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UNESCO CONTRIBUTIONS TO NEPAD, 2001-2003 :

The first steps

“The vision of a networking Organization, which I outlined earlier, is especially appropriate for Africa where the Organization’s human and institutional resources, if properly marshaled, can have a major impact”

(Koïchiro Matsuura, 165th session of the Executive Board, UNESCO 7 October 2002)

UNESCO CONTRIBUTIONS TO NEPAD, 2001-2003: The first steps

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I. BACKGROUND

a. UNESCO and AFRICA: A long tradition

UNESCO has an established tradition of responding to appeals to African countries' calls for cooperation and for support in the area of human and technical capacity-building. In the early sixties, right after independence, the Organization had already developed a strong partnership with Africa and had positively responded to the region's needs in respect of the development of an indigenous political and intellectual leadership. Later on, in the seventies, UNESCO was also responsive to the Lagos Action Plan, which called for eradication of illiteracy; expansion of modern schooling throughout the continent, the development of vocational and technical training in secondary education, and the building up of local manpower intellectually and technically able to meet the challenges of economic and social development required for the post-independence era.

Priority Africa was launched in 1985 to reflect the vision and priorities expressed by African countries through the Lagos Action Plan. Priority Africa contributed to the adoption of the Programme for Social and Economic Development for Africa in 1986 by the United Nations' General Assembly. This programme was established to help Africans identify their own development priorities, choose the strategies most suited to address them, foster cooperation, facilitate the development of transdisciplinary and intersectoral features, and contribute to raising extrabudgetary funds to support education and social sectors in general. The programme was revisited in 1991 and in 1994 with the New Agenda for the Development of Africa, UN-NADAF. Within this United Nations-led programme, UNESCO was specifically mandated to facilitate the development of human resources needed for Africa.

Within the United Nations System-wide Initiative for Africa (UNSI), UNESCO was designated lead agency in three areas: basic education, harnessing information technology for development, and communication for peace-building. In 1995, UNESCO convened an international meeting "Audience Africa" in order to "listen to Africa" and identify "Africa's priorities", as part of the preparations for the Copenhagen World Summit for Social Development (1996). Through these efforts, and in collaboration with UNDP, the World Bank and other multilateral and regional institutions, the Organization has consistently contributed to the overall global efforts of responding to the defined priorities, complemented by the designation of Africa and Least Developed Countries as a priority area in programme activities.

It is increasingly apparent that the proliferation of many programmes and action plans developed by the international community may have dissipated energies and focus, compromising efficiency of programmes, and did not yield additional resources at the level anticipated. Thus, the hoped-for impact on Africa has largely remained ineffective and unfulfilled, in particular expressed in a dramatic decline in ODA to Africa, compounded by the fact that foreign direct investment (FDI) flows – the hoped-for panacea for a different development take-off – have essentially bypassed African countries. What was needed was a **unified international framework of action, based on African leadership and ownership – which was accomplished through NEPAD.**

b. New Partnership for Africa's Development (NEPAD) – A new African vision

Against the context of globalization, recent international developments and the agreed international development goals, the African continent is facing up to the challenges; the vision and responses mapped out by African leaders in the New Partnership for Africa's Development (**NEPAD**) defines a solid platform for focus and modalities of future action, which is also related to the globally agreed texts and targets of the United Nations Millennium Declaration (New York, September 2000) and the Programme of Action adopted by the Third United Nations Conference on the Least developed Countries (Brussels, May 2001).

NEPAD is a strong signal of the new political will of African leaders to tackle the continent's development challenges, highlighting the need for African-designed, African-owned and African-led initiatives. By providing a unified framework for cooperation, this single, integrated initiative represents a rationalization of efforts and promotes mutually supportive actions by all parties involved. It also allows for the provision of increased support to priorities defined by Africans themselves at all levels, as a key to fostering African leadership.

Based on a common vision, NEPAD represents a pledge by African leaders of their pressing duty "to eradicate poverty and to place their countries, both individually and collectively, on a path of sustainable growth and development and thus halt the marginalization of Africa in the globalization process, while at the same time to participate actively in the world economy and body politic". NEPAD emphasizes that "the marginalization of Africa from the globalization process and the social exclusion of the vast majority of its peoples constitute a serious threat to global stability", and underscores that "the resources, including capital, technology and human skills that are required to launch a global war on poverty and underdevelopment exist in abundance" and are within the grasp of Africans themselves.

Calling upon the international community, especially the highly industrial countries, to enter into a new relationship with Africa, NEPAD also seeks innovative approaches and solutions, which are no longer "externally designed", but anchored in and drawing on the formidable potential, creative energy and outstanding resources which exist on the continent.

What is NEPAD?¹

The New Partnership for Africa's Development (NEPAD) is a **VISION and STRATEGIC FRAMEWORK FOR AFRICA's RENEWAL**

What are the Origins of NEPAD?

The NEPAD strategic framework document was prepared by the leaders of the five initiating states (Algeria, Egypt, Nigeria, Senegal, South Africa), in response to a mandate given to them by the Summit of the Organisation of African Unity (OAU). The 37th Summit of the OAU in July 2001 formally adopted the strategic framework document.

Why the need for NEPAD?

NEPAD is designed to address the current challenges facing the African continent. Issues such as the escalating poverty levels and underdevelopment of African countries and the continued marginalization of Africa needed a new radical intervention, spearheaded by African leaders, that would bring forth a new **Vision** that would guarantee **Africa's Renewal**.

¹ Extracts from documentation produced by the NEPAD Secretariat

What is the NEPAD Programme of Action?

It is a detailed action plan derived from the NEPAD Strategic Framework document. The NEPAD Programme of Action is a holistic, comprehensive and integrated sustainable development initiative for the revival of Africa.

What are the NEPAD Primary Objectives?

- To eradicate poverty;
- To place African countries, both individually and collectively, on a path of sustainable growth and development;
- To halt the marginalisation of Africa in the globalisation process;
- To accelerate the empowerment of women; and
- To fully integrate Africa into the global economy.

What are the Principles of NEPAD?

- African ownership and leadership, as well as broad and deep participation by all sectors of society;
- Anchoring the redevelopment of the continent on the resources and resourcefulness of the African people;
- Partnership between and amongst African peoples;
- Acceleration of regional and continental integration;
- Building the competitiveness of African countries and the continent;
- Forging of a new partnership with the industrialized world by, amongst other things, ensuring that it changes the unequal relationship between Africa and the developed world; and
- Commitment to ensuring that all Partnerships with NEPAD are linked to the Millenium Development Goals and other agreed development goals and targets.

What are the elements of the strategic focus of NEPAD?

- To reduce the risk profile of doing business in Africa;
- To create the conditions conducive for investment, high economic growth and sustainable development;
- To increase Africa's competitiveness in the world economy;
- To transform the unequal and donor/recipient relationship with the developed countries and multilateral institutions to a new partnership that is based on;
- Mutual responsibility and respect; and
- To increase investment on the continent in order to ensure social and economic development.

What are the NEPAD priorities?

a. Establishing the Conditions for Development by ensuring -

- Peace and security;
- Democracy, political, economic and corporate governance, with a focus on public financial management;
- Regional co-operation and integration;
- Capacity building.

b. Policy reforms and increased investment in the following priority sectors-

- Agriculture;
- Human development with a focus on health, education, science and technology and skills development;
- Building and improving infrastructure, including Information and Communication (ICT), Technology, Energy, Transport, Water and Sanitation;
- Promoting diversification of production and exports, including promotion of agro-industries, manufacturing, mining, mineral beneficiation and tourism;
- Accelerating intra-Africa trade and improving access to markets of developed countries;
- The environment.

c. Mobilising Resources

- Increasing domestic savings and investments;
- Improved management of public revenue and expenditure;
- Increasing capital flows through further debt reduction, increased ODA flows;
- Foreign direct investment; and
- Improving Africa's share in global trade.

What are the immediate desired outcomes of NEPAD?

- Africa becomes more effective in conflict prevention and the establishment of enduring peace on the continent;
- Africa adopts and implements principles of good economic and political governance and democracy and the protection of human rights become further entrenched in every African country;
- Africa develops and implements effective poverty eradication programmes and accelerates the pace of achieving set African development goals, particularly human development goals;
- Africa achieves increased levels of capital flows and increased investments to the continent, both domestic and foreign;
- Increased levels of ODA to the continent are achieved and its effective utilisation maximised;
- Africa becomes more effective in terms of policy development on an international level thus ensuring that the continent's needs are taken into account, for instance, in WTO negotiations;
- Regional integration is further accelerated and higher levels of sustainable economic growth in Africa are achieved;
- Genuine partnerships are established between Africa and the developed countries based on mutual respect and accountability;

What are the elements of the current Focus of NEPAD?

- Operationalising the African Peer Review Mechanism;
- Coordinating and facilitating implementation of projects and programmes;
- Further developing Programmes of Action and specific interventions for:
 - Market Access, Industrialization, Increasing Intra-Africa Trade and Diversification of Production and Exports;
 - Science and Technology, and the establishment of Regional Centres of Excellence;
 - Gender mainstreaming;
 - Political, economic and corporate governance;
 - Education;

- Agriculture;
- Infrastructure;
- Health;
- Broadening ownership and participation by all sectors of African society.

What does the NEPAD Structure look like ?

NEPAD is a programme of the African Union designed to meet its development objectives. The highest authority of the NEPAD implementation process is the Heads of State and Government Summit of the recently launched African Union, formerly known as the OAU.

The Heads of State and Government Implementation Committee (HSIC) comprises 3 states per AU region as mandated by the OAU Summit of July 2001 and ratified by the AU Summit of July 2002. The HSIC reports to the AU Summit on an annual basis.

The Steering Committee of NEPAD comprises the Personal Representatives of the NEPAD Heads of State and Government. This Committee instructs the Secretariat of NEPAD to coordinate and implement projects and processes that have been identified by the HSIC as being of priority. The Secretariat is the coordinating and liaison arm of the NEPAD Steering Committee.

II. CONVERGENCE BETWEEN UNESCO FIELDS OF COMPETENCE AND NEPAD PRIORITIES.

a. NEPAD priority targets

NEPAD emphasizes that the primordial responsibility for African development must rest with Africans. It is anchored in the principles of African ownership, leadership, rule of law, and human rights as fundamental factors in promoting people-centred development. Two key themes have been identified as “Preconditions for Development”: *the promotion of peace, democracy, human rights and sound economic management*; and *regional cooperation and economic integration*.

A number of priority sectors are also identified in NEPAD. These are: bridging the gaps in infrastructure; information and communications technology; human development; health and education; health; culture; agriculture, diversification of production and exports; market access; increasing savings; and increasing capital flows. The preconditions for development and the priority sectors are operationalized in a series of objective- and action-oriented initiatives in the Programme of Action.

For the continent to achieve the agreed international development goals – e.g. reducing the proportion of people living in extreme poverty by half by 2015; ensuring the enrolment of all children of school age by 2015; making progress towards gender equality and empowering women by eliminating gender disparities in the enrolment in primary and secondary education by 2005; implementing national strategies for sustainable development by 2005 so as to reverse the loss of environmental resources by 2015 – NEPAD defines a series of measures which prioritizes the building of capacity to strengthen the effectiveness of existing regional structures and the rationalization of existing regional organizations.

In education, along with science, where UNESCO was explicitly mentioned, NEPAD aims at fostering collaboration with international partners, to attain universal primary education, to reform education from the standpoint of better quality and better access to ICTs, to improve access to secondary education, make the sector more relevant to the world of work and to the market economy, and to facilitate networking among African higher education institutions. The activities proposed to that end are fourfold: assessing, jointly with UNESCO and other major international donors, the strengths and weaknesses of current programmes; assessing the financial situation, identifying workable solutions, establishing new norms; introducing and strengthening ICT programmes at school, especially in elementary education; developing research through strengthening cooperation and networking amongst universities and research centres.

Yet, without explicitly tasking UNESCO, there are many other areas or identified priorities where the Organization could contribute to NEPAD and assist African countries. Among the defined priority themes and actions – requiring both short-term and medium-/ long-term interventions – the following NEPAD initiatives would allow UNESCO to bring its expertise and capacity to bear:

- the peace, security, and political governance initiative;
- the human resources development initiative, including poverty reduction, health – and in particular, the struggle against HIV/AIDS and other diseases – education and culture;
- the infrastructure initiative and, in particular, the development of information and communication technologies (ICTs), energy, water and sanitation, science and technology platforms; and
- the environment initiative: how to reinforce the links between cultural diversity, biodiversity and bioethics.

In implementing these initiatives, efforts shall be geared towards building a new global partnership, based on a strengthening of South-South partnerships and the establishment of a new relationship with development partners, including multilateral organizations.

b. UNESCO contributing to the goals of NEPAD

In its activities responding to Africa's needs and concerns, UNESCO in all its programmes is fully inspired and guided by NEPAD. In so doing, UNESCO fully bears in mind the commitment to implement the United Nations Millennium Declaration and its development targets, which has placed the goal of combating extreme poverty at its centre. UNESCO is bringing to bear its reform approach and new orientations as outlined in the Medium-Term Strategy for 2002-2007, including a strong emphasis on intersectorality and especially on UNESCO's two cross-cutting themes for the next six years, namely *Eradication of poverty, especially extreme poverty* and *The contribution of information and communications technologies to education, science, culture and communication and the building of knowledge societies*. UNESCO's action with respect to Africa is therefore articulated around four complementary objectives, which cover the priority targets outlined in the NEPAD:

- promoting human capacity-building, fostering initiatives to facilitate the coordination of programmes in the field of science and technology education and to make basic education accessible to all;

- helping African countries to establish a strategy for the prevention of HIV/AIDS and other infectious diseases by developing and implementing national education plans and acknowledging cultural values;
- mobilizing, and acting as a catalyst for international cooperation in support of initiatives by Member States, by fostering exchanges and cooperation, particularly with the AU/OAU, African subregional organizations, the United Nations system, the World Bank and the African Development Bank; and contribute to the design and implementation of common policies in the priority fields of the Organization in order to establish a sustainable culture of peace and ensure sustainable development in Africa;
- promoting the active participation of communities and civil society in development programmes, their involvement in decision-making processes; encouraging practices designed to strengthen peaceful coexistence, democratization, democratic governance and tolerance.

c. Areas and modalities for cooperation

NEPAD paves the way for a new era of cooperation, calling for a strengthened and more systematic pooling of resources of all partner institutions, based on their respective competencies, mandates and comparative advantages. This responds fully to UNESCO's determination to pursue partnerships, alliances and networks. Through its main areas of competence – **education, science, culture and communication and information** – **UNESCO is particularly well placed to contribute substantively to achieving Africa's top-of-the agenda priorities. At centre stage is access to education and knowledge, the key to capacity-building and empowerment. The development of knowledge societies requires education in its broadest sense, including science and technology, integrating cultural dimensions, values education, facilitating the exercise of civil rights, and encouraging the free flow of ideas and sharing of knowledge for the benefit of all individuals, including the most disadvantaged.**

Education is a precondition for development, for economic growth and for poverty elimination. It is the most powerful leverage for the promotion of welfare, for civic and social advancement, for the progress of democracy and respect of human rights, for the building of peace and the promotion of an environment that allows pluralism and cultural diversity to prosper. Pursuing the goals of "Education for All", as agreed at the World Education Forum in Dakar, is the principal strategic objective for UNESCO over the next six years, covering as it does both formal and non-formal education and aiming at improvements in the quality and diversification of education, in particular its contents, methods and delivery systems. Ensuring an effective follow-up to the EFA in Africa, including through the preparation and implementation of EFA National Action Plans (NAP), is indeed at the heart of the Organization's work in this field and corresponds fully to the expectation articulated in NEPAD. Broadening EFA to include secondary, technical, vocational and higher education, financing of education and the introduction of new technologies also constitute priority areas for action by UNESCO.

Through **education, and especially preventive education, UNESCO is also committed to make a significant contribution to halt the spread of HIV/AIDS**, drawing not only on its educational expertise, but equally those in the sciences, in culture and in communication and information. UNESCO has already contributed to the formulation of specific strategies for Africa, as agreed at the Abuja Conference, and will continue to intensify its action as a leader

in the global effort to combat HIV/AIDS, as agreed at the special session of the United Nations General Assembly in June 2001.

As shown by the Johannesburg Summit, Development must be sustainable in order to enhance human security. Policies aimed at sustainable development must be an integral part of a long-term vision for governmental and societal policies. The design of such policies is complex and UNESCO may be in a position to advise governments as to appropriate approaches. UNESCO stands ready to facilitate cooperation and experience-sharing, notably for the formulation and implementation of common policies and strategies in priority fields for the construction of sustainable peace and development. These include, *inter alia*, revision of education systems, transfer and sharing of knowledge – through networking of institutions, academic exchange programmes, virtual learning at university level, training of trainers; enhancing technical and human capacities to participate in the emerging knowledge societies, and in particular, strengthening institutional capacities – and through the formulation and implementation of pertinent policies, such as for science and culture.

In sciences, the complexities of our globalizing world increasingly require sound scientific advice and bases for informed decision-making. The 1999 World Conference of Science, and more recently the World Summit on Sustainable Development, have charted the way for the Organization to promote scientific cooperation and strengthen the capacity for science governance, drawing upon its unique comparative advantage of combining natural and social and human sciences. The focus on water and ecosystems is of the highest priority for UNESCO's action globally and specifically in Africa. Today, the timeliness and urgency of addressing fresh water issues has become widely recognized as a key component of human and environmental security, which is a key parameter for sustainable development. UNESCO, as the lead agency of the United Nations system for the preparation of the first World water assessment, is uniquely placed to provide advice and assistance to African countries in this strategic field. It also stands ready to play its part, within its fields of competence in taking forward policies agreed in Johannesburg concerning renewable energies.

Democracy, peace, security, stability and justice are equally strategic factors for Africa's development. Helping to preserve peace in all its dimensions and to foster a culture of peace is as relevant for the African continent as ever. Promoting the participation of the civil society in the conceptualization and implementation of development programmes as well as in decision-making processes at both national and local levels – through innovative approaches – is a prerequisite for enhancing peace-building, democratic governance and respect of human rights. This could be achieved through the design and implementation of programmes covering civic education, values education and education for peace, as well as support to approaches aimed at strengthening peace and democratic processes. The development of independent and pluralistic media is another area where UNESCO could provide valuable assistance to African countries through strengthening the role of the media to bolster intercultural dialogue and communication, particularly in conflict and post-conflict zones and the development and sustenance of communication and information capacities at the community level.

Above all, UNESCO is reinforcing **its intersectoral activities**, paying heed to the complex and interrelated nature of many of the issues to be tackled under NEPAD. New projects and approaches can thus well be designed bringing to bear the respective value-added and contributions of the various sectors under UNESCO's roof. Combined with active partnership engagement, this arrangement should augur well for innovative strategies and approaches addressing more accurately the realities of African life and the needs of the societies.

Over the past years, UNESCO has been cooperating actively, not only with the former Organization of African Unity (OAU), nor African Union (AU), but also with a number of international intergovernmental organizations (such as the ECA) and financial institutions (such as the World Bank and the African Development Bank (AfDB) as well as subregional organizations in developing and carrying out joint priority programmes and projects. Cooperation agreements have been concluded and joint commissions and concertation meetings have been held, in particular with the Economic Community of West African States (ECOWAS), the Southern African Development Community (SADC), the Indian Ocean Commission and the Portuguese-speaking countries of Africa (PALOP). Efforts are underway to sign agreements with the Community of Sahel-Saharan States (CEN-SAD) and other sub-regional Organizations as well as to reinforce the existing cooperation with other sub-regional Organizations.

Another new feature for UNESCO, which should facilitate engagement with Africa, is the elaboration and the adoption of a **regional strategy** to respond better to the needs of the countries and African subregions concerned. It will help to create greater synergy in the implementation of education initiatives in Africa and to improve cooperation mechanisms in that field; to assist in the formulation of science policies for scientific and technological development; to work towards acknowledgement of the cultural dimension of development; to encourage the utilization of information and communication technologies (ICTs) to narrow the digital divide; to encourage conflict prevention measures, and to promote a culture of peace and tolerance. The Constitutive Act of the African Union and the Pan-African Parliament, the Draft Protocol to the Treaty Establishing the African Economic Community Relating to the Pan-African Parliament and the Lome Declaration on a Conference on Security, Stability, Development and Cooperation in Africa demonstrate a renewed commitment to move ahead with continent-wide integration.

III. “INTERNATIONAL SEMINAR ON FORWARD-LOOKING APPROACHES AND INNOVATIVE STRATEGIES TO PROMOTE THE DEVELOPMENT OF AFRICA IN THE TWENTY-FIRST CENTURY” (8-9 November 2002).

a. Introduction

UNESCO organized on 8 and 9 November 2001, following an intersectoral approach, an international seminar on **Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century.**

The aim was to define new lines of emphasis, methods and strategies to promote the development of Africa in the twenty-first century in order to help the continent to pull out of the worrying situation in which it finds itself and thus enable it to hold a position and play a role that are consistent with its ambitions, particularly within the framework established by NEPAD.

b. Context

This seminar was being held right after the 31st session of the General Conference, which had just adopted UNESCO’s Medium-Term Strategy for 2002-2007 and its Programme and Budget for 2002-2003 respectively outlining the main policy lines and strategic objectives for UNESCO’s action over the next six years, and the priorities and main lines of action planned in this context for the next two years. The participants were able to familiarize themselves with the NEPAD reference framework, which had just been adopted in Abuja. For each of

the themes selected, which correspond to UNESCO's main fields of competence, the seminar helped to identify specific strategies to be implemented at the international, regional and subregional levels.

c. **Proceedings**

The seminar attracted participation at a very high level and real interest was shown in the proceedings, which took the form of seven thematic workshops aimed at defining future UNESCO action to meet the priorities expressed by African leaders themselves within NEPAD:

- a) the African agenda and UNESCO: building with the New Partnership for Africa's Development (NEPAD) as a foundation;
- b) education in Africa: issues and prospects – What are the strategies for the future?
- c) science and technology for sustainable development in Africa;
- d) human rights, democracy and human security: prospects and paths of action;
- e) cultural diversity and pluralism as issues in sustainable development for Africa;
- f) communication technology and the knowledge society: enhancing capacities in Africa;
- g) enhancement of pan-African cooperation and the international partnership system

d. **Recommendations**

Each workshop made targeted recommendations (Annex 1) to UNESCO, States, regional and subregional African organizations and the international community. It can be seen from the recommendations that Africa's development challenges can be taken up only through a global approach in which poverty alleviation involves the strengthening of human capacities, peace-building and consolidation, access to ICTs and regional cooperation, and also acknowledgement of cultural diversity and the preservation of the natural and cultural heritage. (Report available on the Internet site: <http://www.unesco.org/africa/seminar>).

e. **Follow-up and implementation**

Reporting on outcomes. The recommendations have been widely disseminated to African policy-makers and African civil society and also to all of Africa's development partners and all African Heads of States. The report has been sent in particular to the United Nations Secretary-General, to all the agencies of the United Nations system, subregional and regional organizations such as the OAU (Organization of African Unity), ECOWAS (Economic Community of West African States), IOC (Indian Ocean Commission) and SADC (Southern African Development Community), TICAD (Tokyo International Conference on African Development), all Ambassadors and Permanent delegates to UNESCO, the African Group at UNESCO and the G-8 sherpas responsible for NEPAD follow-up. There has been positive feed back from these various actors, and a readiness to co-operate with UNESCO.

A **forward looking monitoring** system within the Secretariat has been devised, in accordance with the Seminar's recommendations, to gather, exchange and propose innovative project proposals and also to make suggestions about the mobilization of African and international governmental and non-governmental public opinion with a view to the implementation of the recommendations.

In response to the Seminar's recommendations, it was decided to establish a **follow-up committee**. Proposals to this end were submitted to the Executive Board of UNESCO in spring 2002 (164th session), which notably endorsed the composition of this Committee,

consisting of a small number of external personalities and the senior management of the UNESCO Secretariat. In the autumn of the same year, in recognition of the growing importance of NEPAD as the sole development framework for the United Nations system's action in Africa, and of UNESCO's firm commitment to accompanying Africa's renaissance as advocated through NEPAD, this Committee was named "the **UNESCO Committee for NEPAD**", and the first meeting of this Committee was scheduled for March 2003 in Ouagadougou, Burkina Faso, along with a project-oriented Seminar designed to "move from vision to action".

f. Seminar's recommendations and NEPAD

It is worth noting the degree of convergence between the priority objectives of NEPAD and the conclusions and recommendations of the Seminar. This obliges the Organization to give active support to Africa, which should involve a higher priority for the continent and greater acknowledgement of its needs. In this context, the linkages between UNESCO's goals and the priorities identified in NEPAD should be widely disseminated to Member States and development partners.

For that purpose, UNESCO is participating in various regional and subregional meetings relating to the finalization of the NEPAD plan of action, in particular to ensure that greater account is taken of the areas that fall within the competence of UNESCO, in particular education for all, ICTs, poverty alleviation and also culture, the importance of which is not sufficiently stressed as such in the NEPAD reference document.

The aim is to ensure a real match between projects proposed by NEPAD and the various fields of competence of the Organization. In that connection, UNESCO took part from 24 to 27 January 2002 in the meeting at Benoni (South Africa), which was devoted to the formulation of the NEPAD plan of action. The plan has taken up most of the recommendations of the UNESCO seminar and has recommended, at the Organization's suggestion, that education be made NEPAD's top priority. The Benoni meeting also laid emphasis on the Organization's other priority fields, including ICTs, poverty alleviation and HIV/AIDS preventive education.

UNESCO was also represented at the meeting of UN agencies, funds and programmes operating in Africa, organized by the Economic Commission for Africa in Addis Abeba in October 2002. This important meeting, coming only a few days after a meeting of the African Ministers of Finance and Planning, during which a strong call was made for the operationalization of NEPAD, sought to strengthen the coordination of all UN system bodies in their action in favour of African development.

IV. REGIONAL STRATEGY FOR AFRICA

For the first time in the context of UNESCO's Medium-Term Strategy framework, regional and subregional strategies was formulated. Building upon ongoing regional integration processes and priorities, they aim at adapting UNESCO's global strategies to local features, conditions and initiatives. The regional strategy serves as a framework for the elaboration by the cluster offices, regional bureaux and national offices of the biennial work plans, which outline activities to be carried out in Africa, in the context of the Approved Programme and Budget, largely funded through decentralization of resources from the major programmes.

A process of consultation was initiated very early, involving UNESCO's field Offices in Africa (Addis-Abeba, 8-12 December 2001). On that occasion, the Seminar's recommendations and NEPAD's priorities were taken into account in the finalization of work

plans for the current biennium (2002-2003) and in the formulation of a regional strategy covering the period of the Medium-Term Strategy (2002-2007).

This strategy, *inter alia*, aims at:

- creating greater synergy in the implementation of initiatives for education in Africa, and improving cooperation mechanisms in the field;
- assisting in the formulation of science policies geared to scientific and technological development;
- promoting acknowledgement of the cultural dimension of development;
- encouraging the use of information and technologies to reduce the digital divide;
- supporting conflict prevention measures, and promoting a culture of peace and tolerance.

Programme and Budget for 2004-2005

The process of consultation continued with the regional consultation of African National Commissions (Dakar, 1-5 July 2002). A special session was devoted to NEPAD during this meeting. On this occasion, the priorities of NEPAD were duly taken into account in the early preparations for the draft proposal for the programme and budget for 2004-2005.

V. UNESCO and NEPAD: FROM VISION TO ACTION

The Seminar

There will be three working sessions on different themes. All three sessions will spotlight more particularly UNESCO's programme priorities in the following areas:

- 1- Education for All : **With regard to the EFA Monitoring Report of 2002 and the Recommendations of the Eighth Conference of Ministers of Education of Africa, MINEDAF VIII, concrete implementation strategies and actions;**
- 2- Sustainable Development, (Follow-up to the Johannesburg Summit): **the question of water (Preparation of the 3rd World Forum on Water, (Kyoto, 16-23 March 2003) and links between biodiversity and cultural diversity;**
- 3- Access to Information and Knowledge. **Preparation of the contribution of UNESCO to the World Summit for Information Society (WSIS).**

The three themes are as follows:

Theme I : Taking NEPAD as the operational framework for the implementation of UNESCO Regional strategy for Africa, how best can the Organization, regarding its own priorities, assist its African Member States to integrate the objectives of NEPAD in their national programmes?

Theme II : Concerning the implementation of the NEPAD programme in the fields of competence of UNESCO, in what ways can parliamentarians, the private sector, NGOs, the civil society, particularly women and youth be mobilized to participate in the development and the poverty reduction strategies in Member States?

Theme III : With the active participation of the Field Offices and support of its diverse partners, in collaboration with regional and sub-regional organizations, how can UNESCO best contribute to the strengthening of the capacity of the actors and the elaboration of sub-regional and regional projects ?

VI. SECTORAL CONTRIBUTIONS TO THE MAIN THEMES OF THE SEMINAR

This section proposes a summary review of the activities undertaken by the different sectors and their prospects for cooperation with NEPAD regarding the proposed programme and priorities retained.

EDUCATION

EDUCATION FOR ALL

Background

Education for All (EFA) is critical to unlocking individual and societal potential. It is a prerequisite for sustainable development. Several international gatherings have recommended EFA as a priority. In particular:

The Education for All Forum participants collectively committed themselves to pursue the six comprehensive goals:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Achieving Universal Primary Education and the Education for Girls are among the priorities of the Millennium Development Goals.

This consensus represents the set of actions which must be jointly taken to ensure the achievement of all EFA goals.

The New Partnership for African Development (NEPAD) underscores the importance of education for the development and stability of Africa.

However, EFA will only be achieved in today's Africa if immediate measures are undertaken to expand access, raise quality and improve equity not only to meet learning needs of children enrolled in mainstream educational systems but also to care for the vulnerable, the marginalized and other hard-to-reach children and adolescents that have yet to benefit from existing provision of education. It requires a special focus on rural areas as 70% of the poor live in rural areas.

Challenges

Education in Africa is facing major challenges:

Early childhood care and education programmes are not pro-poor and they receive very little proportion, if any, of public spending in education.

Primary education is still lagging behind because of limited access, poor retention and performance below expectations. Poorly prepared teachers, insufficient supplies of good quality books, and inadequate supervision of schools and little participation of parents in the education of their children aggravate these. Education in Africa must strike a balance between appropriate traditional practices on one hand and, on the other, modern expectations within national and global spheres.

While the ultimate aim is to enable all children and adolescents to benefit from mainstream education, it is still necessary to provide alternative models of education that are flexible and of good quality to meet the needs of the poorest children, ethnic minorities, street and working children and those with disabilities.

Insufficient provision for continuing education and employment to reach out-of-school adolescents has resulted in unoccupied adolescents who are prone to criminal activities and to unwarranted civil disturbances. The stability of many societies will depend largely on appropriate policies, actions, including supervision, in order to open various opportunities for youth development.

Enrolment rates, educational achievements and employment opportunities for girls are below desirable levels despite achievements.

Literacy is one of the biggest challenges in African region, which has a lowest literacy rate in the world. Especially in the Sub-Saharan Africa the rate improved from 49.2% to 60.3% during 1990 to 2000, however, still there is an urgent need towards creating the 'literate environment' during the United Nations Literacy Decade (2003-2012). Literacy is a

fundamental tool for every form of learning and a prerequisite for all the developmental issues including poverty alleviation, HIV/AIDS, and curbing a population growth.

The EFA assessment demonstrated that crisis, conflicts, war and natural disasters emerged as major barriers to the accomplishment of education for all goals. Restoring and rebuilding Education in this context for million of children is a high priority to meet right to education, stability, peace, security and sustainable development.

Achievements

According to the EFA Global Monitoring Report 2002 Africa may not be able to achieve Education for All by 2015. Forty three countries are likely to miss at least one of the Dakar Goals and, for twenty of them, classified as “at risk countries”, completing UPE is likely to be an utopia unless drastic and immediate measures are undertaken right now. African countries have made some gain in Girls’ Education, which was considered as one of the major area needing improvement in order to achieve UPE. However, prospects are still worrisome not only in Primary Education as a whole, but also in three other areas that have direct impact on primary education: the Literacy Decade is a golden opportunity to promote the literacy levels of youth and adults and to contribute to the quality of primary education by improving reading skills of children; Adult Literacy and lifelong learning, Vocational/life skills’ training, and quality education.

To get education in Africa back on track, it is critical that countries lagging behind stop doing business as usual. They shall explore new approaches. National, Sub-regional, and regional programs that has proven their efficiency shall be strengthened to effectively meet all demands for education. New initiatives through alternatives deliveries that are promising and that bear potential, such as the *Centre d’éducation de base et non-formelle* (CEBNF), the Nafa Centres (provide second chance education for girls), and other *Centre d’éducation pour le développement* (CED), could be scaled-up and expanded throughout the continent with a minimum support. Valuable lessons could also be drawn from good achieving countries and successful regional programs.

Recommendations

The MINEDAF 8 discussed the above issues and examined how African countries could move from policy to practice on implementing them. The MINEDAF 8 came up with the following set of recommendations:

Effective Government commitments shall be translated into concrete measures that refocus education whenever needed based on demand rather than supply. Such concrete measures may include, among others:

- Ensuring that education remain high on national agenda and beyond political cleavages: a strong commitment of the entire political leadership is at the core of true changes in the education front;
- Improving the quality and relevance of education as defined by the users;
- Allocating resources that effectively respond to the needs of the system through ensuring that, wherever education is organized and has credibility, resources are allocated;
- Opening opportunities for excluded disadvantaged groups to give them access to good quality education so that they are empowered and are able to contribute to the development of their communities, their countries, and the region;

- Utilising solar energy to facilitate better access to ICTs that will improve access and quality of education;
- Using language of instruction that will enable children to learn, first, in their mother tongues;
- Adopting a holistic and community-based approach in Early Childhood Care and Education to include support to parents and to providers other than the parents; ECCE is critical for physical, social and intellectual preparation of the schooling of the child. Success in this area will lead to improved access, better learning outcomes and improved equity in primary education.

African countries must diversify their educational systems to provide alternative delivery through various pathways while working towards eliminating those factors that give rise to exclusion. At the same time, alternative deliveries should offer second chance opportunities for groups that do not participate, for various reasons, in the main stream of education.

African countries should take full advantage of the Fast Track Initiative to accelerate progress in the expansion and development of primary education. Success brings success. Positive outcomes will be exemplary for the financing of other countries that are not, at present, benefiting from this Initiative.

FAWE as a regional initiative advancing the cause of education of girls should be strengthened to support governments to effectively implement policies and plans aiming at improving girls' full access to good quality education.

African countries should also take full advantages of the UNGEI to accelerate progress in girls education and towards meeting the 2005 and 2015 goals on gender; supporting the application of gender mainstreaming in all policies and programmes.

African countries should promote community learning centres to develop the broader education needs of local communities.

“Bolsa Escola” offers an interesting option for poor parents to send their children to school on a regular basis. The many benefits of the program include:

- It reduces dropout;
- It increases enrolment;
- It reduces child labour;
- It improves performance.

Wherever Bolsa Escola is introduced, effort should be made to extend the program to more communities. Other countries should make the program known to the decision makers and to the general population.

Appropriate legislation and policy framework should be in place to enable the institutionalisation of guidance and counselling in African educational systems. Guidance and counselling programs should be:

- Integrated into teacher training;
- Given space in the curriculum;
- Provided with appropriate staff time;
- Allocated appropriate levels of resources that will permit the provision of effective counselling services for children, particularly girls.

UN Literacy Decade (2003-2012) be fully utilized for improving the literacy situation with special emphasis on girls and women in Africa. Notion of literacy be expanded according to the diverse context in Africa in terms of language, culture, tradition, history and socio-economic conditions.

Inter-agency co-operation and coordination shall be strengthened to meet the educational needs in situations of emergency, crisis, conflicts, war and natural disasters:

- Capacity building, and technical assistance at country level, especially for the upstream components of needs assessment, transition priorities, strategic planning and implementing process for post-conflict reconstruction.

Timely and accurate statistics should be made available to African policy makers and partners working in education. Effectively analysed and interpreted, statistics provide (i) early warnings of pending challenges, (ii) a basis for resources mobilization and allocation, and (iii) an overall good management of education. They are critical to policy formulation, planning, implementation, monitoring and evaluation of education.

There is need to build the capacity of educational institutions and conduct targeted researches.

Qualitative measurements should be developed and reinforced to complement and support findings from quantitative data. Measures of efficiency in education should integrate qualitative data in order to reflect true progress towards EFA.

The potential of civil society organisations shall be complemented by capacity building programs as illustrated by the NGO/CSO Capacity building program which was initiated through a cooperation between UNESCO, the World Bank, Rockefeller Foundations and the main EFA partners. Civil society, including professional affiliates, parliamentarians, and the private sector play an important role in the achievement of EFA because of their flexibility, their capacity to reach out local communities, their ability to effectively address locally expressed needs, and their capacity to develop effective programs in such areas as advocacy for girls' education, the reinsertion of dropouts, and reaching out the unschooled.

South-South cooperation shall be strengthened. North-South co-operation shall be strengthened also and should be well balanced, noting that unresolved issues of the South affect the North.

SECONDARY, TECHNICAL AND VOCATIONAL EDUCATION

Secondary education is of critical importance: first, because of its impact on the period of adolescence when important life choices and career orientations for the future are made and, second, because of its contribution to human resource development as linked with broader education is inequitable, particularly for girls. And there are challenges which have a particularly strong impact on young people, such as the changing world of work, the spread of HIV/AIDS, drug abuse and violence.

Priority should be given not only to the renovation of contents, methods and structures in secondary education, but also to the improvement of educators' training so that they can better perform their roles, including the provision of counselling and guidance to meet adolescents' needs. In many countries, the first years of secondary education are part of basic education. The expansion of secondary education and the improvement of its quality are vital aspects of the follow-up to the World Education Forum held in Dakar, Senegal, in April 2000. Out of the six Dakar goals, three have direct implications for the development of secondary

education. These three goals imply a massive growth of secondary education in order to absorb primary school completers, ensure gender parity in enrolment and provide access for all young people to appropriate learning and life-skills programmes. The effect of Education for All (EFA) on secondary education, however, will extend far beyond quantitative expansion and greater access. The drive for EFA will generate changes affecting the quality and relevance of all types and levels of education.

On the other hand, technical and vocational education and training contributes to the acquisition of life skills needed to engage in livelihoods and personal and national social and economic development. Ministries of Education are encouraged to reform their TVET systems in accordance with the Revised Recommendation concerning Technical and Vocational Education (2001) which was recently updated to take into consideration contemporary issues such as ICT and globalization.

Science and technology education is crucial to Africa's development effort in the current era of globalization that has brought with it a knowledge society and technology driven economy. NEPAD recognizes science and technology being the prime stimulator of national development and product of education. Science and Technology Education constitutes a cornerstone of basic education as it makes an indispensable contribution to the development of life skills. In order to assist in renovating African Science Education systems it is needed to demystify science beginning with basic education and teaching, to put Science and Technology in harmony with socio-cultural environments, to recognizing and developing the traditional Science and Technology knowledge and devise strategies to ensure the access of African women through revising curricula and changing attitudes.

UNESCO should ensure that all three areas be strongly reflected within the EFA monitoring process and in each National EFA Plans, as well as in each educational project undertaken in/with an African country/institution. The synergies between different institutions would be reinforced.

As for the implementation of NEPAD programme with different partners, UNESCO would encourage more synergies between NGOs and other members of civil society with governmental authorities. Given the lack of resources and expertise in the public sector an increasing number of activities should be undertaken by or in partnership with dynamic and competent local or regional NGOs in collaboration with the private sector and under the supervision of governmental authorities.

Strengthening of the capacity of the actors and the elaboration of sub-regional and regional projects should notably be done through the mobilization of key actors, advocacy and regional training.

HIGHER EDUCATION

Actions by higher education institutions have the potential to support the six goals of Dakar through research, capacity-building, and service to the community. These actions may be directed towards all of the six goals of Dakar.

Research to support education for all by promoting:

- the elaboration of educational programmes tailored to the cultural, social and economic needs of different learning environments;

- the analysis and evaluation of educational systems for effective training of educational managers and planners;
- prospective studies for the elaboration of system-wide reforms to promote quality education. The multidisciplinary nature of universities provides an important added value to this area;
- the improvement of teaching/learning methods and tools, including not only content but innovative development and production in decentralized systems;
- the establishment of networks of institutions that contribute to reinforcing educational capacities, in particular through intellectual exchanges (e.g. through networks and twinning of universities).
- In all of the above, the targeting of research on high priority areas such as literacy education, preventive education, education for tolerance and inter-cultural understanding, inclusive education.
- Broaching the huge need to bring the excellence of higher education research into the non-formal EFA systems.
- UNESCO Chairs and UNITWIN Networks are one of the best tools for strengthening research activities at institutional level.

Capacity-building

- promoting quality teacher-training by: attracting competent candidates to the profession; promoting pre-training which promotes innovative professional performance, promoting the participation of teachers in activities aiming to renew the education system by using existing UNESCO/ILO normative instruments in this regard; promoting the use of ICTs for EFA in curricula; improving the status and working conditions of teachers; establishment of in-service training;
- training of other educational personnel such as guidance counsellors, literacy specialists, educational managers, educational psychologists, special needs education experts;
- reviewing national and institutional higher education plans, especially as regards teacher-education, to bring them, where necessary, more in line with national development commitments;
- concentrating on institution-building, to move towards, or restore, excellence in those normal college and higher-education departments which provide teacher training, and deeply reflect national cultures and aspirations;
- bringing squarely into policy dimensions of development of higher education teaching personnel the importance of academic freedom, and the other rights enshrined in the 1997 Recommendation on the Status of Higher Education Teaching Personnel, specifically to help preclude the brain-drain of staff where these rights are not observed;
- mobilisation of students in the service of EFA goals.
Selected UNESCO Chairs will constitute the background for building centres of excellence of strengthening capacities and improve networking.

Universities at the service of Education for All

- harnessing of the important role that universities can play in conceiving and implementing educational projects, organising training projects for non-formal education programmes, research in educational sciences, production of pedagogical materials. The potential for these activities to be mobilised for national projects as well as other development initiatives is a valuable resource.
- The special project on lead teacher training institutions will help decision makers take necessary actions to strengthen the weakness in their national institutions and instaure a more dynamic cooperation at regional level.

Access to information and knowledge

UNESCO's proposals for the elements to be included in the Declaration of Principles and the Plan of Action to be adopted by the World Summit on the Information Society are based on the Organization's specific mandate. This mandate leads UNESCO to promote the concept of *knowledge societies* rather than that of a global *information society* since enhancing information flows alone is not sufficient to grasp the opportunities for development that is offered by knowledge. Therefore, a more complex, holistic and comprehensive vision and a clearly developmental perspective are needed.

UNESCO's proposals are responses to the three main challenges posed by the construction of knowledge societies: first, to narrow the digital divide that accentuates disparities in development, excluding entire groups and countries from the benefits of information and knowledge; second to guarantee of the free flow of, and equitable access to, data, information, best practices and knowledge in the information society; and third to build international consensus on newly required norms and principles to respond to emerging ethical challenges and dilemmas of the knowledge society.

The World Education Forum (Dakar, Senegal, April 2000) gave UNESCO a major technical and political challenge in sustaining international commitment and support for achieving the Educational for All goals. At the international level, there are expectations that ICTs could facilitate progress towards these goals, in particular by enabling society to reach out more effectively to individuals and social groups whose basic learning needs are not being met by conventional educational means.

The ED Sector's specific contribution to the WSIS:

1. Proposals for elements to be included in the Declaration of Principles and the Plan of action, to be adopted by the Summit.
2. Participation in the organization of the Pan-European Regional Conference – UNESCO IITE - (Bucharest, Romania, 7-9 November 2002)
3. Development of a publication, *ICTs and Education*; and of a Study on *ICTs in Basic Education*.
4. Lead role in the organization of a *Round Table on e-Learning* as a side event at the WSIS.

SECTOR MANAGEMENT AND STRATEGIC PLANNING TO NEPAD

NESCO surveys and field experiences in developing countries in general and in Africa in particular prove that there is a need to promote sound governance in the field of education sector management and strategic planning. This includes:

- Political will to ensure transparency, democracy and accountability in educational development and promote genuine partnership and involvement of all stakeholders;
- Capacities to design coherent and holistic education policies in conformity with overall development frameworks and poverty reduction strategies. Thus promote EFA policies within a sustainable and well-integrated sector framework and ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
- Capacities to translate development policies into effective strategies and actions.

In the context of NEPAD, UNESCO can contribute to ensuring good governance, mainly through (i) facilitation of experience sharing among policy and decision makers as well as specialists from African countries and (ii) demand-driven technical assistance to complement and to substitute for, the existing national expertise. This will contribute not only to strengthening national governments in designing programmes, but also to coordinating external agencies' interventions towards national priorities in education and human resource development.

In countries under conflict and post-conflict situations, UNESCO will also provide support to promote governance. In addition to the above contributions, a specific support strategy and mechanism will be set up and strengthened.

PROMOTION OF QUALITY EDUCATION

Background elements

1. The three priority lines of action identified for immediate implementation in the NEPAD strategic document for education are:

- helping countries reach the Millennium Development Goal of achieving universal primary education by 2015;
- harmonizing and improving curricula and educational contents;
- encouraging the creation or strengthening of regional centres of excellence

2. It should also be noted that the UNESCO Medium-Term Strategy (2002-2007) for the Africa region² provides that the Organization's contribution to NEPAD goals in education will focus on two essential aspects of the quality of education. UNESCO's task will be:

- to contribute to improvements in curriculum development, quality improvements and access to information and communication technologies;
- support measures for conflict prevention and management, and promote a culture of peace, reconciliation and tolerance (...) and contribute to the international community's peace efforts, primarily by supporting national and regional programmes and projects for a culture of peace.

Actions to ensure quality education for all

To define appropriate strategies common to NEPAD and UNESCO, special attention should be focused on the following areas, which should continue to be among the main NEPAD priorities:

- (a) **Improving the curriculum:** educational contents should be geared to development challenges by providing learners with the means to become responsible actors and citizens capable of contributing to the sustainable development of their societies. To that end, education systems and programmes should be reviewed to take account of issues such as: combating social inequalities, poverty and endemic illnesses (HIV/AIDS in particular), respect for human rights and for difference (cultural diversity), the acquisition of knowledge, skills and behaviour conducive to peace (learning to live together), respect for the environment, and the safeguarding of shared heritages.
- Combating endemic illnesses (HIV/AIDS in particular): awareness of the urgent need to reduce the impact of the epidemic on education, while working in the area of prevention, must be constantly renewed at all levels. In this connection, the needs of affected and infected individuals – pupils, students, teachers, education personnel and others – and of orphans and children in distress must be the priority concern so as to ensure the right to education for all. Education programmes and, in particular, in-service training for teachers must accommodate these dimensions and take into account all forms of stigmatization (mainly social), discrimination (behavioural) and prejudice (mainly subjective), while having regard to the rich cultural traditions of Africa.³
 - Learning to live together: the proliferation of conflicts in Africa is an alarming signal of the difficulties involved in establishing democracy in Africa. But it is also a sign that there is a continuing need to train responsible and democratic citizens and that education is the key to changing mentalities. To achieve this, school curricula must stress the acquisition of values, attitudes and skills going beyond factual knowledge. Issues relating to respect for human rights and

² Medium-term Strategy (2002-2007) for the Africa Region: Contributing to peace and human development in an era of globalization through education, the sciences, culture and communication. Document drawn up following the Director-General's consultation with the National Commissions for UNESCO in the Africa region, Dakar (Senegal), 1-4 July 2002.

³ *Towards an African Response: UNESCO's Strategy for HIV/AIDS Education in sub-Saharan Africa (2002-2007)*

diversity and the concepts of tolerance, non-violence and solidarity must be integrated into the curriculum. Several UNESCO-supported projects in this area are already under way in Africa. The Education for All (EFA) movement launched in Dakar and the preparation of national EFA action plans afford an opportunity for strengthening this approach.

- (b) **Improving methods for evaluating education systems:** It is not enough to transform teaching methods or to integrate new ideas into the curriculum. Measuring their impact and evaluating scholastic performance is one of the new and important dimensions of educational quality (evaluation of academic performance not only in cognitive terms but also in terms of socio-emotional maturity and life skills). Efforts to evaluate educational quality in Africa have produced satisfying results. The priority is now to reinforce national capacities in this domain. UNESCO has for several years been providing substantial help to African Member States for national capacity-building by putting in place qualified support structures in this domain. These projects should be included in the NEPAD priorities.⁴

Implementation of these strategies necessarily implies qualitative changes tailored to formal and non-formal systems of education. It would be preferable if African education systems were able to achieve a genuine integration of these two types of education within a single system in furtherance of the ultimate goal of education for all.

Involving women, young people and civil society

- There is a need to identify clearly how female parliamentarians should participate, and to consult them. NEPAD is one of the first documents to spell out that African women have a special contribution to make to development rather than being perceived as subjects within a “miserabilist” vision characteristic of a certain kind of humanitarianism. African women have developed survival strategies to cope with poverty, illness and conflict, and these deserve to be turned to account and integrated into the NEPAD vision.
- A forum for young people should be organized to enable them to air their views on development in the twenty-first century in those areas that concern them directly: education, health, sport, communication with adults and African development.

VI.SUSTAINABLE DEVELOPMENT: Johannesburg follow-up

The Education Sector as a whole contributes to sustainable development. The seminar agenda, however, highlights only two aspects: biodiversity and water-related issues. Education for Sustainable Development (ESD), an essential theme for Africa as indicated in the plan of action of the World Conference on Sustainable Development, has not yet been examined within the framework of NEPAD.⁵

When one speaks of (sustainable) development in Africa, the long-term future and reinforcement of higher education institutions, together with problems relating to AIDS and education for development, emerge as crucial issues that should be addressed in the context of UNESCO-NEPAD concerns.

⁴ Monitoring the quality of education ... Focusing on learning outcomes. Division for the Promotion of Quality Education, February 2003.

⁵ Education for sustainable development: position of the Education Sector.

The question of education for sustainable development and in particular the role of higher education institutions should be fully treated by the seminar. The actions proposed are as follows:

- Ensuring the sustainability of higher education institutions in Africa;
- Encouraging the development of legal frameworks to ensure the sustainability of higher education institutions through:
 - o the availability of public resources, both human and financial;
 - o the adoption of fiscal incentives to encourage private-sector investments in these institutions;
 - o the promotion of partnerships between the private sector and higher education institutions to generate relevant research in local and regional contexts.

One of the core missions of higher education today is to prepare new generations for a sustainable future. Sustainable human development is a process of change in the relationships between social, economic and natural systems and processes. These interrelationships present a challenge to us in reconciling economic and social progress with safeguarding the global life support systems. This challenge relates then to the role of universities,+ and all institutions of higher education, in increasing our understanding of the issues at stake and calls for them to lead and develop consistent future scenarios and to increase awareness of problems and solutions in their educational programmes.

Higher education institutions have a crucial role to play in:

1. Better refining the concept and key messages of education for sustainable development
2. Encouraging inter-disciplinary and collaborative research and education programmes;
3. Promoting inter-disciplinary networking;
4. Encouraging staff and students to have an environmental perspective in whatever field of study they are engaged;
5. Integrating environmental, demographic, economic, social and other concerns inherent in the complex notion of sustainability.

Several key factors drive the need for attention to sustainable development: the increasing urbanization of countries including developing countries; globalization influenced by information technology; and the devolution of power in terms of decentralization and regionalization. Additionally, chronic problems of poverty, consumerism, malnutrition, unemployment and illiteracy drove human action in the direction of the non-sustainable use of resources. In this context, investment in people, community learning and the participatory creation and design of systems are keys to sustainability. The link between higher education and local authorities as outlined in chapter 28 of Agenda 21 is therefore critical.

Higher education bears a particularly important responsibility not only for generating the knowledge base for finding solutions to society's problems but also for transmitting the skills needed to find gainful employment and to contribute constructively to the building of a sustainable future. In rethinking their role, universities need to confront numerous challenges,

including coping with complexity, inculcating a new way of thinking, and translating interdisciplinarity into practice. The key to the new vision is ethics and values. This new vision of education was reflected in the international consensus and framework of action which emerged from a series of international conferences organized by the UN. The International Work Programme on chapter 36 of Agenda 21 adopted by the UN Commission on Sustainable Development provides an excellent international platform to promote higher education for sustainable development.

Key to the success of universities to re-orient their research programmes and curricula is their capacity for flexible interdisciplinary cooperation and to collaborate with institutions outside the university.

Universities should reflect on their role in society, and assume their responsibility both at the local and global levels. First of all, they should make students “environmentally literate”, capable of taking action in favour of sustainable development from their own discipline. Secondly, they should transmit knowledge to policy and decision-makers and take a leading role in communication to the public. Finally, they should train people to deal with complex social relations and bring a global, inter-cultural dimension to education. Cooperation networks should be encouraged.

The issue of the development and encouragement of interdisciplinarity in an institutional framework where knowledge has become increasingly specialized and fragmented is also important. Potential approaches might include: the creation of learning environments for promoting disciplinary excellence in more than one discipline, the use of field studies based on the interconnectedness of real world problems.

Linking theoretical knowledge to practical applications requires greater recognition of the real problems relating to sustainability, including those of the dominant patterns of production and consumption, the implications of the many dimensions of “globalization”, deregulation, and intellectual property rights, disparities and contrasts within and between countries, and basic issues such as hunger, poverty and intergenerational solidarity.

In terms of changes necessary in higher education programmes and institutions, and in terms of preparing future generations better for complex situations and problems, transdisciplinarity should become a driving force in university reform. The changing roles of different stakeholders, governments, employees, students, teachers and local communities in the process of university reform should be considered, as well as perceptions of the changing functions of universities and the increasing importance given to their role as leaders in the lifelong learning process.

Finally, it is critical for higher education to be future oriented. There has to be a holistic vision based on scientific evidence, transparency and a fusing of the cultural, spiritual, socio-economic and ecological perspectives.

Participants in this Commission may wish to revisit the key actions proposed by the World Conference on Higher Education (1998) and which have not been followed-up yet and the recommendations contained in the Plan of implementation of the World Summit on Sustainable Development (WSSD) held in Johannesburg.

It is important to note that, yet again, neither during the Summit, nor at its closing, whether in the political declaration or in the plan of action, higher education was not mentioned as a key partner for ensuring sustainable future. The Summit has also shown that many are not ready to ensure the transition necessary to building a sustainable development. However, the Summit

afforded the participants themselves the opportunity to reiterate their commitment, to better define their objectives, and to finalize their own action plans.

One of the achievements worth underlining here is the recognition by UNESCO of the Partnership type 2 Global Higher Education for Sustainability partnership (GHESP) to which UNESCO is associated. The higher education community has been mobilizing since Rio and the World Conference on Higher Education. GHESP offers, among others, an international platform of universities committed to promoting higher education in support of development for a sustainable development.

Furthermore, several electronic networks have been established. These, however, must be given a higher profile in order to increase their efficiency. The International Association of Universities, among others, has created a global website on this topic.

Several organizations mobilize to gauge university reform efforts with a view towards greater sustainability.

The above initiatives aim at reinforcing UNESCO's work as task manager for chapter 36 of Agenda 21 and for the international work programme established by the Commission on Sustainable Development.

Participants may wish to reconsider and decide on how to follow up the recommendations of the World Conference on Higher Education mentioned below:

1. Establish a sustainable future award scheme.
2. Develop a "preparing for a sustainable future" audit system.
3. Establish a special fund for direct mutual transfer of knowledge.
4. Establish programmes for the training of trainers.

Article 117 of the Plan of Implementation of the WSSD insists on the necessity for governments to commit to education for sustainable development and asks to:

- (a) Integrate information and communications technology in school curriculum development;
- (b) Promote, as appropriate, affordable and increased access to programs in developed countries for students, researchers and engineers in developing countries in order to promote exchange of experience and capacity to benefit all partners;
- (c) Continue to implement the work program of the Commission on Sustainable Development on Education for Sustainable Development.

These principles should be reinforced.

The UBUNTU Declaration signed in South Africa last September invites to «work towards a new global learning space on education and sustainability that promotes cooperation and exchange between in institutions at all levels and in all sectors of education around the world». All concerned partners are invited to support this initiative.

The General Assembly of the United Nations has recently adopted a decade of Education for a sustainable development which is to start in 2005 and all measures should be implemented

to ensure its success. It would be desirable for the present meeting to significantly widen the debate and help to identify new paths for mutual cooperation.

One should encourage creation of UNESCO Chairs and networks to promote research and teaching in the field of sustainable development.

A cross-cutting project on the use of Remote sensing for ecosystems and water resources management is under implementation by UNESCO during the current biennium.

NATURAL SCIENCES AND ENVIRONMENT

SC/AP

Division of Science Analysis and Policies

To ensure the recommendations of the World Conference on Science during the biennium 2002-2003, the division of science analysis and policies was positioning itself, particularly in standard-setting, in the field of science, technology and innovation policy with the overall goal to build expertise for managing science and technology for development.

The accent is placed on scientific capacity-building, greater international partnership, networking, increased interdisciplinarity and the objectives are the development of human and national/subregional institutional capacities for the management of the application of S&T resources in socio-economic development and peace-building; the promotion of reforms of national/regional systems of science, technology and innovation through policy advice and technical assistance; the strengthening of university/industry/government partnerships; contribution to the reduction of poverty and the fostering of international cooperation in the area of governance of S&T, particularly through networks and the development of S&T statistics and indicators.

The action of the division in Africa, during the biennium 2002-2003, is particularly led to a greater contribution of science to the alleviation of poverty through the elaboration of S&T plans and investment programmes. For the next biennium 2004-2005, since the important role of science and technology in the reduction of poverty and the promotion of economic growth in African countries, have been emphasised again, the division is proposing a flagship project, aimed at mobilising the science and technology community, particularly in the heavily indebted poor countries (HIPC) in the region, to participate in the deployment of science and technology in the attainment of macro-economic policy objectives.

SC/BES

Division of Basic and Engineering sciences

Lutte contre le Sida

La lutte contre le Sida est un des facteurs principaux pour que l'Afrique puisse mettre en oeuvre ses stratégies de développement, dans le cadre du NEPAD. L'UNESCO participe à cet effort en mettant l'accent sur le transfert des connaissances et sur la création d'un réseau de centres de prévention et recherche sur le Sida afin de doter l'Afrique d'infrastructures et compétences aptes à faire face à l'épidémie du Sida.

Un centre est déjà en fonction en Côte d'Ivoire et deux autres sont en voie de constitution au Cameroun et au Burkina Faso. Cette action de l'UNESCO, conduite en coopération avec la Fondation Mondiale Recherche et Prévention Sida, a conduit à une mobilisation de compétences scientifiques (accord entre les Prs Luc Montagnier et Robert Gallo) et des ressources par le financement par l'Italie au titre de fonds extra-budgétaires d'un projet concernant la mise au point d'un vaccin pédiatrique limitant la transmission du VIH/Sida de la mère à l'enfant, après la naissance, pendant l'allaitement.

Ce projet et la création prévue des centres au Cameroun et au Burkina Faso a par ailleurs conduit les premières dames d'Afrique à se mobiliser en faveur de la lutte contre le Sida et à créer une association dite « Synergies Africaines » dont Mme Biya, épouse du Président du Cameroun, est la présidente et Mme Campaoré, épouse du Président du Burkina Faso, la vice-présidente.

Cette association, appuyée par le projet ci-dessus mentionné, est un puissant moyen d'impliquer les Parlementaires, la société civile et les femmes dans les stratégies de développement (thèmes I et II du séminaire de Ouagadougou « L'UNESCO et le NEPAD »).

Input on Renewable Energy for the NEPAD strategy

As a follow-up to the WSSD and in furthering the implementation of the WSP activities within the NEPAD framework (themes 1, 2 and 3 of the Ouagadougou planned seminar), priority will be given to capacity-building and to the development of co-operation in the renewable energy sector through the implementation of the African Chapter of the Global Renewable Energy Education and Training (GREET Programme). This will involve the design and field implementation of a Renewable Energy Training Platform (to serve as a training tool and simulator at national and subregional levels), the elaboration and dissemination of learning and teaching material in different common languages, the introduction of training programmes at all educational levels, the setting of educational standards and the certification of African centres of excellence to serve as a catalyst. Concurrently, support will be given to the formulation of national energy strategies and experimentation of pilot projects aiming at developmental purposes (concept of integrated solar village concept will be defined, based on existing experiences and following specificities required for each country concerned). Concerted action with governmental and non-governmental organisations in African countries will be taken to stimulate the use of renewable energies to meet sustainable developmental and NEPAD goals (social, environmental and productive) and improve living conditions in rural areas of African countries. To this end, extra-budgetary resources will be mobilised to implement and extend the scope of activities.

SC/GEO

Division of Earth Sciences

UNESCO in co-operation with Integrated Global Observing Strategy (IGOS), Committee on Earth Observation Satellites (CEOS) and the Space Agencies will promote the use of global observing systems for the monitoring of the environment and the planning of sustainable development.

The IGOS Partnership was selected as a World Summit on Sustainable Development (WSSD) type II Partnership, and the CEOS is undertaking a special activity for WSSD follow-up in Africa regarding the use of satellite information in the education process. UNESCO also co-

operates with CEOS to improve the use of space data in the study of deep ground water aquifers, droughts and floods in Africa.

SC/CSI

Coastal and Small Islands

In Africa, through a number of field projects, jointly executed with other Sectors of UNESCO, the Coastal Regions and Small Islands pilot platform (CSI) joins forces with civil society (local communities, local and regional NGOs and associations, administrative and educational institutions) in identifying and addressing existing problems in the coastal region. A wide range of actions is focused on coastal cities and the associated, uncontrolled development of their suburbs, as well as the related environmental and societal problems related to natural disasters (flooding, desertification), deforestation, pollution, water and health, environmental degradation (including non-sustainability of coastal ecosystems in food production), etc.

Theme I: CSI actions related to the identification of input of society in acceleration of effects of natural disasters (like flooding, desertification and deforestation, non-sustainability of coastal ecosystems in food production) and the related education, training and public awareness campaigns, with the involvement of national administrations, assist in creating awareness and national consensus needed for the inclusion of the NEPAD objectives in national programmes.

Theme II: the bottom-up approach, cultivated within the CSI projects, involves, in the first place, local communities including associations of women and other local associations, as well as other members of the civil society. Awareness, created at the local level, is being transmitted to the decision-making level including the elected officials.

Theme III: field units are the major partners in the execution of the CSI projects in Africa. They cooperate with other partners (IGOs and NGOs) as necessary and create the ground for the extension of the existing actions at regional/sub-regional levels.

CSI- activities in Africa

As a follow up to the decisions of the PACSICOM Conference (Mozambique, 1997), CSI will continue concentrating its actions on capacity building and public awareness and participation, through the UNESCO Chairs in coastal matters in Dakar and Maputo. Field projects on sustainable leaving in the coastal zone, in Senegal, Mozambique, Nigeria and South Africa will complement educational activities and serve the basis for advanced training and communities' participation.

SC/ECO

Division of Ecological Sciences

- UNESCO/MAB can contribute to the implementation of NEPAD through reinforcement of the network of Transboundary Biosphere Reserves (TBR) as experimental sites designed to test the "ecosystem approach" endorsed by the Convention on Biological Diversity (CBD) and to promote scientific cooperation among Member States. The creation of the first TBR in the "W" region (Benin, Burkina Faso and Niger) by the MAB Bureau provides a concrete example of subregional cooperation in the combat against desertification, one of the principal goals of NEPAD in the field of environment.

- AfriMAB, the MAB African network, by virtue of its thematic networks and the diversity of its members (representatives of MAB National Committees, managers of biosphere reserves and/or World Heritage sites, high-level academics, experts from ministries and representatives of local populations), can with the help of the Secretariat serve as a means of coordinating the elaboration of reliable regional projects and the search for extrabudgetary funding. Examples are the UNESCO-MAB/UNEP-GEF regional project on Building Scientific and Technical Capacity for an Effective Management and a Sustainable Use of Biodiversity in Dryland Biosphere Reserves in West Africa and the ERAIFT project (Regional Post-Graduate Training School on Integrated Management of Tropical Forests).
- One of the expected outcomes of the Vth World Parks Congress, to be held in Durban, South Africa in September 2003, will be a revision of the African Convention on the Conservation of Nature and Natural Resources (Algiers Convention) adopted in Algiers in 1968 by the African States under the aegis of the Organization of African Unity (now the African Union) and the creation of a fund for African protected areas. With its broad expertise in the fields of science, including the social and human sciences, education, culture and communication, UNESCO is well placed to collaborate with NEPAD in this “Durban process” and in the Johannesburg follow-up.

Cultural and Biological Diversity

Exploring the links between cultural and biological diversity is a new crosscutting theme being presently pursued jointly by the UNESCO Science and Culture Sectors. This will also have concrete programmatic implications in the context of the UNESCO Programme and Budget for the period 2003-2004

Outside of UNESCO, collaborative action is undertaken with the United Nations Environment Programme (UNEP) and the Convention on Biological Diversity (CBD).

UNESCO and the Convention on Biological Diversity are the leading institutions to deal with, respectively, cultural diversity and biological diversity. At the same time, UNEP, as the leading United Nations body in the area of environment, is also increasingly active in exploring the interlinkages between the environment and cultural diversity.

In light of this, UNESCO and UNEP collaborated in organized a High-Level Round Table on Cultural and Biological Diversity, which took place during the Johannesburg Summit, in August 2002. This event was chaired by President Jacques Chirac of France. It was attended by the highest political representatives, by the Director-General of UNESCO and the Executive Director of UNEP themselves, and also enjoyed a high degree of visibility at the Summit. The Round Table was instrumental in reiterating the importance of further exploring the links between cultural diversity and biodiversity.

At the recently-held 22nd session of the UNEP Governing Council and the fourth Global Ministerial Environment Forum that took place in Nairobi from 3 to 7 February 2003, governments commended cooperation between UNEP and UNESCO in this subject area and restated the importance of the interlinkages between cultural and biological diversity for conservation and sustainable use purposes and for society as a whole, and that they must be further explored.

The UNESCO and UNEP secretariats are now in the process of planning a consultation between relevant staff around the theme of cultural and biological diversity, to be held at UNESCO Headquarters in Spring 2003.

The African Process for the Development and Protection of the Coastal and Marine Environment in sub-Saharan Africa: a contribution to the development of NEPAD and its Environment Initiative

1. Introduction

1.1 Background

The **African Process for the Development and Protection of the Coastal and Marine Environment in sub-Saharan Africa** is the result of two regional initiatives: the Pan African Conference on Sustainable Integrated Coastal Management (PACSIKOM), organized by UNESCO and held in July 1998 in Maputo, and the Cape Town Conference on Cooperation for the Development and Protection of the Marine and Coastal Environment in sub-Saharan Africa, held in December 1998.

These two events, organized during the United Nations International Year of the Ocean, resulted in the strengthening of a unified political awareness among African Governments of the need to develop an integrated approach towards the development and preservation of coastal and marine resources. The African States represented at the Cape Town Conference adopted a recommendation which called for the holding of a Partnership Conference in 2002, which would bring together African States and the donor community with a view to seeking and intensifying support for the development of intervention project proposals for sub-Saharan Africa.

1.2 Political support

By virtue of its origins (African initiative) and its objectives (delivery of targeted, bankable projects), the African Process has from the moment of its creation rallied broad-based political support. For example, it was approved by the Summit of the Organization of African Unity (OAU) in July 1999 and by the African Ministerial Conference on the Environment (AMCEN). The African Process was incorporated into the Millennium Partnership for the African Recovery Programme and the Plan of Implementation of the World Summit on Sustainable Development, held in September 2002, and was presented during the Summit as a Type II Partnership. Most importantly, the African Process has been incorporated into the Environment Initiative of NEPAD, bringing it broad-based and solid political support, notably at the G8 Summit in Kananaskis in June 2002.

1.3 Objectives

The African Process has five principal objectives:

- To identify areas, sites or living resources that are either suffering measurable degradation or threatened with future degradation and to determine, through an analysis of the root causes, the principal sources of these phenomena, taking into consideration scientific, technical and socio-economic factors;
- To design a programme of interventions, including demonstration projects and pre-investment studies, addressing problems of regional priority. Some projects are

regional in scope, and focus on groups of countries united by geographic location or identified common problems. Site-specific projects which are a priority for the participating countries are also included;

- To strengthen existing regional institutions, in particular the Nairobi and Abidjan Conventions, and to re-establish synergies with relevant programmes and projects;
- To provide a framework for facilitating the mobilization of resources for the sustainable development of the marine and coastal environment, given that available funds for such projects are very limited;
- To produce a self-sustaining model that can be replicated in other regions or thematic areas in order to develop interventions that contribute to the goals of sustainable development.

2. Implementation of the African Process

The technical implementation of the African Process was carried out by means of a medium-size project (MSP) of the Global Environment Facility (GEF), developed by the Advisory Committee on Protection of the Sea (ACOPS), which was designated as facilitator of the African Process by the Preparatory Committee of Ministers. The GEF project was executed in two phases, the ultimate goal of which was to identify the most feasible options for addressing environmental issues, on the basis of a detailed analysis of existing information and data:

- **Phase I – identification of the root causes of the degradation of marine and coastal resources in Africa.** From October 2000 to September 2001, 11 multidisciplinary national teams carried out an integrated problem analysis, evaluating the causes of degradation of and threats to the marine and coastal environments in their respective countries. Focusing on hot-spots and sensitive areas, the teams determined the impact of the degradations based on the degree of gravity and their environmental and socio-economic consequences. The teams then prepared national reports setting out the immediate causes and the pressures on those ecosystems and resources as well as the inadequacies observed with respect to institutional or normative frameworks and data inventories.
- **Phase II – identification of the environmental, institutional and financial projects which can most effectively address these causes.** Twenty concrete project proposals were developed on the basis of the results of Phase I. Five thematic working groups (Coastal Erosion, Management of Key Habitats and Ecosystems, Pollution, Sustainable Use of Living Resources, and Tourism) identified by the national teams as priority areas for project development, coordinated the project proposals. These teams, composed of African experts and led by a regional coordinator working in tandem with two experts with multidisciplinary backgrounds, liaised with country coordinators. The twenty project proposals were grouped into a Programme of Interventions which was submitted to the Partnership Conference.

In order to ensure that countries not participating in the GEF medium-size project could still participate and benefit from the Partnership Conference, the Preparatory Committee invited them to present their priority marine and coastal environment projects, some of which were included in the Programme of Interventions after having been chosen by a selection committee formed for the purpose. Similarly, certain GOOS (Global Ocean Observing System)-Africa

proposals which were in line with the PACSICOM recommendations, the resolutions of the Assembly of the Intergovernmental Oceanographic Commission and the objectives of the African Process were incorporated into the Programme of Interventions.

3. The Partnership Conference and the launching of the operational phase

On 4 September 2002, on the occasion of the World Summit on Sustainable Development, the African Heads of State met during the **Partnership Conference for the African Process** and approved the Programme of Interventions, thereby launching the operational phase of the African Process. For that purpose, they designated Senegal as the coordinator of NEPAD's environment initiative, with a view to setting up an interim secretariat for the coordination of the initiative (SINEPAD/ENV).

An inter-ministerial meeting held in Dakar on 24 and 25 October 2002 finalized the arrangements for launching the operational phase of the African Process by selecting the projects that should be implemented as a matter of priority, on account of the financial support that they had already received, and by establishing a coordinating mechanism for the implementation of the decisions taken during the Partnership Conference. This mechanism will be directed by Kenya with the assistance of the regional coordination units of the Nairobi and Abidjan Conventions. Kenya was also designated to act as the coordinator, for the marine and coastal environment component of the environment initiative of NEPAD, between SINEPAD/ENV and the regional coordination units. Procedures were also devised for the second phase of the African Process, that is to say its extension to other African countries so as to benefit, in particular, Mauritania and Benin.

4. The contribution of IOC/UNESCO to the African Process

4.1 On the basis of its mandate in September 2000 ACOPS signed an agreement with the Intergovernmental Oceanographic Commission enabling the two organizations to join forces to implement the MSP and provide technical assistance in the organization and running of the national teams and working groups. Accordingly, IOC formed part of the Steering Committee of the TEF MSP.

During the World Summit On Sustainable Development, IOC participated in the communication and public information strategy of the African Process by means of an on screen presentation at the Waterdome, as well as at a presentation meeting on Type II Partnerships. As a member of the Preparatory Committee for the Partnership Conference, IOC provided substantial logistical and technical support for the organization of that conference.

IOC also participated in the meeting of experts to launch the operational phase of the African Process prior to the inter-ministerial meeting, in Dakar, on 24 October 2002. Finally, following the Dakar inter-ministerial meeting, IOC offered to implement the project on coastal erosion, one of the two projects that had been selected for priority implementation. IOC will also continue to provide technical assistance for the implementation of the other projects and the extension of the African Process to other African countries.

4.2. On the basis of the themes identified for the Ouagadougou meeting:

- Theme I: The Organization has helped its Member States to integrate the NEPAD objectives, in particular those of the African Process, into their national programmes through the assistance that it has provided to the national teams and working groups

drawing up project proposals. Thus, the States have developed, in addition to the 20 project proposals, 140 national subprojects. Furthermore, the Programme of Interventions has been approved at the national level by the Ministries of the Environment of the partner countries of the African Process.

SOCIAL AND HUMAN SCIENCES

I. Introduction

The process of regional and continental integration has been gaining new momentum in Africa, as the regional economic groupings foreseen in the Lagos Plan of Action including SADC, ECOWAS, the Economic Community of Central African States, and the East African Community are broadening their areas of policy action to include concerns over and above trade, economic investment, finance and physical infrastructures. Areas covered now include peace and security, democracy and human rights, women's advancement, environment, science and technology, culture, communication and information policies. By adopting the New Initiative for the Development of Africa (NEPAD) and approving the creation of the African Union, African leaders went further in committing themselves to regional integration, both on a continental and regional level.

In order to study the experiences, opportunities and challenges of regional integration including in a historical perspective, UNESCO is proposing a possible project together with NEPAD and UNESCO to exchange experiences and encourage joint reflection, research, teaching and advocacy on questions of regional integration and citizenship, which would bring together universities, policy makers from the regional economic communities, NGO's to also study the different levels of regional cooperation: people to people, cooperation between governments, sub-regional and continental cooperation. The project which is being presented to the joint meeting on 5 March is entitled: **“Networking of universities, research institutes, policy makers and NGO's on African regional integration and citizenship”**.

Indeed various parts of the NEPAD document and its programme of action are of particular relevance to UNESCO's programmes in the social and human sciences. In addition to action for the eradication of poverty, the Plan of Action for NEPAD has a Peace and Security Initiative and a Democracy and Political Governance Initiative. It is clearly stated in the NEPAD document that good governance, the promotion of peace and the combating of corruption are prerequisites for the sustainable, people-driven development urgently required in Africa today. There is a call for an ethics of good political and economic leadership on the continent. The need for human resource development is emphasised, including promoting networks of specialised research and higher education institutes and stemming the brain drain of intellectuals from African countries. Reference is made to the use of information technologies, which are an important tool to use in all areas of action of NEPAD and are specific tools used in some of UNESCO's social sciences research and teaching programmes. Specific reference is included to promoting women's participation in development and decision-making.

All these above are areas where the social and human sciences at UNESCO is already providing some contribution through its research, teaching and advocacy activities concerning social transformations, phenomena of cross border migration, studies of conflicts, promoting a culture of peace, democracy and human rights. In addition UNESCO is developing activities

of its Regional Social and Human Sciences Strategy for Sub-Sahara Africa within the context of regional integration and NEPAD.

The Minister responsible for NEPAD in Senegal and Vice Chairperson of the NEPAD Steering Committee, Mr. Cherif Salif Sy, participated in the UNESCO Regional Consultation for an African Strategy for the Sector for Social and Human Sciences organised in cooperation with the University of Nairobi in Nairobi from 26 to 29 August 2002. He delivered a presentation on NEPAD and the challenges for regional integration in Africa. Representatives from the SADC and COMESA Gender Units likewise participated in the consultation, as well as the Special Rapporteur on Women's Rights of the OAU Commission on Human and Peoples' Rights.

The Regional Consultation addressed and made recommendations for UNESCO action in the following areas:

1. Regional integration
2. Human rights, democracy and governance
3. Eradication of poverty and a human rights approach
4. Promoting women's advancement and gender equality
5. Underlying causes of wars and conflicts
6. Overcoming the HIV/AIDS pandemic
7. Science and technology in development

II. Some of UNESCO Social and Human Sciences Activities in Sub-Sahara Africa

A. Applied social sciences research on social transformations and international migrations

One on-going UNESCO social sciences project in its Management of Social Transformations programme concerns research and awareness building in various African countries related to the Global Campaign for Ratification of the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. A network of specialists in Africa on Intra-African Migration is being launched to promote comparative studies of trans-border migration flows and their social implications: the national policies relating to the integration of migrants and regulation of the flows, their impact on society and migrants' rights will be documented and analyzed.

Ten African countries will be selected and their respective national team, composed by academics, lawyers, governmental officials at national and local level, parliamentarians, NGOs and associations, will prepare a "national report" on migrants rights. The first studies have been launched in Burkina Faso and Senegal. A publication is foreseen for end 2003.

B. Research and reflection on African Philosophical Thought

The role of African culture and philosophy is crucial as a basis for encouraging African creativity, as well as innovative and creative solutions to problems faced on the continent. The Regional Consultation meeting of UNESCO on elaborating a Social and Human Sciences Strategy recommended that a programme in support of African philosophical thought and indigenous approaches to knowledge be developed, and that philosophy teaching at high school and higher education levels should be renovated to reflect current African realities. Specialists from a number of African countries participated in the

first annual celebration of World Philosophy Day held at UNESCO headquarters in November 2002, and two African countries organized scientific debates at universities on this occasion with some UNESCO support.

Intensified networking of African scholars amongst themselves and with their counterparts in different regions of the world has resulted from the "Encounter of Rationalities" organized through UNESCO's Interdisciplinary philosophy and human science programme "Pathways of Thought" (Chemins de la pensée) in partnership with the International Council for Philosophy and Humanistic Studies (ICPHS) and the African Centre for Advanced Studies in Porto Novo, Benin, from 19 to 22 September 2002. This meeting opened up perspectives for continued intercultural and interdisciplinary cooperation in the search for local solutions to local problems, be they environmental, medical, economic or cultural. One of the follow ups to this meeting is an arrangement made for young scholars from the African Centre for Advanced Studies in Benin to benefit from fellowships at the Italian Institute for the Study of Philosophy in Naples, Italy.

B. Analysis of causes of conflict, racism, xenophobia and the search for durable peace

1. Research Network Ethnonet Africa

In follow up to results of a regional African experts meeting to work out regional priorities for research and policy analysis within the UNESCO Management of Social Transformations (MOST) programme, it was decided to analyse and establish a system of monitoring ethnic conflicts in Sub-Sahara Africa. The work of the research network Ethnonet Africa is on-going, including training of young researchers in monitoring ethnic and related conflicts, support for the creation of a website, expert meetings, studies and writing up a document for the Durban World Conference to Mobilise against Racism, Xenophobia and Related Intolerance.

A new project is being launched on issues of citizenship, inclusionary and exclusionary factors, and taking into account regional dimensions. Studies will be prepared by social and human sciences specialists from eight countries. These will be published and serve as a basis for a research and policy seminar in the first half of 2004.

2. Seminar for Great Lakes region on Contribution of Intellectuals to a Culture of Peace

As a contribution to the implementation of the Regional Strategy for Social and Human Sciences discussed at the UNESCO Nairobi Regional Consultation, specific attention will be given to issues of conflict in different sub-regions, so as to be able to give an in-depth look at these concerns. In this regard, a sub-regional workshop for the Great Lakes region will be organised in cooperation with the MOST National Liaison Committee in Burundi on The Role of Intellectuals in the Search for a Culture of Peace. Participants will be present from Burundi, Rwanda and the Democratic Republic of Congo.

3. Regional workshop to exchange experiences concerning research and training programmes on peace

One of the recommendations of the Nairobi UNESCO Regional Consultation to prepare a Regional Social and Human Sciences Strategy for Africa was to build on the

existing work of research and training institutes involved in peace and conflict prevention research and training as well as to help elaborate the framework for a curricula for peace education at all educational levels. With this in mind and taking into account UNESCO activities for the SECURIPAX network in Africa which it has launched, plans are being made to organise a regional meeting of specialists in early 2004 to exchange information, experiences and to draw up a comparative regional framework for education and training with particular reference to university, post graduate training and adult education for professional groups.

4. Post-Durban strategy for the UNESCO Social and Human Sciences Programme

A Regional Consultation on “Africa and the Challenges Faced in the Struggle against Racism, Discrimination and Xenophobia: Visions and Strategies for an Effective Follow-Up to the Durban World Conference” was organised by the Senegalese National Commission for UNESCO in Dakar, Senegal from 13 to 15 February 2003 . Among the themes covered were: dealing with prejudices and discriminatory practices inherited from the past, responding to new forms of exclusion and discrimination in Africa (including the pandemic of HIV/AIDS, increasing poverty and globalisation), xenophobia in Africa, and Africa’s role in preventing racism against the African Diaspora. The meeting noted that preventive action was essential and that in depth multidisciplinary research and analysis would help understand the complex nature and inter-related causes of persisting racism, exclusion and xenophobia. A system of scientific monitoring based on indicators would be help in evolving an effective early warning and conflict monitoring system, since often analysis was based mainly on personal observations.

C. Regional inter-university cooperation with UNESCO Chairs and other university and research institutions in Africa

1. Regional Cooperation with UNESCO Chairs

UNESCO can play a role in encouraging and strengthening regional cooperation and integration in the social and human sciences. In this regard the regional consultation highlighted UNESCO’s role in helping to promote and strengthen regional centres of excellence for research and teaching in specialised areas. One means that this contribution is being provided is by regional activities of UNESCO Chairs on Human Rights, Democracy and Peace. The UNESCO Chair on the Rights of the Person and Democracy at the University of Calavi-Abomey in Benin can be cited as an example with its doctoral programme for French-speaking West and Central Africa and its regional programme of training for professionals and representatives of NGO’s working in the field of human rights. Concern was expressed about the situation of intellectuals and academics in various countries of Africa today, since the conditions of teaching and research were deteriorating (due to economic and other constraints), and some members of the academic community were migrating to other countries or continents. In this regard UNESCO could play a role in helping to revitalize universities and intellectual life by providing moral, technical and some material support.

In September of this year a regional meeting of the UNESCO Chairs in West and Central Africa will be organised in cooperation with the UNESCO Chair on the Rights of the Person and Democracy at the University of Calavi-Abomey in Cotonou, Benin to examine challenges for implementing economic, social and cultural rights in Africa, and to look at common areas of research, teaching and exchange of information in these areas.

From 24 to 25 February 2003 a sub-regional workshop was organised by the Copperbelt University, UNESCO's Regional Unit for Social and Human Sciences in Africa, the UNDP Country Team in Zambia and the Mindola Ecumenical Foundation to help work out a programme of research, teaching and information for the Dag Hammarskjold Chair on Peace, Human Rights and Conflict Management at the Copperbelt University. The workshop, which was organised in Kitwe, Zambia brought together academics, representatives from the Ministry of Foreign Affairs and Defence, members of the Permanent Human Rights Commission, the Electoral Commission, representatives of NGO's and the Dean of the Faculty of Law and UNESCO Chair on Human Rights and Democracy at the University of Namibia. The Chair on a Culture of Peace, Governance and Conflict Management from the University of Kinshasa was also invited, but was unable to attend. However a representative of the UN Country Team in the Democratic Republic of Congo participated. The Chair was officially launched on 26 February by Professor I. Gambia, Special Adviser to the UN Secretary General on Africa and UN Under-Secretary General. This Chair will be part of the Living Dag Hammarskjold Initiative (which includes the Dag Hammarskjold Memorial Crash Site and the Messengers of Peace Training Programme at Mindola Ecumenical Foundation). Its specific areas of research and training will include the role of Africans and in particular Zambians in regional integration as well as peace keeping and electoral observer missions; a programme on the relationship of human rights, sustainable development, environment and peace; as well as a specific focus on women's role in good governance and peace building.

Other UNESCO Chairs concerned with issues of human rights, peace, democracy, women's advancement and sustainable development are located in Burundi, Guinea, Ethiopia, Kenya, Madagascar, South Africa, and Zimbabwe. A proposal to promote a regional programme of research, training and information between the Africa regional Chairs in these areas as well as in the area of freedom of expression through electronic networking and a feasibility study for the creation of a virtual research and teaching network has been approved for inclusion in the UNESCO Draft Programme and Budget for 2004-2005.

2. Cooperation with African Regional Social Sciences Organisations

UNESCO exchanges information and cooperates with various African regional social sciences organisations, including CODESRIA, the Southern African Social Sciences Universities Conference, the Pan African Anthropology Association, and the African Political Science Association.

In this regard a panel of specialists is being organised with the African Association of Political Science on the occasion of its Congress being held in Durban, South Africa from 26 to 28 June 2003 on "New Visions for Development in Africa". The panel will be organised on the theme of "Challenges for Promoting Pluralism and Inclusive Democracy in Sub-Sahara Africa".

D. Women's contribution to good governance, peace and the democratisation process

The OAU and its African Women for Peace and Development Committee participated in the UNESCO Zanzibar Conference on African Women's Contribution to a Culture of Peace organised in July 1999 which adopted a Declaration and a Women's Agenda for a Culture of Peace in Africa. It was underlined that it is urgent to include women, who have many talents, communication skills and a lot of know how, in all aspects of peace processes including peace negotiations. However a focus was likewise placed on the need to prevent

violent conflicts from ever occurring and the need for more humane and inclusive policy making.

Since then UNESCO has provided support for training and research of the Mano Union Women's Peace Network and has continued to include the issue of involving women as well as youth as active participants in peace building as a specific theme in its expert meetings and studies, a case in point being the Regional Workshop on Issues of Peace and Conflict in West Africa organised jointly with the Africa Centre for Peace in Lagos in May 2002.

E. Tackling the HIV/AIDS Pandemic

The issue of tackling the HIV/AIDS pandemic which is having devastating effects in many countries of Africa today, has been included in the Regional Social and Human Sciences Strategy for Sub-Sahara Africa and the planned activities for 2004-2005. UNESCO has already undertaken considerable work on the cultural aspects of HIV/AIDS infection and prevention, as well as related to preventive strategies in education and information. The UNESCO social and human sciences programme will notably look at the implications of this changing African situation on social and economic policies, and the problems raised by the increasing number of HIV/AIDS orphans, child headed families and people infected as well as affected by the pandemic.

F. Moving towards the Eradication of Poverty

Concerning the Cross Cutting Project of UNESCO on the Eradication of Poverty, especially Extreme Poverty, a Flagship project is about to be operationalized in Burkina Faso, Mali and Niger after publication of a series of studies on the situation in these countries and Benin. The book just recently published, *La Pauvreté; une Fatalité: Promouvoir l'Autonomie et la Sécurité Humaine des Groupes Défavorisés au Bénin; Burkina Faso, Mali et Niger*, was prepared in cooperation with African Futures in a co-publication UNESCO/Karthala/Futurs Africains.

UNESCO is cooperating with the Poverty Alleviation Coordinating Office, Department of Finance and Economic Affairs of the Gambia in undertaking a project financed through a Funds-in-Trust arrangement with the Government of Japan for implementation of the PRSP II/Second Phase of the National Poverty Alleviation Strategy. The project will initiate reflection and look at implications for policy formulation and implementation in several areas with a particular focus on the role of culture in poverty alleviation and drawing upon local creativity and know how. Other themes to be discussed as a part of a national forum are: rethinking education for poverty eradication and open, creative thinking; youth and women as direct beneficiaries of poverty alleviation strategies and as potential change agents; sectoral policy making in environment, natural resources and agriculture.

III. Relations of UNESCO's Programme in the Social and Human Sciences to the Major Three Themes being examined in the UNESCO/NEPAD Workshop

These three major themes are:

1. Education for All
2. World Summit on Sustainable Development

3. Access to Information and Knowledge

Indeed many of the activities in the social and human sciences already mentioned in this document do directly or indirectly relate to one or more of these themes.

A. Education for All

Under education, it is considered crucial to promote education at all levels, including higher and post graduate levels and education for specific professional groups like magistrates, uniformed officials, human rights organisations etc.

Under education, NEPAD specifically calls for support to “Promote networks of specialised research and higher education institutions”. It furthermore “supports the immediate strengthening of the university system across Africa, including the creation of specialised universities when needed, building on available African teaching staff”. It likewise addresses the need “to reverse the brain drain and turn it into a brain gain for Africa”, as well as how to use the skills of academics in the Diaspora in favour of African development.

These are areas where UNESCO in all its sectors can certainly lend a hand, including means to be able to create more conducive material and moral conditions for scientific workers, academic staff and students, in line with its Recommendation on the Status of Scientific Researchers. A colleague in the social and human sciences would be interested in a project for an information and communication technology network to help identify specialists from the Diaspora and link them up with their counterparts in African countries. Funds would however have to be mobilised in this regard.

B. World Summit on Sustainable Development

Through the UNESCO regional and international Chair network, a contribution could be made to reflection, research and advocacy in this area, especially since some of the Chairs are concerned with sustainable development. The Sector for Social and Human Sciences international programme on the Ethics of Science and Technology, which includes a task force on fresh water resources, could likewise contribute to reflection and action in this area.

C. Access to Information and Knowledge

Access to Information and Knowledge and new information technologies are an integral part of the knowledge societies that are emerging all over the world, and are part of the learning and knowledge societies UNESCO hopes to help build up in Africa and elsewhere in the world.

In the area of social and human sciences it will be important to help provide social scientists, universities and research institutions with access to information technologies and the internet, training in web publishing, and give them access to information on different scientific networks. As has been stated above, new information technologies and in particular websites are used as tools to enhance cooperation between researchers, policy makers and NGO's.

The regional electronic network of UNESCO Africa Chairs concerned with Human Rights, Peace, Democracy, Freedom of Expression and Gender Issues will include a virtual resource centre with access to up-to-date literature and course syllabi.

CULTURE

THE CULTURE SECTOR'S MAJOR LINES OF EMPHASIS FOR THE 2004-2005 BIENNIUM

1. Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity in countries and societies

The aim will be, on the one hand, to ensure that the main lines of the Declaration's Action Plan are adopted by as many Member States as possible and by civil society through the furthering of the debate on the founding principles of cultural diversity and, on the other, to continue work on the advisability of an international standard-setting instrument on cultural diversity.

2. The contribution of intercultural dialogue and pluralism to respect for cultural diversity

The aim will be to encourage greater recognition of the role of intercultural dialogue in the safeguarding of cultural diversity, of which interreligious dialogue is one component. To this end, regional approaches will be followed, including in sensitive areas, drawing on the lessons learned from the adaptation for educational purposes of the General History of Humanity and the Regional Histories and the pilot projects conducted with indigenous peoples. These approaches will also be followed through the Chairs network and institutes linked to intercultural programmes, and in liaison with parliamentarians, municipalities, representatives of indigenous peoples and civil society. Priority will also be given to training and local capacity-building. These activities will be undertaken in particular at the regional level under the United Nations Global Agenda for Dialogue among Civilizations (General Assembly resolution 56/6 of 21 November 2001, para. 5) and having regard to the review of the International Decade of the World's Indigenous People (1995-2004).

3. The Slave Route

The interdisciplinary strategy will consist in steering the follow-up to the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban 2001) and coordinating the activities for the celebration of 2004 as the International Year to Commemorate the Struggle against Slavery and its Abolition. It will set out to pursue and expand cooperation with scientific networks and will be concerned with the setting up of a programme on the analysis of new forms of slavery, cultural interactions in the linguistic, artistic and religious spheres linked to the slave trade in the regions in question, and support for artistic creation relating to the slave route. In cooperation with the Education and Communication Sectors, the project will seek to promote and popularize the history of the slave trade and slavery, particularly through the revising of school textbooks.

4. Assistance to Member States in preparing and applying innovative cultural policies

The strategy will consist in helping Member States evaluate their national cultural policies and in identifying new cultural needs imposed by globalization. These revisions will concern not only the various fields of the cultural sector – management, training (in particular in partnership with the CRAC in Lomé), administration, financing, etc. – but also its links with the various development sectors such as education, science, communication, health and tourism. Member States will be supported in updating their cultural policies, with the expansion of the activities conducted by the Observatory for Cultural Policies in Africa and the African Itinerant College for Culture and Development, by means of technical and intellectual assistance missions, the implementation of operational community projects and cultural micro-enterprises, which are likely to mobilize members of society and have an impact on local development. The idea is also to draw up cultural statistics and indicators in cooperation with the UNESCO Institute for Statistics (UIS) and national statistical institutes. Special attention will be given to the African States (in the context of NEPAD) and the LDCs.

5. Cultural and biological diversity as a key basis for sustainable development

This strategy seeks to combine the strengths of the Culture and Natural Science Sectors with a view to developing a new perspective on sustaining diversities, both cultural and biological. It is aimed at the elaboration of a strategy linking the implementation of the UNESCO Universal Declaration on Cultural Diversity and the WSSD Plan of Implementation.

6. Protecting the World's Cultural Diversity and Supporting the Development Process through the 1972 Convention for the Protection of the World Cultural and Natural Heritage

In line with the objectives for the protection of the World Heritage adopted by the Committee at its 26th session (Budapest, June 2002) the strategy will consist of: (i) strengthening the credibility of the World Heritage List, as a representative and geographically balanced testimony of cultural and natural properties of outstanding universal value; (ii) ensuring the effective conservation of World Heritage properties; (iii) promoting the development of effective capacity-building measures, including assistance for preparing the nomination of properties to the World Heritage List; (iv) increasing public awareness, involvement and support for World Heritage through communication.

7. Preserving cultural diversity through the safeguarding of the physical cultural heritage

In order to provide optimum protection for cultural diversity, activities will concentrate on sites in which many different cultural identities find expression, those that are representative of the cultural heritage of minorities and those that are of fundamental value or are particularly representative of diverse cultural identities, especially in places where they are most seriously in danger of disappearing; such action will be carried out in close cooperation with the World Heritage Centre. Consequently, regional priorities will be directed in particular towards Africa as part of the implementation of NEPAD.

8. Heritage, dialogue and reconciliation: the heritage in pre-and post-conflict situations

The strategy will be aimed at highlighting the role of cultural heritage in preserving and rebuilding peace after civil strife or armed conflict. In cases where the cultural heritage has become a target on account of its identity value, UNESCO will endeavour to bring together the various warring parties and populations concerned to encourage them to resume inter-community dialogue through the reconstruction of their heritage. In some cases this will mean restoring the bonds between the population concerned, its history and its cultural affiliations, while in others it will mean helping to restore a sense of common ownership of the shared heritage that has been damaged or is a source of conflict.

9. Safeguarding and promoting intangible cultural heritage

Parallel to the preparation of an international convention, UNESCO will continue its efforts to raise awareness among Member States, encourage and assist them to safeguard and promote their intangible cultural heritage. The implementation of the “Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity” project will be the first priority action. By providing assistance to Member States for the preparation of their candidature files, creation of national committees for the protection of intangible cultural heritage, inventory-making activities and the implementation of the safeguarding action plans of proclaimed masterpieces, UNESCO will contribute to enhancing capacity and awareness on the significance of safeguarding the intangible cultural heritage.

10. Protecting cultural diversity through normative action

The strategy will be two-fold, consisting on the one hand in the promotion of existing standard-setting instruments by disseminating their provisions, providing expert advice on becoming party to and implementing those instruments and on elaborating national legislations, notably in relation to the 1954 Hague Convention and its two Protocols, the 1970 Convention on Illicit Traffic, the 1995 UNIDROIT Convention, and the 2001 Underwater Cultural Heritage Convention. On the other hand, it will complement its action in the service of physical cultural heritage by developing a new international instrument in the form of a Convention on the safeguarding of intangible cultural heritage as well as its work in favour of the protection of cultural heritage in the case of international destruction.

11. The living arts and their contribution to human development and social cohesion

The first component of this strategy will concentrate on the promotion of living cultures, particularly in Africa and the Pacific, and on assistance to artists and their professional networks.

The second component of the strategy will involve preparing the World Conference on Art Education, which will conclude with the adoption of a plan of action for formal and non-formal art education.

12. Combining economic growth and poverty reduction through crafts and design

UNESCO will pursue its catalytic role to advocate the crucial contribution of the crafts sector to sustainable development and poverty eradication. In this connection, efforts will be made to further widen the international recognition of creative artisans, and provide decision-

makers with useful data on the cultural and socio-economic impact of craft activities. Moreover, the promotion of environment-friendly crafts products and the new “Bio-Design” programme will contribute to environmental sustainability in line with the action plan of the WSSD and the MDGs. Emphasis will be laid on capacity-building of women and youth in the LDCs, primarily in Africa through pilot projects for the training of trainers in product designs and organizational techniques. Exchange workshops will be foreseen between craftspeople and young students of design institutes in order to promote interactions and stimulate creativity, using new technologies. The crafts programme will also seek to promote quality crafts and design creations through the Internet with the creation of a UNESCO Portal (catalogue of catalogues).

13. Cultural industries and copyright: policies and partnerships

The creation of an environment conducive to the strengthening and development of creative industries will be pursued in least developed, developing countries and countries in transition, on the basis of the results of the UNESCO regional studies on the subject. Action in this area will include the promotion of the Florence Agreement on the free circulation of cultural goods and its Nairobi Protocol, and, in cooperation with UNCTAD, extend into the international debate on fair trade of audiovisual services in a globalized world. The aims of the Global Alliance will be pursued through cooperation with professional networks, corporations and institutions, the provision of guidance, technical expertise, and training, and the setting up of operational projects – “public-private partnerships” – for enterprise development. The celebration of the World Book and Copyright Day, the designation of the World Book Capital, and the Books for All initiative will give impulse to the book industry and reading. Cultural and linguistic diversity, and access to literary works, will be enhanced through the *Index Translationum* and the online Information Centre on Literature and Translation. Similarly, the establishment of a list of representative works of world cinema will be pursued with the International Film and Television Council. Training and education in copyright and neighbouring rights will be pursued through a renewed electronic version of the Copyright Bulletin and copyright Chairs, and support to the creation and collecting societies will contribute to piracy prevention through consultative meetings with WIPO.

COMMUNICATION AND INFORMATION

Access to Information and Knowledge - Preparing UNESCO’s contribution to the World Summit on the Information Society (WSIS) : the Voice of Africa

CI’s Focus on Africa

Development through

- Promoting Community Access
- Freedom of Expression
- ICTs for Basic Education
- Communication Development
- Preservation of Diversity

ICTs for basic education

•Literacy and post-literacy training

- **Alphatique** (literacy training in French, UNESCO/UNFPA project in Gabon)
- **African Language Material Archive (ALMA)**
(basic library for neo-literates in West African Languages: Wolof, Pulaar, Mandinka)

•Non-formal basic education

- **Visually interactive training application in rural water sanitation** (Nakaseke MCT, Uganda)

World Summit on the Information Society : main challenges

- Narrowing the digital divide
- Building international consensus on norms and principles
- Ensuring free flow of, and equitable access to data, information and knowledge

UNESCO preparation process

- Goal: shape consensus on four principles considered essential for developing equitable knowledge societies – equal access to education, universal access to information (in the public domain), freedom of expression, cultural diversity.
- Mobilizing Civil Society
 - NGO meetings, Paris, France, February and April 2002
 - African Civil Society, Bamako, Mali, May 2002
 - Archives Community, Beijing, China, May 2002
 - Online forum for NGOs and Civil Society on UNESCO Website, December 2002 – January 2003

Linking to NEPAD

- Access of Africans to ICTs
- Develop human resources in ICTs
- Achieve e-readiness in Africa
- Develop local content software

DISSEMINATION

UNESCO is pursuing the dissemination of NEPAD's priorities for a proper appropriation. In this regard, UNESCO will mobilize its important network (National Commissions, NGO), and will continue to conduct future-oriented studies, reflection and analysis, organizing conferences in order to contribute to a better understanding of NEPAD, thus providing greater guidance for the action taken by the Organization and its partners in favour of NEPAD.

It is to be recalled that the National Commissions as a constituent element of UNESCO indeed have a critical role to play in the conceptualization, implementation and delivery of UNESCO's programmes. Efforts will continue to enable them to fully discharge their role as bodies for consultation, liaison, information, evaluation and programme execution, while expanding their field of action to include the search for funding and the mobilization of new

partnerships. UNESCO is one of the only organizations within the UN system to benefit from such wide and important “relay”.

In addition to National Commissions, UNESCO is working to expand its network of non-governmental organizations in Africa through networking, affiliation to international NGOs, national NGO forums/coalitions, etc. In this regard, the Organization organized a consultation of African NGOs on "**Strengthening African NGOs for effective intervention in the Education For All programme and activities in Africa**" in Malawi from 30 September to 3 October 2002.

A special emphasis is being placed on the cooperation with African Parliamentarians, as a key relay between civil society and governments. In this regard UNESCO took part in the Parliamentary meeting on the occasion of the WSSD “The Role of Parliaments in ensuring implementation and accountability” (29-30 August 2002). Furthermore, the inaugural meeting of the Forum of African Parliamentarians for Education (FAPED) was held on the fringe of the VIIIth Conference of Ministers of Education of Africa (MINEDAF VIII, Dar-es-Salaam, December 2002).

VIII. CONCLUSIONS

UNESCO, as an inter-governmental organization working in the service of its Member States, is institutionally bound to accompany the development goals elaborated by them and pays full attention to the frameworks established on the regional and subregional levels in this regard. NEPAD, being a long-term development framework, is particularly appropriate for close cooperation with UNESCO in its fields of competence, which are, themselves, necessarily of a long-term nature.

In the frame of the priority assigned to Africa in the programme and budget of the Organization NEPAD affords a new framework and opportunities that UNESCO will not miss, in order to meet the needs and priorities expressed by Africans themselves for the development of their continent.

The introduction of regional strategies within the Organization’s strategic and programming modalities is a further means for ensuring that African development goals are fully reflected in UNESCO’s programme activities. A revitalized and rationalized field office structure in Africa is the lynchpin for the operationalization of this approach, in partnership with the national authorities, regional and subregional entities, and other development partners, including NGOs. The necessary coordination with other agencies of the UN system, and notably with the ECA, will be ensured within this context.