



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO Dakar Annual Report

# 2013



# UNESCO Dakar Annual Report 2013

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## FOREWORD



Dear colleagues, friends and partners,

I am pleased to share with you the Annual Report 2013 of the UNESCO Regional Office in Dakar.

2013 was an important year of transition in UNESCO, in particular in the Africa region, where the field reform has resulted in new roles and functions of the various field offices. Five regional multi-sectoral offices and a liaison office are now in place.

Following the reform, UNESCO Dakar is responsible for seven countries (Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Mali, Niger and Senegal), while we continue to ensure some coordination at the pan-African level in the field of education. We had to say goodbye to several senior colleagues taking up new functions elsewhere in Africa and welcome new colleagues to our team. We also prepared for the move of the Office. We left downtown Dakar in May 2014 after nearly 45 years. The Office is now located in Ngor, which brings UNESCO closer to other UN agencies, many of which are located in the same area.

It has been therefore a year of adaptation to new realities and managing change. As we say in Wolof, *déгно tollou diganté*, which means that moving from one place to another while things are slowly taking form.

As described in this Report, UNESCO Dakar has demonstrated its ability to manage this change, not only through innovative projects but also through new ways of working, which includes a new Service Centre that pools together all programme assistants for improved efficiency. In addition we have begun living the true spirit of Delivering as One UN through sharing the same premises with UNOWA as well as some common services like security, utilities inter alia.

A few examples of our programmatic innovations: Our PAJEF project in Senegal has become a model for using new approaches and methods to promote literacy among girls and women; interesting milestones have been reached in studies on national qualifications framework for teachers and TVET. Our cultural indicators project has allowed Burkina Faso as one of the first African countries to access the impact of its cultural sector on the development process. Much progress has been achieved in the ambitious UNESCO-WAEMU project to ensure the IT infrastructure in selected universities of 8 West African countries, as part of the quality assurance in the implementation of the 'Bachelor-Master-Doctorate- reform. In the communication sector, we can now boast of having schools of journalism in all 7 countries; the two latest additions being the Gambia and Mali. The Social and Human Sciences sector (SHS) has also produced interesting studies on the impact of climate change on migration as well as violence against women.

I am happy with the accomplishments of my team and the good and collaborative spirit with entities beyond the Dakar Office with other UNESCO and UN sister agencies in the support we bring to member states in the areas of education, culture, social and human sciences, natural sciences, as well as communication and information for sustainable development.

A handwritten signature in black ink, appearing to read 'Ann Therese Ndong-Jatta'.

*Ann Therese Ndong-Jatta*

# Introduction

## Overview of the UNESCO Office in Dakar



The UNESCO Dakar Office was created in 1970 as the Regional Bureau for Education in Africa), initially to deal with educational planning in sub-Saharan Africa. It is the largest UNESCO Office in Africa. The Office progressively extended its activities to other sub-sectors of education as well as to UNESCO's other fields of competence.

Until the last biennium (2012-2013), its mandate was twofold:

- As Regional Bureau for Education, the Office coordinated UNESCO's education activities in sub-Saharan Africa.
- As a Cluster Office, it represented seven West African countries (Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Mali, Niger, and Senegal) in all UNESCO's fields of competence, namely Education, Natural Sciences, Social and Human Sciences, Culture, and Communication & Information.

Today, UNESCO Dakar's mandate has changed to concentrate its support in the seven Cluster countries as a multi-sectoral Office, following the UNESCO Field Reform in Africa.

## The Mission

In 2013, UNESCO Dakar worked under the following missions:

- Ensure that education, natural sciences, social and human sciences, culture, communication & information are placed high on the development agenda of Member States.
- Develop documents on major trends of the Organization's fields of competence for the countries covered by the Office and of education in sub-Saharan Africa.
- Ensure that the needs of Member States are taken into account when preparing the UNESCO medium term plans and biennium programmes.
- Align UNESCO Dakar activities to the needs expressed by Member States in the region.
- Promote partnerships and ensure that Governments, regional and international organizations and non-governmental organizations (NGOs), other UNESCO's offices in Africa, national commissions for UNESCO, the United Nations Agencies, the international community and the civil society unite their efforts for the emergence of a peaceful and prosperous Africa.

2013 marked an important year as it concluded the Medium Term Strategy (2008-2013) and the Biennium Programme (2012-2013). In 2013, UNESCO Dakar successfully completed the second half of the Biennium Programmes under the two cross-cutting priorities – Africa and Gender Equality - were integrated in the implementation strategy to be included in The Office's achievements contribute to UNESCO's Priority Africa strategic fields of action, particularly the six flagship projects:

1. Promoting a culture of peace and non-violence;
2. Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance;
3. Harnessing STI and knowledge for the sustainable socio-economic development of Africa;
4. Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction;

5. Harnessing the power of culture for sustainable development and peace in a context of regional integration; and
6. Promoting an environment conducive to freedom of expression and media development

In 2013, UNESCO Dakar employed a total of 45 staff members (24 international staff and 21 local staff), as well as 13 temporary staff. These numbers include the Pôle de Dakar and the regional team of the UNESCO Institute for Statistics.



*UNESCO Dakar team members during a 3-day staff retreat in October 2013 (Toubacouta, Senegal). The staff members of Pôle de Dakar and UIS were not present.*

*In 2013, UNESCO Dakar prepared its move to a new Office in Ngor, 20 kilometers north of downtown Dakar. The move took place in May 2014.*



## Medium-Term Strategy (2008-2013)

### Mission Statement

As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

Priority Africa

Priority Gender Equality

Attaining quality education for all and lifelong learning

Mobilizing science knowledge and policy for sustainable development

Addressing emerging social and ethical challenges

Fostering cultural diversity, intercultural dialogue and a culture of peace

Building inclusive knowledge societies through information and communication

### Biennial Sectoral Priorities (2012-2013)

#### Major Programme I Education

- Scaling up equity, inclusion and quality in education and lifelong learning for sustainable development and a culture of peace and non-violence
- Strengthening global leadership in education

#### Major Programme II Natural Sciences

- Strengthening science, technology, and innovation (STI) systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence
- Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation

#### Major Programm III Social and Human Sciences

- Promoting the ethics of science and technology
- Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence

#### Major Programme IV Culture

- Protecting and promoting heritage and cultural expressions
- Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence

#### Major Programme V Information and Communication

- Promoting freedom of expression and information
- Fostering information and communication capacities for universal access to knowledge to bridge the digital divide

# Chapter 1: Attaining quality education for all and lifelong learning



UNESCO Dakar works to improve education through technical assistance, policy advice, capacity-building and advocacy. Many countries in sub-Saharan Africa have registered extraordinary advances in achieving Education for All (EFA). Since 2000, the region has:

- increased primary net enrollment ratios by almost one-third, despite a large rise in the school-age population
- narrowed the gender gap at the primary level
- ensured that more children are moving from primary school to secondary education.

Yet major challenges remain. Sub-Saharan Africa is home to more than half of the world's out-of-primary school children (30 million), levels of learning achievement are very low, gender disparities are still large, and the learning needs of young children, adolescents and adults continue to suffer from widespread neglect.

## UNESCO's role

UNESCO's action focuses on the following areas:

- developing the regional agenda in education
- providing expertise and capacity building
- coordinating, analyzing and monitoring UNESCO's education programmes
- implementing regional activities

The Dakar Office focuses on building partnerships to address the multiple gaps that prevent African countries from achieving a quality education from early childhood development to higher education. These gaps include:

- quality data to inform policy analysis and monitoring
- appropriate policies that are based on data and research
- appropriate national and international financing to implement policies
- the capacity in terms of skills and technology to properly plan, implement, and monitor education policies

## UNESCO Dakar's Activities in the Education Sector in 2013

The Education Sector is the largest among the five sectors, representing 65% (\$618,000) of the overall Regular Programme budget allocated to UNESCO Dakar in 2013. If combined with Extra-budgetary resources, the Education Sector represented 93% (\$7 million) of all the UNESCO Dakar's programme activities. The Extra-budgetary projects supported individual countries, such as Burkina Faso, the Gambia, Guinea-Bissau, Niger, Senegal, but the majority of the support (80% of the total extra-budgetary resources) was provided through Regional or Global activities to reach many more countries. Within the Education Sector, Extra-budgetary resources represented 91% of the total Education resources, and it is a critical resource for the Sector in UNESCO Dakar.

**UNESCO’s biennial priorities in Education for 2012-2013 were:**

1. Scaling up equity, inclusion and quality in education, lifelong learning for sustainable development, a culture of peace and non-violence
2. Strengthening global leadership in education

Under these two priorities, there were four main lines of actions (MLAs). In 2013, UNESCO Dakar Education Programmes, which were prepared under this framework, contributed to these priorities, taking into account of the priorities of the region.

**Biennial Sectoral Priorities and Main Lines of Actions for Education**

<b>Major Programme I – Education</b>				
<b>Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Scaling up equity, inclusion and quality in education, lifelong learning for sustainable development, a culture of peace and non-violence			<b>BSP 2:</b> Strengthening global leadership in education
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Accelerating progress towards Education for All (EFA), particularly at the country level	<b>MLA 2:</b> Building quality inclusive education systems	<b>MLA 3:</b> Supporting education system responses to contemporary challenges for sustainable development and a culture of peace and non-violence	<b>MLA 4:</b> Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring

**Education for All (EFA)**

*In an effort to accelerate the progress towards EFA, UNESCO mobilized political and financial commitment at the global, regional and national levels, and helped strengthening monitoring mechanisms of EFA. UNESCO also helped increase efficiency and cost effectiveness of UNESCO support to Member States for delivery of education services and goods in accordance with the six EFA goals, with special focus on multi-sectoral support to Guinea-Bissau and Cabo Verde, as well as the relevance of UNESCO programmes, in such areas as HIV and AIDS Education and Culture.*

Despite significant progress in education over the last decade in sub-Saharan Africa (SSA), advances are uneven and many countries will not reach the Education for All (EFA) goals by 2015. A shortage of well-trained teachers is impeding development efforts, millions of young people still lack the basic skills they need to earn a decent living. The SSA is still the region lagging behind the most, leaving nearly 30 million children out-of-school. The number of illiterate adults in SSA has increased since 1990s, and by 2015, it is projected that SSA will have 26% of all illiterate adults in the world. In the countdown to 2015, the need to mobilize all stakeholders to accelerate progress towards the attainment of the six EFA goals remains high on the education agenda.



## “Big Push” to accelerate Education for All (EFA) in Africa



Given these situations, UNESCO has been requested to mobilize partners and take the lead to assist countries in accelerating the progress of EFA. To that end, UNESCO Dakar launched an initiative, “Big Push,” aiming to support selected sub-Saharan Africa countries in redefining EFA priorities and developing sustainable acceleration efforts for the period 2013-2015.

The Big Push initiative was launched in Dakar in March 2013. Ministers and Vice Ministers of Education and representatives from 17 African countries, as well as EFA partners, recognized the added value of a focused acceleration initiative to boost countries’ education plans. An EFA Acceleration Guide was developed to assist countries in the process. During the second Big Push Regional Meeting in Luanda, October 2013, they unanimously adopted the [Luanda Recommendation](#) for consideration by the ministers of education in Africa.

In order to influence policy-makers, in collaboration with the **Pan African Parliamentarians (PAP)** and UNESCO EFA Coordination Office at Headquarters, UNESCO Dakar organized an event on EFA during the Special Session of the Forum of African Parliamentarians for Education (FAPED) at the PAP meeting in October 2013, reaching more than 100 parliamentarians in Africa. During the meeting, UNESCO disseminated 45 EFA African country profiles, highlighting the progress and challenges in achieving EFA goals by 2015. UNESCO also advocated for utilizing natural resource revenues to invest in education, and shared information on the Post-2015 agenda process.

### Post-2015 Education

Education is one of 11 key areas in the Global Post-2015 discussion, jointly organized by various UN agencies with support from civil society organizations (CSOs) and other international organizations.

UNESCO Dakar co-organized a global consultation in March 2013, in Dakar, where over 100 representatives from UN agencies, donors, academia and civil society organizations agreed to put quality lifelong learning at the heart of the development agenda. Participants also mapped out ways to ensure all children, youth and adults - especially the most disadvantaged - are able to realize their right to learn.

The consultation was informed by the result of an EFA Questionnaire prepared by UNESCO Dakar and distributed among African Ministries of Education, inquiring on the country priorities for the Post-2015 Education Agenda. 34 out of the 47 SSA countries responded to the survey:

- Eight from the Central Africa Region (Angola, Burundi, Cameroun, Chad, Congo, Gabon, Democratic Republic of the Congo (RDC), São Tomé and Príncipe)
- Seven from Southern Africa (Botswana, Lesotho, Malawi, Namibia, South Africa, Swaziland, Zambia);
- Five from Eastern Africa (Eritrea, Kenya, Seychelles, Tanzania, and Uganda);
- Fourteen from West Africa (Benin, Burkina Faso, Cabo Verde, the Gambia, Ghana, Guinea, Guinea-Bissau, Côte d'Ivoire, Liberia, Niger, Nigeria, Senegal, Sierra Leone and Togo).

It was also informed by the report of the EFA Regional Consultation meeting (Johannesburg, October 2012), which discussed African Post-2015 education priorities at the level of each of the main

Regional Economic Communities (RECs). This meeting gathered high level decision-makers of 35 countries in Africa, engaged with CSOs, e.g., the Africa Network Campaign for Education for All (ANCEFA), the Forum for African Women Educationalists (FAWE), Plan International, and Open Society Initiative for Southern Africa (OSISA), the Association for Development of Education in Africa (ADEA), the African Union (AU), and United Nations partners (UNFPA, ILO, and UNICEF).

### Capacity Development for Education for All (CapEFA)

Responding to the persisting challenges that hinder the achievement of the EFA goals in a sustainable manner, UNESCO places capacity development at the heart of its operational action at the country level, particularly through its Capacity Development for Education for All (CapEFA) programme.

Created in 2003, the programme translates advocacy into practice, and operates in a limited number of priority countries, which are least developed countries (LDCs) furthest from achieving the EFA goals or that are recovering from conflict or natural disasters. From SSA, 19 countries benefited from the programme (Benin, Burkina Faso, Burundi, Chad, DR Congo, Ethiopia, Guinea, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Senegal, South Sudan, Togo, and Uganda). Focus areas are Sector-wide policies and planning, literacy, teachers and technical and vocational education and training (TVET).

UNESCO Dakar is responsible for coordinating three CapEFA projects that all focus on improving teacher training and development, namely:

- The establishment of a national teachers' training system for basic education in Senegal, including literacy and non-formal education. The \$450,000 project was launched in October 2012 and will run until the end of 2014.
- The development and improvements of institutional capacities concerning teachers training and professional development in Burkina Faso and Niger. The \$650,000 per country project was launched in November 2012 and will run until the end of 2014.

(Information on the achievements of these projects in 2013 is featured in the country briefs below)

### Sector-Wide Policy Formulation and Planning

*There is a growing need to re-evaluate how countries can make the best use of long-term planning in education, not only to guarantee access but also to improve the quality of delivery. UNESCO Dakar, through its major technical institutes housed in Dakar, i.e., Pôle de Dakar and the UNESCO Institute for Statistics (UIS), extended its support to sector-wide education policy and planning in SSA with particular emphasis on quality and gender equality issues. These activities contributed to strengthening national capacities for policy formulation and planning in selected SSA countries.*

### Education Sector Analysis

UNESCO Dakar, through the Pôle de Dakar, supports African countries in the definition of "credible" educational policies that are sustainable and in line with the objectives defined in the context of EFA. In this respect, the Pôle de Dakar guides sector diagnostics, called "Status Reports of National Education Systems" (Rapports d'Etat des Systèmes d'Education Nationaux - "RESEN"). These reports identify the strengths and weaknesses of educational systems, which allow policy makers to influence educational policy, and improve efficiency of systems. RESENs are often followed by technical support

for building an education financial simulation model. These tools are useful for countries in developing sustainable education sector plans.

In 2013, education sector analysis was finalized in three countries: Benin, Sierra Leone, and Togo. The final report of Sierra Leone is already published, and reports for Benin and Togo are forthcoming. Furthermore, the macro financial framework of the educational policy of Benin and Togo has been developed through the financial simulation model, which has enabled both countries to review their education sector plan. Additional sectorial diagnosis in Chad and the Democratic Republic of Congo (DRC) started in 2013, and should be completed in 2014. The Pôle de Dakar also published a publication on Household Education Spending - Methodological Guidelines

In October 2013, an agreement sealing the integration of Pole de Dakar within the UNESCO International Institute for Educational Planning (IIEP) in Paris.

### Sector-Wide Policies and Planning by UIS

Under the Islamic Development Bank (IDB) Education III project, "Improving Access and Quality of Basic Education," the UNESCO Institute for Statistics (UIS) supported the Government of Togo in the establishment of the Sector-Wide Education Management Information System (EMIS). The project reinforced the capacity of national Information Technology (IT) in harmonization of the databases and data entry software of all sub levels of the education sector, and automation of the production of data. The project also trained 12 planners in the design of census forms and statistical yearbooks.

## Literacy and lifelong learning

*Under the literacy programme, UNESCO Dakar supported the Member States in strengthening national capacities to plan, manage, and implement policies through literacy and non-formal education with particular focus on gender sensitive quality in the Sahel countries.*

### International Literacy Day

In September 2013, an International Colloquium on Literacy was held at UNESCO Headquarters (HQs) as part of the celebration for International Literacy Day. From the Sahel countries, Senegal, along with representatives from other inter-governmental organizations, NGOs, and the private sector, participated in this event.

### Literacy project for girls and women (PAJEF)



Senegal is one of the ten African countries where more than half of the adults are illiterate. The majority of these people are women. PAJEF is a literacy project for girls and women in Senegal coordinated by UNESCO Dakar (PAJEF stands for Projet d'alphabétisation des jeunes filles et femmes). It is a partnership between UNESCO and the multinational corporation, Procter & Gamble (P&G). Launched in 2012 for a two-year period, and now extended until 2014, the project aims to improve access to education for 40,000 neo-literate and illiterate women aged 15-55 years. The principal target has been seven regions which have high illiteracy rates (Diourbel, Fatick, Kédougou, Matam, Saint-Louis, Tambacounda and Dakar). PAJEF offers quality literacy

programmes in local and French languages, and uses the Internet, mobile phones and CD/DVD as part of the teaching and learning methods.

In 2013, PAJEF received 200 digital classroom kits from a joint program called Sankoré. The digital kits have been used for teaching and training purposes, notably for educating 3,000 newly literate beneficiaries of PAJEF who have started to learn computer skills. This software, “Open Sankoré”, has made teaching and learning more efficient. At the same time, it has introduced women to the use of technology. It has allowed the teachers to use a variety of technological features, including commenting on lessons on the digital board, and access to educational videos. Thanks to the partnership with Senegal’s national TV station, several news and education programmes were available in the classrooms.

Since its inception, the partnership has enabled some 5,000 young girls and women in Senegal to follow literacy classes and vocational skills training in 7 regions of the country. The project also includes training of literacy educators and a TV literacy program that is expected to reach around 30,000 girls and young women.

The funds for this project were provided by UNESCO and P&G through the Government of Senegal. Following the encouraging results obtained in Senegal, UNESCO announced that the project would be adapted in Kenya and Nigeria.

## Teachers

*UNESCO Dakar supported African countries to develop effective south-south collaboration by sharing teacher diagnostic study results, as well as teacher policy elaboration experiences, lessons learned and best practices. UNESCO’s assistance also extended to the Economic Community of West African States (ECOWAS)<sup>1</sup> countries to design and put online teacher education and professional development courses, using open-source system so that African countries can respond adequately to teacher development challenges. To address the quality issues, UNESCO facilitated the development of National Qualifications Frameworks (NQF) in the teaching profession based on a consensual Regional Qualifications Frameworks (RQF) in the ECOWAS and the East African Community (EAC) countries.*

### Promotion of south-south collaboration for teacher development through diagnostic studies

Ten countries engaged in a comprehensive analysis of teachers using the 2010 UNESCO Methodological Guide that was elaborated under the former Teacher Training Initiative for Sub-Saharan Africa (TTISSA). Guinea, Burundi, Lesotho, Benin, Mozambique and Uganda completed their studies. The first regional results sharing workshop was held in January 2013 in Saly, Senegal. Ten countries attended and a variety of UNESCO entities offered technical support (Pôle de Dakar, Teacher Education Section and Task Force and from the UNESCO HQs and Field offices). Comparative analysis of three diagnostic studies was available for Benin, Burundi and Lesotho. Recommendations formulated for completed diagnostics and diagnostics in process are currently being implemented. The second regional meeting preparation was developed with the following expected results: a) Benin, Burundi, Guinea, Lesotho, and Uganda to discuss holistic policy orientations to be drawn from their completed teacher diagnostic studies; b) guidance to offer Mozambique in order to better conclude its study; c) Niger, a CapEFA country on teacher, to learn from policy dialogue process on

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<sup>1</sup> ECOWAS Members include 15 countries: Benin, Burkina Faso, Cabo Verde, the Gambia, Ghana, Guinea, Guinea-Bissau, Cote d’Ivoire, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo.

teachers; and d) Guinea-Bissau, to better prepare to engage a safe and cost-effective teacher diagnostic study.

### Technical support to diagnostic studies implementation

UNESCO Dakar provided technical and financial support for diagnostic studies in Benin, Burundi, Guinea, Lesotho, Mali, Mozambique, and Uganda. Post diagnostic phases are in progress in Benin, Burundi, and Lesotho. In Benin, two post diagnostic phase missions were undertaken to launch the process of policy discussion for the elaboration and adoption of a holistic teacher policy document. Progress is being made as a multidisciplinary national team is in place, and there was an information sharing meeting with all stakeholders at the Ministers' Cabinet. Discussion is in progress with the UNESCO Windhoek Office and Lesotho College of Education on post diagnostic policy orientations in Lesotho.

### Online teacher education and professional development courses

UNESCO Dakar contributed to the production of online courses on teacher education and development using the Moodle platform. The courses were developed by operations in seven selected ECOWAS countries as well as Cameroon. Six Modules have been completed under the supervision of the UNESCO International Institute for Capacity Building in Africa (IICBA).

### National Qualifications Frameworks (NQF) in teacher training

The activity aimed to assist Member States to help the process of developing National Qualifications Frameworks in Teacher Training is based on a consensual Regional Qualifications Framework (RQF). A Partners' Roundtable Meeting for ECOWAS French-speaking countries was held in July 2013. A revised version of NQFs and RQF project proposal initially prepared by an international expert was discussed. The roundtable produced a matrix for countries to outline their primary school teachers and required competencies in Benin, Burkina Faso, Côte d'Ivoire, Guinea, Niger and Togo. The Gambia and Nigeria were selected for research work on a teacher competency profile and qualifications frameworks.

### Capacity building for teacher training and professional development

Building on extra-budgetary supports mobilized through the CapEFA multi-donors Fund and bilateral donors, UNESCO Dakar supported Burkina Faso, Niger and Guinea Bissau in assessing their institutional, organizational and knowledge management capacity needs for training quality teachers. The capacity need assessments used a participatory approach and involved a wide range of local level stakeholders with the purpose of promoting ownership and synergies. Identified needs were further addressed through specific training activities for curriculum developers, teacher trainers (e.g., in Burkina Faso) and a workshop to review or develop guidance documents and various manuals for teachers (e.g., in Guinea-Bissau).

## Technical and Vocational Training and Education (TVET)

*In order to respond to labor market needs and the use of technology in the Member States, UNESCO Dakar assisted in developing diagnosis and reviewing frameworks and guidelines on Technical and Vocational Education and Training (TVET) to inform policy reform and/or actions. These efforts contributed to strengthening the Sub-Regional partnerships mechanisms through the Inter-Agency Task Team (IATT) in TVET. UNESCO also contributed to development of TVET curricula in Sahel*

*countries, aligning and harmonizing with Kaduna Consensus of the ECOWAS, as well as to effective regional coordination on TVET and Technical Assistance (TA).*

## Diagnosis and review of frameworks and guidelines on TVET

UNESCO Dakar contributed to the validation of tools and guidelines for the policy diagnosis/analysis and reform on TVET at the country level during the preparation of the Status Reports of National Education Systems (RESEN). It also assisted in developing guidelines to integrate the TVET Management Information System (MIS) into the Education Management Information System (EMIS). Support also included a TVET Policy review in Member States in developing cultural industries, an enhanced secondary education, and inclusion of a crosscutting issue in the Basic Education in Africa Programme (BEAP) and TVET programmes.

## Sub-regional partnerships mechanisms (IATT) in TVET

Follow up on the 4th IATT consultative meeting (mapping of partners on NQF/RQF) was undertaken during 2013. At the end of 2012, Dakar and Abuja UNESCO Offices initiated the implementation in coherency with UNDP. The drafts of strategy, methodology and tools were prepared in January 2013, tested, and implemented during June-July 2013 (Senegal and Ghana) for the production of the mapping. A mid-term evaluation took place during the UNDP Youth Employability and Retention Programme (YERP) regional meeting (Dakar, June 2013) with IATT partners and 12 countries (among them eight from ECOWAS). The mapping of the partners was finalized in September 2013. Based on the mapping, thematic work was conducted on NQF/RQF and a publication was prepared.. Available in English and French, this publication will be a useful tool for capacity development in the countries.

On regional advocacy, knowledge sharing on NQF/RQF took place at the high level during the regional meeting organized in collaboration with UNDP/YERP within IATT (Dakar, June 2013), and during the the Association for the Development of Education in Africa (ADEA)/Inter-Country Quality Node (ICQN) meeting (Abidjan, July 2013). Online cross-country sharing on good practices was effective and linked to NQF/RQF (ADEA/ICQN, July 2013).

## TVET curricula harmonization

Workshops for TVET curriculum capacity development and validation of common format for French-speaking countries in the Sahel region were undertaken to help countries align and harmonize TVET curriculum with *Kaduna Consensus*<sup>2</sup> of the ECOWAS, which aims to share TVET curricula and learning materials. Concept note to plan a joint activity with non-formal education (NFE) on curricula development for French-speaking countries was developed and validated.

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<sup>2</sup> Curricula for TVET were identified in the "Abuja process" as an important axis on which it is necessary to act, emphasizing its different dimensions. During 2010 and 2011, three inter-country workshops have thus been conducted for the adaptation of core curricula: in Nigeria (September 2010) for computer science, in the Gambia (June 2011) for building trades and in Ghana (September 2011) for electricity and electronics. In 2012, UNESCO has contributed to strengthen the UNESCO-UNEVOC Network of Centre of excellence on TVET to move forward on this process. See more information from the [2-12 UNDG-WCA Annual Activities and Achievements Report](#).

## Regional coordination on TVET

UNESCO Dakar contributed to the establishment of an effective regional coordination mechanism on TVET by providing bi-annual regional reporting and technical assistance to other UNESCO regional and field offices and the United Nations Development Group (UNDG). These include supports to: the final evaluation of the CapEFA programme in Côte d'Ivoire, needs assessment and launching of the CapEFA programme in Benin and Liberia, follow-up and support to the implementation of the CapEFA programmes in Malawi and Madagascar; the United Nations Operation in Côte d'Ivoire (ONUCI) for the integration of ex-combatants; and green/blue economies/TVET development at regional level (workshop in Angola).



UNESCO Dakar's contribution to the coordination with the United Nations Country Team (UNCT) Joint programme development in Senegal includes: a joint programme between UN agencies on youth employment taken into account the migration aspect signed by the Senegalese government in August 2013 within the UNDAF process/system; implementation of strategy for fund raising (the first meeting with the Ministry of Finance took place in November 2013); Technical assistance was provided to the UNDG/West and Central Africa (WCA) for its plan of action and linkage with the Sahel Strategy; and effective participation (as interim) in the Programme Committee.

Another example of TVET support is a project in Central Africa to improve the quality of technical and vocational training through support to the production of relevant curricula from labour situation analysis to the pedagogical guidelines for teaching and learning. Cameroon, Chad and the Central African Republic benefited from the project. In the Southern African Development Community (SADC) region, with the support of the Government of the Republic of Korea, UNESCO Offices in Harare, Dakar and UNESCO HQs initiated a project called Better Education for Africa's Rise (BEAR). BEAR was created specifically for five countries (Botswana, the Democratic Republic of Congo, Malawi, Namibia, and Zambia). The project aims to enhance TVET system capacity to increase equitable access to relevant skills, especially in construction and tourism sectors.

## Quality of education

*On quality, UNESCO Dakar focused on building a critical mass of curriculum developers and teacher trainers in competencies based curriculum on quality learning outcomes in Basic Education in Africa Programme (BEAP) for ECOWAS countries.*

### Post-graduate diploma in curriculum development in French-speaking ECOWAS countries

The Basic Education in Africa Programme (BEAP) was launched in 2007 in Rwanda to support countries expanding basic quality education in Africa. Since the inception of the BEAP framework, curriculum reform has been its main focus. In response to the urgent need for capacity development in curriculum formulation in Africa, UNESCO Dakar, International Bureau of Education (IBE) and HQs, in collaboration with the Open University of Tanzania, launched the Post Graduate Diploma in Curriculum Development and Design (PGDCDD) programme in 2011. In order to mobilize partners for

the implementation of the programme in ECOWAS French-speaking countries, UNESCO conducted a mapping of existing resources (institutions, technical, material and financial resources) in the West African Economic and Monetary Union (WAEMU) and La Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie (CONFEMEN) countries for curriculum design and development (CDD) and teacher training. UNESCO organized technical meetings with partners and WAEMU countries to elaborate the PGDCDD programme in Francophone universities utilizing Information and Communication Technologies (ICTs).

Based on this adaptation, UNESCO contributed to capacity development for experts and institutions from selected ECOWAS countries to design, teach, and train through quality competency-based curricula. The second edition of the PGDCDD was launched in 2013. Currently, 56 education professionals are enrolled in the programme and they have completed eight out of nine modules.

## Higher Education

*At the higher education level, UNESCO Dakar contributed to the harmonization of curricula and the promotion of Quality Assurance (QA) in the region through building institutional capacity, as well as gender and transformative leadership in higher education.*

### Curriculum Harmonization

The curriculum issue was also articulated by taking into consideration the Licence-Master-Doctorate (LMD) reform and the accreditation system of French-speaking Africa managed by the Center for Arab and Middle Eastern Studies (CAMES). UNESCO Abuja and Dakar Offices have developed a partnership with the UNESCO Chair of Curriculum in L'Université du Québec à Montréal, IBE, UNESCO's Teacher Education Section (Paris) and the West African Economic and Monetary Union (WAEMU) to reinforce the capacities of teachers and curriculum specialists. This programme involves reinforcing the capacities of universities in WAEMU countries to incubate areas of specialization for curriculum specialists. WAEMU provided technical and financial support to the programme.

### Quality Assurance (QA)

UNESCO in collaboration with the German Academic Exchange Service (DAAD) initiated a project in the field of quality assurance (QA) in Western and Central Africa. Through this project, the technical capacities of 60 QA specialists from Ministries of Higher Education of the West African Economic and Monetary Union (WAEMU) countries have been reinforced through e-blended (e-learning and face-to-face) training modalities. The project supports dialogue and exchange on higher education policy and practices, places emphasis on the importance of establishing reliable QA structures in order to increase the relevance of higher education provision, and aims at promoting and fostering QA mechanisms in Africa. It also promotes partnership between national, sub-regional, regional higher education organizations in Africa.

### Gender and transformative leadership in Higher Education

On gender and leadership in higher education, the successful partnership between the Rutgers University (USA), four African universities from the Gambia, Ghana, Liberia and Nigeria and key partners, including ECOWAS and UNFPA continued. As a result, the capacity of at least 10 gender specialists from universities in these four countries was strengthened in the elaboration of competency-based gender and transformative leadership curriculum and programme. The drafts of 10 modules and the competency based curriculum framework were developed.



## Development of ICT capacity building for the implementation of the "Licence-Master-Doctorate" reform (LMD) in higher education institutions in the WAEMU.

In collaboration with the Communication & Information Sector, the ED Sector also contributed to PADTICE, the Project to Support Development of ICT capacity building for the implementation of the "Licence-Master-Doctorate" reform (LMD) in higher education institutions in the area of the WAEMU (more information under CI below).

## Education for Sustainable Development (ESD)

*UNESCO assisted in developing national capacities to mainstream peace education and conflict prevention and preparedness in the education strategic plans in West and Central Africa. This is closely linked to the following Peace Education activities.*

### Education for peace and disaster prevention in West and Central Africa

In close collaboration with the ECOWAS and the African Development Bank (ADB), UNESCO published a reference manual on education for peace, citizenship and human rights, which is available in English, French, and Portuguese and some local languages. One hundred fifteen (115) trainers of trainers are trained by using the reference manual. Under the Education for Sustainable Development (ESD) programme, capacities of 30 education planners in 14 ECOWAS countries were developed for the integration of natural disasters risk prevention in education policies and curriculum institutions. In the area of curriculum, the capacity of national education planners and curriculum developers to mainstream peace education and disaster management was developed in selected ECOWAS and the Central African Economic and Monetary Community (CEMAC) countries.

## Peace Education

*UNESCO assisted in the consolidation of ECOWAS policy for the promotion of human rights education, citizenship and culture of peace, democracy and regional integration in the formal education system of the fifteen Member States and particularly in post-conflict countries.*

### ECOWAS policy for promotion of human rights education, citizenship and culture of peace, democracy and regional integration

Under this project, UNESCO published a manual for trainers on seven modules: (1) *culture of peace, conflict prevention and management*, (2) *human rights*, (3) *civic-awareness and citizenship*, (4) *democracy and good governance*, (5) *gender, prospect for peace and development*, (6) *public health, environment and sustainable development*, and (7) *regional Integration*. The modules are available in hard copy and electronically in English, French, and Portuguese. The online course for trainers is available in all three languages as well. The reference manual is translated into one or two local languages of each Member State of ECOWAS.

At the country level, UNESCO supported the design of teaching tools for Togo, published 41,000 copies for new curricula, 500 copies of the Administration Guide, and 500 copies of the Teacher's and Training Guide. Furthermore, Côte d'Ivoire published in 40,000 copies of the teaching tools to all levels of education. The reference manual for the training of trainers in Guinea-Bissau and reference manual 1 for senior high school in Sierra Leone are now available.

Teacher training institutions (TTIs) of the 15 ECOWAS Member States have benefited from training on the use of the reference manual. Forty volunteers of ECOWAS countries were trained in seven thematic modules of the manual.

## HIV and AIDS Education

*UNESCO supported capacity development on socio-culturally appropriate comprehensive sexuality education for ECOWAS and CEMAC regions in a wide range of extra-budgetary project activities that supplemented the Regular Programmes.*

During the 2013 period, UNESCO increased the number of countries where HIV education is part of the curriculum in primary schools, secondary schools and teacher training. New sexuality education curricula for primary and secondary school were developed in five Central African countries (Cameroon, Congo, DRC, Sao Tome and Principe, and Gabon). By the end of the biennium, six countries of the Central African Economic and Monetary Community (CEMAC) -- Cameroon, Chad, Central African Republic, Congo, Equatorial Guinea, and Gabon -- established around 800 educational radio programmes. Also, a set of interactive DVDs was developed in collaboration with Ministries of Education. These materials have been used to train 235 education personnel and curriculum developers, 6,000 teacher trainers, and over 15,000 primary and secondary teachers. The materials were also used to strengthen the capacities of 352 teacher training institutes. By addressing HIV, AIDS and gender-based violence, UNESCO was able to support African Member States in alignment with national development priorities. Specific project results are summarized below.

### Socio-culturally appropriate comprehensive sexuality Education in ECOWAS region

Formal and non-formal education planners/curriculum developers were trained in selected countries on good practices, lessons learned and evidence-based experiences in sexuality education. Pilot projects were conducted on applications of the socio-cultural approach to sexuality education in Cabo Verde and initiated in Guinea-Bissau. Community action plans were implemented in Cabo Verde.

### Strengthening education sector's response to HIV through sexuality education and supporting young people and educators affected and/or infected by HIV

This project saw the dissemination of a best practice peer education strategy to strengthen sexuality education among young people in formal and non-formal settings. Education sector workplace policy was adapted for the ECOWAS and the Economic Community of Central African States (ECCAS) contexts. Tools to assess sexuality education programmes (SERAT and, Inside & Out for civil society,) were reviewed and validated. Analysis of policies and programmes was conducted in 13 countries. Through this process, coordination mechanisms of the education sector response to HIV and AIDS were strengthened.



### Strengthening women's empowerment and awareness program for women with HIV in Senegal

In Senegal, the training of educators, various workshops, and women's literacy programmes improved the awareness of female sexual and reproductive health among to 4,000 vulnerable women. In addition, project stakeholders have increased their

understanding of the important role the Education Sector plays in providing sexual and reproductive health education in Senegal.

### **Accelerating HIV Prevention for Young People by Integrating Sexuality Education in Curricula in the Portuguese Speaking Countries of West Africa**

UNESCO has published a report on improving the awareness of primary and secondary school sexuality education programming in Cabo Verde among the Ministry of Education and the National AIDS Commission. The project contributed to the improvement of teaching skills among experts on sexuality education in the Ministry, sexuality education programming in school settings.

### **OPEC Fund for International Development (OFID) / UNESCO partnership to support comprehensive education sector responses to HIV and AIDS in 14 French-speaking countries in West and Central Africa**

The project contributed to more effective and sustainable action in HIV and health education as a result of evidence-based development of comprehensive education sector responses to HIV and AIDS in West and Central Africa (WCA). Partnerships for action have developed at the global, regional and national levels for education sector responses in francophone WCA.

## **Activities by Country**

Following are the education activities that UNESCO Dakar supported at the country level.

### **Education in Burkina Faso**

Burkina Faso adhered to the **EFA acceleration** initiative (Big Push), and four representatives benefited from capacity-building support on EFA acceleration framework (Luanda, October 2013). Six specialists on **Early Childhood Care and Education (ECCE)** were further trained on innovative and culturally relevant provisions of ECCE services at a regional workshop hosted by the country Office. (Ouagadougou, December 2013). The Ministry of Education used the country profile to indicate the country's priorities for an EFA acceleration framework and for Post-2015 interventions.

In **literacy**, technical support was provided to a national team conducting an action research project on literacy assessment and measurements (the RAMAA project). This activity was carried out in partnership with the UNESCO Institute for Lifelong Learning (UIL).

**Teacher training and professional development** have both been the focus of UNESCO Dakar's intervention in Burkina Faso, notably through the CapEFA project on teachers and thanks to funds from Monaco. The CapEFA implementation strategy focused on country ownership to ensure sustainability. Some 36 resource persons on four thematic committees received technical support to assess capacity-building needs for teacher development. The Monaco project funded several training sessions for 60 Master teachers and 40 management staff.

Burkina Faso benefited from upstream policy support in **TVET** through the sub-regional integration and partnership development processes of the IATT. The capacity of three high-level representatives from the Ministry in charge of TVET was reinforced regarding policy reform in Qualifications Frameworks within the TVET sub-sector. In this context, Burkina Faso participated in the sub-regional survey on the diagnosis and identification of recommendations for the development of National and Regional Qualifications Frameworks (NQFs/RQF). In addition, a feasibility survey was conducted by

UNESCO Dakar (TVET Unit and the Pôle de Dakar) in close collaboration with national authorities at the end of 2013. The feasibility survey, which was officially validated by Burkina Faso, examined the human, technical and financial challenges for the production of a quantitative and qualitative diagnosis on the transition between education and the world of work (including identification of bottlenecks). The road map, to be implemented in 2014, includes a capacity-building process that aims at enhancing the transition from school/training to work for youth and adults.

In **higher education**, the intervention has been on governance and quality assurance. Experts from the Ministry of Higher Education and the Rectors of Burkina Faso's universities benefited from training in this area. The University of Ouagadougou participated in the UNESCO/WAEMU PADTICE project. The IT infrastructure of the University was also assessed.

In the area of improving the **quality of education**, Burkina Faso took part in the technical training and discussions on the preparation of the *Post-Graduate Diploma in Curriculum Design and Development*. A road map was also developed for follow-up in French-speaking countries. Three country representatives participated in this preparatory process.

Teacher trainers and curriculum developers from Burkina Faso were trained in the use of the Reference Manual on **peace, citizenship and human rights** and in the integration of conflicts and disasters prevention in education policies. The Ministry of Education is committed to include this subject in the curriculum.

Regarding **HIV and AIDS**, two representatives of the teacher union and HIV-positive teachers' network in Burkina Faso were trained in a regional workshop on HIV-workplace policy for educators. Furthermore, an HIV-workplace policy for educators (initially prepared in Eastern and Southern Africa) was adapted to the needs of West and Central African countries, including Burkina Faso. Training was organized with basket-funding from the World Bank, ILO, UNAIDS, Partnership for Child Development (PCD) and UNESCO, with additional support in kind by Education International (EI) and the Ministry of Education in Ghana where the meeting took place. Follow up at the country level has been a challenge. UNESCO also supported the finalization of modules to ensure the integration of sexuality education.

## Education in Cabo Verde

Regarding **Education for All**, the Ministry of Education indicated the country priorities for an EFA acceleration framework, as well as the country's post-2015 priorities.

In **early childhood care and education (ECCE)**, technical assistance was provided for the development of a simulation model to guide the development of an ECCE strategic framework. In the same context, an evaluation of learners' competences when entering primary education was conducted to inform the formulation of the final year of the pre-primary education programme. These findings were taken into consideration in the policy and curriculum reviews in 2013. These results were obtained thanks to the quality and motivation of staff in the Ministry of Education, the expertise of the Pôle de Dakar and the financial support of UNICEF.

In **literacy and non-formal education**, UNESCO Dakar, UIL and the Government of Cabo Verde jointly organized the follow-up of the Sixth International Conference on Adult Education (CONFINTEA VI) in Africa. A road map was elaborated, including a mapping of African countries' priorities in this area. Financial support was provided for the development of a post-graduate diploma on literacy and adult education, which was developed jointly with the UNESCO Brasilia Office and the Brazilian authorities in a south-south collaboration framework for Portuguese-speaking African countries (PALOP).

In the area of **teacher policy**, Cabo Verde was invited to participate in the project pertaining to the development of teacher qualifications frameworks at a round table of partners in July 2013. In the assessment of **learning outcomes**, Cabo Verde was one of the countries selected for an initiative concerning the monitoring of students' achievement at the local level.

In **TVET**, upstream policy support was provided at the national level, linking with the sub-regional integration and partnership development processes within the context of the IATT framework. The capacity of three high-level representatives from the Ministry in charge of TVET was reinforced regarding policy reform in Qualifications Frameworks.

In **peace education**, twenty trainers of trainers and curriculum developers were trained in the use of the Reference Manual on Education for **peace, citizenship and human rights**, the integration of conflicts, and disasters prevention in education policies. The Minister of Education is committed to include those contents in the curriculum. As climate change and environment challenges are high priority in Cabo Verde, UNESCO is expected to support the country in elaborating its strategy and activities in this regard.

Twenty-five officials of the Ministry of Education were trained on the integration of **sexuality education** into curricula, and twenty-five trainers were trained on the use of participatory teaching methods for sexuality. Thirty government officials from both the Education and Health sectors, as well as NGO activists were trained in socio-culturally appropriate comprehensive sexuality education, which created an opportunity to enrich the curriculum with contextualized, locally appropriate content. Sexuality education in Cabo Verde was reviewed using the SERAT to identify the gaps and needs. The ongoing revision of primary and secondary school curriculum is an opportunity to reflect on the SERAT results and lessons learned from the socio-cultural approach.

## Education in the Gambia

In the area of **Education for All**, an EFA Country Profile for the Gambia was prepared by UNESCO, which informed the country's priority area for an EFA acceleration framework, as well as for its post-2015 agenda. The Gambia also joined the second group of countries wishing to accelerate EFA progress. Further engagement in the EFA Acceleration will need to be reviewed as the country did not attend the regional training organized in October 2013.

In **sectoral analysis and the management of education systems**, a Master's level distance course delivered by the University of the Gambia with the support of UNESCO (Pôle de Dakar), is now running and benefitted 17 officials from the Gambia during the biennium. The foundation for the development of core capacities of English-speaking African countries in education planning and management was established.

In **literacy**, the Gambia was selected to benefit from the extra-budgetary project through the Emergency Fund entitled "Support for Holistic Functional Literacy Programmes." The project was launched in 2013 and will continue in the next biennium. The aim was to strengthen the national capacities of non-formal education stakeholders through policy development and institutional capacity building. With the support of the UIS, the Gambia chose to focus on the development of an **EMIS**, with special focus on literacy and non-formal sub-sectors, where there is presently a data gap. A capacity-building programme and policy review were also undertaken.

Regarding **gender and education**, case studies were carried out on good practices for promoting girls education in secondary education in the Gambia.

Concerning the improvement of **quality in education**, the second edition of the Post Graduate Diploma for Curriculum Design and Development for English-speaking countries was launched (November 2012). The government shared the participation cost of three Gambian education specialists.

In the area of **TVET**, up-stream policy support was provided at the national level, linking the on-going sub-regional integration and partnership development processes within the context of the IATT framework. The capacity of three high-level representatives from the Ministry in charge of TVET was reinforced regarding policy reform in Qualification Frameworks within the TVET sub-sector.

In **higher education**, the main focus was governance and quality assurance. Experts from the Ministry of Higher Education and the Rector of the University of the Gambia benefited from training at the sub-regional level. Three Gambian researchers benefited from capacity-building to undertake ethnographic studies to inform the development of modules as part of the elaboration of gender and transformative leadership curriculum.

On **education for peace**, the Gambia benefitted from the capacity-building activities of the ECOWAS project on education for peace, citizenship and human rights, and in the integration of conflicts and disasters prevention contents in education policies (coordinated by UNESCO Dakar). A curriculum for teacher trainers was published and translated into two local languages.

On **education and health**, two representatives of the Ministry of Education and HIV-positive teacher network were trained in HIV workplace policy formulation. An HIV workplace policy for educators, initially prepared in Eastern and Southern Africa and later adapted to the needs of Western and Central Africa (WCA) countries, was disseminated in the Gambia. In order to ensure further focus on young people, a peer education programme captured lessons learned, challenges and opportunities for improvement. Guidelines were produced for partners and relevant stakeholders, such as ECOWAS on how to scale up formal and non-formal peer education.

## Education in Guinea-Bissau

Activities in Guinea-Bissau were interrupted by the April 2012 coup d'état and the continued political instability. Consequently, the advice to the United Nations agencies was to suspend direct interventions until further notice. Activities slowly resumed from mid-2013.

On **Education for All**, agreement by Guinea-Bissau was reached on priorities for an EFA acceleration framework.

In August 2013, the country's request for assistance in **education management information system (EMIS)** led to an action plan based on a feasibility study of 2012. The plan was initiated by the UIS in collaboration with UNICEF.

On the issue of **teachers**, support was provided through an Italian-funded project on "Improvement of Teacher Qualifications and Setting up a Management System of Learning Outcomes in Guinea-Bissau", which started in 2009. The principal objective was to build the capacities of teachers. The military coup in 2012 halted the process and activities resumed after the political situation became stable again. A phase 2 work plan, implementation structure, and analysis of the situation of teachers were agreed upon with the national authorities. Key partners were mobilized with UNICEF taking the lead for education in Guinea-Bissau. The project has also been aligned to the recently approved Global Partnership in Education programme (GPE).

In **TVET**, upstream policy support was provided at the national level, and linked to the sub-regional integration as well as partnership development processes within the context of the IATT framework. The capacities of three high-level representatives from the Ministry in charge of TVET were reinforced regarding policy reform in Qualifications Frameworks.

In **higher education**, Guinea-Bissau, through the Amilcar Cabral University, took part in the PADTICE sub-regional project implemented by UNESCO Dakar and funded by WAEMU. An assessment of the infrastructure needs and requirements for upgrading was carried out in 2013 with the recommended cost estimated at US\$230,000.

Regarding **education for peace**, 17 education planners, trainers of trainers and curriculum developers benefited from training in education for peace, citizenship and human rights, integration of conflicts, and disasters prevention contents in education policies. The training took place in Mindelo (Cabo Verde).

Officials from the National AIDS Council (NAC) and the National Institute of Research (INEP) have benefited from training to adapt HIV and AIDS interventions to local standards and cultural realities. At the request of the NAC, UNESCO Dakar provided financial and technical assistance in developing a pilot socio-cultural approach in Guinea-Bissau. A pilot activity was launched in 2013, including a 3-day training workshop, which engaged over 40 representatives from different religious denominations, youth associations, teachers, and nurses. The workshop identified key areas of intervention for further implementation. In addition, a workshop to support teachers living with HIV (TLHIV) was attended by 25 participants, and resulted in the creation of an association of TLHIV.

Other planned activities for Guinea-Bissau were postponed (for example literacy) due to the unstable political situation in the country.

## Education in Niger

Regarding **Education for All**, a country profile EFA was developed and circulated at the highest levels of the Ministry of Education, which was used by the government and the technical and financial partners. Niger was listed among the first countries in the "Big Push" and chose the quality of primary education as a priority. In addition, under **CapEFA**, UNESCO supported the consolidation of the Ten-Year Education Development plan, which included pre-school, Basic Cycle 1 and Non-Formal Education., The plan also provided necessary support for the Nigerian government in the implementation of its educational policy.

In the field of **ECCE**, Niger participated in a workshop on the program developed by the International Institute for Capacity Building in Africa (IICBA), which led to the drafting of a roadmap for ECCE development in Niger.

On **secondary education** and **gender**, a project to strengthen the skills of students in mathematics, science, and technology in secondary education was developed by UNESCO with the support of the Islamic Development Bank.

In the field of **literacy and non-formal education**, technical support was provided to the national team to implement the monitoring of learning outcomes of adult literacy programmes (recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation - RAMAA), initiated by the UNESCO Institute for Lifelong Learning (UIL). A framework for bilingual programming was also developed. This support consisted of training in the methodological approach

to collecting and analyzing qualitative data on Literacy and Non-Formal Education (LNFE), development and stabilization of collection tools. Unfortunately, mobilizing domestic funding for investigative resources could not yield results, and ended up blocking the implementation of the roadmap. Niger was invited to participate in south-south cooperation to benefit from the experience of Senegal and Burkina Faso in the matter.

In the area of **teacher development**, nine Niger officials received training for education policy and management. UNESCO Dakar and Pôle de Dakar developed a project document for the study on the identification and evaluation of teachers, supported the finalization of the Financial Sector Assessment Program (FSAP), and promoted the preparation of the request for the funding of Niger with the Global Partnership for Education (GPE). Thematic groups on teacher training, curriculum reform, planning and evaluation, and communication were implemented. Particular attention was paid to gender and the teaching of mathematics, science and technology (SMT).

**On TVET**, political support upstream was provided at the national level, the link with the sub-regional integration processes and development of partnerships in the framework of support led by Team inter-Agency task Team (IATT). The ability of experts (50) of the Ministry of TVET has been strengthened with regard to policy reform qualification frameworks.

As for **higher education**, the focus was on governance. Quality experts from the Ministry of Higher Education and Rectors of universities in Niger received training at the sub-regional level in this area. Capacity building of national structures trained three people on accreditation and quality assurance technical programs and higher education institutions. Niger also benefitted from the project "PADTICE WAEMU- UNESCO." For deployment of hardware and network infrastructure, the university was audited and upgraded needs were estimated at US\$ 375,000.

## Education in Senegal

Regarding **Education for All**, Senegal used the country profile to determine the country's priorities for an EFA acceleration framework, as well as the post-2015 agenda. In addition, the country benefited from capacity building in the development of an EFA Acceleration Framework and two ECCE specialists were further trained on innovative and culturally relevant provision of ECCE services.

Great efforts led to the completion of the **education management information system (EMIS)**, comprising early childhood, primary and secondary education, TVET, literacy and non-formal education, and higher education sub-sectors. The process has strengthened national capacities in EMIS and also led to the production of tools to improve data collection, processing and analysis. In addition, the Pôle de Dakar continued its distance education programme, a Master's Degree Course in Sectoral Analysis and Management of the Education System, in collaboration with and through the Université Cheikh Anta Diop. This activity has strengthened the institutional capacity of the University and created a platform for the development of capacities in the area of planning and education management in French-speaking countries in Africa.

In **literacy**, modules of functional literacy in nutrition were developed and translated into eight local languages. 150 literacy classrooms were opened and radio programmes for raising awareness on food supply and nutrition were broadcasted through community radio.

The Literacy Project for Girls and Women (Projet d'Alphabétisation des Jeunes Filles et Femmes - PAJEF), financed by Procter & Gamble, was officially launched in January 2012. The PAJEF aims at improving access to 40,000 women and girls in quality literacy programs, and the use of ICTs to enhance learning in national languages and French. 360 classes were opened within the framework of



the programme for approximately 6,400 illiterate women. PAJEF also supported 2,100 girls in overcoming various learning difficulties. 3,000 women have benefited from literacy classes through the use of mobile phones and lessons on TV.

With the collaboration of UIL, technical support was provided to the national team of Senegal to implement the RAMAA project (survey, development of tools, and fund raising). A framework for **bilingual curriculum** was also developed.

Within the CapEFA on **teachers**, a diagnostic study was conducted on the teacher training institution programmes. A new training policy for literacy and non-formal teachers was developed and adopted. Through the improvement of 10 training modules, support was given to the in-service training of untrained teachers in primary education.

In the area of **technical and vocational education and training (TVET)**, Senegal benefited from the policy support linked to the sub-regional integration and partnership development processes within the context of the Inter Agency Task Team (IATT) on TVET. The capacities of three high-level representatives from the Ministry in charge of TVET were reinforced regarding policy reform in Qualification Frameworks. An analysis for the development of non-formal TVET by Training Mobile Units was undertaken through south-south cooperation with Côte d'Ivoire. Support was provided for the mobilization of partners for youth employment (through IATT), and south-south cooperation with Chad for the development of centres of excellence. Methodological and analytical notes were shared (including a report on the status of the TVET system). Advocacy for TVET took place through the launch of the 2012 EFA Global Monitoring Report (GMR) in Dakar. Two videos were produced featuring good practices in Senegal of expanding TVET.

In the area of **educational quality**, experts benefited from the *Post Graduate Diploma in Curriculum Design and Development* programme launched in 2012 for French-speaking countries. Three representatives from Senegal participated in the planning process, including the development of an outline of the training programme and the translation of the resource pack into French.

In **higher education**, the major focus was on governance and quality assurance. The capacity of experts from the Ministry of Higher Education and Universities, including four vice chancellors and deans, was strengthened in this area. The institutional capacity of the Directorate of Higher Education within the Ministry of Higher Education was reinforced through the establishment of the National Authority for Quality Assurance in Higher Education in Senegal. A database on higher education institutions in Senegal was established, and guidelines for foreign students in Senegal were developed.

The Université Cheikh Anta Diop, the principal university in Senegal, participated in the UNESCO/ African Economic and Monetary Union (WAEMU) project, "Support for development of Information and Communication Technology (ICT) for capacity building to implement the LMD reform in higher education institutions of the WAEMU" (known as PADTICE a French acronym of "Projet d'Appui au Développement des TIC pour le renforcement des capacités de mise en œuvre de la réforme LMD dans les institutions d'enseignement supérieur de l'UEMOA"). The project aims to improve quality assurance of higher education in the WAEMU countries. An assessment of information technology (IT) needs of the university was undertaken, which was estimated at US\$ 150,000.

The process of introducing **education for peace** in teacher training curricula and learning materials in ECOWAS countries was initiated in Senegal. Fifteen national experts (education planners, trainers of trainers, and curriculum developers) were trained on the use of the *Reference Manual* on education for peace, citizenship and human rights, the integration of conflicts, and disasters prevention contents in education policies.

Regarding **HIV and AIDS**, a capacity-building programme, specifically aimed at women, was undertaken despite difficulties on a funding arrangement between UNESCO and UNDP. The programme included a training workshop, training of 10 literacy facilitators, 14 literacy sessions on gender and HIV, training of 225 women, 170 small group discussions on HIV, STI and gender. The workshop reached some 4000 vulnerable women and girls. A study was concluded based on the **Sexuality Education Review and Analysis Tool (SERAT)**. This has enhanced coordination between NGOs, UN agencies, and national authorities resulting in the establishment of a coalition of partners for the integration of comprehensive sexuality education in school curricula. A roadmap has been established in order to reach this goal. UNESCO also supported the General Assembly of an association of TLHIV and strengthened its links with key partners.

For the improvement of **gender equity** in education, awareness was raised on gender-based violence in schools. Mechanisms of surveillance were developed. A gender-sensitive tool (SERAT – see above) was applied to identify strengths and weaknesses of mandatory sexuality education in light of indicators on HIV, adolescent pregnancy and gender violence.

## Chapter 2: Mobilizing science knowledge and policy for sustainable development



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UNESCO's primary objective in the Natural Sciences Sector is to mobilize science knowledge and policy for sustainable development. The Organization works within the following three strategic programme objectives:

- Leveraging scientific knowledge for the benefit of the environment and the management of natural resources;
- Fostering policies and capacity-building in science, technology and innovation;
- Contributing to disaster preparedness and mitigation

### UNESCO Dakar's Activities in the Natural Sciences Sector in 2013

The Natural Sciences Sector had \$34,000 in Regular Programme budget, representing only 3% of the overall budget allocated to UNESCO Dakar for 2013. In 2013, there were no Extra-budgetary project resources and all activities were undertaken through the Regular Programme budget.

UNESCO biennial priorities in National Sciences for 2012-2013 were:

1. Strengthening science, technology and innovation (STI) systems and policies for sustainable development, poverty eradication and a culture of peace and non-violence;
2. Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation.

In 2013, UNESCO Dakar focused on both of these sectoral priorities.

<b>Major Programme II – Natural Sciences</b>							
<b>Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Strengthening science, technology, and innovation (STI) systems and policies for sustainable development, poverty eradication, and a culture of peace and non-violence			<b>BSP 2:</b> Mobilizing science for the sustainable use of natural resources, renewable energy and energy efficiency, and for natural disaster reduction and mitigation			
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Promoting STI policies and access to knowledge	<b>MLA 2:</b> Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy	<b>MLA 3:</b> Mobilizing broad-based participation in STI	<b>MLA 4:</b> UNESCO Inter-governmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones for the benefit of its Member States	<b>MLA 5:</b> Freshwater systems under stress and societal responses, incorporating the work of the International Hydro-logical Programme (IHP) and the World Water Assessment Programme (WWAP)	<b>MLA 6:</b> Enabling the application of ecological and earth sciences to sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)	<b>MLA 7:</b> Natural disaster risk reduction and mitigation

*In 2013, UNESCO Dakar's Natural Science programme contributed to the two major sectoral priorities in the areas of: (1) innovation and entrepreneurship across all sectors of the economy, and (2) institutional strengthening of renewable energies.*

## Improved knowledge and skills for the practice of innovation and entrepreneurship across all sectors of the economy



In December 2013, UNESCO Dakar conducted a training of trainers' workshop for university and research institute personnel on the subject of innovation and entrepreneurship management, using inter alia LEGO kits to modelling the innovation process for their chosen enterprise. The overall objective of the training workshop was to establish a group of skilled individuals who are able to promote innovation and entrepreneurship through training in the region. The objective was

achieved in particular with regard to:

- Strengthening the management of innovation within small and medium enterprises (SMEs) in the Sahel region
- Improving the innovative capacities of participants
- Providing support to research institutions for creating value and commercializing their innovation outputs

The 25 participants from Burkina Faso, Niger and Senegal who took part in the training all expressed satisfaction with the knowledge they obtained. Each participant received manuals and workbooks that could be adapted for training others.

## Institutional strengthening of renewable energies qualified personnel to carry out the planning, management and development of solar programmes



In December 2013, a training workshop on the installation and maintenance of solar energy systems was organized in Dakar for 30 technicians and professionals from 12 French-speaking African countries. It was jointly sponsored by UNESCO, the Turkish Agency for Development Aid, TIKA, and ISESCO. The training included planning, development and management of solar photovoltaic systems. The participants had hands-on training that strengthened their abilities to replicate what they learnt during the workshop. Another benefit of this activity was the development of a

stronger linkage between regional institutions. UNESCO Dakar established a working relationship with the Ecole Supérieure Polytechnique of the Cheikh Anta Diop University Dakar, which facilitated the training workshop. It is important to note that the Ecole Supérieure Polytechnique is well equipped to serve as a focal point for training in the field of renewable energy systems within the region for French-speaking countries.

## Activities by Country

UNESCO Dakar supported the following country-level activities in the area of National Science:

### Natural Sciences in Burkina Faso

Institutional and human capacities for the management of **technology-based innovation and enterprise development** were built. The beneficiaries (three male and two female experts) were provided with relevant skills and knowledge, which will enhance problem solving and management of technology-based enterprises.

### Natural Sciences in Niger

Human and institutional capacity increased for the management of technology-based innovation and development. The beneficiaries are mainly the Ministries in charge of scientific issues in Niger. They were equipped with relevant knowledge and skills to increase their ability to solve problems and manage technologies that promote entrepreneurship. Three men and two women have directly benefited from the training.

### Natural Sciences in Senegal

Institutional and human capacities for the **management of technology-based innovation and enterprise development** were established through training. The InnoDev, a technology-business incubator residing at the Université Cheikh Anta Diop was selected as the primary recipient of the training activity. The training will prepare InnoDev to serve the role of replicating the skills and knowledge acquired in Senegal to other French-speaking countries of the Sahel region. Eight persons from InnoDev and four from the private sector benefitted from this activity.

Organized by UNESCO Dakar, the Ecole Superieure Polytechnique of the Cheikh Anta Diop University Dakar facilitated a training workshop on the installation and maintenance of solar energy systems in French-speaking African countries. The Ecole Superieure Polytechnique is well equipped to serve as a focal point for training in the field of renewable energy systems within the region for French-speaking countries. Senegalese experts attended the conference.

## Chapter 3: Addressing emerging social challenges



UNESCO's Social and Human Sciences Sector works to developing knowledge, standards and intellectual cooperation to facilitate social transformations based on the universal values of justice, freedom and human dignity.

UNESCO Dakar's intervention focus on combatting gender-based violence, assess the impact of climate change on immigration and ensure social inclusion in particular of women and youth.

## UNESCO Dakar’s Activities in the Social and Human Sciences Sector in 2013

In 2013, the Social and Human Sciences (SHS) Sector implemented its activities only with the extra-budgetary resources of \$208,000, which was the second largest external funding source among the five Sectors in UNESCO Dakar, after the Education Sector.

UNESCO biennial priorities in SHS for 2012-2013 were:

1. Promoting the ethics of science and technology;
2. Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence. Under these two priorities, there were three main lines of actions (MLAs).

In 2013, UNESCO Dakar focused on the second sectoral priority, taking into account the priorities of the region.

<b>Major Programme III – Social and Human Sciences Sectoral Priorities and Main Lines of Action</b>			
<b>Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Promoting the ethics of science and technology	<b>BSP 2:</b> Supporting Member States in their responses to social transformations, notably to promote democracy and sustainable development for the consolidation of a culture of peace and non-violence	
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics	<b>MLA 2:</b> Promoting a culture of peace and non-violence through action pertaining to human rights, democracy, reconciliation, dialogue and philosophy, and including all political and social partners, particularly youth	<b>MLA 3:</b> Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities

*In 2013, UNESCO Social and Human Sciences Sector contributed to the support for social transformations by helping national research systems in the areas of social inclusion and environmental changes, and social movement of women in the Sahel region.*

### Studies on Gender-Based Violence in the Gambia, Guinea-Bissau and Senegal



Research on “Analyzing Social Movement Women and Foundations of Violence Based on Gender to promote social inclusion and Women's Human Rights in the Sahel Region” is a joint project by UNESCO, UN Women, and the Council for the Development of Social Science Research in Africa (CODESRIA). It is a continuation of the activity initiated in the previous biennium (2010-2011) by UNESCO Dakar. UN Women contributed

\$50,000 to finalize case studies to analyze the “Strengths, Weaknesses, Opportunities and Threats” (SWOT) on the Social Movement of Women in West Africa. SWOT analyses on Gender-Based Violence (GBV) in the Gambia, Guinea Bissau and Senegal were validated and the results were published. The study documented the actual situation of West African women and how to strengthen their capacity. The project also aimed to ensure the legal, institutional and operational prevention and management of GBV is in compliance with the international standards of the Committee on the Elimination of Discrimination against Women (CEDAW) and the new provisions applied to ensure the institutionalization of gender equality and respect for human rights in the national policies and programmes.

### **Exploring linkages between climate change, environmental degradation, and migration in the Sahel (Burkina Faso and either Senegal or Cote d'Ivoire)**

Two case studies were conducted in Senegal and Cote d'Ivoire to explore linkages between climate change, environmental degradation and migration. Financed through the Emergency Fund of UNESCO, this research was designed to strengthen national policy formulation and planning for environmentally-induced migration in the Sahel. This has been achieved through improved production of necessary data and its utilization by government agencies and non-governmental policy experts. The project achieved the following results:

1. Increased breadth and depth of cooperation amongst scientific communities and policy practitioners through further operationalization of the Sahel multidisciplinary policy research network
2. Enhanced data literacy and usage of both governmental and outsourced policy analyses, planning, budgeting, and monitoring and evaluation (M&E) in the area of environmentally-induced migration; and
3. Improved advocacy for, and direct support to, formulation of regional and national policy responses to environmentally-induced migration in West Africa

### **Assessment of social inclusiveness, including gender equality, of public policies in the Sahel (Niger, Senegal and Burkina Faso)**

Under this project, national seminars were organized in various West African countries within the framework of its UNESCO's MOST Programme (Management of Social Transformations). These multidisciplinary seminars provided a platform for researchers, academics, government and civil society to reflect on the theme, "nation-states and the challenges of regional integration." The programme supported the establishment of the Institute for West Africa in 2008, with headquarters in Cabo Verde. The Institute is devoted to multidisciplinary research, advocacy on regional integration and follow up to regional protocols. An assessment of social inclusiveness was conducted in Burkina Faso, Niger, and Senegal with a financial support from the Emergency Fund in 2013.

### **Activities by Country**

UNESCO Dakar supported the following country-level activities in the area of Social and Human and Sciences:

<b>Social and Human Sciences in Burkina Faso</b>
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Through a multi-sector dialogue and partnership with the Government of Burkina Faso and national experts affiliated with the University of Ouagadougou, a process of developing a methodology for assessing the level of **inclusiveness of public policies** was conducted. The report is currently available and was officially submitted to the authorities. Currently, the report is being used to create more inclusive public policies. This activity was funded through the Emergency Fund of UNESCO.

### Social and Human Sciences in Cabo Verde

No activity was undertaken in this area during this biennium except for two missions to follow up with the government on the finalization of the convention for the establishment of the West Africa Institute for International Research on **Regional Integration and Social Transformations**. The UNESCO Dakar Office has still not received the official response of the government to proceed with the signature of the draft convention. The Office participated, however, in the partnership meeting of the other founding members of the Institute, including ECOWAS and the West African Economic and Monetary Union (WAEMU). Discussions included the sustainable financing of the Institute, and the responsiveness of the Institute's work programme to the challenges of integration and peace in the region.

### Social and Human Sciences in the Gambia

Studies on the female social movements linked to the fight against **Gender-Based Violence (GBV)** and on the socio-cultural factors related to GBV were carried out in 2012-2013. The results were shared and validated by a wide range of participants from governmental institutions and non-governmental organizations. This activity was a result of joint efforts between UNESCO, UN Women and the Council for the Development of Social Science Research in Africa (CODESRIA). The results were subsequently submitted to the Gambian authorities, which have expressed awareness of the state of the problem and are committed to translate the recommendations into public policy.

### Social and Human Sciences in Guinea-Bissau

National studies on the female social movements linked to the fight against **Gender-Based Violence (GBV)** and on the socio-cultural factors that are conducive to GBV were carried out in 2012. Its results have been shared and validated by a variety of representatives of the government of Guinea-Bissau and non-government organizations. This activity was a result of joint efforts between UNESCO, UN Women and CODESRIA. It was funded from regular and extra-budgetary funds.

### Social and Human Sciences in Niger

The process of developing an evaluation methodology level of **inclusiveness and social sustainability public policy** has been conducted through a multi-stakeholder dialogue and partnership with the government, national experts affiliated with LASDEL (Laboratoire d'Etudes et de Recherche sur les Dynamiques Sociales et le Développement Local), and the University of Niamey. The report is currently available was officially submitted to the authorities who have undertaken to use it to make more inclusive public policy. This was funded under the Emergency Fund of UNESCO.

### Social and Human Sciences in Senegal

National studies on the female social movements linked to the fight against **Gender-Based Violence (GBV)** and on the socio-cultural factors that are conducive to GBV were carried out in 2012. Its results



have been shared and validated by a variety of representatives of the Senegalese government and non-government organizations. This activity was a result of joint efforts between UNESCO, UN Women and the Council for the Development of Social Science Research in Africa (CODESRIA). The studies have helped to assess the actual capacity of the female social movement, as well as identify socio-cultural implications of violence based on gender and emerging issues. The results were submitted to the Senegalese authorities. The activity was funded from HQs and extra-budgetary funds.

An evaluation methodology to assess the level of **inclusiveness and social sustainability of public policies** was developed through a multi-sectoral dialogue and partnership with the Senegalese government and national experts. The report is available and has been officially submitted to the authorities. They are committed to adapting the recommendations in public policies. This was funded under the Emergency Fund of UNESCO.

**A case study of the impact of climate change on migration** was conducted through a further dialogue and partnership with the governmental and national experts. The report is available and was officially submitted to the authorities. This was funded under the Emergency Fund.

## Chapter 4: Protecting heritage and fostering creativity



UNESCO Dakar works to support governments and civil society organizations in the sub-region to safeguard their heritage and to strengthen their culture and creative sectors. Activities focus on building institutional capacity, providing technical assistance and policy advice, and improving professional and expert networks.

UNESCO cultural conventions provide the main framework for action. These conventions provide a system of cultural governance that aim to protect the world's cultural and natural heritage sites in the region (1972 Convention). These sites include the Stone Circles of Senegambia (Gambia/ Senegal), the ruins of Loropeni (Burkina Faso), Agadez (Niger), and the Bassari Country (Senegal). They also contribute to fighting illicit trafficking of cultural property (1970 Convention), safeguarding intangible heritage (2003 Convention), and museum collections (2001 Convention). Finally, the 2005 Convention contributes to support creativity, innovation, and the emergence of dynamic cultural sectors.

Further to the implementation and monitoring of UNESCO cultural conventions, UNESCO Dakar conducts basic research on the contribution of culture to national development through the UNESCO Culture and Development Indicators (CDIS). Results inform UNESCO's global advocacy for culture and development campaign. In addition, it strives to ensure that culture takes its rightful place in national development strategies, and supports the implementation of projects and operational activities.

### UNESCO Dakar's Activities in the Culture Sector in 2013

The Culture Sector's Regular Programme budget for 2013 was \$150,000, representing 16% of the five Sectors' Regular Programme resources of UNESCO Dakar. Extra-budgetary resources accounted for \$11,000, representing 7% of Culture Sector resources in the Dakar Office. Additional \$348,000 extra-budgetary funds were implemented through the Bamako Office Fund Center, or were decentralized from the Emergency Fund of UNESCO.

**UNESCO's biennial priorities in Culture for 2012-2013 were:**

1. Protecting and promoting heritage and cultural expressions; and
2. Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence.

In 2013, UNESCO Dakar Culture Programmes contributed to these essential priorities, taking into account the priorities of the region.

<b>Major Programme IV – Culture</b>						
<b>Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Protecting and promoting heritage and cultural expressions			<b>BSP 2:</b> Advocating the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence		
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Protecting and conserving cultural and natural heritage through the effective implementation of the 1972 Convention	<b>MLA 2:</b> Enhancing the protection of cultural property and fighting against traffic in cultural property through the effective implementation of the 1954, 1970 and 2001 Conventions	<b>MLA 3:</b> Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention	<b>MLA 4:</b> Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention	<b>MLA 5:</b> Promoting the role of culture in development at global, regional and national levels	<b>MLA 6:</b> Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence

*In 2013 the Culture Sector contributed to Biennial Priorities in Culture, setting the basis of a medium-term agenda to effectively enhance heritage, protecting cultural property and safeguard intangible heritage in West Africa Sahel as well as supporting the conditions, for policy and institution building necessary for dynamic and vibrant cultural sectors to thrive.*

### Valorization of Cultural Heritage



2013 activities aimed to reinforce protection, conservation and promotion of World Heritage sites in the Sahel. Support included the update of the list of Cultural Property in the Gambia and Guinea Bissau (1972 Convention), and the implementation, monitoring and submission of International Requests of Technical assistance from the World Heritage Fund (Gambia Kunta Kinteh Island, Senegal Gorée, Burkina Faso ancient metallurgical sites). Emphasis was put on raising awareness and promoting media visibility for new

World Heritage sites in the Sahel, including the 2013 new entries to the World Heritage List, like the Historic Centre of Agadez (Niger), and the preparation of a photo exhibition on the last two inscriptions for Senegal (Saloum Delta and the Cultural Landscape Country Bassar). In December 2013, the book "Saloum Delta: World Heritage Site" was reprinted to accompany an exhibition. Direct technical assistance was provided for the management of the interpretation Center of Toubacouta.

### Valorization of sites of memory

To enhance the visibility of memorial sites in Guinea-Bissau, UNESCO Dakar assisted in the establishment and official inauguration of the permanent exhibition of the Museum-House Amilcar Cabral in Bafata. Activities consisted of the launch of an international campaign for the collection of objects, archives and photos on Amilcar Cabral, and the training of 10 guides and curators of the Bafatá Region and Gaby.

### Enhancing expertise in Africa to protect and promote the diversity of cultural expressions



UNESCO Dakar has been entrusted with a key role in the implementation in Africa of the most recent of UNESCO culture conventions: the 2005 Convention for the promotion and protection of the diversity of cultural expressions. Activities focused on training through individualized mentoring and coaching of 30 African specialists. Participants took part in a capacity-building and mentoring programme aimed at enhancing expertise on cultural and creative industries, as well as the 2005 Convention.

Five information sessions were organized in 2013 that contributed to improving the submission rate of projects to the International Fund for Cultural Diversity (IFDC), and quadrennial periodic reports. UNESCO Dakar also provided technical advice and support to Côte d'Ivoire, Burundi, Democratic Republic of Congo, South Africa, and Madagascar. An immediate result of this investment in building local capacity took the form of Burkina Faso, Côte d'Ivoire and Togo's quadrennial periodic reports submissions in 2013. Activities were conducted to support the UNESCO/European Union (EU) Technical Assistance programme in Niger (creative industries, cinema and publishing), and Burkina Faso (culture and artistic education). Support was administered in order to facilitate the overall elaboration of program exit strategy. Similarly, support and monitoring services were provided to the Organization internationale de la Francophonie (OIF). This program provides backing to policies and cultural industries 2012-15 in Burkina Faso, Niger, and Senegal within the framework of the 2005 Convention/OIF partnership. Furthermore, tools and resources on the 2005 Convention and the development of cultural and creative industries were developed and customized in French.

### Generating evidence on the role of culture in development

In 2013, UNESCO Dakar spearheaded the UNESCO Culture for Development Indicators CDIS, a global project launched in 2009 with the financial support of the Spanish Government.

The new CDIS methodology for constructing 22 indicators has been developed and tested in 11 countries worldwide. In Africa CDIS has been rolled out in Burkina Faso, Ghana, Namibia and Swaziland. UEMOA countries will launch the CDIS in 2014-2015, commencing with Cote d'Ivoire.

CDIS provides facts to illustrate the contribution of culture to national development processes. Its results help to shape concrete policies and programmes in low and middle-income countries.

The 22 CDIS indicators cover seven key policy dimensions: Economy, Education, Governance, Social Participation, Gender Equality, Communication, and Heritage Sustainability. Analysis of the indicators provides an assessment of the challenges and opportunities for achieving development objectives such as economic growth, inclusive education, and social cohesion. National results are visually summarized by the Culture for Development DNA.

### **Safeguarding intangible cultural heritage in the Sahel**

UNESCO Dakar is engaged in strengthening the capacities at the national level in the Sahel countries for the implementation of the 2003 Convention for the safeguarding of the intangible cultural heritage. Based on the global capacity building strategy, the Dakar Culture unit has developed capacity building programmes in Niger, assisted Mali in establishing an urgency inventory project, and ensured monitoring of inventory projects implemented by Burkina Faso and Senegal. The Dakar Office also contributed to the training of trainers in UNESCO's network of facilitators, jointly organized by UNESCO and EPA (Ecole du patrimoine africain) in September 2013.

### **Cultural heritage protection in Mali**



The Dakar Office supported the Bamako office and the Culture Sector in implementing such actions developed under the emergency fund (US\$ 140,000). These actions were aimed at conducting capacity building for the fight against illicit trafficking of cultural property, assessment of the impact of the crisis on the intangible heritage, and the development of a passport of Malian heritage that promoted awareness and educated stakeholders in Mali on heritage protection. These actions have enabled Mali to submit projects for which funding has been mobilized,

US\$ 307,000 for intangible heritage, and US\$ 170,000 for the safeguarding of Mali's ancient manuscripts. In addition, as the peace keeping mission of the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) was established, the Offices of Bamako and Dakar have developed training modules for MINUSMA staff in order to equip the mission with knowledge on cultural heritage protection. This fulfilled its mandate which, for the first time ever, explicitly addresses the need to protect cultural heritage. The training started in October 2013.

### **Knowledge management in culture and development**

The Dakar Office also contributed in 2013 to the closing of the US\$ 6.5 million joint programme implemented by UNESCO, UNDP, UNFPA, UNIDO, UNWTO and the government of Senegal to promote cultural industries and initiatives. Funded by the MDG Achievement Fund, the project has carried out activities in the Delta du Saloum and the Bassari Country since 2008. The Interpretation Center in Toubacouta was inaugurated on May 2013 in the presence of high government and local officials, United Nations representatives, and artists from over 50 villages. An exit strategy is being

planned for the maintenance and management of the Interpretation Centers (Toubacouta, Bandafassi), as well as the **Community Multimedia Centers**, and **community radios**.

### Commemorations: International Jazz Day (30/04) Remembering the slave trade and slavery (23/8)



The Dakar Office, in partnership with the Ministry of Culture of Senegal, organized the first concert of the **International Day of Jazz** in West Africa. The concert honored Adama Faye, featured a **gala dinner** with successful fundraising (4,500,000 FCFA), and was widely covered by roundtables, press conferences and press interviews. The commemoration of the August 23 International Day of Remembrance of the Slave Trade and its Abolition was also organized and coordinated.

### Priority Africa Flagship project: Promoting youth employment within Africa’s Creative Economy

The Dakar Office contributed to the implementation of Priority Africa by organizing a Ministerial Meeting in November 2013 to promote African youth employment. In partnership with the Government of Cabo Verde and the UN country team, this Ministerial meeting brought together ten ministers of Education, Culture, Labor, and Youth from Angola, Burkina Faso, Cabo Verde, Côte d'Ivoire, Ghana, Nigeria, Senegal, and Sao-Tomé. Ministers met with high-level government officials, UNIDO and ILO representatives and officials as well as experts and young cultural entrepreneurs to explore ways to tap into the vast potential of young Africans. Over the course of three days, participants discussed and proffered solutions to the high youth unemployment rate, which represents 60% of the total number of unemployed in Africa. They also identified means to develop an integrated approach to policies for youth employment by combining cultural and creative resources with education efforts. As an immediate result, ministers and policy-makers adopted the Praia Declaration and committed to implement it. The follow up of the Praia Declaration saw concrete steps taken by Burkina Faso, Cabo Verde and Cote d’Ivoire. These steps included the formulation of integrated national strategies for enabling the promotion of the creative sector by supporting entrepreneurship and employability of youth in Africa.

### Activities by Country

UNESCO Dakar supported the following country-level activities in the area of Culture:

#### Culture in Burkina Faso

Actions to strengthen and build capacities on the implementation of UNESCO Culture Conventions are as follows:

**Intangible Cultural Heritage:** Support was provided for the elaboration and planning of a project for inventorying Burkina’s intangible cultural heritage activities to be launched in 2014.

**Diversity of Cultural Expressions (2005):** Support was provided for the elaboration of the Convention Quadrennial Periodic Report. Burkina was the first French-speaking country to submit it, as well as

the first French-speaking country to roll out UNESCO's Culture for Development Indicators, for which all materials and support have been translated into French. Results will be presented in early 2014. Efforts to coordinate and harmonize interventions in the culture sector among partners have also been put in place, notably with the OIF through its 4-year program (2012-2015) to fund cultural policies and industries. Support was also provided to UNESCO/European Union (EU) through four technical missions focusing on the introduction of educational modules on culture in primary, secondary and tertiary education programmes, and the adoption of such strategy in the Parliament of Burkina Faso. In addition, technical support was provided throughout 2012-13 to the Municipality of Ouagadougou to prepare its application to UNESCO's Network of Creative Cities. The application is currently in its final stages. Finally, FESPACO received financial and technical support from UNESCO Dakar.

### Culture in Cabo Verde

Actions to strengthen the protection of **Cultural and Natural Heritage** of Cabo Verde focused on providing support to the newly nominated World Heritage Site of Cidade Velha, notably through the World Heritage volunteers program. Intangible **cultural heritage national safeguarding** capacities were enhanced through support to the 'Morna' as well as the promotion of the musical instrument 'Cimboa.' The Atlantic Music Expo AMEX received support from UNESCO in March 2013.

Finally, with the aim of promoting the **role of culture in sustainable development** through creative and cultural industries as vectors of growth, a high-level political engagement was put forward by a 2013 Ministerial meeting to promote youth employment in the creative economy in eight African countries. The meeting was hosted by the Government of Cabo Verde jointly with the UNCT, and utilized the technical and financial support of UNESCO. Participants, including ten Ministers and high-level representatives, engaged in exploring new avenues to develop cultural entrepreneurship.

Over 140,000 USD from the emergency funds provided through the Africa Department have been devoted to implement activities. The latter represents a major UNESCO contribution to the UNCT and common country programming and has allowed direct collaboration with ILO and UNIDO. The outcome document informed the follow-up activities in two of the participating countries. Cabo Verde is presently the champion for culture and development in Africa. In September of 2013, the Minister of Culture participated in a presentation at the UNGSS, and the DG's breakfast meeting on the margins of the conference.

### Culture in the Gambia

Actions to strengthen the protection of **cultural and natural heritage** of the Gambia focused on providing support for the finalization of the Tentative List of the Gambia, which will facilitate Gambia's application for inscription of its sites in the World Heritage List. In 2013, conservation assistance was approved for the update of the Kunta Kinteh management plan. This includes the review, update and implementation of an integrated management plan for Kunta Kinteh Island and related sites in the Gambia.

### Culture in Guinea-Bissau

Contributing to the promotion of heritage as a vector of dialogue, cooperation and mutual understanding in a post-conflict country, focus has been put on the rehabilitation of the Amilcar Cabral House site of memory in Bafata. This included the rehabilitation of the site, the opening of a permanent exhibition, and the launch of an international campaign (led by Amadou Mbow) for the

collection of objects, photos, documents and testimonies of Amilcal Cabral's life. Support to cultural heritage preservation has also taken the form of the elaboration of a tentative list of properties for potential integration to the World Heritage List, thus supporting Guinea Bissau to effectively implement the 1972 Convention.

### Culture in Niger

In 2013, the "historical Agadez Centre" was inscribed on the World Heritage List. The "practices and related knowledge Imzad Tuareg communities in Algeria, Mali and Niger" were included on the Representative List of the Intangible Cultural Heritage of Humanity. In addition, a capacity building extra-budgetary project for Safeguarding the Intangible Cultural Heritage of Niger (\$ 167.336) was elaborated and planned with funding secured from the IH Fund. Roll-out of the extra budgetary project funded by Japan contributed to support Niger in the implementation of its National Plan for Culture, the decentralization process and the mobilization of funds for cultural activities. A plan for capacity building that targets officials working in the "Promotion Agency Business and Cultural Industries (APEIC)", "National Film Centre" and book trade, was developed and discussed with national and international partners, including the OIF.

### Culture in Senegal

Activities developed under a 5-year joint UN programme (US\$ 6.5 million) – the MDG-F project on Culture and Development in Senegal - came to an end with the inauguration of the Toubacouta Interpretation Center (Delta de Saloum) in May 2013, and the final works for the Bandafasi Interpretation Center (Pays Bassari). Information and technical assistance activities have been developed to support Senegal in implementing the 2005 Convention. These include actions supporting the culture and creative industries, notably in partnership with the cultural industries programme of the Organisation internationale de la Francophonie (OIF). As part of Senegal's efforts to enhance the role of cities in sustainable development, support was provided to the Municipality of Dakar to present the candidature to join the UNESCO **Creative Cities Network**. Actions to strengthen and promote the role of **museums** aiming at increasing public awareness took place as well.

## Chapter 5: Building inclusive knowledge societies through information and communication



UNESCO works to foster free, independent and pluralistic media in print, broadcast and online. Media development in this mode enhances freedom of expression, and contributes to peace, sustainability, poverty eradication, and human rights. In order to empower individuals as producers and consumers of information, UNESCO promotes freedom of press, safety of journalists, establishment of community media, information literacy, and journalism education.

UNESCO's work in these areas is part of our support for freedom of expression as an inalienable human right set down in Article 19 of the Universal Declaration of Human Rights.

## Partnership and fund-raising for media development

At the beginning of 2013, UNESCO Dakar prepared a series of projects to mobilize funds under the International Programme for the Development of Communication (IPDC) and other sources.

## UNESCO Dakar’s Activities in the Communication & Information Sector in 2013

The Communication and Information (CI) Sector in UNESCO Dakar had the second largest (\$154,000) Regular Programme budget among the five sectors, representing 16% of all the Regular Programme resources of the Office. The Sector’s activities were mainly operated by the Regular Budget and its Extra-budgetary contribution was only 0.2% of the total budget of the Sector in 2013.

### UNESCO CI Sector’s biennial priorities for 2012-2013 were:

1. Promoting freedom of expression and information; and
2. Fostering information and communication capacities for universal access to knowledge to bridge the digital divide.

Under these two priorities, there were three main lines of actions (MLAs). In 2013, UNESCO Dakar CI Programmes primarily focused efforts on priority 1.

<b>Major Programme V – Communication and Information</b>			
<b>Biennial sectoral priorities (BSPs)</b>	<b>BSP 1:</b> Promoting freedom of expression and information		<b>BSP 2:</b> Fostering information and communication capacities for universal access to knowledge to bridge the digital divide
<b>Main lines of action (MLAs)</b>	<b>MLA 1:</b> Promoting an enabling environment for freedom of expression to foster development, democracy, and dialogue for a culture of peace and non-violence	<b>MLA 2:</b> Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development	<b>MLA 3:</b> Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage

*In 2013, the Communication and Information (CI) Sector’s focus was to promote freedom of expression and information through advocacy and capacity building. Particularly, in close collaboration with the Education and Culture Sectors of UNESCO Dakar, CI Sector contributed to promoting an environment to foster development and strengthen free, independent and pluralistic media.*

## Celebration of the World Day of Press Freedom

World Press Freedom Day (May 3<sup>rd</sup>) celebrates the fundamental principles of press freedom, defends the media, and pays tribute to journalists who have lost their lives in the exercise of their profession.

2013 marked the 20th anniversary of the World Press Freedom Day. Official events took place around the world, including in the UNESCO Sahel countries, which concentrated on the theme: “Safe to



Speak: Securing Freedom of Expression in All Media.” Conferences focused on the safety of journalists, combating impunity for crimes against freedom of expression, and securing a free and open Internet as precondition for safety online (for each country’s event, see the country activity below).

### **Development of communication strategy for CapEFA**

In collaboration with the Education Sector, a workshop to finalize the communication strategy for the CapEFA project on teacher development took place in Koudougou, Burkina Faso. The strategy aims to support the project through enhanced institutional communication, social communication through the use of mass media, and educational communication in the form of staff training. Proposals to create a permanent framework for dialogue with the teacher unions have been included in the strategy.

### **Harmonization of training curricula in journalism schools in seven countries**

Seven journalism schools in Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Mali, Niger, and Senegal met at UNESCO Dakar in February 2013 to discuss improvements to their training curricula for the first three years of training. The purpose of the workshop was to identify a mutually agreed upon general education, and the essential vocational courses for training towards a degree in journalism. The workshop recommended the digitization of documents in the seven universities to create a virtual library, syllabus, and textbooks for training.

### **Development of ICT capacity building for the implementation of the "Licence-Master-Doctorate" reform (LMD) in higher education institutions in the WAEMU.**

In collaboration with the Education Sector, the CI Sector contributed to PADTICE, the Project to Support Development of ICT capacity building for the implementation of the "Licence-Master-Doctorate" reform (LMD) in higher education institutions in the area of the WAEMU. This project involved the use of facilities offered by ICT to improve the quality of academic governance and education in the beneficiary universities (Universities of Niamey Abdou Moumouni, Abomey Cotonou Amilcar Cabral Bissau, Cheikh Anta Diop of Dakar, Abidjan Felix Houphouet Boigny, Ouagadougou, Lome, and Sciences, Techniques and Technologies of Bamako). The purpose of this project is the creation of an integrated higher education to support mobility and sharing between universities in the West African Economic and Monetary Union (WAEMU).

### **Centers of Excellence in Journalism Training in Africa**

In August 2013, UNESCO Dakar supported the organization of entrance exams for a regional journalism school, based at the University Cheikh Anta Diop of Dakar, which is a regional center of excellence in journalism. This activity took place within the framework of the initiative "Potential Centres of Excellence in Journalism Training in Africa.” Students from Benin, Guinea, and Mali were recruited with the support of UNESCO Dakar, which also supported examiners. The relocation of the entrance examination helped to provide access, equal opportunity for candidates, and preservation of the Pan-African university character.

### **Activities by Country**

UNESCO Dakar supported the following country-level activities in the area of Communication and Information.

### Communication and Information in Burkina Faso

A needs assessment was undertaken to inform the design of UNESCO's support to Burkina Faso. In addition, a **Media Information Literacy** workshop for teachers training was organized, benefiting 30 people. A Communication Strategy was drafted in support of the CapEFA project on teachers and activities of ministries in charge of education. The communication plan for 2014 was established.

**The World Press Freedom Day 2013** was celebrated at the Press Centre Norbert Zongo by the Association of Journalists of Burkina (AJB) and the Union of Information and Communication Officers. Panel discussions took place on the theme "Speak without fear: to ensure freedom of expression in all media." Public awareness was increased on issues related to freedom of expression, freedom of information, and freedom of the press.

### Communication and Information in Cabo Verde

A needs assessment was undertaken in Cabo Verde to inform the design of UNESCO's support to the country. A participant from Cabo Verde was sponsored to participate in the Pan-African Congress of Community Radios held in Mozambique.

A Training Project for Reading Specialists was initiated in May 2013. The goal was to create **municipal libraries** (reading rooms) in each municipality of Cabo Verde, and to train reading specialists in neighborhoods and villages. Training of 16 Reading Agents served for a network of 50 promoters of reading in the country. The government of Cabo Verde has contributed (\$13,000) to help organize training sessions. Book promotion was reinforced through the nine islands of Cabo Verde. UNESCO continues to train more officers.

A celebration of **World Press Freedom Day** took place in Cabo Verde to increase public awareness of freedom of expression. Activities included an exhibition on the importance of prevention with effective mechanisms against crime, the harm to the physical and moral integrity of journalists, and the technical capacity of media professionals through specialized training.

### Communication and Information in the Gambia

An EU project for the training of media professionals, and a media policy reform was initiated through a grant of 860,000 Euros. Of that grant, 260,000 Euros were earmarked for a media law reform. The remaining funds (600,000 Euros) will be used for strengthening the technical capacities of the Gambian journalists through training sessions. Media houses, editor's forums, community radios, the college school of education, the national radio and TV corporation, the Ministry of Communication, and the Ministry of Basic and Higher Education submitted proposals for the training of their staff and for purchasing small equipment.

### Communication and Information in Guinea-Bissau

UNESCO Dakar's support in communication and information for Guinea-Bissau focused on the **harmonization of the curricula of journalism schools** in seven African countries. This project was geared towards the development of a syllabus for a 3- year programme in journalism. The project also aimed to create an online platform for use as reference, including bibliographic resources in journalism, as well as master and doctoral theses of journalism schools.

### Communication and Information in Mali

A workshop on **the election coverage for Malian journalists** was conducted in June 2013. This workshop was jointly organized by UNESCO Dakar and the African section of the International Federation of Journalists, members of the National Union of Journalists of Mali (UNAJOM), and the Union of Journalists in West Africa. The themes of the workshop included: political parties, the electoral code and commission in Mali, media and elections, the code of ethics of journalists, the election campaign, new media campaigns, and sensitive reports to conflicts. 16 Malian journalists received training and were able to cover legislative and presidential elections in 2013.

### Communication and Information in Niger

UNESCO supported the formulation of a **Communication Strategy for the CapEFA** project on teachers in August 2013. The methodology of developing a multimedia communication strategy was established and shared among project stakeholders.

During **World Press Freedom Day**, UNESCO supported the press in Niger and the Board of Governors of the communication office. The theme "Speak without fear" ensured freedom of expression in all media discussions, focused on threats to Nigerien journalists, and the critical role of certain laws that repealed the provisions on criminalization of press offenses.

### Communication and Information in Senegal

In Senegal, the CI sector contributed to many activities in collaboration with other UNESCO Sectors. A workshop on **gender-based violence was organized for 31 Community Multimedia Centers (CMCs)** to support the program of the Social and Human Sciences Sector. A national network of these community centers was created to stimulate exchange of information and skills. A community radio was established by the funds of the International Programme for the Development of Communication (IPDC).

UNESCO organized several activities to promote **girls education and empower women**. It provided financial support for the **Girls in Information and Communication Technology (ICT)** initiative. This contribution helped sponsor a contest for the best digital projects for girls. The **Validation Workshop of the Action Plan of the International Network of Women** was held in July 2013. This workshop brought together more than sixty facilitators and journalists of community radio and CMCs in Senegal. Participants were given the opportunity to discuss the difficulties of being a communicator, and to analyze the action plan of their network. The workshop allowed participants to make a situational diagnosis, which showed a need for training of women in all areas of development. Concerns were addressed during the validation, and a multi-annual program (2013-2015) was developed.

In September 2013, UNESCO organized a **capacity-building workshop to promote gender equality indicators in RTS**, the official radio and television station in Senegal. The African Union of Broadcasting (AUB), in collaboration with UNESCO, supported the RTS to promote gender equality. The presentations and discussions focused on how to overcome the stereotypes associated with gender in the media, encourage member organizations to promote gender equality in their work environment, and promote the image of women in media.

The emphasis of **World Press Freedom Day** was placed on the physical and symbolic violence against journalists and featured the testimonies of media professionals. The issue of the safety of journalists, the role of the state in the protection of journalists, and the fight against impunity were discussed.

The celebration featured a photo exhibition organized by the Association of photojournalists. The role of bloggers and online journalists was discussed. A consensus emerged on the need to protect all journalists. Facilitators of community radios were accepted as full-fledged journalists.

In support of the **World Summit on the Information Society (WSIS)**, UNESCO assisted in the establishment of a national committee for the implementation of the Plan of Action in May 2013. The committee is responsible for monitoring the commitments of the two World Summits on the Information Society in Senegal. The committee will begin preparation of the monitoring report in 2014 to assess the commitment of the WSIS (10), which should be ready in 2015.

In the area of **human rights**, a training workshop for journalists was held in December 2013. The workshop was organized by UNESCO in partnership with the Office of the United Nations for Human Rights, the National Trade Union of Information and Communication of Senegal, and the Senegalese Human Rights Committee. A meeting on Article 19 was held at the Centre of Information of the United Nations. 50 journalists were trained in instruments and mechanisms of protection of human rights. The participants also presented their periodic review of Senegal to the Council of Human Rights.

## Chapter 6: Cross-Cutting Activities

*UNESCO Dakar produced, shared and managed knowledge about UNESCO's interventions designed based on evidence and supported by a monitoring and evaluation framework across the Sectors. This also allowed the preparation of UNESCO Country Programming Document (UPCD) for 6 countries.*

### Implementation of the Communication and Knowledge Management Strategy

UNESCO's Regional Office in Dakar has considerably contributed to improving the visibility of UNESCO's action in Africa, in particular regarding education. It has also enhanced knowledge sharing among colleagues in the UNESCO Dakar Office and with other colleagues in the African region.

A communication and knowledge management strategy for UNESCO Dakar was devised and implemented. The objective was to tackle the challenges facing the Dakar Office through identifying good practices and developing tools that can be leveraged to other UNESCO Offices in Africa, as part of the Africa Field Reform.

The main achievements of the Communication and Knowledge Management strategy included:

#### External Communication activities



- The **UNESCO Dakar website** continued to provide up-to-date information about UNESCO's activities in Africa:
- 130 news articles were published in 2013 and pages created for major UNESCO Dakar projects were produced and featured
- A monthly average of 12,000 pages viewed
- External e-newsletter launched in June 2013 (6 issues published to 600 subscribers with open rate of over 40% (double the industry average)

### Social media:

- 22 videos were uploaded on UNESCO Dakar YouTube channel (30,000 views and more than 100.000 hours watched)
- UNESCO Dakar Flickr photo site was launched in May 2013
- Regular input to UNESCO's general social media accounts on Facebook, Twitter, Instagram and Pinterest.

### Publications:



- Annual Report 2012 published and distributed in English & French
- Several new products were added to the successful children's books series Bouba&Zaza in 2013, including a picture book, a coloring book and cahiers to practice writing and numeracy skills.

### Media mobilization and exhibitions organized



- 13 major press conferences organized including on the occasion of the visit of the UNESCO Director General, the UNESCO Assistant Director General for Education and the President of the UNESCO General Conference.
- 26 exhibitions/displays
- Launch of EFA Global Monitoring Report 2012 in Senegal

**UNESCO Dakar Documentation Centre modernized** (Greater focus on online services, some 1,200 visitors catered for, 7.000 documents distributed)

### Internal knowledge sharing activities

Internal information and knowledge sharing greatly increases the coherence between programme activities, stimulate learning and foster innovation. UNESCO Dakar continues to be a champion within this area in UNESCO in Africa. Activities included weekly internal e-newsletter, monthly Knowledge sharing sessions (average of 30 participants per session - participation is voluntary), induction programme and exit procedures in place for two new and two departing staff. The Office also continued its efforts in records management (electronic and paper documents). The Dakar Filesharing server is now used by all staff and 150 linear meters of documents were cleaned up and 35 linear meters of documents recycled.

### Regional activities:

#### Support to Communication and KM activities in UNESCO Offices in Africa

UNESCO Dakar provided technical support in the area of communication and knowledge management to four UNESCO Offices in Africa through missions in 2013: UNESCO Abuja (July 2013), UNESCO's Liaison in (November 2013), UNESCO Windhoek and UNESCO Harare (December 2013). Focus was on website development, records management, internal information and knowledge sharing.

Building on the UNESCO Dakar experience in this area, \$100.000 were raised from Sweden for a one-year regional pilot project to support Africa Field Reform (to start in January 2014)

## United Nations Country Team (UNCT) / United Nations Development Assistance Framework (UNDAF)

In 2013, UNESCO Dakar contributed to the UNCT and the planning and the implementation of UNDAF in each of the cluster countries.

To better organize and coordinate UNESCO's contribution to the UNCT and UNDAF, the Dakar Office prepared UNESCO Country Programming Document (UCPD) for 6 cluster countries (Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Niger, and Senegal) in July 2013, which is a programming tool to highlight UNESCO's contribution to a country's development efforts in a comprehensive manner. It captures all of UNESCO's activities in a particular country in a single results-based document, covering the duration of one particular programme and budget period. UCPD is of particular value as point of departure for articulating development of deliverables in new Common Country Assessment (CCA) and UNDAFs or One UN Plan/Programmes. It was also useful regarding revisions to CCA/UNDAF Guidelines issued by United Nations Development Group (UNDG).

### Activities by Country

#### UNCT/UNDAF Collaboration in Burkina Faso

An HIV and AIDS workplace policy was drafted in collaboration with ILO and UNDP. The delegation headed by the Director of UNESCO Dakar was well appreciated at the 2013 UNCT retreat. UNESCO signed up to assist in the development of a Communication Plan for the UNDAF, as well as to contribute to filling gaps in the new development plan of the government. The Director assisted with the assessment of the Resident Coordinator. At the end of 2013, UNESCO contributed to the mid-term assessment of the UNDAF.

#### UNCT/UNDAF Collaboration in Cabo Verde

As the focal point for Cabo Verde on the Regional Development Team, the UNESCO Dakar Office participated in the UNCT retreat in 2013. The UNESCO CI Specialist was given the lead to assist with the design of a communications strategy in support of the implementation of the UNDAF in Cabo Verde. The strategy paper included proposals on external and internal communication activities and indicated key messages for dissemination.

#### UNCT/UNDAF Collaboration in the Gambia

Two programme specialists from the UNESCO Dakar Office participated in one of the Gambia UNCT meetings, and took part in the training organized by the Resident Coordinator and UNDP Regional Office on "Delivering as One" (DAO). Regular participation at UNCT meetings was hampered by being a non-resident agency with limited funds reserved for this type of activity. The Director participated in the evaluation of the Resident Coordinator (RC) whose performance was highly rated. The RC benefited from the advice of the Director on handling the 180 Degree evaluation of the previous year.

#### UNCT/UNDAF Collaboration in Senegal

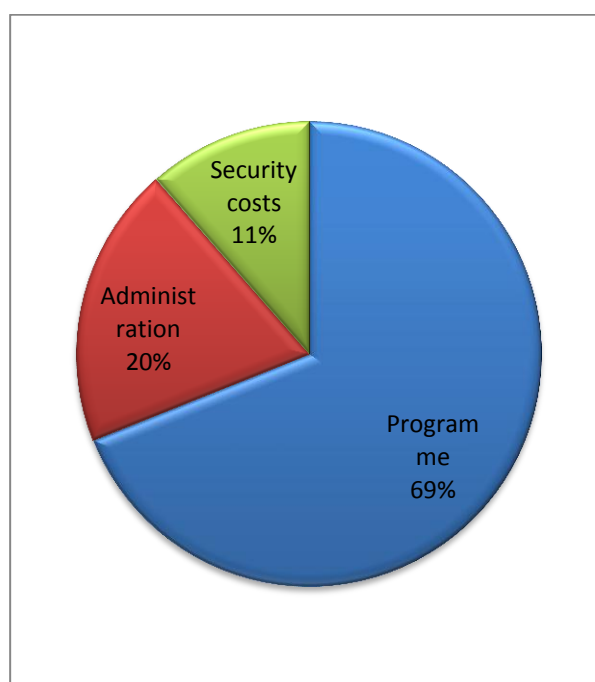
A workshop to adapt a HIV workplace policy to the education sector in West and Central Africa was organized with basket-funding from the World Bank, ILO, UNAIDS, PCD and UNESCO. UNESCO Dakar

also chaired the UN Communications Group as of April 2013. Three joint programmes were developed in collaboration with WHO, UNFPA, UNICEF, UNDP, ILO, and UN Women.

## Annex 1: Financial Report

### Regular Budget Allocation for 2013

Programme	955,283.60
Administration	271,417.19
Security costs	158,706.40
<b>Total Regular Budget</b>	<b>1,385,407.19</b>



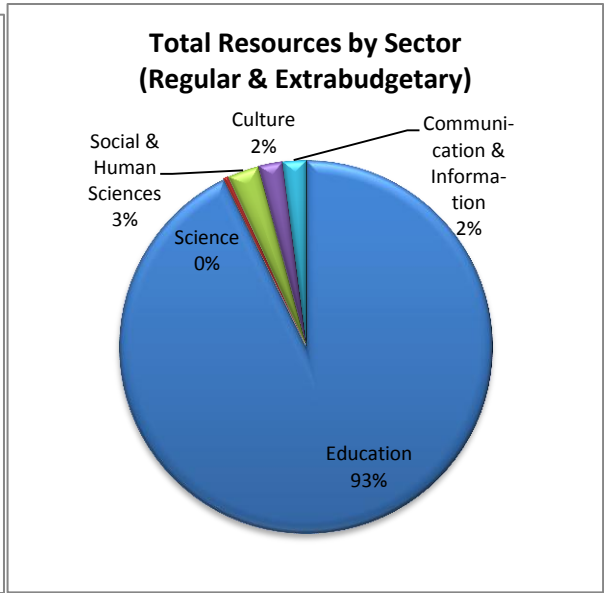
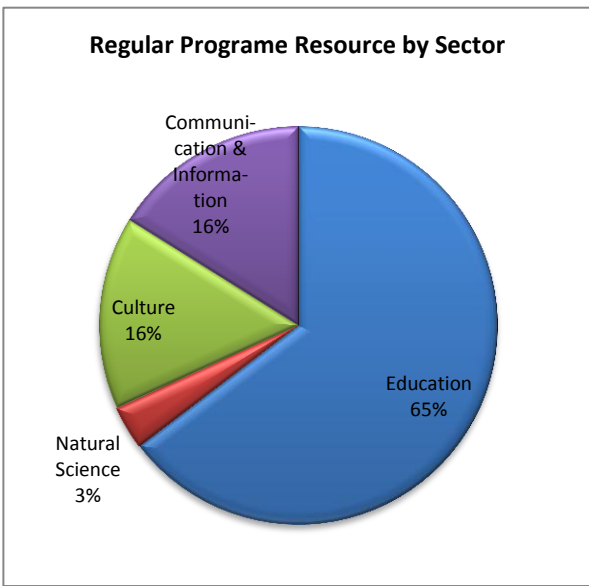
### Total Revenue (regular and extrabudgetary) by Sector 2013 (US\$)<sup>3</sup>

	Regular Programme	Extrabudgetary Programme	Total Revenue by Sector	Proportion of Extrabudget
Education	617,905.20	6,547,186.49	7,165,091.69	91.38%
Science	33,904.29	0	33,904.29	0.00%
Social & Human Sciences	0	208,103.36	208,103.36	100.00%
Culture	149,728.14	11,179.59 <sup>4</sup>	160,907.73	6.95%
Communication & Information	153,745.97	263.39	154,009.36	0.17%
<b>Programme Total</b>	<b>955,283.60</b>	<b>6,766,732.83</b>	<b>7,722,016.43</b>	<b>87.63%</b>

<sup>3</sup> The extrabudgetary budgetary information includes programmes of Pole de Dakar and UIS.

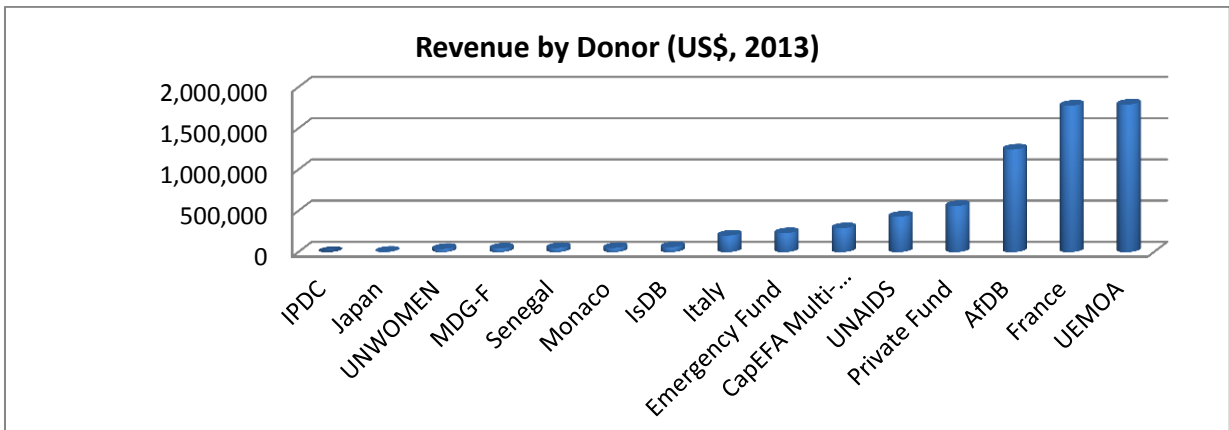
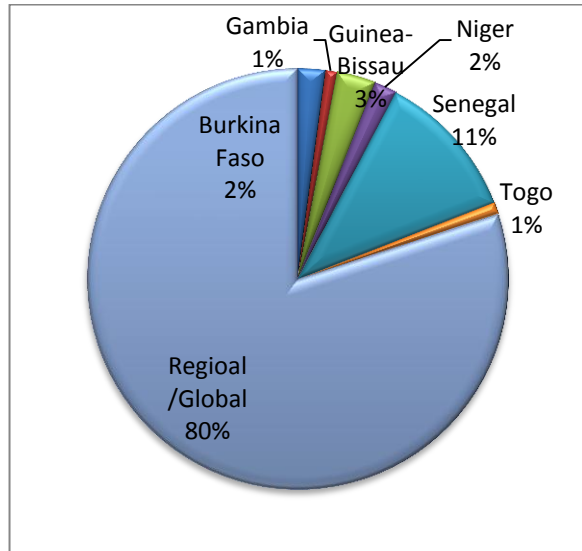
<sup>4</sup> Additional \$348,000 extra-budgetary funds were implemented by Culture sector of Dakar Office either through Bamako Office Fund Center or decentralized from Headquarters' Multi-donor funds.





### Funding of Extrabudgetary Projects by Country / Region, US\$, 2013

Burkina Faso	139,872.00
Gambia	59,874.00
Guinea-Bissau	200,729.55
Niger	120,086.00
Senegal	772,934.59
Togo	59,468.14
Regional/Global	5,413,768.55
<b>Total</b>	<b>6,766,732.83</b>



## Annex 2: List of extra-budgetary activities by Country in 2013

Project title	Allotment	Sector	Donor
<b>Burkina Faso</b>			
Strengthening national capacities for teacher training in Burkina Faso	49,843	ED	Monaco
CapEFA Burkina Faso	90,029	ED	Multi-donors
<b>The Gambia</b>			
Support for Holistic Functional Literacy Programmes in the Gambia	59,874	ED	Emergency Fund
<b>Guinea-Bissau</b>			
Improving the quality of teaching and the teaching profession	200,729	ED	Italy
<b>Niger</b>			
CapEFA Niger	120,086	ED	Multi-donors
<b>Senegal</b>			
Assistance for the Community Radio "L Voix du Jeguem" in Senegal	263	CI	IPDC
Promoting Initiatives and Cultural Industries in Senegal	11,179	CLT	MDG-F
Prevention and Management of Malnutrition in Children in Highly Vulnerable Areas	31,943	ED	MDG-F
Programme for strengthening women's empowerment and awareness for women with HIV in Senegal	40,192	ED	UNAIDS
Support the development of national quality assurance system in Senegal	49,465	ED	Senegal
Literacy for girls and women in Senegal through ICTs	559,830	ED	Private Fund
CapEFA Teachers for Literacy in Non Formal Education in Senegal	80,060	ED	Multi-donors
<b>Togo</b>			
Strengthening Capacity of the Government of Togo in Production of Statistics for the Education Sector (UIS)	59,468	ED	IsDB
<b>Regional / Global</b>			
Accelerating HIV Prevention for Young People by Integrating Sexuality Education in Curricula in the Portuguese Speaking Countries of West Africa	3,948	ED	Japan
Support for education sector analysis and capacity building (Pôle de Dakar)	28,209	ED	France
Analyzing Social Movement of Women and Foundations of Gender-Based Violence to promote social inclusion and Women's Human Rights in the Sahel Region	38,062	SHS	UN Women
Unified budget, results and accountability framework (UBRAF): Strengthening education sector's response to HIV through sexuality education and supporting young people and educators affected and/or infected by HIV	162,945	ED	UNAIDS
UBRAF: Strengthening education sector's response to HIV through sexuality education and supporting young people and educators affected and/or infected by HIV	227,618	ED	UNAIDS

Consolidation of ECOWAS policy promoting human rights education, citizenship and culture of peace, democracy and regional integration in the formal education system of its fifteen Member States in particular in post-conflict countries	1,245,151	ED	AfDB
Capacity building in the education sector analysis and planning / policy formulation (Pôle de Dakar)	1,747,753	ED	France
Support the development of ICT capacity building for implementation of the reform "Licence-Master-Doctorate" project	1,790,040	ED	UEMOA
Exploring linkages between climate change, environmental degradation, and migration in the Sahel	83,786	SHS	Emergency Fund
Assessment of social inclusiveness, including gender equality, of public policies in the Sahel	86,255	SHS	Emergency Fund

AfDB: African Development Bank

IPDC: International Programme for the Development of Communication

IsDB: Islamic Development Bank

MDG-F: MDG Achievement Fund

## Annex 3: List of International agreed development goals and commitments related to the UNESCO's activities in 2013

### Internationally agreed development goals and commitments relevant to activities of Education in 2013

- Six Education for All goals (Dakar 2000)
- United Nations Millennium Development Goals (MDGs), in particular MDGs 1, 2, 3 and 6
- International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014)
- World Programme for Human Rights Education (2005-ongoing)
- Conclusions and Recommendations of the 48<sup>th</sup> session of the International Conference on Education (2008)
- Bonn Declaration-World Conference on Education for Sustainable Development (2009)
- Communiqué-The 2009 World Conference on Higher Education
- Belem Framework for Action-Six International Conference on Adult Education (CONFINTEA VI) (2009)
- The United Nations' Summit outcome document "Keeping the promise: united to achieve the Millennium Development Goals" (2010)
- Moscow Framework for Action and Cooperation-World Conference on Early Childhood Care and Education (2010)
- Ministerial Declaration of the 2011 high-level segment of the United Nations Economic and Social Council "Implementing the internationally agreed goals and commitments in regard to education" (2011)

### Internationally agreed development goals and commitments relevant to activities of Natural Science in 2013

- UN Decade on Biodiversity (2011-2020)
- UN Decade for Deserts and the Fight against Desertification (2010-2020)
- International Decade for Action "Water for Life" (2005-2015)
- International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014)
- Millennium Development Goals, in particular MDGs 1, 6 and 7 (targets 9 + 10)
- 2005 World Summit Outcome document
- Agenda 21 of the United Nations Conference on Environment and Development (1992)
- United Nations Framework Convention on Climate Change (1992)
- Convention on Biological Diversity (1992)
- United Nations Convention to Combat Desertification (1992)
- Johannesburg Plan of Implementation adopted at the World Summit on Sustainable Development (2002)
- United Nations Conference on Sustainable Development process
- Addis Ababa Declaration on Science, Technology and Scientific Research for Development (2007)
- Declaration and Science Agenda Framework for Action adopted at the World Conference on Science (1999)
- Mauritius Declaration and Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (2005)

- Hyogo Declaration and Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disaster (2005)

### **Internationally agreed development goals and commitments relevant to activities of Social and Human Sciences in 2013**

- Millennium Development Goals (MDGs), in particular MDG 1
- United Nations Millennium Declaration
- 2005 World Summit Outcome Document
- International Convention against Doping in Sport (2005)
- Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights (1993)
- Declaration and Programme of Action for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)
- Plan of Action adopted by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)
- International instruments in bioethics, including the Universal Declaration on the Human Genome and Human Rights (1997), the International Declaration on Human Genetic Data (2003), and the Universal Declaration on Bioethics and Human Rights (2005)
- Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997)
- Rio Declaration on the Environment and Development (1992)
- Convention on the Rights of Persons with Disabilities (2006)
- Copenhagen Declaration and Programme of Action adopted at the World Summit for Social Development (1995)
- UN Security Council resolution 1325 on violence against women (2000)
- UN General Assembly resolution 65/1 on Keeping the promise: united to achieve the Millennium Development Goals
- Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS
- UN General Assembly resolution 65/159 on the protection of global climate for present and future generations of humankind

### **Internationally agreed development goals and commitments relevant to activities of Culture in 2013**

Millennium Development Goals (MDGs), in particular MDG 1, contained in the Millennium Declaration (2000) and the World Summit Outcome Documents (2005 and 2010), as well as United Nations General Assembly resolution 65/166 of 2010, which “Emphasizes the important contribution of culture for sustainable development and the achievement of national development objectives and internationally agreed development goals, including the Millennium Development Goals” and “Invites all Member States, intergovernmental bodies, organizations of the United Nations system and relevant non-governmental organizations [...] to ensure a more visible and effective integration and mainstreaming of culture in development policies and strategies at all levels”.

#### **Reinforcing the protection and promotion of cultural diversity in all its forms as encapsulated in:**

- Convention concerning the Protection of the World Cultural and Natural Heritage (1972);
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003);
- Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005);

- Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954) and its two Protocols (1954 and 1999);
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970);
- Convention on the Protection of the Underwater Cultural Heritage (2001);
- UNESCO Universal Declaration on Cultural Diversity (2001);
- UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage (2003).

**Reaffirming the intrinsic linkages between culture and sustainable development:**

- Action Plan of the Stockholm Conference on Cultural Policies for Development (1998);
- International Implementation Scheme for the United Nations Decade on Education for Sustainable Development (2005-2014);
- International Decade of the World's Indigenous Peoples (2005-2014);
- United Nations Global Agenda for Dialogue among Civilizations (2001);
- UNESCO Framework for Cultural Statistics (October 2009).

**Internationally agreed development goals and commitments relevant to activities in Communication and Information in 2013**

- Declaration of Principles and Plan of Action of the World Summit on the Information Society (WSIS 2003 and 2005)
- United Nations Millennium Declaration. Millennium Development Goals (MDGs), in particular MDG 1, MDG 2 and MDG 8
- United Nations World Summit Outcome Document (2005)
- Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003)
- Charter on the Preservation of Digital Heritage (2003)
- Declaration of Belgrade on Assistance to Media in Conflict Areas and Countries in Transition (2004)
- Declaration of Dakar on Media and Good Governance (2005)
- Declaration of Colombo on Media, Development and Eradication of Poverty (2006)
- Declaration of Medellin on Safety of Journalists and Impunity (2007)
- Declaration of Maputo on Fostering Freedom of Expression Access to Information and Empowerment of People (2008)
- Paris Declaration on Broadcast Media and Climate Change (2009)