**Theme 2: Feedback on the topic on procedures and practices of public education**

**LESSON 1: ROLES AND RESPONSIBILITIES OF PUBLIC AUTHORITIES AND OTHER STAKEHOLDERS**

1. Are the roles and responsibilities in line with your national experiences?

**Yes, though in relation to biosafety, the experiences are at a low note.**

2. What may be the general aim of the primary, secondary and tertiary stakeholders?

**To enable the public to understand, practice and promote research on biosafety education initiatives or activities.**

3. In your opinion, who is or should be the primary, secondary and tertiary stakeholders?

* **Primary stakeholders should include the Biosafety Regulators, Legislators, and the Academia.**
* **Secondary Stakeholder should include Development Partners, Civil Society, Academia and the Research Institutions.**
* **Tertiary stakeholders are the private sector, civil social, Media, communities (Elders or Senior Citizens)**

4. Would it be useful to make the good practices into an exercise or checklist or should the good practices be more integrated with the next lesson on administrative mechanisms and procedures?

**It is really commended that the good practices be complied in form of a notebook for easy reading and reference.**

**LESSON 2: ADMINISTRATIVE MECHANISMS AND PROCEDURES**

5. Are the procedures for top-down mechanism in line with your national experience?

**Yes. To adequately implement this mechanism in Uganda, the country needs to develop a strategy on Biosafety public education. Otherwise, a lot is being done but inadequately coordinated and monitored.**

6. Are the procedures for bottom-up mechanism in line with your national experience?

**Not yet in place. Public education on biosafety is very low and the information is mostly disseminated by CSOs and some individuals. It needs the Government’s interventions to implement a proper bottom up mechanism.**

7. Could you provide statements and good practices on the importance of mainstreaming and integrating biosafety into biodiversity and other related environmental education at all levels?

1. **Promotes awareness and education on biosafety at all educational levels and in all sectors, that is, Government, Academia, Civil Society, Development Partners and Business among others.**
2. **Allows exchange of biosafety information and publication of materials.**
3. **Promotes and develops nature conservation and management**
4. **Increases environmental and social safeguards towards biodiversity management.**
5. **Secures indigenous knowledge, culture and biodiversity products.**
6. **Reduces on introduction of alien species that might endanger the environment.**
7. **Creates competition among stakeholders in biodiversity management thus better practices and services.**
8. **Promotes biodiversity research and development.**
9. **Increases consumer confidence in access and procurement of agriculture and related products.**
10. **Improves trade in biodiversity.**
11. **Increases biodiversity in a given area.**
12. **Strengthens collaboration at national, regional and global levels through exchange of information.**

8. Could the general good practices for the two mechanisms be useful as a checklist or good practice?

 **Yes, they can be useful as a good practice and checklist.**

9. Could you provide good practices or case studies from your national experiences for the top-down and bottom-up approaches and mechanisms?

1. **Public authorities that are key in designing and implementation of the top down mechanism were identified. The country has set up a Ministry of Science and Technology which is promoting activities such as public education on biosafety.**
2. **The Uganda National Council for Science and Technology is the main Regulator on biotechnology.**
3. **The National Biosafety Committee (NBC) coordinates biosafety initiatives.**
4. **The NBC plans and conducts trainings on Biosafety Inspectors.**
5. **Academic institutions have in place minimum capacities to educate the public on biosafety were too identified.**
6. **The Bill on Biotechnology and Biosafety has articles on public education and awareness on Biosafety.**
7. **The National Policy on Biotechnology and Biosafety emphasizes on promotion of awareness and education on Biosafety.**
8. **The NBSAP has a component on education and awareness on biosafety.**

**LESSON 3: LEARNING PRINCIPLES AND TEACHING METHODS**

10. Are the learning principles clear and comprehensive enough to understand the importance in using these in education and training activities?

**Yes, they are clear and comprehensive.**

11. Are the teaching methods clear, comprehensive and useful in education and training activities?

**Yes, they are clear, comprehensive and useful in education and training activities.**

12. Could you share some benefits in your national experience of organizing training and educational activities or developing resource guides for academic institutions using learning principles and teaching methods, such as online or offline methods?

**Uganda is a developing country where learning principles and teaching methods are successfully conducted offline. The online use is very limited as grid energy and equipment are either not easily accessible or very expensive.**

**There are advantages of offline methods some of which are:**

1. **Better and direct responses through the physical interaction.**
2. **Better understanding of the lecturer or facilitator and the student.**
3. **Easy communication and getting alternatives in case one fails to quickly understand. For example, some individuals grasp information when demonstrated to or storytelling.**
4. **It allows persons to appreciate biodiversity and other natural resources.**