty salons. This leads to income-generating activities. A 22-year-old girl, Neema, has set up a new business and it has been expanding. "I knew nothing about entrepreneurship, but after the training, I was able to think of starting a business. In spite of the limited capital for starting, I had TZS 5,000 (equivalent to USD 2.22) to buy sugarcane and process it for resell. In two months, I was able to raise TZS 80,000 (USD 35.52). Now, I purchase sugarcane at a wholesale price and sell it at a retail price, making good profit". Liquid soap making skills was critical for health concerns faced during the COVID-19 crisis. 255 out-of-school adolescent girls and young women produced liquid soap, capitalising on the need for frequent hand washing and cleaning surfaces. Further, two local government institutions amplified implementation of gender responsive plans and budgets (GRPB) in support of girls' education covering both practical gender needs and strategic gender interests.

3.4 Behavioural change towards good sanitation and hygiene practices in schools in Tanzania

The capacity of 200 (80 female 120 male) school personnel from the 60 target schools was strengthened to manage and maintain water and sanitation facilities at school and community levels. This has led to behavioural change towards good sanitation and hygiene practices. The trained school management committee personnel have initiated mobilisation of communities and target schools to install boreholes and improve water, sanitation and hygiene at school and community level contributing to a girl-friendly learning environment. The initiatives are based on the action plans developed during the training that focused on school WASH management and mobilization of resources to improve water, sanitation and hygiene environments for girls in the target schools.

1. GO-SPIN Training in Kenya

Forty-four Science, Technology and Innovation stakeholders in Kenya were trained on GO-SPIN (Global Observatory of Science, Technology and Innovation Policy Instruments). The instrument is a methodological approach to support the establishment of STI baselines and the development and implementation of evidence-based policies and investment plans. The training was jointly organized by UNESCO and the National Commission for Science, Technology and Innovation (NACOSTI) of Kenya. The GO-SPIN training helped build the capacities of a critical mass of national STI stakeholders with the capabilities to collect data on STI indicators and policy instruments. This is a part of UNESCO's overall efforts in assisting Member States to strengthen STI systems and governance structures.

The GO-SPIN is a sound methodological tool to establish a national STI baselines by mapping STI landscapes and (I am not too sure about the proper positioning of the textboxes) analyzing STI policies and their implementation. It's an open-access platform offering innovative databases with powerful graphic and analytical tools for the use of decision-makers, parliamentarians, universities, knowledge brokers, companies, specialists and the general public, with a complete set of diverse information on STI policies.

Harnessing STI is pivotal in Kenya's pursuit of the country's national development priorities and the President's Big Four Agenda, Africa Agenda 2063 and the Sustainable Development Goals 2030. The training was very well-received and appreciated by the attendees, and similar trainings are planned for, South Sudan, Tanzania, and Uganda for the 2020-2021 biennium.

2. UNESCO-Huawei Artificial Intelligence Training

Capacities and skills building is a critical mass of human resources in technologies, underpinning the fourth industrial revolution that is crucial for Africa to fully embrace digital transformation and drive sustainable development. The UNESCO Regional Office for Eastern Africa partnered with Huawei Technologies (Kenya) Company Limited and organized a week-long online training course on Artificial Intelligence (AI) for university faculty members from ten countries in Eastern Africa. The 39 trainees, were nominated by the National Commissions for UNESCO of their countries. Twenty of them passed the exam and got HCIA-AI certificate.

The training was part of the priority areas of collaboration defined in the letter of intent signed between UNESCO and Huawei at the Huawei TECH4ALL Summit, 2019. The joint training program aimed to enhance digital skills and the application of AI to contribute to SDGs. With the AI training, UNESCO further collaborated with Huawei on training Kenya's TVET teachers on Information and Communications Technology (ICT) skills. Upon nomination by the Kenyan National Commissions for UNESCO and passing the Huawei mock exam, 25 teachers qualified to participate in the ICT training.

3. Biodiversity and Preventing Future Pandemics

UNESCO MAB partnered with the UN Environment Programme (UNEP) for Africa, the African Union Commission, the Africa Regional Office of the International Science Council (ISC ROA) and the Centre for Excellence in Biodiversity and Natural Resource Management (CoEB) at the University of Rwanda, and organized a webinar on "Biodiversity and Preventing Future Pandemics in Africa". Experts working in biodiversity and environmental conservation, government ministries, university professors, lecturers and youth communities joined the discussion guided by the theme. They explored the reasons for protecting the remaining natural habitats in Africa by understanding the relationship between ecosystem

integrity, functioning and balanced human interaction with the ecosystem, safeguarding natural species diversity, and ensuring the sustainable, legal, and safe wildlife trade and appreciate the role of the post-2020 Global Biodiversity Framework.

The meeting recommended that governments and communities must work together to nominate more biosphere reserves for a maintained coexistence of nature and society. As a follow up to the recommendation, UNESCO is working with CoEB Rwanda and International Science Council ROA to develop a policy brief for African governments on protecting biodiversity to save humanity from future pandemics. Further, UNESCO is working with relevant Africa governments to ensure the realization of biosphere reserves nomination.

4. Know Disaster Risk Reduction

"KNOW-DRR" is a smart mobile phone edutainment application to impart education and awareness on Disaster Risk Reduction (DRR). It was developed under a Japanese Funds-in-Trust project on "Strengthening Disaster Prevention Approaches in Eastern Africa". It strengthens individual and community's resilience to hazards, while enhancing the education system's preparedness for and responses to disasters. This application contributes to the Sendai Framework for Disaster Risk Reduction 2015-2030, Priority-1 Understanding disaster risk.

This application will build students' knowledge and skills in DRR, and will enable them analyze and monitor disaster risks, vulnerabilities, and capacities in their communities to better protect themselves, and to share their informed views to influence disaster management governance and planning. To download the application, please click the following link from your mobile phone:

Android and IOS

5. UNESCO Trains African Youth on Scientific Writing
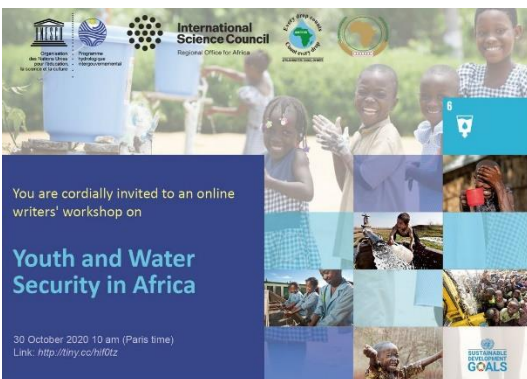
UNESCO, in collaboration with the International Science Council Regional Office for Africa (ISC ROA), and the African Ministers' Council on Water (AMCOW) organized an online writers' workshop for the authors of 50 selected abstracts on Youth and Water Security in Africa to enhance the quality of their manuscripts. Overall, 119 abstracts were received from worldwide researchers and taken through a rigorous peer-review process with the involvement of relevant UNESCO, ISC ROA and AMCOW programme staff and partners.

The top 25 manuscripts from the 50 selected abstracts will be considered for inclusion in a special Issue on *Youth and Water Security in Africa,* 2021.

The workshop provided information on scientific writing/manuscript preparation to support the youth and young professionals with the finalization of their manuscripts and contributed to building the capacity of the youth.

Natural Sciences Donor Project

i.   **Strengthening Disaster Prevention Approaches in Eastern Africa**

On 2 March 2020, UNESCO and the Government of Japan signed an agreement for the commencement of a 12-month project worth $685,718: *Strengthening Disaster Prevention Approaches in Eastern Africa*. The overarching purpose of this project is to support Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Rwanda, South Sudan, Tanzania and Uganda to develop and integrate science-evidenced AI innovations, citizen science and gender-responsive actions into strategies and action plans for disaster risk reduction in schools, higher education, communities and public sector institutions in Eastern Africa.

ii. **Biodiversity Conservation and Sustainable Natural Resource Management**

The Korean Government funded a 5.5 million USD project for *Biodiversity Conservation and Sustainable Natural Resource Management for Integrated Community Development in National Parks of Madagascar - (BIOCOM) for 2020-2024*, through the Korea International Cooperation Agency (KOICA). This project is benefitting three national parks within the Rainforests of Madagascar World Heritage site.

iii. **Water Security for Turkana**

The Government of Slovakia Funds in Trust to UNESCO supported a Turkana Water Security Project to be implemented from January 2020 to June 2022. The project envisages the provision of sustainable access to adequate, clean and safe water and improve livelihoods as well as promote sanitation and personal hygiene.
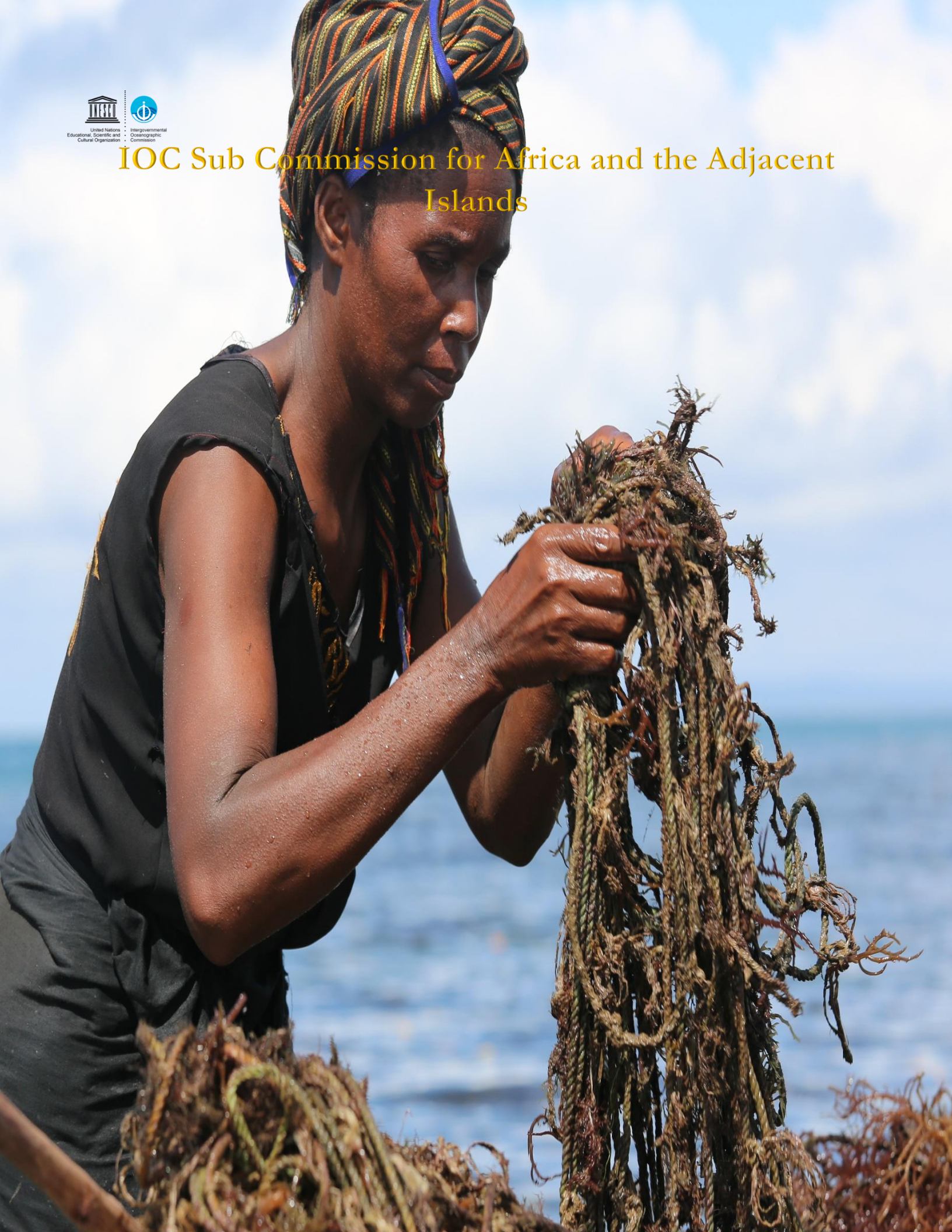
1. Skills Development for Ocean Sciences and Services
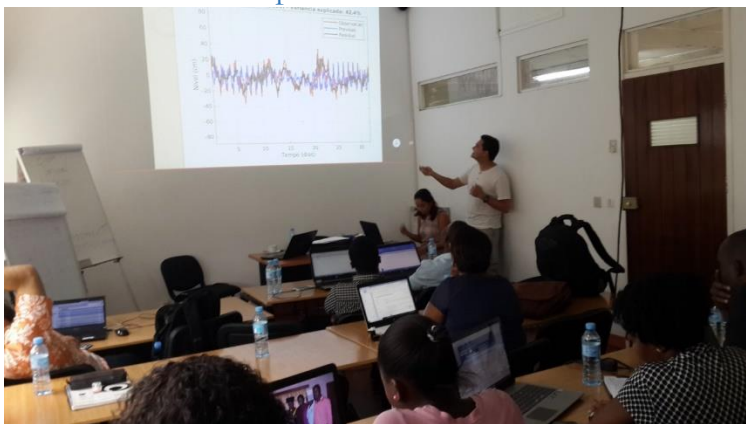
The implementation of the second phase of the Ocean Teacher Global Academy (OTGA-2), supported by the Government of Flanders, Belgium, commenced in early 2020, with an invitation sent to Member States of the Intergovernmental Oceanographic Commission (IOC) of UNESCO calling for proposals from academic and research institutes interested in hosting regional or specialized training centres. OTGA-2 builds on the legacy of the Ocean Teacher Global Academy Project (2015–2019) and addresses new initiatives and challenges such as the 2030 Agenda and its SDGs and the UN Decade of Ocean Science for Sustainable Development. New, ready to deliver course topics will be made available online. The network of Regional and Specialized Training Centres (RTC/STC) will deliver specific training topics online and on blended or face to face mode. Training topics has tools that can help Member States achieve the SDGs as well as address emerging topics such as Ocean Acidification and Blue Carbon, among others. OTGA-2 will foster collaborations beyond UNESCO/IOC to position itself as the training platform for ocean-related topics within the UN and beyond.

The following three institutions from Africa were among those designated as Regional Training Centres from over 20 applications received worldwide. They will support the capacity development programme of the IOC's Sub Commission for Africa and the Adjacent Island States in close collaboration with the IOC Global Programmes:

University of Ghana: Department of Marine and Fisheries Sciences (DMFS), Accra, Ghana
The Department of Marine and Fisheries Sciences (DMFS), established in 1988, has carried out teaching and award of various degrees at the undergraduate and graduate levels in the fields of marine sciences, fisheries (inland & marine), coastal management and aquaculture as well as specialized courses. Focus areas include climate change and its impacts on coastal and marine environment, assessment and sustainable exploitation of marine resources, blue economy, and pollution.

Kenya Marine and Fisheries Research Institute, Mombasa, Kenya.
Kenya Marine and Fisheries Research Institute (KMFRI) was established as a State Corporation to undertake research in "marine and freshwater fisheries, aquaculture, environmental and ecological studies, and marine research including chemical and physical oceanography", in order to provide scientific data and information for sustainable development of the blue economy. KMFRI served as a regional training centre in the earlier phase of OTGA and specializes on the following topics: ocean data and information management, marine biodiversity and biogeography, ocean modeling and forecasting, tidal analysis and predictions, mapping and monitoring of critical and vulnerable ecosystems, and marine spatial planning. The Kenyan oceanographic research vessel, RV Mtafiti, provides a platform for onboard training and surveys for OTGA.

Eduardo Mondlane University, Center for Marine Research and Technology, Maputo, Mozambique
Founded in 1962, the Eduardo Mondlane University is the largest and oldest public university in Mozambique. The university established a UNESCO Chair in Marine Sciences and Oceanography in 2000, the School of Marine and Coastal

Sciences in 2006, and a Centre for Marine Research and Technology in 2017 and has contributed significantly to the development of marine sciences in the country and in the region. The university has experience working particularly on oceanography, including operational oceanography, integrated coastal zone management, linking environmental processes such as oceanography/hydrology and climate factors to maritime safety, ecology, natural resources distribution and availability, and with people as the ultimate beneficiary of the ecosystem services and natural resources.

The Regional Training Centres have submitted their training course proposals to take place in 2021/22.

2. Oceans of Opportunity for Africa

The oceans are Africa's new frontier for development. The continent is endowed with vast ocean territories, providing opportunities for fisheries, aquaculture, shipping, coastal tourisms, offshore oil and gas and other blue economy related activities. However, natural processes and human activities are increasing pressures on the ocean ecosystems, leading to coastal erosion, pollution, ocean acidification, natural disasters and other negative impacts. There are large gaps in knowledge of the resources available and impact of different types of pressures on the ocean ecosystems.

The United Nation's Decade of Ocean Science for Sustainable Development (2021-2030) will provide an opportunity to structure and boost scientific efforts through a global collective research and investment framework to close the knowledge gaps.

The Regional Consultative Workshop on the UN Decade of Ocean Science for Sustainable Development for Africa and the Adjacent Island States (27-29 January 2020, Nairobi, Kenya) was hosted by the Government of Kenya, and the virtual workshop on "Co-designing the Ocean Science we need for Africa" was held on 3 November 2020 offered a crucial opportunity to co-design mission-oriented research strategies and actions in line with the 2030 Agenda and continental

and regional initiatives such as the African Union Agenda 2063: 'The Africa we Want' and 2050 Africa's Integrated Maritime Strategy (2050 AIMS).

Capacity development was identified as a priority, in particular the improvement of infrastructure and facilities for research, provision of training for scientific and technical staff, as well as translation of science to policy.

The following were identified as some of the key areas that the region should focus on during the Decade:

i. Harnessing the demographic dividend by empowering the huge pool of youthful population. The focus should be on getting them into ocean sciences through focused ocean literacy programmes, supporting skills development and mentoring to enable them fit in the job market and creating new opportunities for employment. This will facilitate the unlocking of scientific excellence and the creation of the new generation of ocean experts.

ii. The Decade should catalyse research in the following fields: marine renewable energy and deep ocean water applications; bioprospecting, biotechnology and pharmaceuticals; mariculture and offshore aquaculture; climate change impacts and the oceans-climate nexus; baseline monitoring of essential ocean variables; mapping ecosystems and habitats; and linking the research results to societal applications.

iii. Improving the quality and quantity of research outputs. Scientists and institutions should think beyond producing publications to transforming lives through innovation and robust application of ocean science. They should be able to demonstrate that the research results have been applied and impacted society.

iv. Ocean research in the region should be strengthened through stronger integration of sciences, greater investment in ocean observing systems and improved science-policy interface. New partnerships should be developed, supported by a new ocean-climate finance, and improved ocean literacy and education to modify social norms and behavior.

v. Establishment of university-based ocean innovation incubator hubs, supported by the private sector, to serve as a conduit to transform research results to action via technological development that is adapted to regional and local contexts and led by African researchers.

The Government of Egypt will host the regional Kick-Off workshop for the UN Decade of Ocean Science for Sustainable Development for Africa and the Adjacent Islands in the second half of 2021.

3. Development of Marine Spatial Planning in Africa

Marine spatial planning (MSP) is a public process of analyzing and allocating the spatial and temporal distribution of human activities in marine areas to achieve ecological, economic, and social objectives. MSP emphasizes the importance of balancing the needs of different sectors of the economy to ensure sustainable development while protecting the marine environment from environmental pressures. This requires accurate data on the environmental stressors such as pollution and climate change and their impacts.

The Intergovernmental Oceanographic Commission (IOC-UNESCO) and the European Commission are implementing a Joint Roadmap to accelerate Maritime/Marine Spatial Planning processes worldwide. This roadmap identifies common priorities and concrete proposals for actions to be implemented to increase the world's exclusive economic zones (EEZ) covered by MSP processes from almost 10% to 33% by 2030.

IOC organized a series of national consultations on Marine Spatial Planning in Africa and the adjacent island states as part of this initiative in 2020, covering in particular: Cameroun, Gabon, Ghana, Kenya, Madagascar, Mauritius, Mozambique and Tanzania, and a regional workshop for the Gulf of Guinea with support from the Government of Sweden.

The workshop in Kenya was held virtually on 14 and 21 October 2020 with the first session focusing on environmental pressures, cumulative impacts and tools to support decision-making in the Kenyan Marine Spatial Planning Process, while the second session provided a forum for stakeholders to review progress in the development of MSP in Kenya, identify capacity requirement and gaps, and enhance collaboration and partnerships required for the MSP process.

The workshop in Tanzania, organized in Dodoma on 21 October 2020 was opened by the Director of Fisheries, Mr. Emmanuel M. Bulayi. An overview was provided on the concepts of Marine Spatial Planning and integrated coastal zone management, including the land-sea interactions. Participants discussed the tools for data collection, the availability of mapped information and zoning techniques, the status and expectations of Marine Protected Areas in relation to MSP and Sustainable blue economy.

The Ghana national workshop, held in Accra on October 22, 2020, and jointly organized with the Gulf of Guinea Maritime Institute (GoGMI), focused on: Ghana's Coastal and Marine Sector Profile, Implementing Marine Spatial Planning for Resilient Blue Economy, and Stakeholder Participation and Cooperation for an Effective MSP Process. The workshop was attended by government officials from relevant ministries and agencies including Ministry of Environment, Science, Technology & Innovation, Environmental Protection Agency, Land Use and Spatial Planning Authority, Ghana Maritime Authority, various NGOs and CSOs and decision makers in the marine sector.

The following key issues were raised in all the workshops organized in the region:

- Stakeholder engagement and participation is necessary for the community to accept and implement the Marine Spatial Plans.
- Policy and legislation are required, including guidance on the organization to provide leadership for the process
- Successful MSP is data-dependent. Maps of environmental characteristics, species and habitat distributions, ecosystem goods, services and vulnerabilities, social-economic valuation of marine ecosystems, human activities or pressures and their cumulative impact are data demanding.
- Capacities to synthesise data and information from different sectors, and understanding their linkages is crucial for the MSP process.

An MSP process successfully implemented will ensure that there are coordinated actions and investments in the marine and coastal space and provide a holistic approach that addresses social, economic and environmental objectives and help achieve sustainable development. It will reduce conflicts and provide a more equitable situation both across and within different industry sectors in the marine area in addition to protecting nature for long-term sustainable human development, and avoiding or minimizing large-scale environmental degradation.

Social and Human Sciences Sector

1. Mobilizing African Expertise for Ethically Weighted Solutions

1.0 Mombasa Call for Action on the Ethics of Climate Change

Many African countries are already suffering the adverse effects of climate change such as rise in sea levels, extreme weather conditions, including stifling heat, drought, erratic and intense rains, floods, diseases, epidemics and powerful storm surges, that informed the organization of the first African regional conference of national ethics and bioethics committees by UNESCO in Mombasa, Kenya. This was organized in collaboration with the National Commission for Science, Technology and Innovation and the Kenya National Commission for UNESCO.

Organised under the theme *Ethics of Climate Change*, the regional conference gathered representatives of national ethics and bioethics committees from 22 African countries to discuss and strategise on a common African position on the ethical dimensions of climate change. eEmbedded in the Mombasa Call for Action on the Ethics of Climate Change, preparatory steps are underway towards the 13th Global Summit of National Ethics and Bioethics Committees to be held in Lisbon, Portugal.

1.1 Ethical consideration in the response to COVID-19

The outbreak of COVID-19 pandemic showed the relevance and timeliness of the Africa Regional Network of National Ethics and Bioethics Committees. This was effectively mobilized in a webinar under the theme "Managing Covid-19 pandemic within ethical principles: A reflection on the current and future situation in the Eastern Africa Region", organized on 13 May 2020.

35 experts from Comoros, Ethiopia, Kenya, Rwanda, Tanzania, and Uganda, including representatives from National Ethics and Bioethics Committees (NBCs) were gathered and their voices amplified in an experience sharing and ideas generating platform to consider and address future implications of COVID-19 pandemic in the region. The experts committed to identify ethically weighted solutions in response to the pandemic in their respective national context, putting the dignity and universality of human rights at the center, as underpinned by the UNESCO Universal Declaration of Bioethics and Human Rights (2005).

1.2 African Traditional and Contemporary Medicine (TCM) and COVID-19

UNESCO's convening power as well as its laboratory of ideas function were used to enhance dialogue on the role of African traditional and complementary medicine in the response to COVID-19. The wealth of biodiversity on the continent, its immense indigenous knowledge embedded in peoples and communities' intangible cultural heritage were at the centre of a discussion, bridging the related ethical as well as human rights dimensions, as encapsulated in the UNESCO Universal Declaration of Bioethics and Human Rights. This webinar organized by UNESCO, in collaboration with the World Health Organization (WHO), the African Union Commission, and Trust for Indigenous Culture and Health (TICAH), provided an overview of relevant initiatives to better position TCM in response to COVID-19. Related issues were shared not only to enhance recognition and investment in TCM at national levels, but also structuring, protection, promotion and valorization of the profession, setting of and or reinforcement of regional and national mechanisms such as the WHO Traditional Medicine Strategy (2014-2023).

2. Kenya Pioneers the General History of Africa into its School Curriculum

The pedagogical use of the General History of Africa is a decisive step for the achievement of the objectives of the Charter for African Cultural Renaissance, which states that "the unity of Africa is founded first and foremost on its history", while stressing the need for reconstruction of the historical memory and conscience of Africa and the African diaspora. It also promotes the implementation of Agenda 2063: *The Africa We Want* upholds the need to fully embed the ideals of Pan-Africanism and the African Renaissance in all school curricula.

This initiative is playing a pivotal role in strengthening the links between education and culture, and in improving the quality of pedagogical contents, and creates a deeper acceptance of the application of UNESCO's General History of Africa and knowledge about African history, free from a biased colonial perspective.

Building on the commitment by African Ministers of Education, Science and Technology in October 2017, further endorsed by the Executive Council of the African Union (Foreign Ministers) in 2018 in Addis Ababa, Kenya has taken a bold step towards a holistic integration of the GHA pedagogical materials into its competency based school curriculum. This is already effective from grades 4, 5 and 6 and rolled out during the 2019-2020 school year. Besides, matrices were developed for incorporating the same to grades 7 to 12 competency based curriculum and plans to do the same for teacher education curriculum in February 2021.

The process was effective thanks to the strategic collaboration built with the Kenya National Commission for UNESCO and the Kenya Institute of Curriculum Development. The inclusive approach encouraged wide consultation with key stakeholders. These include the Ministry of Education, Kenya National Examination Council, National Museums of Kenya, universities, teacher training colleges, National Cohesion and Integration Commission, Uraia Trust as well as practicing secondary school history teachers, drawn from across the country. This has provided relevant guidance for curriculum developers for the integration of the GHA in the Social Studies, History and Citizenship curriculum designs at the junior and senior secondary school levels.

UNESCO will capitalize on the experience from Kenya to engage other countries in the region and beyond to follow the same approach, so as to strengthen the knowledge of the young generation on the history of their respective countries and continent, and build in them solid foundations for better mutual understanding and sustainable development.

3. Entrepreneurial Skills for Madagascar Youth

Madagascar, like many African countries, faces a youth unemployment crisis, with countless young people lacking required skills to confidently engage into a more competitive job market, or even engage in innovative entrepreneurial ventures. To mitigate these disparities and further bolster employment opportunities for the youth, a 10-day online training of trainers on Student Training for Entrepreneurial Promotion (STEP) was organized by UNESCO, in collaboration with key national partners. The Ministry of Technical Education and Vocational Training, the Madagascar National Commission for UNESCO, the Jeune Chambre Internationale Antananarivo, Madagascar Entreprises Développement and Programme FIHARIANA, as well as international partners and founding fathers of the STEP Programme, the German Commission for UNESCO and Leuphana of Luneburg University, Germany participated in the training.

The 24 trainers were drawn from universities, technical and vocational institutions, government ministries and civil society. These trainers, capitalizing on the partnership built between UNESCO and the Kenyatta University, continue to provide certified trainers in STEP in Madagascar.

Minister of Technical Education and Vocational Training of Madagascar underscored the timeliness of the programme and its relevance in ensuring that the youth are equipped with skills corresponding to local job market needs and expressed satisfaction for its alignment with the Government's priorities. He shared his expectations from this programme when he said: *"It is my expectation that this training will bear positive results of the now effective and ongoing program in Kenya, and recently implemented in Djibouti for students, with the aim of transforming the young people from that of job seekers to that of job creators".*

4. Signing of the Normative Instrument on Ethics of Artificial Intelligence

Artificial intelligence (AI) plays a big role in the lives of billions of people. Sometimes unnoticed but often with profound consequences, it transforms our societies, and challenges what it means to be human. The growth of AI technologies and industries within the African continent holds much promise for proffering innovative approaches to addressing challenges and improving socio-economic development in areas such as health, education, agriculture, and service delivery. However, AI technological developments come with new and complex questions regarding ethics and their social impact which the industry cannot answer alone.

In line with the standard setting function of the UNESCO, and to overcome the challenges posed by COVID-19 pandemic, a global online consultation on the ethics of artificial intelligence was launched. The aim is to give everyone around the world the opportunity to raise their voice and concern in this important process, building on the first draft of a Recommendation produced by the Ad-Hoc Experts Group on AI appointed by the Director-General.

In Africa, a two-day regional consultation for English speaking countries was organised by UNESCO and co-hosted by Rwanda and South Africa National Commissions for UNESCO. The event wassupported by University of Pretoria, University of Stellenbosch, and the Centre for Artificial Intelligence Research (CAIR). The consultation involved about 100 experts drawn from government institutions, academia, CSOs, private sector, international and regional organizations, as well as UN agencies from African countries.

The final draft of the text will be presented for adoption by Member States during the 41ˢᵗ Session of UNESCO General Conference in November 2021.

5. Youth Engagement for Sustainable Development

Far from being mere beneficiaries of the 2030 Agenda, young people are active architects in its implementation and continue to be meaningfully engaged in the frameworks and processes towards its realization. This approach remains rooted in UNESCO's longstanding commitment to putting youth at the centre, in line with the UNESCO Operational Strategy on Youth (2014-2021).

In this regard, UNESCO supported youth civic engagement and participation in peace building, in line with UN Security Council Resolution 2250 on *Youth, Peace and Security.* A virtual commemoration of the 2020 International Youth Day in Somalia was observed under the theme *Youth Engagement for Global Action*. The commemoration focused on inclusive, effective, coordinated and efficient youth engagement and participation as well as promotion of intergenerational dialogue for sustainable development and lasting peace.

The outbreak of the COVID-19 pandemic brought new opportunities for youth such as leveraging on the power of sports and maximizing the values that underpin sport and physical education. In this regard, youth across Africa were engaged through an online competition, followed by a webinar on the positive influence of sport on behavior, mindset and attitudes and its importance in preventing anti-social and risky behavior amid the pandemic.

Moreover, the active role played by the youth as solution providers to the challenges posed by COVID-19 was captured through engaging with African youth in sharing their experience of innovative and creative actions they have undertaken. These, included production of face masks, hand sanitizers, ventilators and other devices for both front line workers and the general public.

The importance of the youth for creating an enabling environment to enhance their creativity and innovation was further discussed, capitalizing on relevant partners such as the Pan African Youth Network for Culture of Peace, Africa Peer Review Mechanism of the Africa Union, African Development Bank, International World Intellectual Property Organization among others.

1. World Heritage in the Africa Region

Within the framework of the Third Cycle (2019-2020) of Periodic Reporting on the implementation of the World Heritage Convention in the Africa region, UNESCO Regional Office for Eastern Africa organized a training workshop 19-21 February 2020 in Nairobi for World Heritage Site Managers on the completion of the Periodic Reporting questionnaire. The workshop was organized in partnership with the African World Heritage Fund, Kenya Ministry of Sports, Culture and Heritage, Kenya National Commission for UNESCO, and the World Heritage Centre.

75 World Heritage site management authorities from 17 State Parties to the World Heritage Convention were represented at the workshop alongside representatives of International Council on Monuments and Sites (ICOMOS) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), Advisory Bodies to the World Heritage Committee; as well as representatives of the African World Heritage Fund, the UNESCO World Heritage Centre and UNESCO Field Offices in the Africa Region.

A follow-up meeting was organized online for site managers from the Eastern Africa region on 4 December 2020, which focused on priority needs for the sustainable management of World Heritage properties to be included in the Action Plan for World Heritage in the Africa region.

2. Culture Policy Reviews in Ten Eastern African Countries

UNESCO Nairobi supported ten East African Member States to the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The countries are Comoros, Djibouti, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, South Sudan, Tanzania, and Uganda. The consultation aimed to undertake participatory reviews of the respective country's national culture policies and measures in the past four years. This was to inform and assess the development of the cultural and creative industries sector.

The results of these consultations are to be included in each country's Quadrennial Periodic Report (QPR), which provides the basis for the preparation of UNESCO's Global Report *Re-Shaping Culture Policies*. The global report analyses trends, tracks progress, identifies challenges and provides examples of innovative policies to promote the diversity of cultural expressions across the globe. The Global Report series also provides a framework to support governments and civil society in the design of evidence-based policies. (I think we should use columns rather than textboxes for the whole document. We can use various page layouts without using textboxes which makes it not easy to manipulate). This is for the whole document; not only to this part.)

3. ResiliArt|Africa: Status of the Artist in Africa

UNESCO organized an online regional debate on 28 July 2020 entitled "**ResiliArt|Africa: Status of the Artist in the Africa Region**". The forum mobilized over 140 national authorities, artists, experts and other cultural stakeholders from Africa to focus on the urgent need to develop national legislation for the arts and creativity sector to transition from an informal to a formal sector. This is in line with the UNESCO Recommendation concerning the status of artists, the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, and the African Union Charter for African Cultural Renaissance.

ResiliArt is a global movement launched by UNESCO in April 2020 and consists of a series of virtual debates with key industry professionals and artists to raise awareness of the far-reaching impact of the current confinement measures on the culture sector. It aims to support UNESCO Member States in the development of policies and financial mechanisms that can help creative individuals and communities overcome the current crisis. A common thread throughout all of these debates has been the fragility and unstable status of artists' income and social protection together with the critical need to develop legislation for stronger rights, fairer remuneration, and copyright reform to protect artists' rights.

4. Distance Education Resources for Museums

Over 100 professionals from museum and educational institutions across Africa, Europe, the USA and the Caribbean participated in an online meeting on 14 May 2020 organized by the UNESCO Regional Office for Eastern Africa and the UNESCO International Institute for Capacity Building in Africa (IICBA) in celebration of International Museum Day. The discussions focused on 'Opportunities, challenges and best practices in the development of distance education resources for museums in Eastern Africa.' The webinar provided an opportunity for all participants to learn about the current context of distance learning educational programmes and resources at museums; the availability of national, regional and global resources for distance learning at museums; and the formulation of recommendations for the elaboration of a UNESCO project proposal to support the development of distance learning educational programmes and resources for museums in the Eastern Africa region.

5. Somalia Develops Strategy for Culture

UNESCO joined hands with the Somalia Academy of Science and Arts (SOMASA) in collaboration with the Somali National Commission for UNESCO and the Somali Permanent Delegation to UNESCO to organize a national consultation meeting on 23 and 24 November 2020 with national and international experts and other key stakeholders in the culture sector in Somalia to develop a National Strategic Plan for the safeguarding and promotion of tangible and intangible cultural heritages in Somalia.

The hybrid meeting, which included the physical participation of over 20 national stakeholders at SOMASA and online participation by a dozen UNESCO representatives and international experts, follows the ratification by the Government of Somalia of the *UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage (1972)* and the *Convention for the Safeguarding of the Intangible Cultural Heritage (2003)*, which entered into force for Somalia on 23 October 2020.

6. Youth Mobilized for World Heritage Volunteers Projects in Eastern Africa

Six projects in Eastern Africa (four in Kenya and two in Uganda) have been selected as part of the 2020-2021 UNESCO World Heritage Volunteers (WHV) Campaign - *Fostering Youth Commitment towards World Heritage*.

The selected projects in East Africa will take place in: Kakamega Rainforest & Isukuti Dance, Tsavo National Park and Chyulu Hills Programme Kenya, Mombasa Old Town and Maasai Mara in Kenya; and Obuwangwa Bwafe Munfuna Project and Nyero Rock Art Stars in Uganda.

The World Heritage Volunteer (WHV) Initiative, in the framework of the UNESCO World Heritage Education (WHE) Programme, aims to increase awareness and reinforce youth involvement at a local and global levels in the implementation of the *1972 Convention Concerning the Protection of the World Cultural and Natural Heritage*. National and international volunteers work together with the local communities to preserve cultural and natural heritage through concrete hands-on conservation and awareness-raising activities.

Culture Donor Projects

- **The Japan Funds-in-Trust to UNESCO** offered support for a capacity building project for the protection of underwater cultural heritage in the Africa region, which continues through the end of 2021 and benefits 18 African countries through a capacity building strategy, training workshops and the production of awareness raising and training films.
- **ALIPH Foundation** granted funds to Ethiopia for personal protective equipment (PPE) and signage for World Heritage sites and museums
- **Rapid Response Fund** provided emergency assistance to safeguard the endangered mountain gorillas at the Rwenzori Mountains National Parks World Heritage site in Uganda during the COVID-19 Crisis.
- **German Commission for UNESCO's #SOSAfricanHeritage Fund** supported seven World Heritage sites from five Eastern African countries with grants to help overcome impacts of the COVID-19 pandemic on management and conservation. The recipients include: Simien National Park in Ethiopia; Sacred Mijikenda Kaya Forests and Mount Kenya National Park/Natural Forest in Kenya; Tsingy de Bemaraha Strict Nature Reserve and Bélo sur Mer Kirindy-Mite Biosphere Reserve in Madagascar; Vallée de Mai Nature Reserve in Seychelles; and Kilimanjaro National Park in Tanzania.
- **The Ministry of Culture of the Republic of France** supported Djibouti with initial preparations towards their first World Heritage nomination file through support for development of a conservation and management plan.
- **Netherlands Funds-in-Trust to UNESCO** supported preparation of a National Sustainable Tourism Strategy for Comoros.

- **Japan Funds-in-Trust to UNESCO**, the **Heritage Emergency Fund** and the **World Heritage Fund** offered emergency response support for the Tombs of the Buganda Kings at Kasubi World Heritage site in Uganda, following a June 2020 fire.
- **Arab League Educational, Cultural and Scientific Organization (ALECSO)** supported a capacity-building workshop on Safeguarding Cultural Heritage in Comoros.
- **Abu Dhabi Tourism and Culture Authority (ADTCA)** supported increased awareness of intangible cultural heritage on the three main islands of Comoros through a 'Heritage Caravan' that travelled to schools and community centres.
- **European Union** supported three projects in Eastern Africa (Ethiopia, South Sudan and Uganda) to develop tax incentive measures for the film industry and local content development, design of a copyright policy, and promote peer exchanges.
- **Swedish International Development Cooperation Agency (SIDA)** supported Ethiopia, Mauritius, Tanzania and Uganda with culture policy reviews and preparation of national periodic reports on implementation of the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.
- **UNESCO Heritage Emergency Funds (HEF)** strengthened management and administration of the newly rehabilitated National Museum of Somalia through the development of a Museum Mission Statement, Vision and Goals as well as job descriptions for key staff of the museum.
- **Italian Agency for Development Cooperation** supported a project for "Restoration and Development of Historical Vernacular Buildings in the World Heritage Site of Aksum, Ethiopia."

1. Usage of Media and Digital Spaces during COVID-19

Media and digital spaces provide young people with boundless opportunities not only for accessing and sharing information, but also being a platform to promote exchanges and intercultural dialogue that further common values, human rights, tolerance, and peace. The global policies put in place to manage the COVID-19 crisis, including those that restrict movement, have resulted in more time spent online by young people. Unfortunately, this has increasingly exacerbated the spread of hate speech, cyber bullying, racism, and incitement to violence during the pandemic.

In response, UNESCO, in partnership with the United Nations Office of Counter-Terrorism (UNOCT), organized a webinar for experts in the Eastern Africa region to address and counter exploitation of the COVID-19 pandemic using Media and ICTs. Bringing together 169 participants composed of researchers, media experts, development practitioners, youth leaders, academics, and regional donor community from the United Nations Alliance of Civilizations (UNAOC), the United Nations Office on Drugs and Crime (UNODC), the United Nations Development Programme (UNDP), Africa Union, European Union, Search for Common Ground, National Commissions for UNESCO, line government ministries, academia, and civil society organizations.

The webinar discussed issues, challenges, and good practices in supporting and involving young people to counter and prevent online hate speech, cyber bullying, racism, and violent extremism, among others, using media and ICTs in the context of COVID-19 and beyond. Several international and online projects were highlighted in support of addressing and countering exploitation of media and digital platforms during the COVID-19 pandemic. They included UNESCO MIL CLICKS and GAP-MIL projects towards fostering research, development and awareness on media and information literacy; the deciphering of COVID-19 disinformation campaigns by UNESCO, the UN countering methods against pandemic-related hate and xenophobia, and Verified, a UN initiative encouraging to check before we share.

Combating hate speech, cyber bullying, racism, and violent extremism requires innovative and lasting solutions. UNESCO believes that encouraging and enabling civic engagement of young people in promoting human rights, cultural and linguistic diversity and intercultural understanding is essential for peace building and sustainable development.

2. Deconstructing Misinformation, Hate Speech, and Racism during a Pandemic

UNESCO organized an online conference for media stakeholders from the region to discuss their role in fighting misinformation, discrimination and hate speech linked to the COVID-19 pandemic as well as the opportunity for promoting cultural diversity and intercultural dialogue. Digital platforms have become vehicles for the unfettered spread of misinformation, hate speech, and enablers of racism and cultural division. As a result, journalists and other media professionals are facing increased difficulties in effectively reporting and covering the COVID-19 pandemic.

The new dynamics and challenges posed by this pandemic, accompanied by the proliferation of "fake news" on digital media platforms, poses serious challenges to journalists and professional media organizations as well as to individuals, groups and communities receiving and reacting to this misinformation, hate speech, racism and cultural divide. UNESCO

organized this webinar to allow media stakeholders in the region to identify challenges and opportunities to effectively report on the COVID-19 pandemic as well as to share available resources and help strengthen national and regional networks in line with the UNESCO Media Information Literacy (MIL) Programme and the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Sixty participants from the Eastern Africa region were empowered media to be agents of change for the dissemination of accurate information about the COVID-19, and increased awareness of issues, best practices and challenges related to misinformation, hate speech, and racism during the COVID-19 pandemic. Prior to this pandemic, UNESCO has been working with media at national levels to strengthen capacities for media diversity and cultural pluralism. Through this webinar, UNESCO strengthened cooperation with governments, journalists, media regulatory bodies, media organizations, and non-state actors in the Eastern Africa region.

3. Strengthening Media Policy Implementation in South Sudan

The Union of journalists of South Sudan, with support from UNESCO International Programme for the Development of Communication (IPDC), conducted a three-day training on media laws that brought together thirty participants from the law society, media sector, law enforcement agencies and members of civil society. The training aimed at strengthening knowledge on the South Sudan Media Laws for the groups targeted and enhancing their capacities to enforce safety and protection of journalists.

Speaking at the workshop, the Interim Chairperson of the Union of Journalists of South Sudan (UJOSS), said knowledge is power and knowledge is key to all aspects of development. He urged the journalists to use the knowledge they acquired during the three-day training to improve their reporting skills. He also stressed that the members of the law and civil society should understand how the law is correctly interpreted and applied in the courts of law.

A lawyer who participanted at the workshop, thanked UJOSS and UNESCO for conducting the workshop. she testified that; "The workshop helped her colleagues and herself to understand the South Sudan Media laws and other international conventions that safeguard freedom of expression. We assure you that the knowledge gained will be shared with our colleagues that are not present at the workshop".

The police representative expressed the view that South Sudan has one of the best laws in the Eastern Africa region, but the issue is to ensure their effective implementation. "But I want to thank UJOSS and UNESCO for organizing this kind of training; this is the first time that I have attended this kind of training which has given us a platform to sit in one place as law enforcement agencies, Journalists, law society and civil society. The forum has made me understand the media laws, and I believe from today if media cases are brought to us as police, we will be able to use the right approach of handling using the media rights laws", he added.

The UNESCO/IPDC project aims at improving the development of the media sector in South Sudan to create good relations and dialogue between journalists, lawyers, and the police and to promote an independent media, access to information

and freedom of expression. UNESCO is committed to promoting freedom of expression, safety of journalists, access to information and building capacity of national stakeholders with the aim to improve the media environment through achievement of an independent, pluralistic, safe and diverse media.

4. CodeHack: COVID-19 Edition

One hundred and fifty Kenyan young women participated in a training programme to create digital responses to local societal challenges brought about by the COVID-19 pandemic. Through its YouthMobile Initiative and in partnership with the Kenya National Commission for UNESCO and UNDP, UNESCO supported CodeHack, an initiative by Kenya's NGO Pwani Teknowgalz, a women-led non-profit organization that targets young girls and women aged 17 – 28 years. The beneficiaries were drawn from marginalized communities and were equipped with employable coding skills in website and mobile development, graphics design, and computer programming. Three online trainings took place over a three-month period to develop solutions inspired by Sustainable Development Goals: Gender Equality, Education, Health, Access to Information, and Zero Hunger.

The CodeHack training - COVID-19 Edition, started with a Hackathonaimed at getting the young developers to define which challenges to take on and imagine solutions addressing them. This was followed by a Hackathon for each cohort. The Hackathon included brain storming sessions, where the young women shared their ideas and fine-tuned them before getting into coding. All the young women discussed their ideas together under the guidance of the facilitators that also gave them a roadmap on how to code them as a mobile application solution. After an intensive three weeks training, the young girls were able to present their mobile apps prototypes to a jury. The training sessions included practical skills in mobile application development using MIT App Inventor, the basics of Flutter's Mobile UI framework, and an introduction to design thinking, entrepreneurship and SDGs.

The mobile application prototypes produced by the participants were submitted to the judges from Pwani Tecknow Hub, who selected the best eight innovative ideas for each cohort based on different criteria, such as creativity, uniqueness, sustainability, target market, understanding of competitors and the SDGs (Health, Zero Hunger, Gender Equality and Quality Education) targeted by the app. The eight selected young women from each cohort prepared for pitching their ideas on the final days of the program.

This project was organized as part of UNESCO's YouthMobile Initiative in support of activities aimed at spreading computer science education and enabling a creative use of technology for solving local issues of sustainable development. Responding to the objectives of UN's Sustainable Development Goals, YouthMobile puts a particular attention on reducing inequalities and the digital gender gap, as digital and information literacy supports the economic and social empowerment of women. This intervention also contributes to UNESCOs Priority on Gender Equality of ensuring that women are equipped with the knowledge, values, attitudes, and skills for building a sustainable future for all.

5. Challenges of Peace-Building for Journalists

Preventing war is more economical than bringing peace. This paradigm used by peace researchers has taken on its full meaning in this period of the COVID-19 pandemic. Madagascar, marked by cyclical crises of political instability, massive poverty of the population (75% of the population lives on less than USD 1/day), widespread corruption, and the low efficiency of public services, makes the country one of the most vulnerable to this pandemic.

It is within this framework that UNESCO led the project "*Supporting Democratic Governance in Madagascar*" implemented by UNDP, OHCHR and UNESCO wit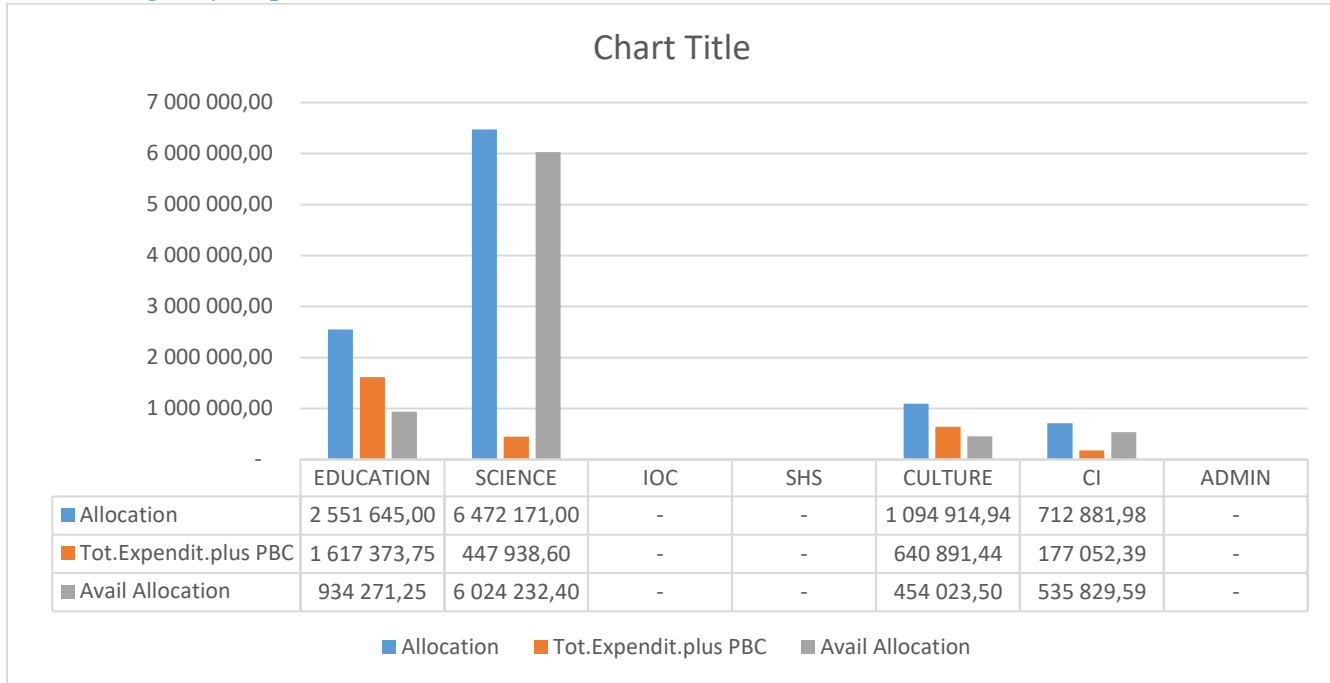h financial support from the United Nations Peace Consolidation Fund. The project supported the media with capacity building in fighting disinformation related to the pandemic and the provision of personal protective equipment (PPE) as 'front line workers' during the pandemic. In addition to online training in Media Information Literacy, it equipped media professionals from the 6 regions most affected by the virus with a protective kit (5,000 masks and 120 liters of hand sanitisers).

Communications and Information Donor Support

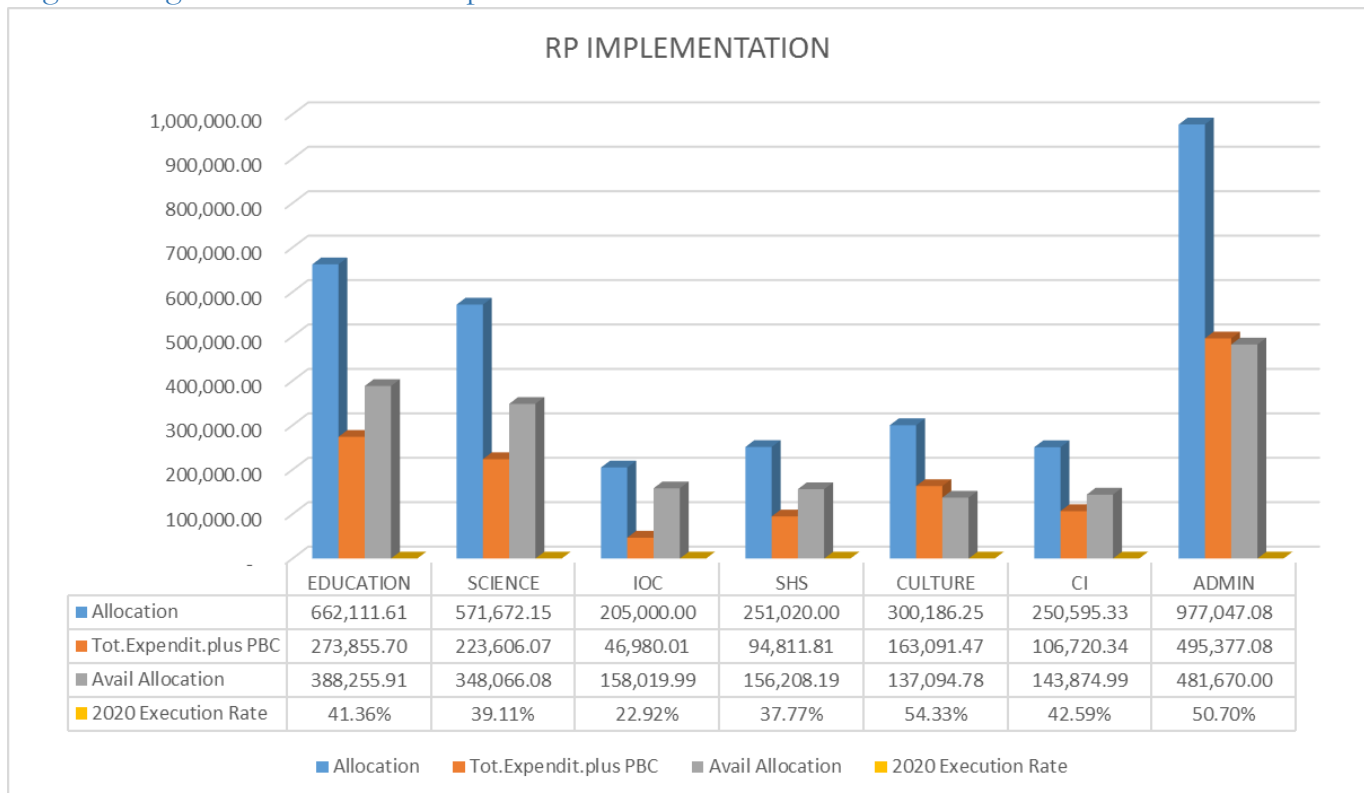The **European Union (EU)** supported the project #CoronavirusFacts: Addressing the 'Disinfodemic' on COVID-19 in Conflict-Prone Environments in Eastern Africa, which supports professional, diverse and independent media's capacity to report on the pandemic; strengthens local fact-checking organizations to debunk misinformation; and empowers youth and other citizens to critically process what they read and hear about COVID-19.

Financial Statements 2020

Extra Budgetary Report

Chart Title

	EDUCATION	SCIENCE	IOC	SHS	CULTURE	CI	ADMIN
Allocation	2 551 645,00	6 472 171,00	-	-	1 094 914,94	712 881,98	-
Tot.Expendit.plus PBC	1 617 373,75	447 938,60	-	-	640 891,44	177 052,39	-
Avail Allocation	934 271,25	6 024 232,40	-	-	454 023,50	535 829,59	-

Legend: ■ Allocation ■ Tot.Expendit.plus PBC ■ Avail Allocation

Regular Programme Execution Report

RP IMPLEMENTATION

	EDUCATION	SCIENCE	IOC	SHS	CULTURE	CI	ADMIN
Allocation	662,111.61	571,672.15	205,000.00	251,020.00	300,186.25	250,595.33	977,047.08
Tot.Expendit.plus PBC	273,855.70	223,606.07	46,980.01	94,811.81	163,091.47	106,720.34	495,377.08
Avail Allocation	388,255.91	348,066.08	158,019.99	156,208.19	137,094.78	143,874.99	481,670.00
2020 Execution Rate	41.36%	39.11%	22.92%	37.77%	54.33%	42.59%	50.70%

Legend: ■ Allocation ■ Tot.Expendit.plus PBC ■ Avail Allocation ■ 2020 Execution Rate