**Topic 3: Planning for Public Education**

**Lesson 1: Key components and steps of a resource guide for a training/educational activity**

1. Overall, are the key components and steps in line with your national experience or useful in planning for public education?

The key components and steps are very useful though the participatory training needs analysis with different stakeholders to identify various needs is rarely conducted and assessment formats at this stage developed.

1. Are the methods recommended by past International Meetings of Academic Institutions and Organizations involved in Biosafety Education and Training still relevant (e.g. biosafety training needs matrix, list of topics, and guidance on developing biosafety education and training and the common format for a compendium)?

The methods by the International Meetings of Academic Institutions and Organizations in Biosafety Education and Training are still relevant. They only need to be shared as much as possible so as to test their relevance and get know ideas.

1. What are/should be the goals in your educational or training activity?

To develop a biosafety informed community for biodiversity conservation and livelihoods improvement by 2020.

1. What type of educational or training materials does your country have? (Please also post these in the BIRC-BCH at http://bch.cbd.int/database/results?searchid=676672 )

The materials are mostly scientific and target either legislators or government staff. Most of them are in form of power points. Unfortunately, my institution has never developed any I can share.

1. What case studies or examples do you have of biosafety issues integrated in courses, programmes or other training activities (e.g. environment management, science, political science, legal studies, business administration)?

Biosafety is a new discipline where we have less than 5 experts’ country wide. So far Uganda has in place confined field trials which exercise a lot of biosafety activities. The trainings I have participated mostly are centred on environmental and social considerations in establishment of CFTs.

1. How does your country promote biosafety education to women, indigenous peoples and local communities and other stakeholders?

Currently, the country has not had any tailored education to these groups. There should be biosafety education for the youth in vocational institutions and in business. Furthermore, high school students should be considered in biosafety education to allow them make choices in career development and lifestyles.

1. What other national experience can you share regarding developing and/or delivering biosafety training or educational activities (e.g. exercises, assessments/quality control, follow-up, ongoing support, participatory practices)?

Developing biosafety training or educational activities should be multi-disciplinary. In addition, my country has over 50 languages, translation of the materials should be done in at least 10 major languages. Furthermore, the biosafety training or educational activities should be tailored for the different stakeholders for participatory decision making and development

1. Were you able to develop clear learning objectives using the verbs? Please share these.

To gain, multiply, construct. change, endeavor, generate, repeat, rehearse.

1. Could you share some descriptions and rationale of content for a curriculum or training activity with participants in the forum?

Encourage the targeted audience to share what they know.

10. Is the “Sample Modules on Biosafety Issues” comprehensive, useful, clear, applicable and/or complete? y

Yes. For the evaluation, I suggest that the number and types on materials used in the training is also essential.

**Lesson 2: Key components of an education strategy/action plan**

1. Were you able to easily identify the components and definitions for an education strategy/action plan?

Yes I did.

1. Why is a biosafety education strategy/action plan important based on your national experience or useful in planning for public education?

Like any other plan, a biosafety education strategy/action plan is very important as it allows successful achievement of the biosafety objectives and also increases sustainability of the actions.

1. What are some inputs (e.g. visions, goals and objectives) of an education strategy/action plan based on your national experiences?

An informed and willing human resource and adequate financial support.

1. What were the major outputs and outcomes as a result of the education strategy/action plan?

Successful implementation of planned activities and sustainability of programmes.

1. Would it be useful with short-term, medium-term and long-term activities instead of just one component on activities?

Depends on the biosafety issue tackled and the target group.

1. How do you or could you monitor and evaluate the implementation of a strategy/pan?

I do monitor and evaluate the implementation of a strategy/plan if I have a committed multidisciplinary team, included clear M and E in the strategy plan and have financial resources in place.

1. Could you share some questionnaires or surveys that facilitate monitoring or evaluation of implementation of a strategy/plan related to education?

Yes I can though not on biosafety.

1. If possible, could you share educational strategy/action plan on biosafety in the forum?

It is impossible where I am right now. I am out of station.

1. Is the template exercise of a strategy/plan comprehensive, useful, clear, applicable and/or complete?

Yes, it is.