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FOREWORD

UNESCO in Africa, Talking Actions

One of the tasks of the Africa Department is the co-ordination of UNESCO's activities in its Member States in sub-Saharan Africa. The fourth edition of UNESCO in Africa was undertaken to provide complete information on the Organisation's programme implementation in Africa between June 2001 and June 2003. This period was chosen because the third edition in the series covered the period from January 2000 to March 2001.

The document has been prepared on the basis of information available on the Intranet and contributions received from the Sectors and Field offices in Africa. The presentation adopted in the document is Sector-based and intersectoral. UNESCO activities in Africa have been described under these headings, notably, Africa Department, Education, Sciences, Culture, Information and Communication, External Relations and Co-operation on one hand, and under crosscutting themes and streamlined groups-HIV/AIDS, eradication of poverty; Information and Communication Technology and peace; women, youth, LDC and Coastal Regions and Small Islands.

Considering the nature of the interconnections of the issues to be addressed through UNESCO's programmes in Africa, the thematic divisive lines between activities relating to the crosscutting themes and other programme areas are difficult to define. Hence the overlap observed in some parts of the document. I should point out at this juncture that the more we deal with crosscutting issues using intersectoral approaches, the more activities tend to overlap in spite of the distinct Sector programmes. Intersectoral however, does not mean duplication of activities or engaging in straightjacket work, rather it means encouraging joint actions to address interconnected issues, making the best use of intellectual and budgetary resources UNESCO earmarked for activities in sub-Saharan Africa.

Considering that we are in the last quarter of the 2002-2003 biennium, the document does not include all UNESCO's activities in the sub-Saharan Africa for the period covered. Nevertheless, it is comprehensive and reflects the diversity of actions undertaken and by the Organisation within its fields of competence as well as the level of mobilisation of the streamlined groups achieved.

The Africa Department is thankful to all the colleagues in the various Sectors and Units at Headquarters and in the Field offices in Africa for their contributions. The rapidity with which the contributions, comments and suggestions were sent to the Department was remarkable. I would also like to comment the spirit of intersectoral co-operation that prevailed, and which made the preparation of the document a pleasurable moment. My wish is that the same spirit of intersectoral co-operation should be extended to all UNESCO's partners at national, regional and international levels, working on various projects in Africa.

I hope that UNESCO programme specialists, partners and interested readers will find the publication useful in understanding where UNESCO stands with regard to its programmed execution in Africa and use it as a pointer to guide future plans and programmes activities in the continent.

*Nouréini Tidjani-Serpos
Assistant Director-General for Africa*

I. INTRODUCTION

This issue of UNESCO in Africa is the fourth in the series and covers the Organisation's programme activities in sub-Saharan Africa during the last quarter of the 2000-2001 biennium, corresponding to the document 30C/5 and the first half of the 2002-2003 biennium (from January 2002 to March 2003), corresponding to the document 31C/5.

In the Medium Term strategy 28C/4, UNESCO had introduced the Special projects for priority groups as component of its global strategy to address the needs of four priority groups-women, youth, Least Developed Countries and Africa. In the Medium Term Strategy 31C/4, approved for 2002-2007 and the 31C/5 adopted by the General Conference at its 31st session, UNESCO included two new global targeted strategies, the crosscutting themes. The strategy aims at projecting a new vision and profile for the Organisation, emphasising its determination to concentrate, focus and set priorities.

The overall Medium-Term Strategy (31C/4) is formulated around a single unifying theme-UNESCO contributing to peace and human development in an era of globalisation through education, the sciences, culture and communication. The strategy links the Organisation's mandate and role on one side and globalisation with a human face on the other hand. The four programme areas are unified with a common purpose, selected strategic objectives. Two crosscutting strategic objectives are intrinsic to all the programmes: the eradication of poverty, especially extreme poverty; and the contribution of information and communication technology to education, science, culture and information and the building of knowledge societies. These crosscutting themes are two of the major concerns of the Member States in sub-Saharan Africa, responding to them required intersectoral mobilisation of all the UNESCO programme sectors at Headquarters and in the Field.

There has been an innovative strategic shift, expressed in the mainstreaming of areas designated as priority groups, notably, Africa, the Least Developed Countries, Women and Youth. The Director-General has called upon all Sectors activities to address the needs and requirements of these groups, including the excluded and most vulnerable segments of society.

As defined in long term and short term perspectives in the 31C/4 and the 31C/5, UNESCO's actions in the Member States in sub-Saharan Africa during the 2002-2003 biennium is structured around four complementary objectives:

- Promoting human capacity-building and at the sub-regional level;
- Fostering initiatives to facilitate the co-ordination of programmes in the field of science and technology education and to make basic education accessible to all;
- Helping Africa countries to establish a strategy for the prevention of HIV/AIDS and other infectious diseases by developing and implementing national education plans and acknowledging cultural values;
- Mobilising and acting as a catalyst for, international co-operation in support of initiatives by Member States, by fostering exchanges and co-operation, particularly with the Africa Union (AU), African sub-regional organisations, the United Nations systems, the world Bank and the African Development Bank, with the view to devising and implementing common policies and strategies in the priority fields of the Organisation in order to promote a culture of peace and sustainable development in Africa;

- Promoting the active participation of communities and representatives of civil society in the planning and implementation of development programmes, decision-making at national and local levels; encouraging initiatives and actions to strengthen the process of peaceful coexistence, democratisation, democratic governance and tolerance.

Least Developed Countries: Concerning the Least developed countries, 34 of which are in Africa, UNESCO's actions:

- Are targeted at the most disadvantaged groups, women and youth and the excluded;
- Are aimed at spreading and replicating successful examples of alternatives to traditional formal education;
- Include encouraging the use of science and technology in order to improve material living conditions in the LDCs;
- Insist on using culture as a political lever for poverty alleviation (promoting artistic creation, developing cultural industries and intellectual property rights);
- Are fostering the development of LDCs and their access to Information and communication technology.

◆*Women:* Concerning the promotion of women, UNESCO's actions in the sub-Saharan Africa countries are aimed at empowering women and achieving gender equality. The Organisation is particularly attentive to promoting women's priorities and visions of development, goals and participation at all levels and in all areas of UNESCO's mandate. The programmes and activities are focused on networking, exchange of information, sharing of knowledge and building alliances across cultures and nations within the framework of the United Nations Decade for non-violence and Peace for the benefit of children of the world.

◆*Youth:* With regards to youth in Africa, UNESCO's actions in sub-Saharan Africa are aimed at ensuring that youth concerns visions and contributions in society are fully taken into account. The principal objective of UNESCO's actions with young people is to empower them in order to enhance their full participation as partners in building knowledge society and shaping sustainable future. The Organisation's action with youth is based on the World programme of Action for youth to the Year 2000 and Beyond, adopted by the United Nations General Assembly in 1995, and which is guided by the recommendations, declarations and plans of action emanating from a number of regional and international youth meetings and fora held over the last years.

◆*Decentralisation:* Concerning proximity to the Member States, UNESCO, through the decentralisation process, the Cluster offices and field units in Africa has increased its presence in the African countries, thus bringing its actions closer to its beneficiaries at country level. In this connection, during the first half of the 2002-2003 biennium, a lot of emphasis was put on ensuring that programme activities respond to the identified priority needs of the Member States. The network of Cluster Offices and Field Units in Africa have also facilitated proactive consultations, building upon the ongoing regional integration processes and initiatives such as NEPAD and the Africa Union. The efforts in decentralisation thus culminated into the development of a Regional strategy for Africa¹.

¹ Medium Term Strategy for Africa (2002-2007) for the Africa Region jointly published by the Africa Department and Bureau for Strategic Planning in January 2003.

◆ *Programme execution:* Concerning programme execution and the allocation of resources for activities in sub-Saharan Africa during the 2002-2003 biennium, a sum of \$16.7 million was earmarked for the continent under the Regular Programme (31C/5). This amount represents 7.4% of UNESCO's total activity budget and 30.8% of the total decentralised activity budget under the Regular Programme.

◆ *Capacity Building:* For *Capacity Building activities*, the UNESCO International Institute for Capacity Building in Africa was allocated the sum of \$1,200,000 for the biennium, representing 2.2% of the Organisation's decentralised activity resources under the Regular Programme.

- ◆ *Programme support:* Concerning programme support, under the *Participation Programme for the biennium 2002/2003 as of June 2003*, 347 requests were approved for sub-Saharan Africa (Member States and NGOs), amounting to \$5 774,750. Emergency Assistance to countries in crisis amounted to \$392,000
- ◆ *Extrabudgetary project support:* Extrabudgetary operational projects executed in sub-Saharan Africa countries amounted to \$27,9 millions for the year 2002 and Resources from bilateral co-operation with UNESCO in favour of GIFCA was \$250,000 and the UNESCO/Japan co-operation funds in support of UNESCO-NEPAD activities amounted to \$100,000.
- ◆ *Director-General's in Africa:* Between April 2001 and April 2003, the Director-General undertook missions to fourteen countries in Africa, to Benin, Burundi, Cape Verde, Burkina Faso, Ethiopia, Gambia, Namibia, Nigeria, Kenya, Senegal, Sierra Leone, South Africa, Tanzania and Rwanda.

II. CO-ORDINATION OF UNESCO ACTIVITIES IN SUB-SAHARAN AFRICA

Concerning the co-ordination of UNESCO's activities in Africa, during the last quarter of the 2000-2001 biennium and the first-half of the 2002-2003 biennium, the Africa Department in pursuance of its role of co-ordination and fostering co-operation, reinforced UNESCO's co-operation with the Member States in sub-Saharan Africa, the National commissions, IGOs and NGOs through the Field Offices and by direct participation in meetings on behalf of the organisation as well as through preparation of meetings between governments representatives and the Director General at Headquarters or during his missions to the African countries. The Department also ensures the follow-up on the mobilisation and use of extrabudgetary resources allocated as support to programme execution and studies on topics of relevance to Africa.

II.1. Intersectoral Co-ordination and Mobilisation to the benefit of Africa

The Department participated in preparation and/or the organisation of international meetings, including the World summit on Sustainable Development (WSSD), (Johannesburg), MINEDAF VIII (Dar es Salaam), the 12th Ministerial conference of Least developed Countries (Cotonou), and the World Summit on Information Society (WSIS). It organised intersectoral missions, notably to the Democratic republic of Congo (Goma) and in Ivory

Coast as well as round tables on UNESCO's programmes of restructuring and rehabilitation. It participated in the work of several intersectoral ad hoc groups, on the Transatlantic Slave Trade treaty and its implications and on the fight against HIV/AIDS. In collaboration with the Sector of External relations and co-operation, it also maintained an active relation of co-operation with the National Commissions in Africa, and in this context participated in their regional consultation meetings (32C/5), regional strategy –2002-2007 and the 10th fourth-yearly statutory conference. These activities resulted among others to:

- The adoption of the Cotonou Declaration and plan of Action on the least Developed Countries, with emphasis on the need to strengthen international co-operation to the benefit of the LDCs;
- The organisation in collaboration with the BSP the visit to UNESCO Headquarters, (October 2002), of Mr Anwarul K. Chowdury, the High Representative of the United Nations Secretary-General for the Least Developed Countries (LDCs), Landlocked Developing Countries and Small Island Developing States. The purpose of the visit was to exchange views on how best to respond, in a co-ordinated manner to the priorities of the LDCs on the one hand and obtain political and diplomatic support of the Permanent Delegations to UNESCO on the other. The occasion provided an opportunity to establish relations with the International Organisation for Migration (IOM). The working meeting organised on the occasion allowed the parties concerned to examine possibilities for joint actions in the fields of education, culture and communication and discuss the potential contribution of the African Diaspora to the training of human resources in the continent, with the view to poverty eradication.
- Greater attention given to the special needs of Africa in the Plan of Action of the WSSD, Chapter VIII being entirely consecrated on Africa;
- Consideration given to the recommendations of the “African Initiatives” and of the Bamako Africa regional consultation of WSIS;
- Preparation of the emergency and rehabilitation programmes supported through Japanese extrabudgetary funds of from which Goma in the Democratic Republic of Congo and Ivory Coast benefited.
- The undertaking of an eminent mission of evaluation on PEER, following to a round table organised on the subject.

◆◆ *Mobilisation of Extrabudgetary Funds for the “Africa Special Account”*

Regarding the mobilisation of extrabudgetary resources, the Africa Department followed its activities of mobilising extrabudgetary funds to support priority projects in Africa, and with the following results:

- The signing of a financial agreement with GIFCA and the award of \$ 250,000 in support of scientific teaching in 22 African countries;
- The opening of a credit account of \$1, 000,000 of UNDP for the creation of solar villages in Malawi;
- The Organisation of a round table in Ouagadougou, in collaboration with the Bureau of Strategic Planning (BSP) and External relations and Co-operation (ERC/CFS) on projects prepared by Field Offices in Africa for the purposes of extrabudgetary resources mobilisation.

II.2. Relation with the Member States in Africa and International Organisations

II.2.1. Co-operation with the Member States

The Director General undertook official missions to fourteen countries in Africa between April 2001 and April 2003 received at UNESCO Headquarters in Paris several Heads of State and Governments, Ministers, Ambassadors and other government officials from African countries. For example, on the occasion of the 31st session of the Director-General had audience with most of the Heads of Delegations of the African Member States, to the Conference. In these bilateral meetings each Member State specified its national priorities as basis for co-operation with UNESCO within its fields of competence. Priority was assigned, *inter alia*, to education for all, capacity building through the training of key personnel, the strengthening of higher education, the development of science and technology, HIV/AIDS prevention and control, the promotion of cultural and natural heritage, promotion of intercultural dialogue for peace, security and stability, the training of media professionals and the use of new information and communication technology (ICT) for development. These priority needs were also highlighted by the Heads of delegations to the 31st session of the General Conference, in their speeches during the policy debate².

Special attention has been given to the follow-up on the priorities identified during meetings between the Director-General and the government delegations from Africa to UNESCO, audiences with Heads of State and/or government on the occasion of official visits to the Member States and through the Field Offices in Africa.

The preparation, organisation and follow up on priorities and events resulted in reinforcement of co-operation with the Member States, particularly in the following areas:

- Training of cadres and strengthening/rehabilitation of centres of excellence;
- Preparation of Education for All (EFA) national plans;
- Effective contribution to the fight against HIV/AIDS and poverty;
- Safeguarding of cultural heritage;
- And increased access to Information and Communication technology (ICT) ;

These priority areas have benefited UNESCO's policy advice and technical support amounting to \$1,135,000, from carry-over-funds. Participation Programme funds were obtained through requests submitted to UNESCO by the Member States and International organisations, up to \$ 5,774,750 were allocated and as Emergency assistance, the sum of \$392,000 were contributed as of June 2003.

II.2.2 Co-operation with Organisations and Africa's Development Partners

The co-operation in the framework of the United Nations on the one hand, and with other Africa's development partners on the other hand, bilateral and multilateral, as well as with Intergovernmental organisations and non-Governmental Organisations, regional and sub-regional were reconsidered in order to adapt to the new contexts and to the realities of the NEPAD process, Africa Union, Cluster offices with positive repercussions:

² See Africa Department publication "Analysis of the Speeches of the Heads of delegations of the Member States in Africa during the 31st session of the general Conference, policy debate" and the "Contribution of UNESCO to the programmes, initiatives and actions of the UN in Africa regarding poverty eradication, HIV/AIDS, Conflict resolution and peace, women and gender, cultural industries and Information and Communication Technology.

- Reinforcement of co-operation with the Africa Union and the various Commissions in the fields of competence of UNESCO;
- The creation of the Forum of regional and sub-regional organisations to support the UNESCO-NEPAD co-operation;
- The designation of UNESCO as chief of a series of sub-Clusters for education, human resources, HIV/AIDS and employment created by the regional consultation of UN Agencies working in Africa;
- UNESCO was mandated by the same regional consultation to ensure the consultations on science and technology dimensions in the NEPAD programmes;
- The preparation, in collaboration with the External Relations and Co-operation Sector, a regional strategy for African NGOs in Africa (Malawi, 2002);
- The organisation of the visits of Heads of Office of international co-operation programmes, Agencies, regional and sub-regional Organisations, notably, OAU, ECOWAS, Indian Ocean Commission, COMESA, CEN-SAD, ECA, TICAD, LDC (UN under-secretary General).

II.3. Regional Co-operation

The Africa Department contributed actively to strengthening UNESCO's co-operation with the African Union (AU) within the Organisation's various fields of competence. For example, in the area of education, every effort is being made to promote synergy between the partners involved in the implementation of the Decade for Education in Africa proclaimed by OAU (1997-2006) and the Dakar Framework for Action. In the same vein, co-operation with the subregional organisations, notably, the Economic Community of West African States (ECOWAS), the Southern African Development Community (SADC), the Indian Ocean Commission (IOC) the sahel-Saharan States, the Economic and Monetary Commission of Central Africa (CEMAC), the common Market of East and Southern Africa (COMESA) and the Official Portuguese-speaking African Countries (PALOP), with emphasis on priority themes such as HIV/AIDS prevention, access to ICT and eradication of poverty.

The co-operation with African NGOs was also strengthened as exemplified through the visit to UNESCO Headquarters of President of the Gaddafi International Foundation for Charitable Associations (GIFCA)³. The purpose of the visit was to sign a co-operation agreement with UNESCO. In the framework of the agreement and within the fields of competence of UNESCO, selected projects prepared by the Programme Sectors were financed by the Foundation, among them a project to provide science kits to schools in 22 countries in sub-Saharan Africa. GIFCA contributed an initial amount of \$250,000 to the Priority Africa Special Account.

II.4. Co-ordination of Special UNESCO Initiatives for Africa

Regarding the co-ordination of activities recommended by special meetings such as the Audience Africa, which was convened by UNESCO in February 1995, the Audience Africa Follow-up Committee; the International seminar on "Forward-looking approaches and innovative strategies for the development of Africa in the twenty-first

³ GIFCA is an NGO, which consists of several associations working to promote human rights, social progress and humanitarian assistance. The scope of its activities is both regional and national, covering Chad, Niger, and Sierra Leone among others. And it works closely with the Sahel-Saharan States (Burkina Faso, Niger, Djibouti, Eritrea, Sudan, Mali, Senegal Chad, Gambia).

century" (8 and 9 November 2001) and the UNESCO-NEPAD seminar (Ouagadougou, 2-6 March 2003), emphasis have been on fostering intersectoral co-operation within UNESCO and in the Field.

The International seminar on Africa was aimed at introducing intersectoral forward-looking innovative approaches to defining new methods and strategies to promote development in Africa in the twenty-first century. It was organised in an international context characterised by globalisation and the world's community's renewed interest in Africa as expressed in Chapter VII of the United Nations Millennium Declaration (of September 2001), the Abuja Summit on HIV/AIDS, Tuberculosis and other Infectious Diseases, the creation of a Global Fund to fight HIV/AIDS in Africa, and in the determination of Africans to build continental unity and ensure ownership of the continent's development process. The determination and commitment of the African governments have been demonstrated in the conception and adoption of the New Partnership for Africa's Development (NEPAD) as a visionary action-oriented framework and the creation of the African Union.

High level politicians, academics and civil society representatives attended the International seminar on Africa, and it marked a turning point in articulating Africa's priorities with UNESCO's programmes. The discussions were centred on seven themes, notably, (i). the African agenda and UNESCO: building on the basis of the New Partnership for Africa's Development (NEPAD); (ii). Education in Africa: challenges and prospects – What are the strategies for the future; (iii). Science and technology for sustainable development in Africa; (iv). Human rights, democracy and human security: prospects and avenues of action; (v). Cultural diversity and pluralism: issues for sustainable development in Africa; (vi). Communication technologies and the knowledge society: capacity building in Africa; (vii). Strengthening of pan-African co-operation and the international partnership system.

In its conclusion, the seminar adopted well-targeted recommendations, to UNESCO, African governments, regional and subregional organisations in Africa and the international community. The final recommendation of the seminar, including the follow-up activity programme was circulated widely, at the level of the decision-makers, civil society, and Africa's development partners. A website and a discussion forum were created and to widen the scope of the information exchange.

II.5. UNESCO-NEPAD Co-operation

The organisation initiated and/or ensured the follow up on actions to reinforce the UNESCO-NEPAD relations. It is in this context that the Organisation organised two important seminars, on "Forward-looking strategies for the development of Africa in the 21st century", to articulate visions and define philosophy to accompany the process" and on "UNESCO and NEPAD: From vision to Action", to define actions and means to achieve them..

These major initiatives, whose follow up is ensured by the UNESCO, NEPAD Secretariat and institutional partners led to three Executive Board decisions in support of NEPAD (Decisions 164EX/December 8.6; 165EX/Dec. 8.9 and 166/EX Dec. 4.1).

- (i). The creation by the Director-General of UNESCO Consultative committee for NEPAD
- (ii). Consideration given to the recommendations of the Seminar on Africa in the preparation of the Africa regional strategy and the programmes of the sectors;
- (iii). Effective contribution of UNESCO to the preparation of the Plan of Action of human resources for NEPAD and the launching of activities worth \$50,000 in support of case study on the education sector in Africa;
- (iv). Effective contribution of UNESCO to a study on the forms and modalities of taking into account the dimensions of culture and science and technology in NEPAD;
- (v). The intervention of President Wade on NEPAD on the occasion of the 166th session of the Executive Board.

The invitation by President Obasanjo, also President of the NEPAD Committee to the Director-General of UNESCO for an intervention in one of the Committee sessions organised at the level of heads of state and governments.

II.6. Chronology of the UNESCO-NEPAD Co-operation

II.6.1. In accordance with the decision of the 164th session of the Executive Board⁴, the Africa Department to organise a meeting of the UNESCO-NEPAD Committee, which was set up the Director-General to monitor the UNESCO-NEPAD co-operation. The meeting was jointly organised with the Secretariat of NEPAD, and simultaneously an NEPAD-UNESCO seminar “UNESCO and NEPAD: From vision to Action” was held in Ouagadougou, Burkina Faso, from 5 to 8 March 2003. The seminar, which was attended by members of the UNESCO Committee for NEPAD, high-level African government officials, African experts and representatives of regional institutions, preceded the Committee⁵.

The Director-General of UNESCO, Mr Koïchiro Matsuura chaired in person the high-level session of the seminar, attended by His Excellency Mr Blaise Compaoré, President of Burkina Faso, and His Excellency Mr John Kufuor, President of Ghana and current President of ECOWAS.

The seminar specified the strategies and means of implementing the NEPAD plan of action within UNESCO's fields of competence, and obtaining the necessary budgetary requirements from the appropriate financial resources. It also articulated the concerns expressed in the recommendations of the international seminar on “Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century” and NEPAD strategic objectives.

The discussions were based on three major questions:

- (a) How can UNESCO help Member States to incorporate NEPAD’s objectives in their National programmes?

⁴ Executive Board decision, 164 EX/Decision 8.6, Paris, April 2002

⁵ The final executive summary of the seminar and recommendations of the UNESCO-NEPAD Committee has been finalised and widely diffused.

(b) What ways and means does UNESCO have at its disposal to involve parliamentarians, the private sector, NGOs and civil society, especially women and children, in strategies to promote development and combat poverty in Member States?

(c) What contribution can UNESCO make to capacity building and the setting-up of subregional projects?

These three issues were discussed with references to the priorities of UNESCO's programme with regard to Education for All, sustainable development (follow-up to the Johannesburg Summit) and access to information and knowledge. Final targeted recommendations were made, to Member States, regional, subregional and international organisations, donors, the African Union, the NEPAD secretariat and UNESCO.

The Seminar was preceded by three thematic round tables on:

(a) *Exchange of views on the future of rehabilitation and reconstruction programmes in Africa.* Rehabilitation and reconstruction processes in Africa involve many African countries in post-conflict situations. UNESCO must therefore make the reconstruction of education systems a priority. In order to do this, the Organisation must have a clear policy, drawn up with all partners involved, and an action strategy enabling it to harness the human and material resources required implementing specific programmes, particularly in the field of education.

(b) *Critical analysis of projects submitted by field offices.* When the projects submitted by field offices were examined in the light of guidelines laid down in UNESCO's Medium-Term Strategy and the priorities established by NEPAD it emerged that most of them were national in scope and that the regional dimension, with which NEPAD is concerned, was less in evidence. It was also noted that culture had not been sufficiently acknowledged as a priority by NEPAD. It was therefore recommended that the projects be revised in order to incorporate the subregional dimension and issues of cultural development and that mechanisms for the management, co-ordination and implementation of these projects be established to this end.

(c) *The Forum of Subregional Organisations.* This Forum suggested that greater co-ordination should be achieved between the different partners and that UNESCO should establish a framework of priorities for its modalities of action and partnership with the subregional organisations. It was also suggested that these organisations become key focal points for NEPAD.

The sub-regional organisations, invited by the Director-General to attend the seminar, (at the initiative of the Africa Department) also adopted the Ouagadougou Declaration and Action Plan, and launched the creation of a Forum of African Regional and sub-Regional Organisations (FOSRASUN), empowered to support co-operation between UNESCO and NEPAD Secretariat. The Action Plan recommended the designation in each of the Regional Institutions a focal point for the Forum and the Africa Department was requested by the participants to ensure its functioning.

UNESCO is also developing co-operation with the NEPAD Secretariat and the Inter-Agency mechanism, particularly in the areas of education, science and culture. It is also involved in initiatives concerning the development of Information and Communication Technology.

II.6.3. NEPAD has emerged, as effective conceptual and practical framework for mobilisation of multilateral and bilateral co-operative actions in Africa. This framework is supported by the United Nations, the Breton Woods Institutions, the G-8 and TICAD. UNESCO's support and follow-up on actions within its fields of competence is ongoing since its launching.

The Africa Department represented UNESCO in several international and regional meetings in this regard, including the African Parliamentarians' Forum in Cotonou (8-9 October 2002), the Conference of African Ministers of Finance, Planning and Economic Development in Johannesburg (19-21 October 2002) and the annual regional consultation of United Nations agencies working in Africa, held in Addis Ababa (24-26 October 2002). The meeting was convened to define new modalities for co-ordinating programmes and activities of the UN specialised agencies in Africa. It established five thematic clusters, four of which are in the fields of competence of UNESCO.

In January 2003, at the invitation of NEPAD's Steering Committee to UNESCO, the Africa Department represented the Organisation in a meeting with the participation of Africa's development partners. The meeting was held in South Africa (Benoni, 24 to 27 January 2002). It provided UNESCO with the opportunity to report on the international seminar on Africa and to ensure that the Organisation's priorities, especially in the domain of education are incorporated into the NEPAD draft plan of action. The meeting agreed to propose to the NEPAD Committee of Heads of State and Government the inclusion of education in NEPAD's top priority list.

The Africa Department continued to represent UNESCO at the Annual Regional Inter-Agency consultations of United Nations system agencies working in Africa, and will attend the forthcoming meeting in October 2003. These consultation meetings aimed at defining and undertaking joint actions in support of NEPAD.

UNESCO supported all efforts to implement the priority actions defined in Chapter VII of the United Nations Millennium Declaration, the New Partnership for Africa's Development (NEPAD) action plan and the recommendations of the international seminar on Africa (November 2001). UNESCO took part in the work of the third African Development Forum (ADF III, Addis Ababa, 3-8 March 2002) on the theme "Defining Priorities for Regional Integration", at the 38th and 39th Summit of the Organisation of African Unity and the first Conference of the African Union (Durban, 8-10 July 2002 and Maputo, July 2003), respectively.

II.6.4 The Africa Department also represented the Organisation at the third African Development Forum (Addis Ababa, 3-8 March 2002), and contributed actively to the formulation of approaches and strategies, hence fostering African regional integration. It also participated in reflections on how to ensure a co-ordinated system response to the needs of the Member States of in sub-Saharan Africa. In the light of the lessons learned from the evaluation of the United Nations System-wide Special Initiative for Africa (UNSI) and the United Nations New Agenda for the Development of Africa in the 1990s (UN-NADAF), UNESCO promotes NEPAD as a frame of reference for partnership, action-oriented and programme based co-operation with Africa.

The Department actively co-ordinated UNESCO's contribution to the evaluation of UNNADAF and to the reports of the United Nations Secretary-General on the United

Nations' co-operation with the OAU and subregional organisations, such as SADC, ECOWAS. It also co-ordinated UNESCO's contribution to the preparation of the UN Secretary-General's report on the implementation of the recommendations contained in latter's report ". The causes of conflicts and the promotion of durable peace and sustainable development in Africa".

II.7 UNESCO -TICAD Co-operation

Δ Promoting of Africa-Asia co-operation

Since its launching in 1993, UNESCO (Africa Department) was involved in the activities of the Tokyo International Conference for Africa's Development of Africa (TICAD). The initiative, which was taken by the Japanese Government and in co-operation with the United Nations and the Global Coalition for Africa, in collaboration with the World Bank, has in the last ten years contributed actively towards Africa's development.

The Tokyo Declaration on African development, TICAD-I was followed by TICAD-II in 1998, which adopted the Tokyo Agenda for Action, identifying three main critical areas for Africa's development:

- Social development
- Private sector development
- Agriculture and the environment

Good governance and non-violent resolution of conflict are considered to constitute the foundation for development.

The Tokyo Agenda for Action was designed to provide guidelines based on the awareness of the need of helping Africa to harness the potential of its citizens and the international solidarity was adopted at TICAD-II. Japan committed to contribute a total of \$ 750 million in grants in aid over a period of five years, of which 697 million has already been distributed to priority areas such as the consolidation of peace, development of agriculture and infrastructure, water, information and communication technology, development of human resources through education, training and health.

In view of TICAD-III, forthcoming on 29 September and 1st October 2003, in Tokyo in Japan, three regional consultations were organised in Pretoria, Nairobi and Yaoundé. The sub-regional approach adopted for the preparation of TICAD- III is aimed at identifying the specific priority needs of each sub-region within the regional framework and prospects for effective articulation of TICAD and NEPAD.

The third preparatory meeting in Pretoria, South Africa (22-23 May 2003) made the following recommendations to TICAD central co-ordination:

- To consider HIV/AIDS as urgent priority in Africa
- support the regional strategy of SADC
- Institutionalise the Africa-Asia co-operation
- Promote triangular co-operation; public sector, private sector and civil society

The meeting appealed for support for all regional integration initiatives, such as the Africa Union, NEPAD and sub-Regional organisations and for the mobilisation of support of the international community for NEPAD and enlarging partnerships for Africa's development, south-south co-operation, in particular the Africa-Asia co-operation.

In a nutshell, future Africa-Japan co-operation, involving UNESCO is expected to focus on supporting NEPAD through the TICAD process and enlarging partnerships. The co-operation has three main pillars: human centred development; poverty reduction through economic growth and consolidation of peace.

II.8 Decentralisation and proximity

High consideration was given to the follow-up on the decentralisation of the regular budget and extrabudgetary resources for programme execution and specific projects in Africa, including the Participation Programme resources. For example, for HIV/AIDS preventive education in Ghana and Kenya; education in rural areas; protection of the national heritage, new technology in Mozambique and Namibia and for special plans of action in Nigeria extrabudgetary funds were provided.

In the spirit of intersectorality and collegiality, the Africa Department maintained ongoing co-ordination of joint activities involving the different Sectors, particularly through consultations with programme specialists, Field offices in Africa and NGOs partners in order to order help UNESCO respond effectively to the needs of the Member States in Africa. By increasing its mobilisation of partners, it worked to ensure wider scope and effective implementation of UNESCO programmes.

To this effect, the following initiatives were implemented:

- (i) a college of ADGs to discuss the recommendations and establishment of a Follow-up Committee on the international seminar on the development of Africa;
- (ii) Wide dissemination of the seminar recommendations and awareness campaign on its findings, particularly at meetings of field offices in Africa (Addis Ababa) and consultation of National Commissions (Dakar, June 2002, Yaoundé, May 2003), which resulted into the formulation of a regional strategy for Africa and effective participation in the preparation of the 32 C/5 document;
- (iii) Participation in the formulation of the education component of the NEPAD; Plan of Action (Benoni, South Africa);
- (iv). Continued assistance to the African Group at UNESCO, especially with regard to the preparations of the Africa Day-NEPAD at UNESCO Headquarters celebrations, (December 2002 and) Africa Day-NEPAD: Human resources development (May 2003);
- (v). In order to strengthen and further the co-operation with the Member States in sub-Saharan Africa, particular attention was paid to UNESCO's response to national priorities, including the prioritised requests submitted to UNESCO under the Participation Programme and Emergency Assistance scheme.

In this context, a sum of \$113,000 was allocated to the Democratic Republic of the Congo, in response to the catastrophe caused by the volcanic eruption of Mount Nyirangongo. UNESCO also undertook intersectoral mission to the Republic, from 2 to 6 April 2002, to

identify the priorities which required further emergency actions and for which extrabudgetary resources had to be mobilised.

II.9 Prospective studies, information diffusion and visibility

Regarding the promotion of studies, reflections, analysis, debate and diffusion of information on topics relevant to Africa on the one hand and visibility on the other, the Africa Department published several thematic documents and newsletters. The Africa Department's six-monthly newsletter-*Listening to Africa*; the *Africa Portal*, the discussion forum; the CD-ROM; the book entitled *Africa in UNESCO's mirror* and the thematic analytical studies have been important in increasing public knowledge about Africa and the challenges facing its governments and populations. In order to promote awareness in the Member States, partners and civil society the publications are issued in two languages (French/English), and were (widely distributed through National Commissions, Permanent Delegations, interested UNESCO partners and civil society NGOs).

The following publications have been achieved:

◆ *Africa in UNESCO's Mirror is a succinct record of Director General's discourse in or about Africa, preface written by the president of the federal Republic of Nigeria.*

◆ The *UNESCO in Africa* series is on programme execution, it covers the organisation's activities in Africa during a biennium

◆ *The Medium-Term Strategy (2002-2007): For the Africa Region: Contributing to peace and human development in an era of globalisation through education, the sciences, culture and communication.*

◆ Newsletter, *Listening to Africa* is a bi-annual publication. Two special issues were published on "*the World Heritage sites in Africa*", intended to encourage African States to accede to the Convention and other international instruments on the safeguarding of the heritage), and on Women (one of UNESCO's priority target groups)

◆ Final Report: *The recommendations of the international seminar on "Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century"*.

Within the framework of the future-oriented programme aimed at promoting greater knowledge about Africa and the challenges of development, thematic case studies were also undertaken on the following topics:

◆ "*Civil society in Africa: definition and role in the NEPAD process*" (La société civile africaine: définition et rôle dans le processus du NEPAD) defines very vividly how UNESCO, in its fields of competence, could support African civil society in mastering the content, philosophy and approach of NEPAD in order to increase the participation of civil society and ensure their effective contribution necessary for its success; "The contribution of UNESCO to the initiatives, programmes and actions of the United Nations in Africa in six priority areas-poverty eradication, conflict resolution and peace, cultural industries, women and gender equality, HIV/AIDS and information and communication technologies (ICT)" provides a summary information on the various United Nations General Assembly resolutions, which

constitute a framework for UNESCO's contribution in terms of activities in the six selected priority areas;

◆ *Articulating our goals, programmes and strategies in Africa: Partnerships, Bilateral and Multilateral Co-operation for Africa's Development.* The document highlights the goals of the Millennium Declaration (Millennium Development Goals, MDGs); New Partnership for Africa's Development (NEPAD), and UNESCO programmes and provides information on major partnerships mobilised for their implementation. The MDGs, the NEPAD action plans and UNESCO programmes in Africa as requiring intersectoral approach and co-ordination. The document identifies sustainable development as a common denominator to guide thinking and joint actions among the various partners involved in promoting Africa's development including the African Union, the sub-regional organisations, parliamentarians, civil society organisations, United Nations agencies and funding institutions. The document is a useful tool for promoting an articulated and targeted project-based co-operation among UNESCO's partners working on projects in Africa.

◆ *A critical inventory of history textbooks in use in French-speaking Africa: primary and secondary education.* It provides indicators for the teaching of history in Africa, in order that curricula should emphasise historical factors of convergence rather than divergence that lead to acts of war.

◆ *Analytical study entitled UNESCO, Participation Programme in the Activities of the Member States in sub-Saharan Africa, 2000-2001.* The document provides complete information on the overall implementation of the Participation Programme and emergency assistance in terms of the number of requests approved for each Member State and INGOs actively involved in Africa and funds provided by UNESCO; the priority domains of activities and target groups mobilised; the type of activities which are national, subregional and regional in scope; the type of concerns common to the Member States, and the trends and lessons for future UNESCO programmes in sub-Saharan Africa.

II.10 The Least Developed Countries in Africa

With regard to the Least Developed Countries, (LDC) in Africa⁶, being one of the Organisation's priority groups, the Africa Department and the Bureau of Strategic Planning jointly represented UNESCO at the 12th Ministerial Conference of the Least Developed Countries held in Cotonou in Benin, from 5 to 7 August 2002. The meeting issued a declaration and adopted recommendations, which stressed the need to strengthen international co-operation to the benefit of the LDCs.

The Africa Department and the Bureau of Strategic Planning (BSP) jointly organised a visit to UNESCO Headquarters, (October 2002), of Mr Anwarul K. Chowdury, the High Representative of the United Nations Secretary-General for the Least Developed Countries (LDCs), Landlocked Developing Countries and Small Island Developing States. The purpose of the visit was to exchange views on how best to respond, in a co-ordinated manner to the priorities of the LDCs on the one hand and obtain political and diplomatic support of the Permanent Delegations to UNESCO on the other. The occasion provided an opportunity to establish relations with the International Organisation for Migration (IOM). The working meeting organised on the occasion allowed the parties concerned to examine possibilities for

⁶ 34 of them are in Africa

joint actions in the fields of education, culture and communication and discuss the potential contribution of the African Diaspora to the training of human resources in the continent, with the view to poverty eradication.

III. EDUCATION IN AFRICA: Quality Education for All

In Africa the focus of the Education Sector programme was on Education for All, educational reform and capacity building, in the context of promoting the implementing of the Dakar Framework for Action. A lot of effort was made to increase the involvement of civil society in policy dialogue concerning Education for All, the Dakar follow-up concerning reinforcing Member States capacities to rethink the role of education and to undertake the necessary renewal, reconstruction and development of their education systems beyond the context of National EFA Action Plans.

◆◆*Basic Education for All, EFA*

During the second quarter of the 2000-2001 biennium, the Education Sector Programme activities focused more sharply on the campaign for Education for All (EFA). The *EFA Global Monitoring Report 2002, Education for All: Is the World on Track?* gave new impetus to this trend. The report attracted more press coverage, stimulated the High-Level Group on EFA, which met in Nigeria (in November 2002) to directly address the current problem of the world not being on track to achieve the six Dakar goals that define EFA. The report was also a timely input to MINEDAF VIII, the meeting of African Ministers of Education held in the United Republic of Tanzania. The role of the *EFA Global Monitoring Report* in providing clarity and urgency in discussions and decisions on EFA underscores the old adage *that if you can't measure it, you can't manage it*.

In the first half of the 2002-2003 biennium UNESCO's actions concentrated on contributing towards reforming and improving the quality of primary education in selected Member States, with the view to achieving EFA. The activities carried out during this period have contributed to the realisation of the three strategic objectives of the Education Programme: to promote education as a fundamental right; to improve the quality of education; to promote innovation, best practice and policy dialogue. UNESCO is implementing the programme by assuming five main functions, notably as a laboratory of ideas, standard-setter, clearinghouse, capacity-builder in Member States and a catalyst for international co-operation. Efforts have been made to work through existing national structures, including the National Commissions, and to target areas of persistent weakness in primary education programmes. UNESCO's support is focused on strengthening national co-ordination and national capacity to restructure and implement educational reforms. For example in Madagascar the organisation provided support for the implementation of the reform programme as part of the joint UNESCO-African Development Bank activity. The bank's contribution amounted to \$2 million. A project proposal prepared by UNESCO for a bilingual education feasibility study in Niger and Chad was prepared and submitted to the respective governments and the Islamic Development Bank for funding considerations.

UNESCO's support to the Member States in the preparation of their National EFA Plans was increased. Both technical and methodological assistance was provided to 25 countries, with special attention to the least developed countries (LDC), countries undergoing transition and the E-9 countries. Sustainability and coherence in national educational development and in the achievement of EFA goals were emphasised and promoted through advocacy, in-country technical assistance and training seminars in several countries, including in Africa. For example, in-country and direct support was provided to Mozambique at the request of the government, to solve the serious technical, methodological and problems of

capacity in defining policy, data and preparation of action plans for EFA. Increased extrabudgetary resources, (including from Norway, Italy and Japan) were mobilised for technical support at the country level. An EFA-focused extrabudgetary policy and programme for further “Technical Services to Countries Implementing the Dakar Framework for Action” was prepared and submitted to several donor countries and agencies for funding.

The provision of textbooks for primary education remained is a shared concern of UNESCO and the Member States, including those in Africa. The Organisation's contribution to capacity-building in this area through the UNESCO/DANIDA Basic Learning Materials (BLM) Initiative enabled the preparation of textbook policies/law in five countries in Africa, notably, Burkina Faso, Guinea (Conakry), Malawi, Mozambique and the United Republic of Tanzania. The public and private sectors co-ordination bodies organised refresher course/training workshops in the different areas of the book chain: publishing, printing, writing of children's books and teachers' guides, book selling, book design, layout and editing. Although the main partners in the project are DANIDA, ADEA and the UNESCO National Commissions, NGOs, national and international consultants were also involved in its implementation.

The Reading for All programmes contributes to capacity building in teaching and learning, it is particularly important in popularising reading. For example, in Ghana support was provided for the organisation of an in-service training programme for 40 teacher trainers from 20 teachers' colleges. UNESCO also contributed to the organisation of the Second Pan African Reading Conference held in Abuja, Nigeria, and (October 2001). The conference was an occasion for presenting researches findings in reading and sharing of ideas on how to popularise reading in Africa.

The focus of UNESCO's actions in the area of primary education in Africa includes capacity building for trainers and decision-makers, institutionalisation of programmes and information sharing. Financial and technical contributions were provided to Mozambique, Guinea, Malawi and Uganda to support book development and promote reading for all. The activities included the finalisation of national book policies, textbook assessment guide, and the preparation of a handbook for book sector co-ordination jointly, which was jointly achieved by UNESCO, DANIDA and ADEA. In co-operation with the International Reading Association (IRA), additional teacher trainers were trained in skills for developing critical (questioning) thinking in teaching reading in the United Republic of Tanzania. An inter-agency Meeting held on "Sustainable Book Development" (in May 2002) adopted a framework for follow-up activities to strengthen the book sector, institutional support (a joint project of ADEA) and for UNESCO's support for human resources development and the World Bank (for financing). The contribution of the IICBA for capacity building for EFA included the production of textbooks for Grades 1 and 2, published in the Amhara language in Ethiopia.

With UNESCO's support, systems for monitoring learning achievement in literacy, numerically and life skills were established and/or strengthened in 20 countries including in Africa, and manuals as well as handbooks were translated into different languages. A sample of 60,000 Grade 4 pupils, their parents, school heads and teachers were surveyed in the 20 selected countries. Fifteen intensive capacity-building workshops were held to train a “critical mass” of endogenous human resources for monitoring and assessment of the quality of education. Up to 80 trainees per country acquired skills in survey methodology, sampling, instruments development, testing, data analysis and report writing.

For UNESCO, reinforcing the E-9 Initiative is a priority and to this end, the Ministers of Education of the E-9 Countries⁷, of which Nigeria is a member, were convened for meeting in Beijing, China (21-23 August 2001), to review progress made in achievement of EFA and to discuss the possibilities offered by ICT for basic education. They adopted a strongly worded joint communiqué reconfirming their respective country's full commitment to EFA and appealed to UNESCO for a continued support for the E-9 Initiative and the EFA programmes in the nine countries. The Ministers stressed the role of early childhood care and education programmes in ensuring the success of primary education, and retained the topic for further review during the upcoming 2003 E-9 Ministerial Meeting. A study on Literacy in the E-9 countries revealed that very high levels of illiteracy still exist in many E-9 countries and notes that reinforced national efforts would be required to achieve literacy for all. It also showed that quality and quantity of primary education was undermined where high rates of illiteracy existed.

Education for all activities in the E-9 countries supported or initiated by UNESCO includes teacher training. Major actions addressed the following issues of (i) teacher training at the secondary level on use of ICT in Egypt; (ii) teacher training and development in gender-sensitive guidance and counselling in primary/secondary schools in Nigeria, in collaboration with the Nigerian National Commission for UNESCO and the Federal Ministry of Education; finally, (iii) the National Open University and Distance Learning of Nigeria, which trained resource persons for the development of distance education materials, and other materials. In the area of gender parity/equality, the EFA goal and plan of action for girls' education was finalised in November 2002 in Egypt. Girls' education was also the subject of collaboration with the Federal Ministry of Education, the Nigerian Educational Research and Development Council (NERDC).

In the context of its work as international co-ordinator and with the view to forging partnerships for EFA and co-ordinating the EFA global initiative, UNESCO organised the second meeting of the High-Level Group on EFA in Abuja in Nigeria, (19 to 20 November 2002), developed *An International Strategy to Put the Dakar Framework for Action on Education for All into Operation* and published the *EFA Global Monitoring Report 2002*.

Concerning the strengthening of formal education through inclusive and innovative approaches, UNESCO continues to provide support to Member States in reforming their primary education systems, in order to achieve universal primary education. It provided technical assistance in the development of national policies, strategies and programmes, including feasibility studies on bilingual education systems with the view to expanding and improving access to quality primary education for all children in Niger and Chad, and on basic education system appropriate to the multicultural, multi-ethnic and multi-religious country such as the Sudan. Capacity building of educational personnel in the Member States was facilitated primarily through workshops and seminars such as the training seminar for education officers (September 2002, Central Africa). The technical and professional capacity of the education personnel was enhanced by the provision of teaching/learning materials in response to the influx of children and teachers in refugee camps in Angola. As a result, in Malawi a director has been appointed to the Malawi Guidance, Counselling and Youth Development Centre for Africa. The Centre's Board of Governors, consisting of African Ministers of Education, also met in Dar es Salaam on 1 December 2002.

⁷ The E-9 countries are Nigeria, Egypt, Pakistan, India, Bangladesh, Indonesia, Mexico, Brazil and China.

◆◆*Literacy and non-Formal Education*

The United Nations Literacy Decade launched internationally at the United Nations in New York. The African Region is scheduled to organise a regional launch in November 2003. UNESCO produced a series of advocacy materials aimed at raising public awareness on literacy and related issues. They include publications such as *Living Literacy and On the Ground*, *Adventures of Literacy Workers*, posters, post-cards and information kits. These materials reflect African situations and experiences. UNESCO also commissioned newspaper articles on literacy on the occasion of the International Literacy Day. In 2002-2003, two International Literacy Prizes were awarded to NGOs based in Uganda and Zambia.

To support efforts at building capacity for learning materials development, UNESCO reprinted *Africa Stories*- a popular account of issues that need to be addressed in literacy and non-formal education in Africa.

Promoting literacy and non-formal education through the diversification of delivery systems: UNESCO promoted women's rights through a variety of actions including a national workshop to prepare gender-sensitive materials for women farmers (Harare, Zimbabwe, 19-30 November 2002) that produced 15 illustrated post-literacy materials on land rights, domestic violence, inheritance, HIV/AIDS, agro-technology, cottage industry and women's rights as human rights were prepared. These materials have been printed and will be used, among others, in the FAO⁸ supported farmers field school scheme.

As a follow-up of the Sub-regional workshop for the preparation of reading materials for HIV/AIDS prevention and care (Mbabane, February 2003), UNESCO provided financial and technical support to a series of national workshops in Oshakati, Namibia; Lusaka, Zambia (15-27 March 2003) and Gaborone, Botswana (23 June 4July 2003). The workshop produced 36 illustrated easy-to-read booklets covering a broad range of topics related to HIV/AIDS. These include: addressing practices exposing people to greater risks of HIV infection such as wife inheritance and cleansing, sugar daddies, home-based care, the social and economic cost of AIDS, AIDS orphans and living positively. The booklets reflect reader's life conditions, hopes and challenges.

With the view to promoting literacy and non-formal education through the diversification of delivery systems, a second meeting of the Editorial Board for a textbook series on African perspectives on adult learning was held in Gaborone, Botswana chaired by UIE and a subregional meeting on "Post-Literacy: Meeting the Challenges of the 21st Century" was also held in Gaborone, it adopted a practical working definition and developed effective strategies for post-literacy activities in Lesotho, Swaziland, Namibia, South Africa, Zambia, Zimbabwe with the participation of the relevant stakeholders. The UNESCO Institute of Education (UIE) contributed actively to the development of the African Academy of Languages and participated in the government expert meeting at the African Union Headquarters that examined the draft statutes of the Academy. The joint IICBA/IIEP/UNICEF study on nomadic education in six East African countries (Djibouti, Eritrea, Ethiopia, and United Republic of Tanzania, Kenya and Uganda), funded by the African Development Bank was completed.

⁸ FAO=Food and Agricultural Organisation

Financial and technical support was provided to the Institute of Adult Education of Tanzania, for capacity building in order to expand literacy and non-formal education in the country and a workshop was organised to promote sharing of information and reinforcing experiences in these areas.

UNESCO also carried out projects to bring in the fast-developing ICT tools to community learning processes. Then project "Developing Open Communities for Gender equality with the support of ICT" facilitated the locally grounded development of learning content in CD-Rom that caters for the needs of youth and women in disadvantaged communities in Mozambique and South Africa. The on-going project "Development of Non-Formal Education through ICTs" is exploring training modalities of using ICT to facilitate the work of literacy and non-formal education personnel in Namibia, Mali, Burkina Faso and Uganda.

◆◆ *Education for disadvantaged children*

As regards to the programme for the education of disadvantaged children , UNESCO promotes the access to basic education, ensuring that their basic needs are met as prerequisite for learning. Five centres for children in difficult situations were supported in Bamako (Mali) as a follow-up to the "White Book of our Future" project, launched in 2001. Awareness-raising campaign to sensitise the public on the plight of children in difficult situations and on the need to ensure their right to education included a festival of films and documentaries on the field-work of NGOs and associations in the area of street children, that attracted over 200 people. A brochure on HIV/AIDS and children in difficult situations was also prepared for public information and for awareness raising among policy-makers.

UNESCO also contributed to increasing international awareness (visibility) on all forms of violence against children and to understanding the causes of violence and its impact on children and societies through a seminar on "Children and violence" organised in collaboration with the University of Nice.

UNESCO supported Burkina Faso in the elaboration of its national action plan for the education of disadvantaged children and in the constitution of a partnership of NGOs dealing with street children in Burkina Faso and Mali. UNESCO also gave technical and financial support to the development of the "Street children schooling" national programme in Burundi aiming at schooling street children throughout the country and at assisting the families in the development of income generating activities that will help them to care for their children's schooling. More than 1.500 excluded children got the chance to enter primary schools and some of them moved to secondary schools. Combating HIV/AIDS through education among street children was another important issue. Two workshops were held, one with seven countries of Southern Africa in Windhoek (April 2002) and another with five French-speaking African countries in Bamako (June 2003) which brought together decision-makers, social workers, educators and teachers to study the effectiveness of on-going policies and strategies for better prevention of HIV/AIDS among vulnerable children. Several documents have been elaborated: situation analyses on street children and HIV/AIDS in Lesotho, Namibia, Swaziland and Zambia; a qualitative study on Prevention on HIV/AIDS and drug abuse in Africa.

Within the framework of its Co-operative Programme with the World Food Programme, UNESCO cooperated on the preparation of a regional school feeding strategy for the Sahel region of West Africa in order to solve the problem of hunger and extreme poverty, being an obstacle to EFA.

Under the project "Hope and solidarity through ball games" several missions were carried out. In the Democratic Republic of Congo, a football tournament was organised with local NGOs for street children and students of different religious background in order to motivate street children to come to special centers set up for them in Kinshasa. In Senegal, 10,000 pairs of sports equipment were distributed to street children in six countries of the region. The materials were distributed during sports events with the participation of the Senegalese football player El Hadj Ousseionou Diouf who organised a training workshop for these children. In Niger, David Douillet, UNESCO goodwill ambassador and sportsman for peace provided judo training for street children. It is also foreseen to organise skills training courses for young women suffering from genital mutilation.

◆◆*Emergency education*

UNESCO also provided support and technical assistance to several countries undergoing crisis and reconstruction. For example, the Government of the Congo was supported in its technical preparation of the *États Généraux* on education, a special session for countries in crisis and post-conflict reconstruction was held during MINEDAF VIII conference (December 2002), which adopted recommendations relevant to the African continent. A regional programme for the reintegration of young people affected by armed conflicts in Africa, including the Democratic Republic of the Congo, Rwanda and the other Great Lakes countries was implemented with the financial support of the Belgian Government and the World Bank. Priority emergency education projects for 2003 were prepared for several countries including Angola, the Sudan, and Côte d'Ivoire in Africa.

UNESCO provided financial and technical support to nineteen Member States including Congo, Guinea, and the Democratic Republic of the Congo, Angola, Algeria, Somalia, Eritrea, Mozambique and Uganda in Africa. Activities ranged from training teachers in refugee camps to the preparation of specific extrabudgetary projects, including the production of teaching materials (textbooks) and the introduction of new curricula. The PEER Programme in the Horn of Africa and Great Lakes region in Africa was strengthened, in particular through the implementation of new extrabudgetary projects in Somalia, Eritrea and Sudan. Concerning the follow-up to Dakar, activities focused mainly on the establishment of a FLAGSHIP programme for countries in crisis situations and the finalisation of operational guidelines for the preparation of the "emergency education" component designed to assist Member States in developing their own national plans.

◆◆*Early Childhood education*

UNESCO's programme activities to promote early childhood and parent education as part of basic education were increased and diversified. They include information dissemination and data collection on early childhood education, mobilisation of partnerships and extrabudgetary resources to support and consolidate interagency co-operation in all regions. Activities in Africa during the last eighteen months included exchanges and networking between «Clos d'enfants» and other innovative early childhood structures and projects in West and Central Africa. A consultation meeting on national early childhood

policy programmes in Kenya and the third French-speaking Africa early childhood network meeting in Senegal were organised. It is important to note the recognition by outside partners of the 'Clos d'enfants' approach promoted by UNESCO as an efficient mobilising force on early childhood issues at the community level (in particular in rural areas and poor neighbourhoods).

To strengthen formal education through inclusive and innovative approaches, as part of the process for Early Childhood Macro Policy Development, UNESCO launched a series of Policy Briefs on early childhood, a monthly flash note on early childhood and family policy issues, and a series of case studies on Early Childhood and Family Policy (including one on starting childhood policy reform in Senegal).

Diversification of information dissemination activities was continued with in particular support and development of radio programmes on early childhood issues for French speaking Africa. An international workshop on Protecting the Rights of Young Children Affected and Infected by HIV-AIDS in Africa (13-17 May, UNESCO, Paris) were organised in co-operation with the Early Childhood Development Network for Africa. Both these events serve to strengthen the Early Childhood Management and Information Network activities.

A subregional Consultation on Family Support Policies, which was organised in Harare, Zimbabwe (24-26 June,) led to the creation of a network of the participating countries to ensure continuous policy dialogue and subregional co-operation, as strategies to improve policies and programmes in the field of early childhood education. In Tanzania the UNESCO Cluster office based in Dar es Salaam is providing assistance to the Government in developing a comprehensive policy and guidelines for early childhood care and education (ECCE) and support to a working group on ECCE.

◆◆ *Inclusive Education Programme*

With regard to the programme on inclusive education, UNESCO recently launched its new EFA Flagship Programme on «Education for People with Disabilities - Towards Inclusion» in cooperation with the University of Oslo, World Bank, UNICEF, OECD and various international disability organisations. Accompanying the program launch was the release of new inclusive education website with a series of resources aimed at developing and reinforcing inclusive education national policies and partnerships.

UNESCO promoted human resource development in Libreville (Gabon) with the Ministry of Education by supporting a personnel training seminar for School inspectors, teachers and pedagogical counsellors and by equipping centres for the handicapped with adapted infrastructures. In Kigali (Rwanda), UNESCO supported the rehabilitation of a youth centre to contribute to the reinsertion of youth into civil society repatriated from the DRC.

In the context of developing materials and disseminating information in support of inclusive education, UNESCO has made available several publications online and has produced a conceptual paper entitled «A Challenge and a Vision» addressing the causes of exclusion and proposing strategies to overcome barriers.

In conjunction with impacting National Plans for inclusive education, UNESCO has elaborated field-testing of curricula and curriculum adjustment material in South Africa (Pretoria and Northern Cape), in Cooperation with the Department of Education. UNESCO

also contributed to improving the quality of education by designing a culturally sensitive, flexible curriculum in Uganda to reach out to semi-nomadic cattle keepers living in a fragile ecological environment in North Eastern Uganda thereby reducing barriers towards formal schooling.

◆◆*General Secondary education*

The provision of advisory and technical upstream services to Member States for the design and elaboration of national education development policies, strategies and plans were pursued. The main thrust of the Organisation's actions is to help Member States prepare or strengthen the existing education development plans in conformity with the recommendations of the Dakar Framework for Action. Upstream support was provided for the formulation of national education reforms, development programmes and the mobilisation of external financial and technical resources in more than 40 Member States, particularly in Africa and Latin America. On the basis of the findings of a survey on the state of preparations of national EFA Plans, and at the request of the Member States, UNESCO provided technical and methodological support for the elaboration of EFA-related plans and programmes, through direct technical assistance, capacity-building and by facilitating exchange of information and sharing of experience among the States. Technical assistance was offered to countries undergoing major reforms, including Algeria and Nigeria in Africa.

Concerning the renovation of general secondary and vocational education, the major trends, challenges and priorities in secondary education reform and expansion identified by the UNESCO International Expert Meeting on General Secondary Education in the Twenty-first Century (Beijing, May 2001) were published in a final report and made available to the Member States and concerned international organisations. The final report served as a basis for several national and regional initiatives on secondary education renovation, particularly in Africa and in the Arab States.

UNESCO (BREDA) organised a regional workshop on the renewal of secondary education of Africa in December 2001 in Mauritius..

◆◆*Technical and Vocational Education and Training*

The Division of Secondary, Technical and Vocational Education is currently implementing a project Entitled '*Revitalizing Technical and Vocational Education and Training in Nigeria*' with Japanese funds-in-trust. As part of this project, the curricula in 21 disciplines being taught in secondary-level technical schools and post-secondary polytechnics have been revised. In addition over 1000 technical teachers (a number representing 15% of the technical teachers in Nigeria) have been re-trained in order to equip them to teach the new curricula.

A workshop on Career Guidance and Counselling is also to be held for these teachers and Trainers. And a sub-regional advocacy and training seminar on the implementation of the UNESCO normative instrument *the Revised Recommendation concerning Technical and Vocational Education (2001)* is to be held in Kaduna, Nigeria from 8-11 December 2003.

High-level education policy-makers from 15 West African countries will be participating in this activity.

In the area of Information and Communication technology, UNESCO continues to contribute to the renewal of education systems for the information age.

In the area of Technical Vocational Education and Training, the African regional conference on the “Promotion and reform of TVET in Africa”, contributed to increasing the capacity of the eleven participating countries’ in developing plans for the reform of national TVET systems on the basis of the Seoul Congress recommendations. Two training packages on crosscutting themes relating to “Career/life guidance and counselling” and “Environmental issues in TVET” were also prepared.

UNESCO (TVET), co-operation with the International Labour Organisation in the area of technical and vocational education and training was strengthened, leading *inter alia* to the mobilisation of education and labour policy-makers to implement in their national TVET systems the standards and practices set out in UNESCO’s new normative instrument on TVET, the Revised Recommendation concerning Technical and Vocational Education (2001) and ILO’s policy statement Conclusions on Human Resources Training and Development. The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC, Bonn) commenced preliminary actions together with ILO towards establishing a TVET regional qualification framework for southern Africa. IIEP carried out a study of TVET facilities in the private sector in Ghana and Zambia, evaluating the quality of the courses offered and their flexibility and adaptability. It also examined the strategies and decision-making mechanisms used by the governments to create a favourable environment for decentralisation and greater institutional autonomy.

◆◆*Science and Technology education*

Through the Framework for Action, based on the recommendations of the Goa Conference on Science, Technology and Mathematics Education (held in 2001), UNESCO provided support to policy-makers and curriculum planners in their work and disseminated a manual on policy guidelines to 123 Member States. The Framework is serving as a valuable guide for the planning of STE activities in several countries, including Nigeria in Africa. The manual on policy guidelines for decision-makers and curriculum developers was reviewed and finalized at the Consultation Meeting of STE experts (September 2002). It is an important contribution to the improvement or development of national policies in STE.

A Practical Manual for Developing, Implementing and Assessing Student affairs, Programmes and Services; Handbook on Career Guidance and Counselling, and Technologies de l’information dans les universités francophones d’Afrique del’Ouest were published. Development of the *Studying Abroad* website continued through consultations with field offices including a section on “Highlights from the Regions”.

◆◆*Higher education*

Concerning higher education and development, the follow-up of the World Conference on Higher Education remained a priority to UNESCO and the mobilisation of all its partners (national commissions, international follow-up committee, focal points, IGOs and NGOs) for the Conference’s follow-up was pursued as well as the reflection and debate on key higher education issues. Implementation of the WCHE follow-up strategy was examined and approved by the Bureau of the International WCHE Follow-up Committee and information on follow-up projects, studies and reports was widely disseminated to enrich the debate on the roles and missions of higher education in the twenty-first century. To this effect, the UNESCO Higher Education e-Forum organised two debates (September and October) on management and financing and internationalisation of higher education. UNESCO Dakar

provided assistance to the Government of Burundi to organise a national consultation on reform of higher education (October 2001) and organised subregional and regional training workshops on teaching and learning in higher education (Addis Ababa, Ethiopia, September 2001; Windhoek, Namibia, October 2001).

Reforms, innovation and internationalisation of higher education and increasing national capacities in higher education policy-making were promoted by UNESCO through a series of activities: (i) Meeting of the African Regional Committee for the Follow-up of the World Conference on Higher Education; (ii) meeting of the African Network for Innovation in Higher Education (June, Abuja, Nigeria and (iii) meeting of the Intersectoral Committee on Higher Education (in April). (iv) The preliminary phase of the carryover-funded project on Reinforcement of Centres of Excellence in Africa was also launched. (v) The UNESCO Forum on Higher Education Research and Knowledge was set up, marking a new phase in co-operation between UNESCO and the Swedish Agency for International Co-operation. The UNITWIN/UNESCO Chairs Programme was also strengthened through several evaluation meetings on the UNESCO Chairs.

Under the IIEP's research programme UNESCO launched analysis on progress made assisting Member States in defining their institutional policies. Several local research teams have been created to study institutional restructuring in universities (Asian region), the strengthening of higher education capacity (Kenya, Nigeria, and Zimbabwe), and private sector involvement in higher education in Kenya.

The UNESCO IITE contributed to the reinforcement of national capacities to reform higher education policies through a Seminar for High-Level Experts on "Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa". The seminar which was held in Nairobi, in Kenya (October-November) was preceded and followed by online seminars. A specialised training course on ICTs in distance education was prepared by IITE and adopted to the needs of the region.

UNESCO also initiated a research project on how the new, borderless providers of higher education, such as open and distance universities and e learning can promote wider access and respond to the global demand for higher education. The study, to be concluded at the end of 2003, will provide elements from five regions: Central and Eastern European countries in transition, the Arab States, Asia and the Pacific, Africa and the Caribbean. The initiative was launched in partnership with the Commonwealth of Learning (COL) and the Observatory of Borderless Education and in close collaboration with the UNESCO Cluster offices and field offices.

In the spirit of intersectorality, the Sector of Education in co-operation with the Communication and Information Sector organised a Global Forum on the impact of open courseware on higher education in developing countries. The publications achieved in this context include (i) *Teacher Education Guidelines: Using Open and Distance Learning*; (ii) *Open and Distance Learning: Trends, Strategy and Policy Considerations*; and (iii) *ICT in Teacher Education: A Planning Guide*. The Indira Gandhi National Open University Diploma and Masters Degree Programme organised by IICBA continued in Ethiopia with a further 40 students enrolled. Those enrolled in the programme in Liberia and Madagascar is continuing the course.

The project on Capacity building on human resources at 21 Regional centres and Headquarters of Open University of Tanzania launched in the framework of the memorandum of understanding between UNESCO and the Government signed in 1999 is ongoing. Then project is aimed at assisting the Open University of Tanzania in training regional directors and academic staff in skills for distance education management using modern technologies.

◆◆*Education for Universal Values*

Δ Sub-regional project: Education for Human Rights, Peace and Democracy in Southern Africa: Mozambique, Namibia and Zimbabwe

The project, financed by DANIDA, was launched in September 1997 (total budget: US \$1,725,000) and was terminated, according to the PLANOPS in 2001. It sought to raise awareness of human rights and enhance democratic processes and practices so as to contribute to the development of democratic, non-sexist and non-racial societies in the above countries. Main activities included: development of instructional materials for integrating human rights and democracy into the school curriculum; elaboration of a methodology /strategy for mainstreaming the new materials and teaching practices into existing curricula and on the training of key personnel both at national and at sub-regional levels. A final evaluation carried out by external consultants showed that both Mozambique and Namibia have shown commitment to the project and are working towards mainstreaming EHRD activities into national budgets and this augurs well for sustainability of the project. Following the successful outcomes of this project, the Harare Office undertook a need assessment for a similar project in countries, which had expressed interest, namely Botswana, Malawi, Lesotho, Swaziland and South Africa. In this effect, the Harare Office, as well as Headquarters, are currently involved in fund-raising.

Δ Sub-regional project: Education for Human Rights, Peace and Democracy in Central and Western Africa: Niger, Chad

This project, financed by DANIDA (initial budget: US \$ 1,345,000), started in 1999 and was terminated in August 2002. It aimed at promoting the teaching of peace, human rights and democracy in the school system. Main activities included: elaboration of national strategies of education for peace, human rights and democracy with the view to revising and adapting the curricula of primary and secondary schools; development of appropriate educational material; training of teachers and educational personnel and the renewal of teaching methods. With the assistance of qualified Non Governmental Organisations, local associations and other national institutions, a series of meetings and awareness-raising campaigns were organised to raise awareness among the populations about human rights and democracy related issues. One of the most significant results of this project has been the elaboration and production of an educational Kit containing different educational materials related to culture of peace and human rights education. The Kit which targets teachers of primary and secondary school (original title: “Malette pédagogique pour l’éducation à la culture de la paix et aux droits humains”) is being distributed to the educational authorities of the two countries and will serve as a basis for the further development of locally adapted educational materials.

Δ Education for a culture of peace and human rights

Within the framework of the Ten Years Educational Plan adopted in 1998 by the Government of Mali, a national programme on Education for a culture of peace and human

rights has been developed with the assistance of UNESCO (financed by UNDP and NORAD: US \$ 550,000). The programme's primary objective is to introduce culture of peace and human rights notions into school programmes through the revision of textbooks, teacher training and the elaboration of pedagogical materials. A National plan of action for education for a culture of peace and human rights was adopted following a wide national consultation and a national committee bringing together representatives of the civil society, political and social institutions was established. A Cellule technique " Education et culture de la paix " to follow the implementation of the project at national level has been established within the Institut Pédagogique National. In collaboration with UNESCO, the Cellule technique organised in April 2002, a training seminar involving headmasters, primary and secondary schools teachers as well as local NGOs experts from the three provinces of the North. A group of national experts is currently undertaking a study on the various pedagogical approaches to the teaching of culture of peace and human rights and ways of adapting them to the needs of the present educational system.

Δ Promotion of Good Governance and Democracy

Since 1998, UNESCO has been associated to the elaboration and implementation of the project "Promotion of Good Governance in Liberia". The objective of the project is to make a substantial contribution to various components of good governance in Liberia, most particularly to the promotion and consolidation of the democratic process and human rights. The Division executes this project for Public Economics and Public Administration of the United Nations (UNDESA) and UNESCO is implementing the component part of the project concerning the training of trainers of civil society organisations on the promotion and consolidation of democratic practices, human rights, peace building and education for peace. In this framework, UNESCO conducted a study on the Liberian Perception of Culture of Peace and Human Rights and a number of training workshops on human rights, peace and democracy education for teachers and educational personnel.

Δ Cultural and Linguistic Diversity

The Division for the Promotion of Quality Education contributed actively to the development of language policy in Education in Africa. In December 2002, together with the African Academy for languages, the Section for Education for Universal Values organised a panel in the framework of MINEDAF VIII on multilingualism and language policies. The session consisted of a panel discussion on the teaching of the mother language in order to improve the quality of education in African schools, educational policies to promote local languages, and the roles of UNESCO, the Conference participants and UNESCO's partners going forward in developing and implementing the best pedagogical approaches and methodologies for languages and education in the twenty-first century.

In addition leading African experts on languages and education contributed to the Education sector Position paper on Education in a Multilingual World during an expert group meeting held in September 2002.

◆◆ *Teacher education and status of the teaching profession*

In response to a Decision of the 165th session of the Executive Board, UNESCO took the initiative to expand and improve teacher training in Africa.

Concerning the status of teachers and teacher education in the information society, on the basis of an evidence-based advocacy approach, teacher education is considered to be an international economic and social issue. Therefore, it was included among the G-8 priorities (by the G-8 Genoa Summit 2001), and accepted as a flagship programme by the Inter-Agency Working Group on EFA along the lines jointly proposed by UNESCO, ILO and Education International. It was also the subject of a UIS/OECD joint publication entitled *Teachers for Tomorrow's Schools*, which contributed effectively to creating wide public awareness on the profile and burdens of the teaching profession. A working group was set up to advise on a medium-term report on the world situation concerning tertiary level academic freedom and institutional autonomy, especially as it affects higher education and as an EFA development issue. Its work culminated into the establishment of parameters for the 2002-2003 biennium report.

Ten national case studies on the use of open and distance learning (ODL) in teacher education were undertaken and summaries of the results were published by the Education Sector. For the Africa region, BRENDA undertook ten case studies and four major documents on programmatic ODL and ICT-oriented advice were prepared.

The activities were designed to improve the quality of teaching and increase the number of qualified teachers in order to achieve the EFA goals. Advice was provided in the use of ICTs and distance education. A major activity financed by UNESCO's regular programme carry-over funds was also launched in July 2002 to improve the quality of teacher training institutions in all 46 sub-Saharan African countries. The first result, giving a global picture of the condition of those institutions was presented to MINEDAF VIII conference.

UNESCO strengthened Member States' capacity to improve the quality of teaching and to increase the number of qualified teachers required to achieve the EFA goals by promoting the use of ICTs and distance education; strengthening teacher-training institutions through proactive assessments of main institutions and plans for improvement; dissemination of new policy-oriented indicators; identification of teacher and qualifications-shortages, drop-outs, gender inequities; and raising awareness on the importance and professionalism of the teaching profession.

In this regard, UNESCO's efforts through the IICBA, to promote the improvement of teacher education institutions in a number of Member States in Africa relied on existing degree programmes, combining distance education with short face-to-face courses. For example, over 140 students have been enrolled for postgraduate diploma in distance education and masters degree in distance education in Ethiopia, Liberia and Madagascar in the Indira Gandhi National Open University (IGNOU). In Ethiopia 15 students are enrolled in the Teaching of Mathematics Degree and 120 students are enrolled in the educational management courses offered by the University of South Africa (UNISA). UNESCO also provided support for the École Normale Supérieure in Senegal, for the utilisation of African languages (Pulaar, Wolof and Mandingue) in radio and television programmes. The Teacher Education Discussion Board, which is a member of the Teacher Education Network, has become operational and discussions utilising the Internet have been initiated in Ethiopia. The

World Teachers' Day, 5 October 2002, was the occasion for launching a joint ILO/UNESCO study, a statistical profile of the teaching profession: the need to redress the working conditions which are increasingly repelling teachers out of the profession and suggest fundamental policy shifts that would preclude and reverse the trend. As regards the major carry-over activity in national capacity building for lead teacher-training institutions in sub-Saharan Africa, 38 of 46 Member States had designated focal points by the end of December 2002. Consultant reports on the pro-active assessment of institutions are being analysed. Plans were consolidated with the ILO to jointly adapt its new booklet *Code of Practice on HIV/AIDS and the World of Work* as a teacher-training guide on HIV/AIDS in the education work place.

In order to ensure that issues of concern to teachers' and their working conditions are incorporated into national EFA action plans, the pilot activities within the frame of the ILO/UNESCO/Education International flagship co-operation were launched in the United Republic of Tanzania. Simultaneously, UNESCO and ILO issued a joint publication entitled "A Statistical Profile of the Teaching Profession (in English and French, 73 pp.). Workshops on teaching/learning in higher education in Africa were also held in Brazzaville (Republic of Congo) and Kinshasa (Democratic Republic of Congo). Other publications include the *Open and Distance Learning: Policy and Strategy Considerations Primary Teachers Count: Ensuring Quality Education for All* (UIS No. 1–September 2002).

◆◆ Capacity building for EFA

Through the capacity building programme of the Education Sector, launched at regional level in mid-July 2002 to support EFA, UNESCO contributed actively to increase the capacity of civil society organisations in sub-Saharan Africa. The regional collective consultation of NGOs organised in Malawi (30 September-2 October 2002) was important in preparing the contribution of civil society to the MINEDAF VIII conference, as demonstrated by the document produced on "The challenge of achieving EFA in Africa: Civil society perspectives and positions". The Conference, which brought together African Ministers of Education and African NGOs, provided an opportunity to strengthen dialogue, especially on policy and the future of EFA. A special session was held to this effect during MINEDAF VIII.

UNESCO in collaboration with key civil society partners working in the area of education organised the annual meeting on the theme "Towards Comprehensive Visions and Approaches to Education for All" in Porto Alegre, 19 to 23 January 2003, prior to the third World Social Forum and in conjunction with the locally organised World Education Forum. In the frame of the development of EFA national action plans, 120 NGOs from around the world embarked on the assessment of civil society participation in the education planning processes and made proposals for strengthening partnership with governments and UNESCO. The participants made proposals for the development of major international initiatives such as the United Nations Literacy Decade and the CONFINTEA V Review on Adult Learning and suggestions of new ways to address the issue of quality education in developing countries. With regard to early childhood and family education, at the level of capacity building, UNESCO established a regional network to strengthen family support, reinforced Early Childhood Information Management and Networking and published three issues of *UNESCO Policy Briefs on Early Childhood* and five issues of the *UNESCO Early Childhood and Family Policy* series. Ups to 100 policy-makers from 19 countries including from Africa countries were trained in ministerial co-ordination and integration in early childhood

education. UNESCO and OREALC jointly set up a regional network on parent and family education.

The capacity-building programme for civil society organisations in sub-Saharan Africa was launched in collaboration with the African Network to support EFA at regional level. Campaign on Education for All and the Collective Consultation of NGOs on EFA was organised in Dakar in Senegal (14-15 July 2002). Training workshops were also held in Mozambique and South Africa on the development of applications on lifelong learning for community development. A new EFA Flagship Programme on Education for All and the Rights of Persons with Disabilities: Towards Inclusion was set up and links are being established with other Flagships such as the Literacy, FRESH and Teachers and Quality of Education.

The capacity of Member States in development of policy and programmes to respond in a flexibly manner and effectively to the socio-economic and educational needs of nomadic children through an IIEP/IICBA pilot project in East Africa. The project focused on indigenous communities and girls, and on targeting scarce existing resources more effectively to improve the basic education and income-earning potential of the nomad population.

◆◆*UNESCO's Education and CapacityBuilding Institutes*

Considerable progress has been made in integrating the work of the UNESCO education institutes into the global Education Sector programme. The International Institute for education Planning (IIEP), the International Bureau of Education (IBE), the UNESCO Institute of education (UIE) and the International Institute for capacity Building in Africa (IICBA) and the Institute for Information Technologies in Education (IITE), in collaboration with the other institutes, regional and cluster offices are playing important roles in capacity building for EFA in Africa. The articulation of all programmes, initiatives and actions to the global Education programme will be continued as suggested in the document 32 C/5.

The International Institute of Education Planning (IIEP)'s training programmes, study and research activities contributed to the reinforcement of the management and administration capacities of Member States' education systems. The 39th advanced training session for the first time offered to the 31 participants including 6 from Africa the option of pursuing a master's degree course. Nine intensive training courses (including three distance courses followed by 149 candidates) have been conducted, attracting 222 registrations. A total of 253 people benefited from the IIEP training courses.

In the area of study and research, during the last quarter of the 2000-2001 biennium, the International Institute for Education Planning, IIEP finalised four research programmes, published nine case studies, 14 publications and two Newsletters. Twelve SACMEQ countries completed the main data collection of SACMEQ's second education policy project, including an assessment of the performance levels of students and their teachers in the areas of literacy and mathematics. Up to 50,000 students; 5,000 teachers and 2,500 school principals from 2,500 primary schools across the Southern Africa subregion were involved in the data collection process for this project. National capacities in educational planning and administration were strengthened through operational activities in Algeria, Chad, Guinea, and Mali among others.

The IIEP also contributed to reinforcing capacities in management and administration of education systems in Member States through its training programmes and study and research activities. Thirty-eight full-time participants from 31 different countries completed the 2001-2002 Advanced Training Programme in May 2002. Seven intensive training courses were organised during the period January-June, 2002, attended by some 200 participants. Two forums on policy and seven research seminars were held, attended by over 200 specialists, including 30 high-level decision-makers, Ministry of education officials and journalists specialised in educational issues. In addition, the strengthening of national capacities in educational planning and administration was sustained through operational projects in Cameroon, Côte d'Ivoire, Djibouti, Eritrea, Ethiopia, Kenya, Mauritania, Morocco, Niger, Tunisia, Uganda, United Republic of Tanzania and Zambia.

The International Bureau of Education (IBE) organised the 46th session of the International Conference on Education, on the theme: Education for all for learning to live together: contents and learning strategies –problems and solutions (5 to 8 September 2001). The Conference was attended by participants (600) from 127 countries, including 90 ministers and deputy ministers, nine IGOs, 13 NGOs and three foundations. The final report and a CD-ROM containing all the conference documents, including the national reports have been produced.

The Bureau responded to the needs of Member States in the following fields: capacity-building with regard to the adaptation of educational content, methods and structures at the national, subregional and regional levels; development of a platform/observatory of structures, contents and methods (resource bank, information/documentation, website), and publications. The successful 46th session of the International Conference on Education was an excellent experience for IBE and UNESCO, particularly with regard to the renewal of ways and means of dialogue on education policies. IBE also functions as a clearinghouse in the field of curricula promoting prevention of the HIV/AIDS pandemic.

The UNESCO Institute for Education (UIE), in Africa assisted Western (Benin) and Central African Member States in articulating their literacy and adult learning policies. As part of the first Dakar monitoring report, also prepared a synthesis of contributions received from the Member States and agencies on the implementation of literacy, non-formal education and youth and adult learning components of the Dakar Framework. It also organised a regional seminar in Africa on capacity building for HIV/AIDS prevention from a gender perspective.

With the view to promoting institutional-building and material development, especially using new technologies, the UIE undertook analysis of experiences in Mali, Nigeria, Senegal, South Africa and Uganda on literate environments in selected cultural contexts. The aim is to determine the characteristic features of environment that is conducive to learning. The Institute (UIE) has monitored the multiplication of adult learners' weeks and lifelong learning festivals in different regions and countries. The "Call to Action" adopted by the Sofia Conference as a policy commitment stressed the need for continued progress on the implementation of EFA, CONFINTEA V and lifelong learning policies, but also expressed fear that EFA may be taken to mean education for all except for adults. This was later echoed in the commitment to revitalise adult basic and literacy education for democracy and sustainable development in the SADC region and in African as expressed in the "Pietmaritzburg Declaration" adopted by 180 adult educators and development practitioners from the SADC countries in December 2002.

The Institute for Education (UIE) through research, dissemination, information and advocacy activities promotes a holistic approach to lifelong learning. Research work by the International Institute for Educational Planning (IIEP) contributed to strengthening of the human and institutional capacities in policy formulation, particularly in the field of education planning, by means of studies involving education professionals in the Member States. These studies concerned monitoring the quality of education (creation and improvement of software to be used in research on the quality of education and exploitation of SACMEQ data on the quality of education in southern Africa) and Basic Education for All (drafting of a synoptic report on the problems posed by multiple-grade classes in French-speaking Africa and of a study of the impact of educational policies designed to increase the enrolment of girls in schools, and studies of school management in education systems in the process of decentralisation). IIEP's project on education in emergency situations is following its course with the completion of a work on education during and after emergency situations and the carrying out of eight case studies and five thematic studies (some in collaboration with the Education Sector and with the active collaboration of the Inter-agency Network on Education in Emergencies (INEE)).

Regarding information diffusion on applied research, the capacity for fact-based decision-making in Member States was increased. More than 250,000 documents, including over 10,000 copies of multimedia CD-ROMs and posters (distributed in particular at the World Summit on Sustainable Development, and the Eighth Conference of Ministers of Education of African Member States (MINEDAF VIII), International Literacy Day, and National Commissions, delegations, Ministers of Education, etc.) was achieved. The dissemination of information through the education website was also considerably increased (829,566 page views in December 2002, as compared to 630,232 in June 2002). IIEP disseminated the results and conclusions of its research by publishing 10 studies and two newsletters. It also developed its website providing Member States with information.

The UNESCO International Institute for Capacity-Building in Africa (IICBA) Board met in Arusha (October 2001), at the time of the ADEA Ministerial Conference to review the work done by the Institute over the previous 18 months and approved the work plan and budget for 2002-2003. The Board members suggested innovative ways of funding IICBA's work, for example, requesting countries to pay for IICBA programmes in Education for a Culture of peace through their own and donor funds received.

The Institute is promoting capacity building for educational leadership through the development of a curriculum for educational planners on economics and for economists on human resource development, utilising a combination of distance education and short face-to-face courses.

It has contributed actively towards the strengthening of the capacity of the Member State in the utilisation of affordable and cost-effective information and communication technologies for education. Promoting the use of information and communication technologies for education required increased capacity building activities, hence three workshops on how to make CD-ROM and create website were organised in Jinja (Uganda), Addis Ababa (Ethiopia) and Bamako (Mali) and eleven electronic libraries have been created for Primary Mathematics and Primary Science in English, French, Portuguese and Arabic; and for Secondary Science, School Management in collaboration with the Commonwealth Secretariat and a Library on HIV in English.

The UNESCO Institute for Statistics (UIS) works across all Sectors of UNESCO, and supports all of UNESCO's fields of competence, while at the same time meeting the needs of the Member States and external users and agencies. It is mandated to provide data relating to education, science, technology, culture and communication. It has initiated the development of new statistical concepts, methodologies and standards in response to the identified need for information on educational activities, which take place outside the formal school system. The UIS in co-operating with the Basic Education Division, the Asia-Pacific Cultural Centre for UNESCO (ACCU) of Japan and selected Member States, launched pilot projects to establish management information systems for non-formal education and to field-test concepts, methodologies and software applications for the collection, processing, analysis and dissemination of information on non-formal education. In the African context, pilot projects were launched in the United Republic of Tanzania among others.

The Institute also supports subregional programmes in the Member States including in Africa. Direct technical advisory services are being provided to Nigeria in the ongoing Baseline 2002-education survey and modernisation of the Education Data Bank. The UIS has kept abreast of developments in the PARIS21 (Partnerships in Statistics for the 21st Century) initiative and the Director of the UIS is a member of the steering committee for the World Bank Trust Fund for statistical capacity building.

To strengthen statistical analysis and dissemination of policy-relevant information, in co-operation with USAID, UNICEF and FASAF (Research Network on Family and Schooling in Africa). It prepared and widely distributed the English version of a *Guide to the analysis of education data from demographic censuses and surveys*.

In partnership with USAID/Macro International, UNICEF and the World Bank the UIS promotes the use of better quality education indicators derived from household surveys. The third joint UIS/OECD WEI report has also been prepared on comparative indicators and national policies related to human capital and economic growth, the roles of the public and the private sectors in educational provision.

IV. THE SCIENCES FOR DEVELOPMENT

IV.1. NATURAL SCIENCES

During the last quarter of the 2000-2001 biennium, and as follow-up to the World Conference on Science, UNESCO continued to provide advisory and technical upstream services to Member States for the design and elaboration of national science policies, strategies and plans of action. Co-operative programmes were launched and advisory services provided for the formulation of national Science and Technology policies in Nigeria among others countries in Africa.

UNESCO (Nairobi Cluster Office) supported UNISPAR-related activities in Africa. A report on issues and constraints in University-Industry partnership was published and guidelines for fostering such partnerships were also prepared. And in addition a study on "Facilitating the integration of science and technology in the micro-finance schemes for poverty reduction in Africa" was undertaken. And with the start of the 2002-2003 biennium

the follow-up to the World Conference on Science entered a new six-year phase, a major phase encompassing three biennial periods (2002-2003; 2004-2005; 2006-2007) of continued implementation of the recommendations of the Conference.

During the first half of the biennium, the Organisation focused on the implementation of the follow-up activities outlined in the Science sector's programme and science related areas, and function as a clearing house as demanded of UNESCO by the World Conference on Science, in order to best co-ordinate the actions of partner organisations involved in the follow up.

◆◆ *Capacity Building in Science and Technology*

In the area of capacity building in science and technology, activities have been geared at encouraging networking among research and academic institutions both at regional and international levels, and supporting education and training in basic and engineering sciences as well as in technological applications. These activities have contributed to reinforcing capacities in mathematics, physics, chemistry, biological sciences and biotechnology, engineering and technology. Such competence as teaching skills, development and upgrading of curricula, basic science knowledge and research skills were enhanced and scientific materials and equipment were provided.

In the framework of UNESCO/US State Department co-operation, and in collaboration with the IUPAC Commission on Chemical Education, an international workshop on microscience experiments and didactical materials was organised in Mozambique. And the worldwide UNESCO/IUPAC project development is ongoing in Eritrea, Liberia, Sierra Leone and Sudan in Africa. All new participating countries were encouraged to introduce the new methodology for practical laboratory works in basic sciences into the pilot schools. Two new UNESCO/IUPAC publications on “Advanced Teaching and Learning Packages: Microscience Experiments” and “Advanced Teaching and Learning Packages: Microelectricity Experiments” were published in English, French and Portuguese. These publications are written in such a style as to make their content easily adaptable, and can be incorporated into any science curriculum. In the African context, the Trace Elements project is one of the priorities for the sub-regions and the first subregional conference on the topic was organised in Kenya in March 2002.

Within the framework of the capacity-building in the biological sciences and biotechnology programme, the strengthening of national scientific capacity and infrastructure is one of UNESCO's priorities in Africa, and in this connection, chemicals, reagents and small scale equipment were provided to eight biochemistry laboratories in six countries

Capacity-building in engineering sciences and technological research and their applications to resolve development issues was emphasised following to the World Summit on Sustainable Development. In furthering the implementation of the World Solar Programme 1996-2005, UNESCO continues to advocacy for renewable energy, capacity-building, development of competent human resources, mobilising activities for raising awareness and promoting sustainable use of renewable energies and provision of policy advice. The programme activities were implemented in conjunction with field offices and addressed national and regional needs and priority areas.

Efforts were made particularly towards the development of human resources with the objective to promote sustainable and renewable energies, in order to improve living conditions in rural and remote areas in developing countries, especially for women. Within the Global Renewable Energy Education and Training (GREET) programme, the activities achieved were aimed mainly at the improvement of use, maintenance and management of renewable energy projects and transfer of technological know-how. The national capacities in renewable energy planning was reinforced through training of specialised teams of experts and trainers on the use and maintenance of renewable energy technologies, and equipment, involving the following countries: Benin, Burkina Faso, Cameroon, Guinea, Guinea-Bissau, Mali, Niger, Senegal and Côte d'Ivoire. Support was given for the definition of renewable energy national strategies in the Caribbean region through UNESCO's contribution and active participation to TECNOURE 2002 *Technology for the Rational Use of Energy and Renewable Energy*. The meeting strengthened partnership for rational use of energy and renewable energies among participants, donors, agencies and intergovernmental organisations.

The Intergovernmental Oceanographic Committee, IOC was fully involved in promoting the Oceans and Coasts agenda in the preparatory process leading to the Johannesburg Summit, adding to the effort of a wide coalition of IGOs, NGOs and other partners. The declaration of IOC, adopted at an extraordinary session of its Executive Council in December 2001, was transmitted to the Secretariat of the Summit as one of the official contributions of the United Nations Specialised Agencies to the process, with the view to enriching the discussions prior to Johannesburg. In subscribing to the Declaration of the WSSD, the IOC Member States have adhered to a series of strategic, long-term commitments, that they would strive to achieve during the next ten years, notably, act as a focal point to encourage interactions in marine science and observations across the relevant bodies of the United Nations system as well as other organisations; further develop partnerships in capacity-building in marine science and services at regional and national levels, particularly with developing countries while taking into account the African Process; the development of GOOS as an operational system; promotion of the development and implementation of programmes on Integrated Coastal Area Management; full participation in the necessary assessment of the global ocean environment, and periodic reporting on the state of the oceans; promotion of the use of scientific knowledge for the management of decisions and policy-making and facilitating the access to this knowledge; work to increase public awareness on the importance of the oceans and coasts for sustainable development and the future of humanity.

Action to promote co-operation in research and training in mathematics, physics and chemistry was focused on networking among research institutions both on a regional and international level and training. The UNESCO Offices in Nairobi facilitated the sharing of ideas and research results by providing assistance for staff exchange, the organisation of conferences and seminars, the promotion of networking and the publication of scientific journals. The field offices also facilitated high-level training of researchers in basic science, including a subregional conference on natural product chemistry and the first regional college on condensed matter physics held in August 2001 in Nairobi, Kenya and Cape Coast, Ghana with support from the Nairobi Office.

The UNESCO/IUPAC worldwide project on microscience experiments was continued, providing training and training materials to the Member States, including in Africa. Scientific books, journals and scientific products were donated to Guinea, Gambia, Niger and Chad among others to reinforce library facilities in universities and institutions in these countries.

In the context of the *Special project entitled Biotechnology for Development in Africa* five research fellowships were awarded to young scientists from Benin, Cameroon, the United Republic of Tanzania and Nigeria, and a training course on Biological Nitrogen Fixation organised in collaboration with the African Association for Biological Nitrogen Fixation. Support was also provided to the following UNESCO Chairs: Tropical Medicine (Maputo, Mozambique) and Post Harvest Technology (Kampala, Uganda), as well as for the activities of the Post-Harvest Technology in Bangui, (Gambia) and Biotechnology at the University of the North in Sovenga (South Africa).

The contribution of the Science Sector's Division of Earth Sciences in the area of Science and Technology, and Capacity Building has been through the following activities:

1. IGCP (International Geological Correlation Programme) projects were administered and their international conferences and workshops were held at various places on the continent.
2. Capacity building activities were carried out in the form of various international conferences and workshops (e. g. AAWG [Association of African Women Geoscientists], Medical Geology, etc).

Travel grants were provided for senior geoscientists to participate at various international workshops and conferences.

◆◆The African Process for the Development and Protection of the Coastal and Marine Environment in sub-Saharan Africa

The Process has been successful in developing a technical mechanism. It has defined a set of action-oriented projects to address the major degradation problems affecting the coastal and marine environment of sub-Saharan African countries. The Process has the support of the continental political fora, the African Union, the African Ministerial Conference on Environment (AMCEN) and the New Partnership for African Development (NEPAD) Secretariat. Eleven countries have contributed actively towards its implementation, which was made possible largely through the funding of a GEF Medium-Sized Project (the "African Process MSP"). An integrated Programme of Interventions and a Portfolio of Project Proposals was submitted and approved by a Partnership Conference during the World Summit on Sustainable Development.

Following to (i) the high level of political support garnered by the African Process; (ii) the high technical quality of its outputs, and (iii) the visible synergies that exist between the African Process and the Environment Action Plan of NEPAD, the Ministerial Segment of the NEPAD MSP Steering Group meeting held in Dakar (June, 2002), decided to incorporate the African Process as the Coastal Management sub-theme of NEPAD's Environment Initiative. The Partnership Conference of the African Process held at the level of Heads of State during the WSSD (September 2002) was intended to bring together African States and the donor community with a view to seek and increase support for the development of project proposals for sub-Saharan Africa. The African Process is a model of the dynamic Type II Partnerships that WSSD is seeking to promote and encourage, and has been recognised as such. Moreover, the African Process has been included into Chapter VIII on "Sustainable Development for Africa" of the Draft Plan of Implementation for the WSSD.

As follow-up to the Recommendations of the African Process for Development and Protection of Coastal and Marine Environment, particularly in sub-Saharan Africa, a GOOSAFRICA project identification workshop was organised in Nairobi, Kenya from 19 to 23 November 2001.

About 70 participants from African Member States, the Organisation of African Unity (IGO), Europe, the United States and the United Nations agencies, including UNDP/GEF and UNEP as well as multilateral specialised agencies such as the European Space Agency, and the National Oceanic and Atmospheric Agency attended the workshop. Three working groups were established to prepare project proposals on the top priorities defined by the Member States to boost the development of operational oceanography in the region. The proposals were further discussed at a Partnership Conference held in the context of the World Summit on Sustainable Development WSSD (in Johannesburg, in August-September 2002). Further implementation of the GOOS-AFRICA projects contributed to institutional strengthening in marine sciences in Africa and construction of a Regional Operational Observing Monitoring and Forecasting System for the Development and Protection of Coastal and Marine Environments.

UNESCO has strengthened the World Network of Biosphere Reserves and the AfriMAB network by providing support for awareness raising, the nomination and periodic review processes and cross-border co-operation, notably in Kenya, Malawi, Rwanda, Tanzania, Uganda and Zambia.

In the fourteen SADC countries, UNESCO also provided policy advice and seed money for the preparation of the SIMDAS (Sustainable Integrated Management of Arid and Semi-arid regions of southern Africa) project aimed at providing support for decisions and educational resources for combating desertification and promoting sustainable land and water use. These Member States, led by Botswana, have launched in their countries a major part of the UNESCO science programme that relate to arid and semi-arid regions, using integrated intersectoral innovative approaches.

The People and Plants initiative also launched under the SIMDAS project has promoted sound management of culturally important plant resources, such as wood for carvings and medicinal herbs, mainly in Kenya and Uganda.

◆◆Environmental Sciences

The relevance of biosphere reserves to the World Summit on Sustainable Development was demonstrated through a video at the Virtual Exhibition, the publication and distribution (with the help of the World Tourism Council) of a pillow postcard, the publication in Johannesburg of a special leaflet on “Biosphere reserves: on the ground testing for sustainable development” and by a field trip to the Waterberg Biosphere Reserve in South Africa on 5 and 6 September 2002. The PDF-B Phase of the UNESCO-MAB/GEF-UNEP regional project on the effective management and sustainable use of arid lands in West Africa, based on biosphere reserves in Benin, Burkina Faso, Côte d’Ivoire, Mali and Senegal, was completed in July 2002 and the MAB Secretariat elaborated a document for the full project (2003-2006), which will be examined by the GEF Council in early 2003.

By the end of the 2000-2001 biennium, UNESCO activities under the Mineral Deposit Modelling Programme were oriented towards the strengthening of the earth science

component of the World Summit for Sustainable Development (WSSD). To this effect, a workshop was held in Namibia in August 2002. As co-Chair of the IGOS (Integrated Global Observing System Strategy) partnership, a workshop was held during WSSD in conjunction with the Summit of Policy-Makers on the Role of Global Observing System for Sustainable Development.

In the framework of the new “Space Education Project” (SEP) (2002), UNESCO organised an international essay contest on the theme “Space and Daily Life” in co-operation with the European Space Agency. Students were asked to describe the contribution being made by space technology to the well being of society, especially to its economic, social and cultural development. Students in South Africa, China, United States, Philippines and Tonga wrote the winning essays.

◆◆*Building Capacities in Water Resources Management*

- (i) Provide support for the establishment of regional centres
- (ii) Establishment of the region drought management centre for sub-Saharan Africa

At its 15th session of the Intergovernmental Council of UNESCO’s International Hydrological Programme (IHP) in Paris, in June 2002, it was adopted a resolution for the establishment of a region drought management centre for sub-Saharan Africa. The concept of Integrated Drought Management and need to help move it forward through the establishment of a regional centre was formulated at an international conference in Pretoria, South Africa in September 1999 under the theme “Integrated Drought Management – Lessons for sub-Saharan Africa”. UNESCO supported the entire proposal and requested the production of a promotional brochure summarising the main lessons and details on the conference proposal concerning the regional integrated drought management centre.

This concept is subjected to a feasibility study, the SADC countries have already been informed about the proposal and they have expressed their support for the proposal. UNESCO considers the undertaking of a feasibility study and a regional workshop to be important in defining orientations for the centre. The study should also lead to inform decision-making regarding the Integrated Drought Management centre for the sub-Saharan Africa region and its establishment.

Δ *Centre for Humid Tropics Hydrology in Africa*

UNESCO’s International Hydrological Programme (IHP) has for several years realised the importance of the humid tropics and has organised projects to study various aspects of humid tropical hydrology and water management. Two major co-operative approaches were chosen:

- (i) the launching of the Humid Tropics Programme in Asia, Latin America and Africa. In Africa two groups of the Humid Tropics Programme (HTP) were launched. The first one was set up in West and Central Africa, in Abidjan, Côte d’Ivoire, in 1994, and the second one for the Eastern African region, was set up in Mauritius, in 1997;
- (ii) the setting up of the Regional Centres to represent three geographical entities, notably, Asia, Latin America and Africa.

Against this background the XIII Intergovernmental Council of IHP, held in Paris in 1998, as per Resolution XIII-6, recommended the establishment of a Centre for Humid Tropics Hydrology in Africa. On the basis of the above, the Council mandated the Director-General of UNESCO to initiate in Africa, the creation of a Centre for Humid Tropics Hydrology and Water management.

The Ghana proposal to host the Centre for Humid Tropics Hydrology and Water Management in Africa was submitted to UNESCO through the National Commission for UNESCO's letter UE.198/Vol.6/93 dated 2nd October 2000. This proposal is based on the following considerations:

(i) Ghana attaches great importance to the conservation and proper utilisation of water resources. In this connection, the Government has established the Ghana Water Commission to oversee the efficient management of the country's water resources;

(ii) Presently, Ghana is hosting a Dutch project on African Wetlands for a period of 15 years implemented by the Centre for African Wetlands (CAW), currently hosted by the University of Ghana. By its protocol, CAW is supposed to promote sustainable wetland management and policy development in the West African sub-region. This function could be shared with the proposed Centre for Humid Tropics Hydrology and Water Management in Africa.

Flowing from these considerations, it was strongly advocated that a recommendation proceeded from the Ghana National Commission for UNESCO suggesting that CAW hosts the UNESCO's Centre for Humid Tropics Hydrology in Africa, given the comparable roles both Centres are supposed to play in water resources and wetland management in Africa. It will therefore be superfluous to set up another independent entity of the calibre of CAW to tackle the objectives of the proposed Centre.

Δ Support to Freshwater Vulnerability Assessment

In the area of water, the following activities were undertaken:

(i) Implementation of the project on Assessment of Pollution Status and Vulnerability of Water Supply Aquifers of African.

The project was necessitated by the unprecedented population growths in African cities, which pose great pollution threats to groundwater arising from unplanned expansions, sewage effluent leakage in open sewers, leaking septic tanks, latrines, domestic waste disposal and uncontrolled industrial and commercial activity.

Since most of these cities use groundwater as their main source of potable water, unchecked levels of pollution and consumption of this water poses great public health risks to the urban population in these cities.

(ii) *Urban pollution groundwater aquifers of Africa and Surficial project*

The project was launched to protect the quality of groundwater resources through vulnerability mapping initially in the cities of Abidjan, Bamako, Cotonou, Dakar, Niamey and Ouagadougou. The project activities were financed with funds from the United Nations Development Account, amounting to US \$ 280,000 (at a cost of US \$ 20,000 a year for each country).

Distribution of Early Warning Bulletins on the effect of urban waste pollution on water quality of the urban areas involved in the project from each of the various task forces have already had a clear, albeit local, impact on politicians and water managers in each country.

Based on the findings of the project on *Urban Pollution of Surficial and Groundwater Aquifers of Africa*, the next Phase of the project entitled *Assessment of Pollution Status and Vulnerability of Water Supply Aquifers of African Cities* has been initiated. This is intended to build on the successes of the former in four countries, notably, Ghana, Ethiopia, Kenya and Zambia. And one of the major tasks of this project is the development of suitable methodologies for assessing and monitoring of real and potential contamination of shallow and deeper groundwater aquifers, while building on information gathered in six West African countries.

(iii) Vulnerability of water resources to environmental change in Africa

In the framework of the *Vulnerability of water resources to environmental change in Africa* project, the assessment of the level of vulnerability of water resource in Africa will be carried out in collaboration with UNEP-DEWA, DPDL, ROA, DGEF, and GEMS/Water Programme, in the framework of NEPAD. Selected relevant Africa regional water institutions and scientists whose activities touch on vulnerability of water resource in Africa will carry out the assessment studies. GEMS/Water will assist in the co-ordination and implementation.

The project will also assess the vulnerability of water resources data trends, interrelated causative factors and up to date information in Africa. Other related aspects that could be covered in the project will be the networking of available information on water quality that touches on lakes and pollution of shared river basins.

◆◆**Training activities: Human resources development**

(i) Training course on estimation of groundwater recharge

This training course represents a major step forward in the practical quantification and modelling of groundwater recharge in African arid and semi-arid regions. Its objectives are the following:

- to show the participants a number of methods of estimating groundwater recharge
- to investigate new water balance approaches for estimating recharge
- to provide more insight into the advantages and limitations of the various techniques and practical solution for water resources evaluations and management
- to illustrate the application of different techniques by way of typical case studies.

(ii) Training course on the use of GIS (Map-info, Atlas GIS or Arcview)

Geographical Information Systems are today widely used for the display of all types of information on geographical platforms. Population distribution, water transmission-distribution networks, climatological/hydrological/hydrogeological observation networks and observations, water quality are but a few of a multitude of data bases that are of direct interest to the hydrologist, geologist/hydrogeologist, and the water engineer. All these data may be manipulated and displayed on computerised systems.

Such computerised systems, over and above simple analytical works made possible through certain functionalities in-built within the GIS, and provides an excellent tool that facilitates data exchange.

◆◆Community based integrated water project for sustainable development and poverty reduction

The project's aim is to raise the standard of living of Africans through the establishment of rural centres for training, production, research and development in sustainable agriculture. Particular attention will be paid to the socio-economic development of rural communities by:

- (i) Placing emphasis on the efficient use of water
- (ii) Placing emphasis on the use of local resources as well as traditional and modern methods
- (iii) Rational and efficient management of these resources and
- (iv) Stimulating the spirit of initiative, creativity and responsibility and stressing the need for collective action in the creation of community wealth

The main goal is to offer a range of technical and socio-economic training programmes run by entrepreneurs within a special framework. This framework could be based on a three-layered structure (1- scientific/technical knowledge, 2- practical skill, and 3- culture - viable human values). The prime objective of this training is to inculcate into African youth relevant knowledge and behaviour patterns (the will to change for a better life and the skills to make it happen), indispensable for a sustainable socio-economic development. They are trained to be able to create and manage viable enterprises of their own in agriculture, food processing, marketing, and small-scale industries, and community development through water supply and use.

◆◆Management of Shared Major Water Resources: Support to regional and global policy processes⁹

(i) Implementation of the project on Management of Transboundary Risk in Internationally Shared Aquifer Systems - An action-oriented approach to collaboration on multi-sector cross-border natural resources conservation and management.

Management of shared international aquifers in Africa is emerging as a priority area that incorporates a wide scope of objectives with possibilities for integration and potential environmental and development synergies that range from more long-term objectives of enhanced water security, effective land conservation and protection of biodiversity in dryland and humid zone ecosystems in drought prone and arid zones underlain by the shared aquifers, to immediate urgencies to preclude international competition and conflict to secure sustainable water supplies for several fast-growing coastal and inland megacities (such as Abidjan and Djibouti) that rely on shared aquifers.

The approach was recently used to formulate a sub-regional project, being proposed as a GEF medium sized project, on managing hydrogeological and related natural resources risk in the shared Iullemeden Aquifer System. The project, a priority pilot activity under the

⁹ such as AMCOW, NEPAD/Water, and UN/Water - Africa

African ISARM Programme, was developed by the Iullemeden countries, Mali, Niger and Nigeria, together with UNESCO-ISARM and several other international and regional project partners, including FAO, IAEA, IW-LEARN, UN-ECE, ETH-Zurich and OSS. UNESCO-ISARM and the local and external partners.

(ii) Support to regional and global policy processes such as AMCOW, NEPAD/Water, UN Millennium Development Goals, UN/Water– Africa (formerly the Inter-Agency Working Group for Water in Africa/IGWA):

(a) *Strategies and capacities to accelerate the implementation of WSSD outcomes with respect to water.*

Provide implementation support to the priorities for action, particularly regional policy dialogue on freshwater, adopted by the African Ministerial conference on Water which was established through the catalytic support of UNEP and UNESCO as well as other partners. The priorities for action were reaffirmed at the recent WSSD and at which the EU Water Initiative for Africa was also launched. The WSSD implementation plan calls for the achievement of specific Millennium Development Goals and targets in the field of water. The achievement of these studies and goals will require that UN Agencies, such as UNEP and UNESCO can extend support to and promote Ministerial level dialogue/consultations on the water crisis in the region.

(b) *Portfolio of implementation of actions in support of the outcomes of the WSSD.*

Support to the convening of the PAN African/NEPAD implementation and partnership conference on water. This will take place at the UN Conference Facility in Addis Abba, Ethiopia, 9-14 December 2003. The Netherlands, African Development Bank, UNEP, UNESCO will sponsor it, and UN Agencies with major water programmes in Africa and others. The themes of the conference will revolve around the Johannesburg Declaration on Sustainable Development; Plan of Implementation of the WSSD, Type II Commitments made at the WSSD by interested parties.

The activities to be carried out include the following:
(I.e. Preparatory Process leading to the Conference itself. The period will cover April - December 2003):

- Preparation of the draft conference programme;
- Preparation of document on key policy issues to be considered by the conference;
- Preparation of a document entitled, “Portfolio of Implementation Actions”;
- Preparation of working documents for the consideration of five sub-regional preparatory meetings;
- Preparation of newsletters and other promotional materials to raise the profile of the conference and broaden support for it;
- Support to participants (Ministers and their advisors) in the conference itself;
- Secretariat support to the preparatory process

(c) Support to the activities of the UN Water – Africa

The specific goals of the UN Water – Africa are as follows:

- To perform the role of UN water for Africa and to translate into regional actions the terms of reference of the former ACC Sub-Committee on Water recently renamed as the UN Water;
- To provide a basis, as envisaged in the UN General Assembly resolution on the New Partnership for Africa's Development, for UN System-wide support to NEPAD/Water;
- To provide full support, including technical and advisory to the African Ministerial Conference on Water and to respond to specific requests of its Steering Committee i.e. AMCOW's';
- To facilitate, promote and co-ordinate UN System-wide contribution, in Africa, to the regional follow-up to the water-related outcomes of the WSSD, including in the context of the Millennium Development goals, the Johannesburg Implementation Plan, the Millennium Task Force on Water and Sanitation, the UN Secretary-General's Initiative (WEHAB) and relevant partnership initiatives;
- To undertake consensus building on Africa's response to the outcomes of the WSSD including the convening of special conferences such as the proposed Pan African Implementation Conference;
- To undertake regular assessment of the regional water situation in Africa with a view to producing regular African Water Development reports;
- To foster close collaboration between the UN System in Africa and key regional institutions, expert groups, water networks and water research centres;
- To act as a UN System-wide clearinghouse on the major projects/programmes/activities relating to water issues in Africa.

(d) Support to African Water Task Force and African Water Facility

The Task Force has its origins in the preparation for the African Water Vision during the preparation process for the Second World Water Forum. The members include UN agencies active in Africa, including UNEP, WMO and UNESCO as well as major African sub-regional and regional institutions. The African Water Task Force has developed a programme of activities, which will take place in the water dome at the World Summit;

The Task Force, in many respects, is expected to serve as a resource for technical support and advisory services on water issues for a number of existing institutions. It is also expected to extend similar support to the newly established African Ministerial Conference on Water. The Task Force facilitated Africa's preparations for the Third World Water Forum.

One of the most important outcomes of the Accra Conference was the proposal to establish an African Water Facility, which can be utilised to finance priority water programmes/projects in the region. The Facility, once operational, is expected to extend financial assistance and other forms of support to capacity building initiatives, water infrastructure, integrated river basin management, data collection, water programme development etc.

◆◆Hydrological Processes and Management of Water Resources in a Vulnerable Environment

(i) FRIEND projects

The FRIEND (Flow Regimes from International Experimental and Network Data) research programme is an international collaborative study in regional hydrology. Its primary aim is to develop, through a mutual exchange of data, knowledge and techniques, a better understanding of hydrological variability and similarity across time and space. This will advance knowledge of hydrological processes and flow regimes and improve practical design methods and techniques for analysing scenarios for environmental change. Capacity building, especially in developing countries, is an important part of the project.

FRIEND research is conducted at a regional level and is not confined by national boundaries. This has been achieved by developing international hydrological data bases of time series and spatial data and by establishing international project groups which exchange models and techniques and apply a common approach to the analysis of data over different hydrological regions.

Research within African FRIEND projects, namely Southern Africa, West and Central Africa and Nile FRIEND, has been boosted by the location of the fourth international FRIEND Conference in Cape Town, South Africa from 18-22 March, 2002. This has encouraged an unprecedented number of African hydrologists to submit extended abstracts to the conference. Other recent developments include the dissemination of a spatial data CD-ROM to all hydrological agencies in South Africa. This will be supported by future training courses on Geographical Information Systems. Progress within Nile FRIEND has in the past been hampered by problems over data sharing and a lack of funding. These have now largely been resolved, and major funding for the next three years, agreed by the Belgian Government of Flanders, should give new impetus to the project and enable progress to be made.

◆◆Nile FRIEND

This project, launched in 1996, is important for encouraging communication, co-operation. And data exchange between the nine countries of the Nile Basin namely Burundi, Egypt, Tanzania, Ethiopia, Uganda, Kenya, Rwanda, Sudan, and Democratic Republic of Congo. It is hoped that co-operation agreements, developed as a result of FRIEND, will lead to long term improvements in the management of this major river basin. The Steering Committee last met in Cairo in August 2000. New funding of \$900,00 from the Belgian Government of Flanders should enable real progress to be made towards the key priorities of creating a regional database and developing training and capacity building in the region.

△ Southern Africa FRIEND

This project, initiated in 1991 involves the active participation of twelve countries in the Southern African Development Community (SADC), including Tanzania, Malawi, Zambia, Zimbabwe, Mozambique, Botswana, Lesotho, Swaziland, Namibia, South Africa, Angola and Mauritius. Now in its second phase, the project is focusing on water resource issues such as drought assessment and climate variability, regional water resources and river flow modelling and Lake Water-balance studies. Recent activities include the dissemination of a spatial data CD-ROM to all

hydrological agencies, a low flow training course organised by CEH Wallingford in Malawi, and organisation of the FRIEND conference in Cape Town.

Δ West and Central African FRIEND (AOC)

This project launched in Abidjan, Côte d'Ivoire in 1994 involves fifteen countries in West and Central Africa, including Benin, Burkina-Faso, Cameroon, Central Africa, Chad, Ghana, Guinea, Côte-d'Ivoire, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo. Now in its second phase, research is now focusing on the variability of water resources, modelling of hydrological processes, low flows and sediment transport. A key achievement has been the establishment of the regional database (BADOIE), currently located at the regional co-ordination centre at AGRHYMET in Niamey, Niger.

There are plans to make it available on the Internet by the end of 2001. The Steering Committee last met in Niamey, Niger in June 2000.

Further information is available on <http://www.cig.ensmp.fr/~hhgg/aoc/friendaoc.htm>

There is also the potential for FRIEND to develop close links with a new global initiative launched in November 1999, entitled Hydrology for Environment, Life and Policy (HELP), which aims to provide the scientific basis for improved land and water management through a global network of experimental basins. Scope also exists for closer links between FRIEND and the Global Water Partnership, which FRIEND formally joined in October 2000.

IV.2 SOCIAL AND HUMAN SCIENCES

The implementation of projects under the crosscutting themes on poverty reduction (for which SHS has been designated as UNESCO's lead Sector) and on information and communication technologies (for which CI has been designated as lead sector) is an illustration of the value-added (additional advantages) of intersectoral projects. However, the tentative conclusion of SHS based on its assessment of the poverty reduction projects during the first quarter of the present biennium is that future activities in this domain will have to continue to be rigorously defined from both a conceptual and analytical points of view as well as in terms of expected results. This is important in order to specify more clearly what comparative advantage UNESCO can bring to a field that is already saturated with actors who have far greater resources and leverage.

Within the framework of the Sector programmes UNESCO undertook the development of strategies in a number of domains that are central to its mandate and essential for result-oriented actions on poverty eradication and human rights; women and gender, dissemination of results of case studies; and extrabudgetary funding. A regional strategy for Africa was developed as for the other regions. The regional strategies are part of the Organisation's global strategy, they are aimed at ensuring a clearer articulation of the challenges and priorities in each region and to enabling UNESCO to better specify the role of the Social and Human Sciences in each region, taking into account the size of its staff and particularity of each continent. UNESCO (SHS) in partnership with the International Council for Philosophy and Human Sciences (ICPHS) and within the framework of the interdisciplinary programme "Pathways" ("Chemins") organised two interdisciplinary symposia on "Horizons of Memory" (3-5 September 2002, Rio de Janeiro, Brazil) and the "Encounter of Rationalities" (19-21 September 2002) in Porto Novo in Benin.

The UNESCO Regional Consultation Towards a UNESCO African Strategy for the Social and Human Sciences (Nairobi, Kenya), organised in cooperation with the University of Nairobi, brought together 50 academics, regional and national policy-makers and NGO's in Nairobi from 26 to 29 August 2002.

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

- (i) Regional integration
- (ii) Human rights, democracy and governance
- (iii) Eradication of poverty and a human rights approach
- (iv) Promoting women's advancement and gender equality
- (v) Underlying causes of wars and conflicts
- (vi) Overcoming the HIV/AIDS pandemic
- (vii) Science and technology in development

Results of the consultation have been taken into account in preparing the regional strategy for the social and human sciences in Sub-Saharan Africa.

◆◆*Philosophy, Social and Human Science*

The UNESCO Division of Foresight, Philosophy and Human Sciences in partnership with the International Council of Philosophy (ICPHS), in the framework of the interdisciplinary programme "Pathways", two interdisciplinary symposia were organised on "Horizons of Memory" (3-5 September 2002, Rio de Janeiro, Brazil) and the "Encounter of Rationalities" (19-21 September, Porto Novo, Benin)¹⁰

The role of African culture and philosophy is crucial as a basis for encouraging African creativity, as well as innovative and creative solutions to problems faced on the continent. The Regional Consultation meeting of UNESCO on elaborating a Social and Human Sciences Strategy (Nairobi, Kenya, August 2003) recommended that a programme in support of African philosophical thought and indigenous approaches to knowledge be developed, and that philosophy teaching at high school and higher education levels should be renovated to reflect current African realities. Specialists from a number of African countries participated in the first annual celebration of Philosophy Day held at UNESCO headquarters in November 2002, and universities in two African countries (the University of Nairobi and the Catholic University of Central Africa in Cameroon) organized scientific debates at universities on this occasion with some support from the UNESCO Dakar Office.

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

¹⁰ Reference: SHS/FPH

The International Council of Philosophy and Human Sciences (ICPHS) held its biennial General Assembly in September 2002 in Porto Novo, Benin. A new member, the International Union of History and Philosophy of Sciences was registered and the implementation of the current Medium-Term Strategy Framework was launched. A agreement was signed between the council and UNESCO, to promote international and interdisciplinary co-operation, support member organisations in preparation and updating of various scholarly sources, specialised meetings, especially in developing countries or those undergoing transition and to develop stronger intellectual ties with UNESCO through the Pathways programme and the World Philosophy Day.

◆◆ *Combating Racism, Xenophobia and Exclusion*

A working group was organised with the UNESCO MOST regional network Ethnonet Africa in Libreville, Gabon in August 2002 to prepare a working document for the Durban World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, which was circulated at the NGO forum by Ethnonet Africa.

As follow up to the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance and in order to respond to the specific recommendations it addressed to UNESCO, a regional consultation for Africa was organised in Dakar in February 2003 by the Senegalese National Commission for UNESCO in cooperation with UNESCO's Division of Human Rights and Struggle against Discrimination and the Regional Unit for Social and Human Sciences (UNESCO Dakar) on the theme "Facing Racism, Discrimination and Xenophobia in Africa: Visions and Strategies for an Effective Follow-up to the Durban World Conference". This meeting, which gathered together African experts, stressed the need to tackle internal forms of discrimination inherited from the past, new forms of discrimination threatening African nations, such as xenophobia and stigmatisation against carriers of the HIV/AIDS virus. The participants also discussed the role of Africa (States, intellectuals, civil society) in the mobilisation against racism and exclusion affecting the populations of African descent in the rest of the world. They defined priorities to be taken into account in the development of the new UNESCO's strategy against racism and made special recommendations to reinforce the networks of solidarity, exchanges of information and experiences with the African Diaspora.

A series of studies are being undertaken on challenges for citizenship: inclusionary and exclusionary factors by African scholars from seven countries (Cameroon, Burundi, Democratic Republic of Congo, Ghana, Ivory Coast, Kenya) which are coordinated by Professor Paul Nkwiri, head of Ethnonet Africa and Executive Secretary of the African Population Advisory Council. It is planned to publish the studies and continue the debate on this key issue for Africa during the next biennium.

◆◆ **Social Transformations and development**

During the last quarter of the last biennium and first-half of the present biennium, progress was made in several areas of the MOST programme, including action in the domain of *International Migration and Multiculturalism*, where activities aimed at increasing awareness on the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families. Actions were pursued in Africa towards the development of new networks for inter-agency co-operation in this area.

One on-going UNESCO social sciences project in its Management of Social Transformations programme conducted by the Division of Social Sciences Research and Policy concerns research and awareness building in various African countries related to the Global Campaign for Ratification

of the UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. A network of specialists in Africa on Intra-African Migration is being launched to promote comparative studies of trans-border migration flows and their social implications. The national policies relating to the integration of migrants and regulation of the flows, as well as their impact on society and migrants' rights will be documented and analysed.

A number of African countries will be selected and their respective national team, composed by academics, lawyers, governmental officials at national and local level, parliamentarians, NGOs and associations, will prepare a "national report" on migrants rights. The first studies have been launched in Burkina Faso and Senegal. The project will continue in the next biennium.

A Regional Symposium on the Social Sciences and the Struggle against Poverty in West and Central Africa was organized by the Regional Unit for Social and Human Sciences in Africa, UNESCO Dakar Office in cooperation with the Ministry of Scientific and Technical Research of Cameroon and under the auspices of the Conference of Ministers in Charge of Research-Development in West and Central Africa in Yaounde, Cameroon, Yaounde from 19 to 22 June 2001. The symposium was organized in the framework of the UNESCO's programme for the Management of Social Transformations (MOST). The symposium discussed the following topics:

- (i) poverty in Africa: sectoral experiences and indigenous strategies to struggle against poverty;
- (ii) the impact of development projects in combating poverty;
- (iii) challenges of globalization: what solutions can be used to solve problems of poverty in Africa;
- (iv) use of scientific knowledge in the struggle against poverty.

An article on the symposium entitled "Mobilizing Africa's Social Scientists" was published in the special issue of UNESCO *Sources* (no. 137, September 2001) prepared for the 31st UNESCO General Conference. The studies and results of the conference have been published in Cameroon as a book in co-edition with UNESCO entitled "*Social Sciences and Poverty: An African Vision*".

◆◆ UNESCO Social and Human Sciences Chairs

The Regional Unit for Social and Human Sciences, UNESCO Dakar Office, provided technical inputs in order to finalise the elaboration of the proposed doctoral level multi-disciplinary research and teaching programme of the Chair it is hoped will be shortly approved by UNESCO Headquarters on Social Development and Democracy at the University of Omar Bongo in Gabon.

Support is being provided by the Regional Unit for Social and Human Sciences in Africa and the Higher Education Section at the UNESCO Dakar Office for the creation of a Chair on Gender, Women, Society and Development at the University of Conakry in close cooperation with the Ministry of Social Affairs, Women's Advancement and the Protection of Children. A preparatory technical advisory mission to Conakry was undertaken from 8 to 11 April 2003. A national workshop with professors, lecturers from the different university departments, some policy-makers and NGO's was organised from 2 to 6 June 2003 to elaborate the programme for the new Chair. The UNESCO Regional Adviser for Social and Human Sciences, Dakar Office, participated in this workshop together with Professor Fatou, Sow, Sociologist at the *Institut Fondamental de l'Afrique Noire, Université de Cheikh Anta*

Diop. The Chair will be both national and likewise have a regional dimension. It is planned to establish twinning arrangements in the first instance with the *Centre de la Recherche sur les Femmes* at University of Laval in Canada, with *Université Paris VII*, and with *Université Toulouse Mireille*.

One of the first activities planned by the “*Chaire Genre, Femmes, Société, Développement*” at the University of Conakry is to be a training workshop (November 2003) for teaching staff who will be giving courses and leading the research programme. A research and documentation centre will be established.

◆◆*Urban Development and Social Cohesion*

The results of research undertaken by ENDA Tiers Monde ECOPOP in cooperation with the Regional Unit for Social and Human Sciences in Africa, UNESCO Dakar Office were published in 2002 as the book “*Organisations communautaires et associations de quartier en milieu urbain ouest-africain*”. The book covers the emergence and role of urban social movements in eight African countries: Benin, Burkina Faso, Ivory Coast, Mali, Mauritania, Niger, Nigeria, and Senegal. The UNESCO MOST Cities programme at headquarters jointly with the Regional Unit for Social and Human Sciences in Africa, UNESCO Dakar Office implemented in cooperation with ENDA Tiers Monde ECOPOP a pilot project of support for sustainable urban development in Yeumbeul and Malika in Senegal. Action research was undertaken and support provided to improve the urban environment, sanitation and community organizing skills. Some of the experiences and learning results from this project are presented in the MOST Policy Papers Series No. 8 entitled: “Policies to Fight Urban Poverty: A General Framework for Action”.

In the framework of the comparative MOST research project in Africa, Latin America and the Caribbean, and Europe, concerning cities, environment and gender relations, funds were provided by the UNESCO Dakar Office for the preparation of a video by ENDA Prospectives on the experiences of Burkina Faso and Senegal.

A contract was concluded with “*l’Agence Interdisciplinaire de Recherches Sociales et Culturelles*” in Cameroon for preparation of a series of studies in Benin, Burkina Faso, Cameroon, Mali and Togo on the theme “Humanising Cities in Africa: the Process of Urbanisation and Social, Cultural and Economic Links between Urban and Rural Areas”. This activity is being undertaken by the UNESCO Regional Unit for Social and Human Sciences Unit in Africa and the MOST Cities Programme at UNESCO headquarters as a follow up to the recommendations of the Conference of Ministers for Research-Development in West and Central Africa which requested that a comparative research project on “cities and survival” be launched.

Other activities to increase participation and democratic governance have concentrated on the feasibility study of the POVNET project “Cities and Survival in Africa” undertaken by UNESCO Office in Dakar (Senegal) and a workshop on a related topic were organised for representatives from Cameroon, Benin, Burkina Faso and Mali. The workshop focused on the role of social and family links in peri-urban areas and rural communities in promoting social cohesion and solidarity. Two new publications have been co-published by the MOST network entitled “City Words” in co-operation with *La Maison des Sciences de l’Homme de Paris* and “Cities, Environment and Women”. Seven other publications were issued in co-operation with the network

◆◆Ethno-Net Africa

The Ethno-Net Africa network suffers from communication problems among its members and limited access to information sources. To improve the situation, the network is serving as a pilot project for the testing of an intelligent selection software developed by the “Laboratoire d’Informatique pour la Mécanique et les Sciences de l’Ingénieur” (LIMSI/CNRS). Online news agencies, newspapers, and other Internet sources, such as the observatories of Amnesty International and Human Rights Watch, will be permanently scanned for articles and information related to ethnic conflicts and ethnic relations in Africa to be automatically sent to several Ethno-Net national monitoring units, via the Ethno-Net Secretariat based in Yaoundé (Cameroon). In this perspective, SHS (MOST Programme) the Communication and Information Sector and LIMSI/CNRS in co-operation with the Ethno-Net secretariat pursued joint actions during the second half of 2001. A training workshop on the use of the software was organised for several members of the Ethno-Net network, including in March 2002 in Yaoundé in Cameroon.

Following to the consultation meeting of Directors and chiefs of field offices in Africa, also attended by representatives from the Secretariat (Addis Ababa, 8-12 December 2001 and within the general framework of the UNESCO strategy (2002-2007: Medium-Term plan, the SHS alongside the other sectors launched the development of a regional strategy for Africa. During the second half of 2002, regional consultations were successfully organised, attended by representatives of all the major components of society-policy-makers, academics, researchers, “think-tanks” groups, networks and professional associations, relevant governmental and non-governmental organisations; National Commissions for UNESCO and civil society, as indicated in the final report of the consultations for Africa held in Nairobi in Kenya (25-31 August 2002).

The meeting contributed to increasing local participation in developing UNESCO’s strategy to promote intercultural and interdisciplinary reflection on contemporary societies, knowledge and values, particularly within and among LDCs in Africa. The regional strategy of the Social and Human Sciences is target-focused: women and gender equality, HIV/AIDS, poverty eradication, foreign debt, governance and wars and conflicts.

UNESCO expects to beef up the presence of SHS in the field, in Africa, within the limits of the resources available. Future programme delivery will be made on the basis of the regional strategic framework, which is coherent with the UNESCO’s global strategy for Africa.

◆◆Co-operation with African Regional Social Sciences and Social Development Organisations

A contract was concluded with the Centre Amadou Hampate Ba in Mali as a contribution to preparations for the *First African Social Forum*. Several papers were prepared and funds were also used to initiate a Mali national reflection forum on alternatives to neo-liberal policies. The debates at the Forum, which took place in Mali from 4 to 9 January 2002, helped to prepare the African position and input to the World Social Forum in Porto Alegre, Brazil.

As part of its programme of cooperation and networking with regional social and human sciences organizations, the Regional Unit for Social and Human Sciences in Africa, UNESCO Dakar Office, provided support to the Pan African Anthropology Association for the organization of its 11th Congress on the theme “What Development for Africa in the 21st Century?” which was organized in cooperation with the Department of Sociology, University of Omar Bongo in Libreville, Gabon in August 2001. Support was also provided to sponsor four African scholars to the 13th Conference of the African Political Science Association organized in Libreville during the same period.

VI. TWINING CULTURE AND DEVELOPMENT

In the first-half of the 2002-2003 biennium UNESCO's activities in the context of Sector of Culture programmes were concentrated among others on the production and wide dissemination of information on the Universal Declaration on Cultural Diversity and the associated Action Plan, in particular the promotion of the Declaration at the World Summit on Sustainable Development in Johannesburg, specifically in regard to cultural policies for development; a *Workshop on African Heritage and Sustainable Development as Contribution to the "World Summit on Sustainable Development"* was held: from 19 to 23 August 2002 representatives from more than 30 countries from the African region, the Advisory Bodies and the UNESCO-World Heritage Centre met near Johannesburg, in order to discuss issues linking World Heritage with sustainable development, such as policies and legislation and their linkage to development, partnerships and networking, involvement and participation of local communities, interpretation of indigenous knowledge systems as well as capacity-building and fundraising. The meeting, which was an official "side event" to the "World Summit on Sustainable Development" (WSSD, Johannesburg, 26 August–4 September 2002), adopted the "Johannesburg Declaration on World Heritage in Africa and Sustainable Development" and was submitted to the Summit for approval.

In the area of capacity building, UNESCO provided support to the in the Member States in their formulation and evaluation of national cultural policies. Financial contribution, technical assistance and advisory services were provided to the Central African Republic and Eritrea. A model "cultural system profile" was prepared and tested in several countries including Mali, in Africa. And in the framework of the follow-up to the international conference on the training of cultural managers (UNESCO, November 2000) regional surveys were launched for mapping the training possibilities and specific training needs and the professional profiles required in this area.

Capacity-building for integration of culture and development and for helping to make the African Itinerant College for Culture and Development (AICCD) a self-sustaining institution. In this regard an International Conference on the Cultural Approach to Development in Africa was organised in Dakar, in December 2001. Representatives also attended the Conference from the donor community. It led to the creation by the College of subregional research and training networks on various aspects of the culture/development interface.

◆◆ *Convention concerning the Protection of the World Cultural and Natural Heritage (the World Heritage Convention)*

The Drafting Group of the Convention for the Protection of the World Cultural and Natural Heritage met in October 2001 at UNESCO Headquarters to revise the Operational Guidelines. The 13th General Assembly of States Parties was also held at Headquarters, during the 31st General Conference. Thirty-one new sites were registered on the World Heritage List, bringing the total to 721 properties of "outstanding universal value" in 124 countries. For the first time, sites in Botswana were included on the List. On the basis of the information received, reports on the state of conservation of 107 World Heritage sites (world-wide) were examined by the Committee, who adopted a World Heritage Global Training Strategy, jointly drafted by ICCROM, ICOMOS and IUCN.

For the purposes of training and sensitisation, the World Heritage Education website was finalised and *World Heritage in Young Hands* (Educational Resource Kit for Teachers) was made available online in English and French. Eight editions of the electronic newsletter WHNEWS, two editions of the *World Heritage Newsletter* and three editions of the *World Heritage Review* were published.

On the occasion of the celebration of the thirtieth anniversary of the World Heritage Convention, the international Congress entitled World Heritage 2002: Shared Legacy, Common Responsibility was held in Venice from 14 to 16 November 2002, attended by more than 600 participants. The participants stressed the need for UNESCO to strengthen its role in conserving our world heritage in partnership with the States Party to the World Heritage Convention, civil society and the private sector. New partnerships created at the Venice Congress included a UNESCO-United Nations Foundation-Conservation International (CI) agreement for long-term biodiversity conservation and a pledge from Flora and Fauna International to co-operate with UNESCO, UNF and other interested partners to build a rapid response mechanism in order to minimise the threats to world heritage natural sites. Co-operation agreements were also signed with Belgium and Spain in November 2002.

Regarding the promotion and protection of creativity, the booklet *Cultural Heritage, Creativity and Education for All in Africa* was published. The proceedings of the regional meetings on arts education in Africa (South Africa, June 2001) have been posted on the Internet. It was noted at the regional meetings that educational partners (ministries, teaching staff, the UNESCO Education Sector and other United Nations agencies) are becoming more aware of the intrinsic value of children's emotional development and creative abilities. The challenge for UNESCO is to take into account the experts' recommendations for the reform of teaching, in the framework of the Education for All programmes and the follow-up to the Dakar Conference.

UNESCO provided support to university Chairs specialised in the teaching of copyright and neighbouring rights for the purchase of textbooks, teacher training and for improving the pedagogical capacities of six UNESCO Chairs. Three new UNESCO Chairs, including in Cameroon, Senegal in Africa were created.

At present the World Heritage List includes 754 properties (582 cultural, 149 natural and 23 mixed). 60 World Heritage properties are in Africa (28 cultural, 30 natural and 2 mixed) and are located in 24 States Parties in Africa. Two additional African countries, Eritrea and Liberia, have recently joined the World Heritage Convention and two African countries, Botswana and Gambia, have had, for the first time, properties inscribed on the World Heritage List.

The total number of properties on the List of World Heritage in Danger is 35 (18 cultural and 17 natural). 14 of these properties are located in Africa (2 cultural and 12 natural). At its 25th session (Helsinki 2001) the World Committee examined the Periodic Report for Africa. 18 African States Parties (with 40 World Heritage properties) participated in the Periodic Reporting exercise. The Report and an Action Plan were approved by the Committee at its 26th session (Budapest 2002) and the Report has now been published as a World Heritage Report (Number 3).

One of the keys on-going initiatives concerning World Heritage in Africa is the Africa 2009 programme. Africa 2009 is a joint programme of African Cultural Heritage Institutions, ICCROM, the UNESCO World Heritage Centre, and CRATerre-EAG,

which focuses on an integrated approach to training capacity building of African institution and networking for cultural heritage professionals in sub-Saharan Africa

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A supplement to the UNESCO international manual on *Copyright and Neighbouring Rights*, published in Spanish, French and English, represent a remarkable contribution to the programme of teaching, legal assistance, support for collective administration and increased public awareness. The *Guide* is helping to strengthen or improve the collective administration of authors' rights in developing countries and countries in transition. UNESCO also held a training workshop on copyright and neighbouring rights as part of the festival of African music (FESPAM) in Brazzaville, Republic of Congo. During the biennium 2000-2001, the electronic version of the *Copyright Bulletin* Nos. 2, 3 and 4 have were published in English, Spanish and French.

◆◆ *Cultural diversity and intercultural dialogue*

The safeguarding of cultural diversity and encouraging dialogue among cultures and Civilisations, constitute strategic objective 8 of the Medium-Term Strategy, it is central to the Sector's activities. The Universal Declaration on Cultural Diversity stresses the cultural challenges posed by globalisation and the need for Member States to give positive support to the principle of diversity. This was expressed in resolution A/RES/57/249 adopted by the United Nations General Assembly, which affirmed that the safeguarding of cultural diversity was closely linked to the broader framework of dialogue among civilisations and cultures and proclaimed 21 May "World Day for Cultural Diversity for Dialogue and Development". The main lines of action of the culture programme is discussed in a series of important meetings including the Joint UNESCO-UNEP round table on "Cultural diversity and biodiversity for sustainable development", held during the Johannesburg Summit (September 2002).

To promote the link between culture and development, a round table on "Cultural diversity and biodiversity for sustainable development" chaired by the President of the French Republic was organised during the Johannesburg Summit. The meeting stressed the importance of exploring further the relationship between biodiversity and cultural diversity in order to develop new tools for sustainable development that take into account the particularity of situations and knowledge of the populations concerned. Reference was also made to the need to exercise closer control over globalisation by means of international legal instruments focused on cultural diversity.

Several activities have been undertaken by UNESCO to encourage intercultural dialogue and as part of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance¹¹, a round table on "The Slave Route: Slavery and racism"; a seminar on "Slavery and cultural changes" in Evora, Portugal, (November 2001); an international conference and exhibition on "Aguda: Aspects of the Afro-Brazilian heritage in the Gulf of Benin" in collaboration with the Ecole du Patrimoine Africain, the University of Benin; the UNESCO/SSHRC Nigerian Hinterland Project, and the Benin Institute for Study and Research on the African Diaspora (IBERDA) in Porto Novo, Benin, in November-December 2001.

Throughout 2002 and early 2003, UNESCO initiated, under the joint UNESCO-WTO programme of cultural tourism on the Slave Route, projects aimed at establishing an inventory of places and sites of memory of tangible as well as intangible heritage linked to the slave trade and slavery in Africa, the Caribbean and the Indian Ocean. This programme is implemented in co-operation a) with the Ecole du Patrimoine Africain (EPA) in Burkina Faso, Togo, Cameroon, Côte d'Ivoire, Equatorial Guinea, Gabon, Congo, Chad and Mali; b) with the Programme for Museum Development in Africa (PMDA) in Botswana, Kenya, Namibia, Nigeria, Sierra Leone, Tanzania, Zambia and Zimbabwe; c) with the Portuguese Committee for the Slave Route Project in Portuguese-speaking African countries (Angola, Cape Verde, Guinea-Bissau, Mozambique and Sao Tome and Principe) and d) with the Moroni National Documentation and Research Centre (CNDRS) in the Indian Ocean. A major stage in promoting the inventory of the tangible and intangible heritage of the slave trade and slavery is the linkage between tourism and tourism of memory.

¹¹ Durban, South Africa, 31 August-8 September 2001

Thanks to a financial contribution from NORAD, data from the oral tradition linked to the slave trade were collected in Guinea, Senegambia¹², Nigeria, Ghana, Benin, in Central Africa (Gabon, Cameroon, Equatorial Guinea, Congo, Central African Republic and Sao Tome and Principe), in Southern and East Africa (Mozambique, Tanzania, South Africa, and Uganda) and in the Indian Ocean. Three books were published (available in French only) in the framework of this project: 1. *Dérailson, esclavage et droit: les fondements idéologiques et juridiques de la traite négrière et de l'esclavage*; 2. Montesquieu, Rousseau, Diderot: du genre humain au bois d'ébène ou les silences du droit naturel; 3. Les sources orales de la traite négrière en Guinée et en Sénégal.

In preparation of 2004, *International Year to commemorate the Struggle against Slavery and its Abolition* (UNESCO Resolution 31 C/28, November 2001 and UN Resolution A/57/Res 195, December 2002), and following a “brainstorming” session organized by the Secretariat at Headquarters on 20-21 January 2002 with the participation of representatives of Member States from all electoral groups and donor countries, the Director-General called on all UNESCO Member States to submit their proposals for activities towards the preparation of the programme for the commemoration which are to be submitted to the 32nd session of the General Conference.

In the framework of the Programme on the Memory of Slavery and the Diaspora, a substantial part of the inventory of sites, buildings and places of memory that are linked to the slave trade and slavery in the Caribbean has been completed in co-operation with the Museum Association of the Caribbean. As part of the preparation for the International Conference on Intercultural Dialogue in Central Africa and the Great Lakes Region, a round table was held in Libreville, Gabon, in November 2001. The scope of activities in the Indian Ocean region has been broadened by the authorities of Mauritius when they decided to establish an International Institute for Intercultural Dialogue and Peace and the organisation of two symposiums in co-operation with the Laboratoire CIRCI of the Université de La Reunion. Consultations for the establishment of an inventory of cultural sites in memory of the Routes of the Slave Trade in the Indian Ocean have continued. The first phase of an extensive research and studies programme on oral tradition in the Indian Ocean was successfully completed. The project includes data collection and constitution of archives in Reunion, Mauritius, Seychelles, Comoros, Madagascar, and the publication of the results of this first phase of the project is underway.

In the context of the work of the International Committee for Historical Sciences, ICHS a meeting of the Joint UNESCO-ICHS Committee was also held in October 2001 at UNESCO Headquarters. The meeting identified a series of actions to be carried out in Africa, Latin America, the Caribbean and the Arab States region. The actions are aimed at promoting academic interaction among historians, and in particular research that may enrich the debate on intercultural dialogue. The third Congress of the Association of African Historians was also organised in Bamako, Mali, in (September 2001); the Association used the occasion to revive its activities and to foster co-operation with the Joint UNESCO-ICHS Committee.

UNESCO encouraged interdisciplinary exchanges and dialogues between indigenous and non-indigenous populations with the view to identifying best practices their impact on the communities and any lessons learnt. A series of case studies were also launched, the first of which was undertaken in co-operation with the South African San Institute,

¹² Senegal and Gambia was referred to as Senegambia

which has for five years worked with the Khomani San of the Southern Kalahari to prepare an inventory on their traditional knowledge, strengthen community cohesion and intergenerational relations, and train young people in both traditional and contemporary skills. Other case studies are ongoing in Gabon for the African region.

UNESCO also presented a pilot project on “Protection of the cultural resources of the pygmies in Gabon and their integration in the development process” to the inter-agency consultation workshop, “Pygmy Peoples, Human Rights, Development and Cultural Diversity” organised with the United Nations High Commissioner for Human Rights in Yaoundé, in November 2002. As a follow-up to the workshop, projects have been initiated with the Pygmy communities on the topic of cultural Cartography and geomatics based on the recommendations adopted under NEPAD.

In order to promote diversity in cultural goods and services, UNESCO provided assistance to Member States in the formulation of their cultural policies. For example, the Observatory for Cultural Policies in Africa was launched in Mozambique in May (2002) in the presence of representatives from 14 southern African countries and from the African Union. A tripartite memorandum of understanding, in view of organising a Pan-African Conference in Mauritius in 2003 was signed between UNESCO, OAU and the Ford Foundation. A grant of up to \$300,000 was pledged by the Foundation as its contribution towards the launching of the Observatory and for the organisation of the Conference.

In the context of promotion of cultural diversity in cultural goods programme, the Global Alliance for Cultural Diversity continued its activities in three significant, areas, notably, project development, fund-raising and publicity campaign. Pilot partnerships projects are focusing on professional and business training in the different cultural industries including music, publishing, cinema, multimedia crafts and design as well as actions to prevent piracy. In Africa, they are being developed in Senegal and Zimbabwe. Up to US\$150,000 was raised for the Alliance Special Fund and a lot of efforts are made to broaden and consolidate the current 150 members-base partnership through regular updates. UNESCO had supported the 18th edition of the Panafrican Film and Television Festival of Ouagadougou (FESPACO) and the Guinean filmmaker Cheik Doukoure was awarded by UNESCO for his film “*Paris selon Moussa*”. The Organisation took a very active part in the 1st Meeting of ACP Ministers of Culture in Dakar, from 18 to 20 June and, just before, UNESCO had contributed to the lead of an experts workshop on improving of professional skills and networking operators and cultural policy makers organised by Senegal. UNESCO has also continued its co-operation with the African Publishers Network (Harare, Zimbabwe) in the field of Books for children project. Regarding the book promotion and donation, a shipment of donated books was delivered, thanks to an agreement with the USA-based NGO “Books for Africa”, to a UNHCR camp in Dukwe, Botswana, and a container of books were shipped to Democratic Republic of Congo. The NGO “Culture et développement” (based in France) donated 20 000 books to Togo, 4000 books to Rwanda, 2000 books to Mali. Concerning the spreading of the literary African heritage, the UNESCO Clearinghouse for literary translation has published on line a list of masterpieces recommended for translation elaborated by the University of Dakar. In the framework of the *UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance 2002-2003*, Jenny Robson of South Africa received the first prize in the category of books for young people for her novel “Because Pula Means Rain” and one of the eight honourable mention winners was from Burundi.

Concerning arts, crafts and design, capacity building for children empowerment with creativity skills has been promoted through the organisation of various artistic workshops in the school environment in Togo, Senegal and Ghana. These workshops conducted by professional artists are intended to develop children's language abilities (reading, speaking and writing) through the teaching of poetry and drama. There is an important demand from schools for such activities that have proven their impact on children and adolescents. On the other hand, a *UNESCO Creation stand* displayed original textile products by a group of craftswomen from Guinea, Guinea Bissau, Mali, Mauritania and Senegal during the 'Foire de l'artisanat' in Senegal (April 2002) and the promotion of high-quality crafts was carried out through the *UNESCO Crafts Prize for Africa* (SIAO, Ouagadougou, November 2002) which rewarded three artisans from Madagascar, Côte d'Ivoire and Senegal. The skills upgrading of craftswomen at sub-regional level were carried out in the workshop organised recently in Douala, Cameroon, (23 June-4 July 2003). The participants came from the following countries: Cameroon, Congo, Gabon and Chad. As like the previous editions, assistance will be provided for the fourth edition of the 'International Fashion Show in Africa', FIMA, organised by Alphadi, which will be held in Niger, December 2003. Finally, in the framework of the Cross Cutting Project 'Crafts as a window to job opportunities for the poorest youth' which the first objective is to help create small crafts enterprises as well as to mobilise social capital through comprehensive crafts training, capable of linking production and marketing, in Africa, two Field Offices are involved: Congo and Zimbabwe. They established a permanent training in close collaboration with the Ministry of Culture and organisations partners to start training activities especially in *raffia* for which an important demand in Europe and North America exists in the interior design. The project's second objective is to provide Education departments with a methodology of crafts and employment-orientated training within the school curriculum. In Africa, Mozambique is involved in this project, which consists of the introduction of a new primary school curriculum that involves training classes in arts and crafts education in 2004. Additional synergies are being created with out-of-school youth consisting of craft training in co-operation with two local craft centres.

To promote cultural pluralism and intercultural dialogue, UNESCO (Dakar) reinforced its activities to benefit local populations. In Senegal, a National coalition for cultural diversity was created on the occasion of the World Cultural Diversity Day. The Coalition was created at a meeting organised by UNESCO in collaboration with the Senegalese Ministry of Culture for cultural activists. The objective is to implement cultural development policies based on the aspirations of all the sociocultural components of the society, within the framework of UNESCO's Universal Declaration on Cultural Diversity and Plan of Action, in order to promote linguistic pluralism, cultural industries and the professionalism of workers in the culture domain.

Δ Encouragement of intercultural dialogue for the promotion of universal values

UNESCO (BREDA), pursued the translation of the General History of Africa in national languages, in Hausa, Kiswahili and Peul among others. This is important in the promotion of the teaching of history. And with the commemoration of the International Day of the Slave Trade Treaty (2nd August) and the Abolition of the Slavery (2nd December), emphasis were on dialogue between cultures and civilisations, acknowledging the riches of dynamic intercultural contacts.

Δ Promoting cultural diversity in cultural items and services

UNESCO (BREDA) provided support for the creation of UNESCO Chair for Authors Rights at the University of Gaston Berger of Saint-Louis, in co-operation with the University of Cheikh Anta Diop of Dakar, in order to promote teaching and diffusion of information on important legal, judiciary, doctrines concerning author's rights. The goal is to circulate relevant information among authors, artists, and composers.

◆◆Safeguarding and revitalising tangible and intangible cultural heritage in Africa

Safeguarding and revitalising material and immaterial cultural heritage, promotion of cultural pluralism, intercultural dialogue, the links between culture and development have been the major focus of activities undertaken by BREDA in the culture dimension.

Under the Funds-in-Trust Japan/UNESCO, the project “Restoration of the Royal Palaces of Abomey” is proceeding satisfactorily. In 2002, an expert mission was undertaken under the same Japanese Funds-in-Trust to evaluate and determine modalities for the restoration of the San Sebastian Fort in Mozambique. The Flemish Community has also approved a project for a preparatory mission for cultural heritage preservation in Mozambique.

In September 2002, UNESCO organised the third Round Table of Ministers of Culture on the theme, *Intangible Cultural Heritage – a Mirror of Diversity* in Istanbul, in Istanbul at the generous invitation of the Turkish government. Representatives from 110 countries, including 71 Ministers of Culture, nine inter-and non-governmental organisations attended the two-day meeting, which adopted the *Istanbul Declaration*, was adopted.

In order to preserve the cultural diversity embodied in multicultural sites and monuments and those that are symbolic representation of minorities, a number of projects were successfully undertaken, in particular in Benin and Mozambique in Africa among others, and the Executive Committee of the International Campaign for the Establishment of the Nubia Museum in Aswan and the National Museum of Egyptian Civilisation in Cairo held its 13th session in Paris in November 2002.

Oral and intangible heritage has become internationally recognised as a vital factor for cultural identity, the promotion of creativity and the preservation of cultural diversity. In Africa, uncountable cultural expressions and practices that form part of this heritage are in danger of disappearing, threatened by cultural standardisation, armed conflicts, tourism, industrialisation, the rural exodus, migrations and the degradation of the environment. In recent years, UNESCO has strongly increased its activities to safeguard intangible cultural heritage and puts special emphasis on raising the awareness of Member States to take urgent action for safeguarding this heritage in order to ensure its transmission to future generations.

The First “Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity” in May 2001 has given significant impulses to a broader recognition of this heritage at national, regional, local and community-based levels, and it also had an important impact on national legislation by giving new incentives to include legal provisions for the promotion and protection of intangible heritage. For the Second Proclamation, to be held at UNESCO-Headquarters in November 2003, the African Region submitted nine national candidature files (i. e., Central African Republic, Côte d’Ivoire, Ghana, Liberia, Madagascar,

Mozambique, Namibia, Republic of Congo and Zimbabwe) and one multinational candidature file (Malawi-Zimbabwe-Mozambique-Zambia).

UNESCO and the “Japan Funds-in-Trust for the Preservation and Promotion of the Intangible Cultural Heritage” granted financial assistance to these countries for the preparation of their candidature files. The assistance provided by UNESCO covers the undertaking of field research, workshops, research studies, inventory-making activities, the compilation of relevant materials and the production of audio-visual documentation. UNESCO is also providing technical and financial support to three African countries for the implementation of their safeguarding action plans in Benin, Côte d’Ivoire and Guinea, which were proclaimed as “Masterpieces of the Oral and Intangible Heritage of Humanity” in May 2001.

Safeguarding, preserving and promoting intangible cultural heritage in Sossobala in Guinea. The site in Sossobala was proclaimed a Master Piece by UNESCO in 2001, has been the focus of actions in this area using resources from the Funds-in-trust of Japan/UNESCO. The goal is to ensure the conservation and sustainability of the oral heritage of the site of Niagossola, and to this effect, prepare an inventory of oral traditions associated with Sossobala, and ensure their transmission through revitalisation and expressions linked to this heritage.

Furthermore, four regional and sub-regional workshops to promote the concept of the Proclamation and to increase the participation of African countries to the Proclamation programme were organised by UNESCO in Gabon, Malawi, Tanzania and Mali in 2002 and 2003. The experience gained through the Proclamation programme in the last years had also great influence on the preparation of the future international convention for the safeguarding of the intangible cultural heritage in which African countries played a very important role. The Director-General will submit a preliminary draft convention for the safeguarding of the intangible cultural heritage to UNESCO’s 32nd General Conference in September 2003.

With regard to safeguarding tangible cultural heritage the following activities were achieved:

- (i) Campaign for the safeguard of Gore Island in Senegal, with the aim to protect the tangible and intangible heritage and to improve the living conditions of the population using dynamic approaches, while preserving their cultural identity;
- (ii) Workshop on " Inventory of Senegalese heritage", organised within the UNESCO-France convention of 28 April to 10 May 2003. The preparation of the inventory on tangible, intangible and sub-aquatic heritage and the promotion of the participation of the local communities in activities to safeguard them constitute an important contribution to the promotion of cultural diversity.

◆◆Reinforcing the links between culture and development

Assistance was provided to the Member States in preparation of cultural policies:

- (i) Support for the work of the African Itinerary College for Culture and Development. Launched in 1996, this project is aimed at reinforcing the capacity of the countries in the region, in planning, follow up on progress in strategies and development programmes in a cultural perspective. The College seeks to stimulate networking of Universities, specialists, institutions and cultural officers, with the objective to promote cultural policies for development.

The project "Cultural tourism and development in West Africa" was launched to revive cultural tourism in six countries in the sub-region, notably, in Burkina Faso, Mali, Niger, Guinea Bissau, Ghana and Senegal. It entails analysis of the situation and the potentials of each country, in order to stimulate cultural policies aimed at promoting the values of tangible and intangible heritage; environmental protection and contribution to poverty reduction actions.

V. TOWARDS COMMUNICATION AND INFORMATION SOCIETY IN AFRICA

UNESCO assigned three principal strategic objectives to its Sector for Communication and Information for 2002-2007 (31 C/4). The Medium-Term Strategy provides the context for assessing the major developments and achievements in programme implementation, including in Africa. The strategic objectives are:

- (i) Promoting the free flow of ideas and universal access to information;
- (ii) Promoting the expression of pluralism and cultural diversity in the media and world information networks;
- (iii) And promoting access for all to information and communication technologies, especially in the public domain.

During the first half of the 2002-2003 biennium significant progress was made in promoting equitable access to information and knowledge, especially in the public domain. Several activities to increase global awareness on issues related to the information society; better global understanding of ethical, legal and sociocultural challenges of the information society; and articulation of visions and principles to derive a common vision on the information society to be included in the Declaration of Principles and the Plan of Action to be adopted by the World Summit on the Information Society (WSIS, December 2003 in Geneva, Switzerland). Efforts were made to attain these results through such activities as the organisation of a series of meetings and consultations to provide platforms for governments, non-governmental organisations and civil society groups to discuss and share views on WSIS issues of pertinence to UNESCO's fields of competence and to prepare their contribution to the preparation of the Declaration of Principles and the Plan of Action discussed at various meetings (Paris, February and April 2002; Havana, Cuba, February 2002; Bamako, Mali, May 2002 and Mainz, Germany, June 2002); as well as their participation in the First Preparatory Committee meeting (PrepCom1) held in Geneva, Switzerland (July 2002) and the development of the strategic document, "UNESCO and the World Summit on the Information Society". The document is designed to contribute to the development of a vision of the information society by proposing principles and courses of action, which could be retained for consideration by the Summit.

◆◆Promotion of equitable access to Information and Knowledge in the public domain

△ Establishing an international framework, principles, policies, and strategies to narrow the digital divide through the "Information for All Programmes"

1. During the period of January 2002 and June 2003, the Intergovernmental Council of the Information for All Programme (IFAP) became fully operational. It held two sessions at UNESCO, Paris (April 2002 and April 2003,) during which it elected its President and Bureau

and expressed support for UNESCO's participation, along with other international organizations, in developing a common approach to addressing the digital divide. The Council adopted guidelines for virtual meetings of the IFAP Council and its Bureau and conditions and criteria for admission to meetings of the Council for representatives of intergovernmental organizations and non-governmental organizations. It also established criteria for the design and implementation of extra-budgetary projects as well as guidelines for the management, promotion and strengthening of the special fund for the Programme. Finally, it adopted guidelines for the creation of national co-ordination frameworks or mechanisms for the Information for All Programmes.

2. The Council also discussed the following two texts which are designed to serve as international standard setting instruments:

(i) Draft *Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace* which is designed as a legal instrument on equitable access to information and the development of multi-cultural knowledge societies, featuring guidelines on the preservation of cultural and linguistic diversity. A Revised Version of the Draft Recommendation will be submitted for adoption to the 32nd session of the General Conference.

(ii) Draft *UNESCO Charter on the Preservation of the Digital Heritage* which is a declaration of principles focusing on advocacy and public policy issues and intended to help prepare national policies and inspire responsible action for preservation of and access to digital heritage.

These actions of the IFAP Council are geared towards achieving solid international cooperation in building an information society for all and the institution of measures for the elimination or reduction of the digital divide.

◆◆*Addressing the Ethical and Societal Challenges of the Information Society in Africa*

During the past 18 months, UNESCO has been actively involved in the preparation for the World Summit on the Information Society (WSIS) to be held in Geneva, Switzerland, on 10-13 December 2003. UNESCO organized and participated in a number of meetings at governmental and non-governmental levels in different regions of the world including in 2003 the Pan-Arab Regional Conference for the WSIS that took place in Cairo, Egypt (June 2003). In July 2003, UNESCO hosted the WSIS Inter-sessional meeting in Paris which brought together about 700 participants, made up of governmental representatives and observers from intergovernmental organizations, international non-governmental organizations, civil society and the private sector, to refine the working documents for the Draft Declaration of Principles and the Draft Plan of Action.

In the framework of activities aimed at providing intellectual input to the Summit, UNESCO has launched a series of publications (available in English and French, off- and on-line) aimed at providing background for discussing the issues of concern to the Organization related to the information society. UNESCO has been nominated as a member of the International Advisory Panel (IAP) of the "ICT4D" platform, an important WSIS side event, with particular responsibility for the priority theme, "Enhancing Human Capacity and Empowerment" (Capacity building, formal and non-formal education, skills development, and e-learning). These diverse actions have contributed to achieving the expected results of

articulating common vision and principles for the information society for inclusion in the Declaration of Principles and Plan of Action of the WSIS. They have equally contributed to a better understanding globally of ethical, legal and socio-cultural challenges of the information society.

Also as a means of raising global awareness on issues related to the information society, the Observatory on the Information Society, a publicly accessible service has expanded its services and coverage to all areas of the world. Other services have been introduced to complement existing services in English and Spanish through the creation of regional portals, including for Africa. Information society issues. By expanding the linguistic and regional coverage of the Observatory, UNESCO is contributing to increased access to information society resources, at both global and local levels and, thereby, enabling societies to harness, share, and make use of available information and knowledge.

◆◆*Global portals and tools*

It is expected that the activities carried out will result in the promotion and broadening of interactive access to information and sharing of knowledge. In this respect, the Web-based distribution of UNESCO's software packages, IDAMS and CDS/ISIS, have been increased during the period under review, with 38 per cent of requests for the packages coming from developing countries where the number of training courses in their use is also on the rise. A web-based self-training material for IDAMS has been prepared and it is expected to be accessible from July 2003 on the website of Angers University (France). Also, IDAMS version 1.1 and new CDS/ISIS tools were developed and released; GenISIS, an Open Source (OS) software for CDS/ISIS database publishing (Web and CD-Rom), and IsisMARC, an OS data entry interface especially adapted to standard bibliographic formats such as Marc21 and Unimarc, have been finalized and diffused through the "Webworld", the Communication and Information Sector website. The website its portals experienced a steady growth during the period. The Free Software Portal now provides direct access to a number of free and open resources related to UNESCO's fields of competence. The mirroring of the Free Software Directory, which is a joint project of the Free Software Foundation (FSF) and UNESCO has been completed. The Organization is becoming more and more visible in this area through its participation in conferences on Open Standards/Open Source for Government programmes. Regional resources such as the Pacificforum portal (www.pacificforum.com/) and the Website for teacher training colleges (<http://www.eastafricateachers.net>) have also been developed to offer, among other services, links to training modules and online courseware.

The formulation of principles and policies which promote local language diversity on the Internet as well as the development of multilingual tools are key elements for ensuring equitable access to the information society by strengthening the capacity to generate knowledge at local level. Thus, UNESCO is supporting the development of local language applications to foster the production of local content and increase access to indigenous knowledge. Software tools and supporting fonts needed to use non-Latin languages/scripts in digital environments are under preparation along with user/developer documentation and web-based delivery mechanisms to promote worldwide distribution and uptake of these resources. The Organization is also elaborating guidelines in support of policy and decision-making in the service of linguistic diversity in national information and education policies. To offer digital platform to independent content creators in developing countries to market their productions and reach international audiences, UNESCO has developed a multimedia,

highly secured platform with restricted access to professionals; it is designed to encourage the flow of information and the sharing of knowledge (local -local and local-international).

◆◆ *Development of Infostructure and Building Capabilities for increased participation in the knowledge society.*

△ Promoting wider access to information in the public domain and Memory of the World

To promote wider access to information in the public domain, UNESCO published and distributed guidelines on national public domain information strategies as well as five CD-ROMs on open access information and informatics applications for development in the Public@ series. These CD-ROMs are made up of three pilot applications of ICT for development in Africa, the UNESCO Virtual Laboratory Toolkit, and the “Building Cyberspace” anthology on telematics policies and strategies. The Organization also prepared recommendations on science and the information society at an international symposium on Open Access and the Public Domain for Science and a Workshop on Science in the Information Society, both organized in March 2003 in cooperation with the International Council on Sciences (ICSU) and the Committee on Data for Science and Technology (CODATA). An International Forum on Open Educational Resources was organized in Paris in July 2002 with extra-budgetary funding and an evaluation was carried out of the use of multimedia and interactive tools in visually interactive training applications for learning and community development in Africa. Achievements in this area have been commensurate with the expected results and are leading to a greater awareness of the need for policies to strengthen access to public domain information.

Extra-budgetary support and interagency cooperation have helped to increase the efficiency and impact of the activities. With respect to the expected result of enhanced safeguarding of documentary heritage, UNESCO has received 40 nominations of documentary heritage collections from 28 Member States for inscription on the Memory of the World Register; these will be examined by the International Advisory Committee at its 6th meeting in Gdansk, Poland (August 2003). The Organization has signed a memorandum of understanding with the Government of Luxembourg for extra-budgetary funding for the preservation of Timbuktu manuscripts in Mali. Furthermore, under the Slave Trade Archives project, digitisation and preservation activities have been carried out in Argentina, Barbados, Colombia, Brazil, Cuba, Benin, Cape Verde, Gambia, Ghana, and Senegal.

◆◆ *Strengthening public service broadcasting*

8. Under this main line of action, UNESCO has concentrated its work on fostering international debate and reflection on Public Service Broadcasting (PSB), particularly its educational and cultural dimensions, as a gateway to the knowledge society and on strengthening regional and interregional cooperation with a view to increasing access to information and knowledge. In this context, during the period under review, UNESCO supported a number of conferences, meetings and training workshops, which were attended by more than 400 broadcasters from about 70 countries, including from Africa.

◆◆Reinforcing the role of libraries, archives, information services and networks and community multimedia centres

To highlight and enhance the role of information centres and community multimedia centres as access points, UNESCO initiated a pilot project to develop telecentres for refugees in the Ngara/Lukole region of Tanzania, in cooperation with the ITU, UNCHR and the WorldSpace Foundation; a pilot distance education course on telecentre development using digital radio.

On libraries, archives and networks, UNESCO is developing a website of the UNESCO Network of Associated Libraries (UNAL) and the network's online newsletter for member libraries in French-speaking countries in West Africa. It has initiated activities for the automation and expansion of the Network in Argentina and Uruguay in support of about 50 libraries as well as provided support to establish the Swaziland National Library network and to set up a computer link between the two public libraries in the country. On the whole, libraries and archives suffer from low visibility and lack of awareness among decision-makers of their importance in education and sustainable development as well as their role in the emerging knowledge societies. In this respect, UNESCO's action is contributing to highlighting their important role and visibility as access points for information and knowledge.

◆◆Developing human resources and capabilities

In pursuance of the expected results of innovative use of ICT for human resources and capacity development, UNESCO supported the training of 18 college and university teachers in Southern Africa at a regional workshop on instructional design using ICT held at the South African College for Teacher Education; it published and distributed worldwide to training partners and institutions a multi-media training module on CD-ROM, which deals with production of "radio browsing" programmes. With a step-by-step video in English, French and Spanish, radio presenters learn how to share online resources with their listeners. And it has launched six modules of the "ICT for Library and Information Professionals Training Package for Developing Countries". With regard to the expected result of increased access to information through electronic media of professionals and users, UNESCO held a workshop (attended by 20 participants from 13 countries) to identify distance training needs in Africa,

◆◆Development of communication and information and promotion of endogenous production

To reinforce the role of the International Programme for the Development of Communication (IPDC) as a catalyst for strengthening communication capacities in Member States, the IPDC Council, during its 22nd session in Paris, France (April 2002), reviewed and approved the reforms of the IPDC working methods that are designed to ensure greater efficiency and transparency of the Programme and to encourage more financial contribution from donors of extra-budgetary funds. The Council members agreed to follow more stringent procedures for screening and approving new project proposals and to concentrate on a limited number of professionally prepared, innovative projects which clearly promote freedom of expression and media pluralism, focus on development of community media and human resources and which promote international partnership. With regard to the expected result of communication capacities in Member States strengthened and supported, the IPDC Bureau meeting (December 2002) approved funding of US\$ 1 million for 40 national, regional and

inter-regional projects; 39 other projects were given preliminary approval by the 23rd session of the IPDC Council (March 2003.) Final approval of these new projects and financial allocations are expected to be made by the IPDC Bureau in December 2003 on the basis of the amount of voluntary contributions provided to the IPDC during the 2003 financial year. Also within the framework of the IPDC, a number of training courses were organized to strengthen capacities of media personnel in developing countries and countries in transition. These included a three-week course on television production held by the Korean Broadcasting System and the Korea International Cooperation Agency in Seoul (October 2002) for television producers from 18 countries and another three-week course on new media techniques held by the ITAR-TASS News Agency and the University of Moscow (December 2002) for 20 media professionals from 11 Central Asia countries.

To achieve the expected result of improved quality of endogenous television production and broadcasting in developing countries, UNESCO launched (September 2002) a new Programme for Creative Content aimed at promoting the expression of cultural and linguistic diversity through radio, television and new media. Under the programme, which operates in close collaboration with UNESCO's Global Alliance for Cultural Diversity, an international project, "Intensifying the dialogue between communities, cultures and civilizations", was launched in cooperation with cinema and television schools in Burkina Faso, Egypt, India, Israel, Mexico and Romania. Through this project, UNESCO, with the support of the International Council of Film Schools (CILECT), produced and disseminated six short fiction films targeted to youth and aimed at increasing inter-cultural understanding and sensitising them about the need for tolerance, dialogue and peace. The films provide a reflection on the problems that generate conflict between communities in a particular region or sub-region and the non-violent solutions that can be identified individually or at the community level. Responding to the lack of dramatised work about the war and peace process in Sri Lanka, UNESCO supported the production of locally written, directed and produced short films in the country. The objective was to strengthen creativity and integrate marginalized Tamil film producers into the wider television and film industry. UNESCO's support was provided within the framework of a larger development project, "*Reel Peace*", implemented by ScriptNet in collaboration with the Sri Lankan Media Training Institute and the University of Jaffna with support from the British Council and Britain's Foreign and Commonwealth Office. *Reel Peace*'s aim is to foster an integrated Tamil and Sinhalese media through the training of directors, producers and scriptwriters, increasing the technical capacity of the Sri Lankan television and film industry.

Also with the view to improving the quality of endogenous production and broadcasting in developing countries and widened international and regional distribution, UNESCO, in collaboration with the Panos Institute, supported the production and broadcasting of 12 radio documentaries in eight West African countries. As a means of further encouraging the production of creative, culturally diverse content in developing countries, UNESCO co-produced such documentaries as *La lutte contre les pauvres* (Mali); *Le dilemme d'Eya* (Togo) which were awarded two prizes at FESPACO (March 2003), "Traditional Music of Nigeria"; [Afro@digital](#) (Democratic Republic of Congo). The Organization also supported the circulation of culturally diverse television programmes including in Gabon in Africa.

With regard to the expected result of improved access to and participation of poor and marginalized communities and groups in the knowledge society, UNESCO continued its support for the development of community multimedia centres (CMCs) in a number of

countries in Africa. The support is given to establish CMCs, build capacity, and develop content and training materials. A pan-African symposium, “Digital Opportunities for Africa - Community Multimedia Centres” was held in Dakar, Senegal (June 2003) bringing together 45 participants from 17 African countries; it was followed by a two-day roundtable of 22 international partner agencies. The meetings strongly endorsed the CMC concept as a means of delivering ICT for grass-roots development and forged a strategy for enhanced development of CMCs in Africa. To improve access to and participation of youth in the knowledge society, the INFOYOUTH Programme provided support for on- and off-line content production at national and international levels and for the establishment of information structures in different regions. In the Balkans, UNESCO contributed to the creation of a regional information network involved in activities aimed at combating terrorism in a joint project, “Youth Have a Say Against Terrorism”. In Africa, the Organization is developing an informatics and telematics training module for non-formal training of young people through the National Library Services in Malawi, Zambia and Zimbabwe as part of the project on “Designing a Model for Training in the Use of Electronic Media by Young People”. In supporting universal access to information, especially for disadvantaged youth, UNESCO is contributing to achieving its objectives of social participation and cohesion, and economic and cultural empowerment among young people.

◆◆Improving Professional Training in Communication and Information

UNESCO carried out a number of activities planned to reach the expected results of improved professional training in different regions and improved capacities of communication and information trainers. Support was given for a workshop for 16 African women journalists from Ethiopia, Kenya, Malawi, Tanzania, Uganda, and Zambia held in Kampala, Uganda (April 2003) on how to use ICT to source and report on scientific developments in HIV/AIDS. Eight partner agencies, intergovernmental, bilateral and non-governmental organizations have joined an editorial board, pooled their existing training materials, prepared a comprehensive curriculum and are developing the learning modules. This activity has received about US\$ 250,000 in extra-budgetary funding. UNESCO, in collaboration with the UNDP and the Government of Mauritius, have initiated plans to set up the Indian Ocean Media Training Centre in Mauritius to provide training for animators, scriptwriters and other professional working in related art areas to prepare and produce computer-assisted animation programmes for children in the Indian Ocean region.

With regard to the expected result of increased awareness and sensitisation about the importance of a “culture of maintenance”, UNESCO supported the Asia-Pacific Broadcasting Union (ABU) to organize a workshop on technical maintenance and operations of television transmitters for broadcast technicians in the Lao PDR (November 2002) with the participation of 20 broadcast technicians from provincial broadcasting stations and the Centre Africain de Perfectionnement des Journalistes et Communicateurs in Tunis for a training seminar for journalists, co-ordinators and technicians responsible for television news in the five Maghreb countries.

◆◆Co-ordinating UNESCO's Contribution to the World Summit on Information Society (WSIS)

The World Summit on Information Society, organised by the International Telecommunication Union (ITU), in close co-operation with other UN Agencies, will be held in December 2003 in Geneva, Switzerland, and in 2005 in Tunis, Tunisia.

UNESCO with its unique mandate to promote the free exchange of ideas and knowledge plays a key role in the WSIS preparation. The Organisation's contribution incorporates the ethical, legal and sociocultural dimensions of the Information Society and helps to grasp the opportunities offered by the ITC placing the individual at its centre.

UNESCO is encouraging the broadest possible participation of decision-makers, professional communities, representatives of civil society and multilateral partners and the private sector in a debate on the conditions for the development of an information society for all. The priorities of the Organisation during the preparation of the Summit, is to take into account "the intellectual and ethical dimensions of the issues" and to ensure that the debate is not limited to issues of technology and infrastructure but also focuses on the "social, cultural, economic, political and institutional" aspects.

Δ Africa Regional preparatory Conference-Bamako 2002

The African regional conference, known as Bamako 2002, was organised in Bamako, Mali, under the auspices of His Excellency Alpha Oumar Konare, president of the Republic of Mali, from 26-30 May 2002. Bamako 2002 was a Ministerial level meeting, and Africa was the first continent to organise a regional conference within the framework of WSIS. The conference focused on facilitating understanding what benefits to be drawn from the global information society and what contributions the continent can make towards its goals and what cultural heritages and values it would preserve through this dynamic process. The conference brought together around one thousand participants, representatives of governments, civil society, the private sector and development partners.

Bamako 2002 assessed the key challenges, opportunities and constraints stemming from the information society, developed a common vision and understanding for the region and prepared a plan to address the key issues and solve the problems identified. Also on the occasion of the conference, the Bureau of the Africa Group to the WSIS was set up, and held its first meeting from 22 to 24 May 2003.

UNESCO charged with the responsibility of holding consultations with civil society in the different regions, in collaboration with the Executive Secretariat of the WSIS organised a consultation with African non-Governmental Organisations held in Bamako from 26 to 27 May 2002. The consultation meeting adopted well targeted resolutions, which stressed the important role of non-governmental sector in the areas of education, economics, sciences, culture and media in the building of the information society; underlined that the strategies to build the information society are not limited to ITC and media, but also include knowledge exchange, text-based material and libraries as essential means for the transmission of literacy, education and knowledge; Africa broadcasting has a special role to play in building the information society, as the most affordable, the most equitable and the most effective information means for Africa, overcoming the barriers such as illiteracy and

geographical isolation; civil society participation in building the information society must be balanced, ensuring that the voices of all sectors is heard, taking into account all levels of community, geographical, male-female parity, socio-economic differentiation, and information poor and information rich.

Δ Intersessional Meeting

In July 2003, the President of the Preparatory Committee of the WSIS, Mr. Adama Samassékou (Mali) convened a meeting in Paris (July 2003) to refine the Draft Declaration of Principles and the Draft Plan of Action to be adopted at the Summit. 600 participants-representatives of governments and observers attended the meeting from non-governmental organisations, civil society and the private sector.

In his address to the meeting the Director-General of UNESCO reiterated the Organisation's advocacy role in the development of "knowledge societies" on the principles of the basic human right to freedom of expression, cultural diversity, including the promotion of multilingualism on the internet, universal access to education and universal access to information, which is an important aspect of good governance and development.

Several participants, including UNESCO expressed the wish that the specific concerns of Africa should feature prominently in the Draft Declaration to be adopted at the WSIS. African delegates recommended that the *Numeric Solidarity Fund*, proposed by President A. Wade should be clearly included in the Declaration or in the Plan of Action.

Concerning mobilisation for the WSIS, Mr Adama Samassékou informed the meeting of the decision of the Africa Union member countries, appealing to the whole World to participate in the Summit.

VII. EXTERNAL RELATIONS AND COOPERATION

UNESCO (ERC and AFR/CEO) continued to develop new partnerships, and to ensure continued the mobilisation of parliamentarians in all regions to support UNESCO's programmes and activities (e.g. a meeting of the Forum of African Parliamentarians for Education for All, FAPED, at the MINEDAF VIII Conference in the United Republic of Tanzania, December 2002 was held and support was provided for the international debate on "Science policy, technology and innovation" at the Finnish Parliament, Helsinki, January 2003). A *Guide to Co-operation with Parliamentarians for National Commissions* has been published and progress has been made towards the launching of a UNESCO/IPU network to link National Commissions and national parliamentary unions.

Δ Co-operation with NGOs

Following to the decision of the 164 session of the executive Board (164 EX/Decision 7.3), steps have been taken to establish co-operation and renew official relations with the World Federation of UNESCO Clubs, Centres and Associations (WFUCA) for two years and to review its management modalities.

With the view to drafting the document on “Relations with non-governmental organisations, foundations and similar institutions”, UNESCO (ERC)¹³ undertook an evaluation of UNESCO's co-operation with the 214 non-governmental organisations admitted to the status of «operational relations with UNESCO» in 1996, 1997 and 1998 respectively.

UNESCO actively participated in the regional consultation of NGOs in Lilongwe (Malawi), from 30 September to 2 October 2002; in the enlarged meeting of the NGO-UNESCO Liaison Committee (28-29 November 2002); in the work of the joint programme commissions organised within the Committee; in the eighth Conference of Ministers of Education of African Member States (MINEDAF VIII) held in Dar as Salaam, United Republic of Tanzania (2-6 December 2002).

UNESCO provided continued support for the mobilisation of NGOs in the preparations of major international/regional conferences, such as the Porto Alegre World Social Forum (January 2003) and the World Summit on the Information Society (December 2003), which is ongoing. Exchanges of information on different forms of co-operation with NGOs and other international institutions are ongoing, primarily within the context of the follow-up to the fourth meeting of NGO liaison officers of multilateral development agencies and international financial institutions. An electronic discussion forum has been created to strengthen inter-agency co-operation and the NGO database and website have been expanded, to provide a wide range of information on co-operation with each NGO that maintains official relations (formal and operational) with UNESCO.

Δ Relation with Member States (Participation Programme and Emergency assistance

For the biennium 2002-2003, ERC (the Division of Participation Programme and Emergency assistance (ERC/PPE), in collaboration with the intersectoral committee, ensured the follow up of requests received from the Member States and the implementation of projects for which UNESCO resources were provided. As an important part of UNESCO's programme support in Africa, as of June 2003, 347 requests were approved for sub-Saharan Africa (for Member States and NGOs), amounting to \$5 774,750.

Concerning Emergency Assistance to countries undergoing crisis situations, UNESCO's contribution to Africa amounted to \$392,000

VIII. INTERSECTORALITY, CROSSCUTTING THEMES AND STREAMLINED GROUPS IN AFRICA

The crosscutting themes, notably, HIV/AIDS, Poverty eradication, ICT and Peace on one the hand and streamlined groups, Women, Youth, Least Developed Countries and Small Islands States have received special attention with regard to programme implementation in Africa.

¹³ Through the programme of ERC/NGO Section

VIII.1. HIV/AIDS

◆◆UNESCO and HIV/AIDS Preventive Education in Africa

The co-ordinator of UNESCO projects in the field of HIV/AIDS is the Director of IIEP. In 2002 the Organisation spent \$24 437 105 from extrabudgetary funds. The funds approved for projects in Africa (in Angola, Ethiopia, Ghana, Cote d'Ivoire, Namibia, Rwanda, Somalia, Mozambique and Uganda amounted to \$1.105 623, representing 41% percent of the total amount approved for projects in this area. The projects in Africa were mainly in the areas of preventive education, science and culture.

In reality the HIV/AIDS pandemic is having a devastating effect on education systems in many sub-Saharan African countries. UNESCO's assistance to the Member States to solve the challenges of the epidemic is co-ordinated by the International Institute for Educational Planning. The organisation's contribution is ensured through the programmes of the various sectors, for example, through the EFA planning. The progress made in new information and communication technologies (ICT) is positive but its role in the fight against HIV/AIDS requires adequate policy responses. To this effect, the Sectors of Education, Communication and Information work very closely in providing advise to Member States on how to harness Information and Communication Technology and distance education to overcome the multiple challenges of teacher training in the context of the fight against HIV/AIDS.

UNESCO contributed to the promotion of integration of preventive education and school health issues in national EFA Action Plans through, *inter alia*, two meetings. UNESCO, UNICEF, WHO, the World Bank, Education International, EDC and CDC organised a Conference on the importance of school health and HIV/AIDS prevention to achieve EFA (Paris, July 2001) for representatives of Ministries of Education and Health from the E-9 countries. Also the French version of the inter-agency training and resource manual on school health and HIV/AIDS education was published and utilised in a training seminar for teacher representatives from six African countries (Dakar, Senegal, November 2001).

During the first-half of the 2002-2003, UNESCO continued its actions in favour of comprehensive school health programming in the framework of the EFA The inter-agency flagship school health programme – FRESH (Focusing Resources on Effective School Health) – has been instrumental for the organisation of a series of workshops in the framework of the preparation of the EFA national plans. Several UNESCO Offices including those in Windhoek, Dakar, Nairobi, organised regional and national workshops for training of policy- and decision-makers on school-based activities to reduce risk and vulnerability to HIV/AIDS and to ensure the integration of preventive education in EFA national action plans.

In the wider regional context, a presentation entitled “HIV/AIDS and FRESH in EFA” was made at a subregional workshop (in June 2002) for National EFA Co-ordinators from Côte d'Ivoire, Gambia, Guinea-Bissau, Mali, Niger, Chad, Senegal and Sierra Leone. And as follow up, national consultations under the direction of UNESCO's Dakar Office acting as co-ordinator for the development of African National EFA Action Plans. The Cluster Office in Nairobi is also providing assistance in networking in Rwanda, Burundi, Kenya and Uganda.

Thus preventive education activities in response to the HIV/AIDS pandemic in Africa covered a wide range of issues, advocacy, impact of HIV/AIDS on education systems, policies and strategies, lifelong skills education, gender and culture sensitive curricula and

training and capacity-building (mainly using school health approaches), research, preparation of training modules, networking, clearing houses, etc, targeting in- and out-of-school children and youth.

There is a considerable degree of intersectorality in UNESCO's activities concerning HIV/AIDS (caring for the infected and affected, preventing the spread of the epidemic and protecting the most vulnerable). The Education Sector in close collaboration with the Youth and Gender Co-ordination Units and the Sector of culture is making important contributions to promote "culture-sensitive" approaches for projects in the area of preventive education. The International Institute for Capacity Building in Africa (IICBA) has made substantive contribution for the development of teaching and learning materials for use by educators and teachers in the classroom, including the Electronic Library on HIV/AIDS, which includes medical, nutrition and education in values for teachers, lesson plans and four videos tapes for use in the classroom and in non-formal educational settings.

The International Institute for Education Planning IIEP launched information exchange services, making possible the systematic collection of the most recent documents and research findings on HIV/AIDS for distribution to education workers. The Institute's research programmes concerning the impact of HIV/AIDS on education was intensified during the second half of 2002. The Institute participated in a seminar in Bangkok organised by PROAP/UNESCO on the impact of AIDS on the education sector in Asia and launched a research-action programme in three countries African countries, Uganda, Malawi and the United Republic of Tanzania.

As part of the IIEP programme on the impact of HIV/AIDS on education systems, assistance was also provided to Tanzania, Uganda and Malawi to participate in a study on the leadership policy and policy framework of the system; the structures of educational governance at central, district and local levels; student enrolment, attendance and teaching staff in selected schools. The UNESCO cluster office in Dar es Salaam assists this country in mainstreaming HIV/AIDS and capacity building in the education sector.

In the framework of the project "A cultural approach to HIV/AIDS Prevention and Care", a day of evaluation on AIDS was organised in Maputo in Mozambique (28 May 2002) on the interaction between culture, AIDS and development in the region. The research findings are expected to contribute to the formulation of methodological proposals and guidelines for the cultural approach in the AIDS preventing strategies and programmes. Several projects were launched in co-operation with local partners and regional offices on "HIV/AIDS and the indigenous community in South Africa", in co-operation with the South African San Institute (SASI

At the level of the Cluster office in Dakar, in close collaboration with ED/PEQ at Headquarters, undertook the following activities:

(i) *UNESCO regional strategy document for HIV/AIDS preventive education in sub-Saharan Africa*

UNESCO (BREDA) prepared a regional strategy document for HIV/AIDS preventive education in sub-Saharan Africa. The preparation of the document, which was finalised in May 2003, was a process that involved various actors. The draft was presented to and reviewed by African experts on education and HIV/AIDS and Cluster Offices and Field Units during a meeting held in Harare in October 2002 and in December, the provisionally version

was distributed to MINEDAF VIII participants. The objectives of the final document are fourfold:

- (a) To enable UNESCO/BREDA to provide support in preventive and sanitary education, both in the formal and non-formal domains and at all levels, from childhood to adult lifelong education. To contribute to harmonisation of programmes and activities of UNESCO on the basis of real needs and aspirations of the beneficiary populations in Africa and also facilitate programming that starts from the base, by the field offices in Africa. Ensure one co-ordinated (concerted) action in consultation with all the field offices in Africa;
- (b) To reinforce partnerships, alliances and relations with the partners and potential actors;
- (c) To ensure that the strategic plan of UNESCO/BREDA is compatible with national sub-regional and regional strategic plans (where they exist);
- (d) To clearly identify specific target groups and activities, which truly promote preventive education of the identified groups, giving particular attention to the cultural and human rights dimensions.

(ii) *Catalogue of HIV/AIDS preventive education*

The first issue of the catalogue of data base on HIV/AIDS preventive education was prepared by UNESCO (BREDA) and widely distributed to UNESCO Offices in Africa, National Commissions for UNESCO, United Nations Agencies and Centres of documentation in Africa and at the MINEDAF VII Conference (Tanzania, December 2002). The database contains 448 annotated references on HIV/AIDS. Its main objectives are to:

- (a) Facilitate information exchange, sharing of experiences and know-how about HIV/AIDS preventive education;
- (b) And Provide information on HIV/AIDS preventive education for professionals working in Ministries responsible for HIV/AIDS preventive education, UN Agencies, bilateral co-operation agents, associations and non-Governmental Organisations, educators, teachers, pupils and students and all those interested in information on the pandemic.

(iii) *Brochure of Poems on HIV/AIDS*

The preparation and publication of the brochure entitled " AIDS Children Singing Hope" is an important achievement in the sensitisation on HIV/AIDS. The poems were selected from among entries received in response to a poem writing competition organised by BREDA in collaboration with educational resource centres for primary schools on the topic. The competition, which covered all the 10 regions of Senegal, was aimed at sensitising primary school children on HIV/AIDS. The brochure was widely distributed in the ten regions in Senegal through the Associated schools and Club EVF.

(iv) *Workshop and Theatre Manual on HIV/AIDS*

In the context of fostering cultural approaches to HIV/AIDS prevention and treatment, UNESCO (BREDA and Culture Sector) and UNAIDS prepared a Theatre manual entitled "AIDS and Theatre", on how to use theatre in responding to HIV/AIDS. And organised a training workshop in December 2002. The objectives of the workshop were to:

- (a) reinforce the capacity of Youth Theatre Groups in scene writing and role playing;
- (b) promote the use theatre for sensitisation among youth in Senegal and in the sub-region;

(c) served as a laboratory to test and finalise the theatre manual.

The finalised manual, with illustrations, covers the following themes: HIV/AIDS, How to use theatre to sensitise the public on HIV/AIDS, how to write drama texts on HIV/AIDS and prepare plays. The annexes to the manual cover the following themes: initiation to theatre techniques and plays.

VIII.2. ERADICATION OF POVERTY, ESPECIALLY EXTREME POVERTY

◆◆ UNESCO and the Eradication of Poverty in Africa

△ Education for the eradication of poverty

Considerable effort was devoted to preparations for the educational input to the World Summit on Sustainable Development held in Johannesburg, South Africa (26 August-4 September). Education for sustainable development is a key element in the Johannesburg Draft Plan. Education for All (EFA) is specifically mentioned as a condition for sustainable development, and UNESCO is designated to play a leadership role in the Decade on Education for Sustainable Development (2003-2012), which has been declared by the UN General Assembly. In the spirit of interagency co-operation, UNESCO and UNEP made a joint contribution to the Summit, a set of guidelines on Sustainable Active Living.

The World Summit on Sustainable Development was important in focusing attention on education for all; it broadened the concept of education for sustainable development. The need for environmental education is now included in the central challenge to achieve education for all as basis of sustainable communities.

The key contribution of UNESCO to the WSSD was the inclusion of EFA in the WSSD Implementation Plan and twinning the United Nations Decade of Education for Sustainable Development with the EFA datelines. UNESCO and the Government of South Africa organised in parallel a meeting on “Education for a Sustainable Future: Action, Commitments and Partnerships” attended by three heads of State (Ecuador, Mongolia and Venezuela), four Ministers of Education (South Africa, Prince Edward Island/Canada, Mexico and Scotland) and three heads of United Nations agencies (UNESCO, FAO and WFP). New co-operative initiatives were launched at the meeting, the International Marketing/Communication Initiative for Sustainable Development, the FAO/UNESCO EFA Flagship Programme on Education for Rural People, and the Global Higher Education for Sustainable Partnership Initiative.

Regarding the development of quality indicators and the monitoring of learning achievements within the framework of poverty eradication, 45 Member States participated in the process to further develop the new Monitoring Learning Achievement Project (MLA II) focused on the assessment of mathematics and science with life skills at Grade-8 level. Life skills questionnaires and a framework for assessing vocational and technical education are being developed for MLA II, while a series of regional workshops was undertaken to develop and critically review instruments and analyse data.

◆◆ *Sciences for the eradication of poverty and for development*

Poverty reduction remained an essential goal in the promotion of engineering technology. Scientific knowledge in the basic and engineering sciences for poverty eradication is considered to be vital by UNESCO and to this effect the Organisation continued to emphasise human resources capacity building in science and technology through support for networks and the sharing of available training resources. The Organisation also made contributions towards the strengthening of university teaching in the basic and engineering sciences by encouraging regional collaboration. Particular attention was paid to the participation of women scientists and technicians in the implementation of activities and in the use of results achieved. To this effect, an expert group meeting was organised by the UNESCO Nairobi Office (27 and 28 November 2001) aimed at revitalising continued engineering education (CEE) in Africa. Experts attended it from universities, industry and the engineering professional organisations.

Following to the World Conference on Science, policy-making and science education has been emphasised. Celebrations to mark the World Science Day for Peace and Development, 10 November have included activities to mobilise different partners, including UNESCO National Commissions, Ministries of science and technology, Scientific institutions and centres, museums and media to further co-operation in this area. In the African context, a technical/ministerial meeting was organised in Maputo, Mozambique; discussions focused on the development of a programme of action within the context of the New Partnership for Africa's Development (NEPAD).

Under the application of remote sensing for integrated management of ecosystems and water resources in Africa project, UNESCO constituted an intersectoral Project Management Team, which includes representatives from all the five programme sectors. The Team held regular review meetings prior to the launching of the project. The project aims at developing a network of the UNESCO Chairs in Africa and to this effect, nine university institutions were selected, including a number of UNESCO Chairs and other specialised institutions in Benin, Botswana, Côte d'Ivoire, Senegal, Equatorial Guinea, Guinea, Mozambique, Niger and South Africa. Financial resources were allocated to these institutions to organise national workshops to identify and define national priorities in conjunction with the relevant stakeholders and the private sector, in consultation with the various UNESCO Field Offices in Africa.

A regional meeting was organised (11 and 12 November 2002) for the Chairs and partners towards networking and the creation of Regional Centres of Excellence. UNESCO developed co-operative, collaboration relationships of partnership with the major regional institutions in Africa, including the Global Ocean Observing System for Africa, the African Monsoon Multidisciplinary Approach, the African Process on the Development and Co-operation of the Coastal and Marine Environment, the African Association of Remote Sensing of the Environment, the African Centre for Meteorological Applications for Development, the AGHRYMET, the Network for Environment and Sustainable Development in Africa, the African Development Bank, and the Economic Community of West African States (ECOWAS), taking into account ongoing projects. Partnerships have also been established with the United Nations Office for Outer Space Affairs, the European Space Agency and the EUMETSAT.

Other activities towards poverty eradication in Africa undertaken by the Social and Human Sciences Unit in Dakar Cluster Office included,

(i). *A Regional Workshop on Causes of Poverty and Holistic Strategies for addressing these in Southern Africa* was organised by the Swaziland National Commission for UNESCO with the History Department of the University of Swaziland in close cooperation with the UNESCO Regional Social and Human Sciences Adviser and took place in Mbabane, Swaziland from 25 to 28 February 2002. The workshop examined the causes of poverty and discussed why poverty is continuing and increasing in various African countries, with a particular focus on the African peasantry and rural poverty in a historical perspective. The participants at the workshop concluded that new manifestations of poverty require fresh approaches in human and social sciences research.

(ii). *The Japanese Funds in Trust project 552/GAM/10* was elaborated and is being implemented by the Social and Human Sciences Regional Unit for Africa, UNESCO Dakar. It is being implemented in cooperation with the National Poverty Alleviation Strategy Office, Department of State for Finance and Economic Affairs in the Gambia as a contribution to the implementation phase of what is referred to as Phase II of the National Strategy for Poverty Alleviation and PRSP II. A study on the role and contribution of culture to poverty alleviation has been prepared. It will be published and presented as a policy brief. In addition studies and discussions as part of a national dialogue forum are taking place on other areas: poverty alleviation, rural development, environment and agriculture; and how to implement gender and youth-sensitive poverty reduction programmes.

(iii) *Strategy for Community Mobilization and Poverty Reduction in Namibia (STS Project NAM-S-8005)*

The UNDP-funded and UNESCO-implemented project: *Strategy for Community Mobilization and Poverty Reduction in Namibia (STS Project NAM-S-8005)* was implemented by the UNESCO Social and Human Sciences Programme, UNESCO Windhoek Office between December 1998 and October 2002. The project included the following four components:

- (a). The preparation of regional development plans for the regions of Ohangwena and Erongo, as part of technical assistance to the National Planning Commission and the Ministry of Regional Local Government and Housing;
- (b). Activities to promote solar and renewable energies;
- (c). The preparation of a strategy for mobilization and integration of marginalized groups in Ohangwena region;
- (d). Participatory Action Research (PAR) with San communities in Ohangwena Region.

These activities were implemented between December 1998 and December 2001, except the Participatory Action Research with San communities in Ohangwena Region (PAR) which was conducted between April and October 2002.

The PAR used participatory and culturally adapted methods in order to gather information about the status of the San people in Ohangwena Region and to provide them with an opportunity to propose practical interventions to address their development needs. Various reports and a publication entitled 'New Horizons for the San' presenting the approach, methodology and outcomes of the research were prepared and widely disseminated. Likewise, outcomes of the PAR were presented in interviews with the media, such as with 'The Big Issue', a popular Namibian monthly magazine, and with UNTV, New York. Main

partners of the project included the Ohangwena Regional Council and development agencies based in the region.

Based on the findings on living conditions, food, health and formal education provided by the PAR, the UNESCO Social and Human Sciences Programme, Windhoek Office was in the position to raise extra-budgetary funds for follow-up projects with the San, such as the USAID-funded project 'Advocacy and Training for Early Child Development with San communities in Ohangwena Region'.

(iv) Advocacy and Training for Early Child Development with San communities in Ohangwena Region, Namibia Project 535-NAM-1000

The project responds to the recommendations resulting from the Participatory Action Research with San Communities in Ohangwena Region and needs identified by officials in the region. It entails activities with the San, the most disadvantaged people in the central part of Northern Namibia, to lay a foundation for a better life through training and advocacy for formal early childhood education. The project not only reaches young children, but also provides a forum to involve, educate and organize parents and the broader community. It helps prepare the way for a greater participation by the San in the formal school system. The project started operating in November 2002. A part-time project co-ordinator was appointed and a baseline survey has been prepared, pre-tested and adapted. The survey is being carried out in the project area, the three-resettlement schemes at Ekoka, Onamatadiva, and Endobe in Northern Namibia.

◆◆ *Renewable energy and rural development*

UNESCO efforts to assist Member States in defining strategies and policies related to renewable energy was increased, a meeting of secretary-generals of the National Commissions for UNESCO in the SADC region was held from 1 to 3 October 2001 in Harare, Zimbabwe. The meeting aimed at discussing the ways and means to further the implementation of the African Chapter of the GREET Programme and assist countries from the region in defining their national action plans related to education and training in the field of renewable energy.

In the context of the African Chapter of the GREET Programme, a joint UNESCO-ISESCO regional training course in "Renewable energy in the service of rural development" was organised in Abidjan in Côte d'Ivoire (12-16 November 2001) and attended by 32 participants from 10 French speaking African countries. The course, targeting engineers, researchers, project managers and technicians concerned by the use of renewable energy for decentralised electrification and rural development, was intended to improve the implementation, management and follow-up of renewable energy projects and programmes in Member States concerned.

Two learning/teaching manuals were produced by the Harare Office to facilitate the use and maintenance of the renewable energy equipment in rural areas and to serve as a learning/teaching instrument in the concerned institutions in Africa. The manuals cover the use and maintenance of photovoltaic systems for water pumping and biogas technology systems. Based mainly on the best practices and know-how of organisations working in the field, they were produced to foster national and regional training programmes in renewable energies in English-speaking Africa.

The UNESCO Cluster Office in Nairobi continued to promote the use of renewable energy in rural areas through the establishment of demonstration centres, simultaneously offering assistance in national capacity-building for the manufacture of solar energy system components. The main achievements include support to a University-Industry joint project on the commercialisation of locally developed solar lanterns and the solar village demonstration project in the UNESCO World Heritage site at Kilwa Kisiwani, in the United Republic of Tanzania.

Enhancing sustainable living in coastal regions and on small islands: mainstreaming integrated approaches and intersectoral co-operation: Equitable and sustainable management of coastal and small-island resources was advanced through furthering the development of wise practice agreements for managing conflict over coastal resources and values, as well as the external assessment of the intersectoral field projects in Nigeria (Lagos) flooding. Wise practices, guidelines and principles were furthered through 21 new postings to the trilingual, Internet-based “Wise Coastal Practices for Sustainable Human Development” Forum (www.csiwisepractices.org). These included two syntheses on topics that provoked a lot of reactions, namely traditional fishers’ knowledge and soft engineering measures for coastal erosion control. Information and knowledge sharing were enhanced through the Forum, which connects 12,000 people with a wide variety of expertise and affiliations in over 90 countries. Moreover, 35 texts on field project and university chair activities and assessments, as well as publications were added to the Coasts and Small Islands (CSI) website, which is receiving an average of 60,000 hits per month. Both the forum and the website are becoming dynamic parts of the coastal and small-island knowledge society.

◆◆*Earth sciences, system management and natural disaster reduction for development*

Under the programme Earth sciences, earth system management and natural disaster reduction, the International Geological Correlation Programme (IGCP) initiated forty-one projects, which continued to be implemented during the first-half of the biennium, enhancing international co-operation among geoscientists, understanding on the processes of the earth’s crust and its history, the sustainable management of the environment, mineral and groundwater resources. In the African context, the Cluster Office in Nairobi supported three African IGCP projects on “Kibaran Events in Southwestern Africa”. And a field training workshop on “The application of remote sensing in geological mapping and environmental protection”; laboratory work were successively implemented at the University of Dar Es Salaam as well as a joint meeting and international regional conference of the Geological Society of Uganda (GSU) and of the Geological Society of Africa (GSAf) on “Basement Geology, Groundwater, Mineral Resources and Mining-Related Environmental Problems in Eastern Africa”.

◆◆*International co-operation in earth sciences for development*

During the first half of the biennium, the programme steering committee meetings of the Geological Applications of Remote Sensing (GARS) Programme, including the Pan-African Network of Geological Information Systems (PANGIS), were organised to define the activities in remote sensing, data handling and mineral deposit modelling. Representatives from international scientific programmes on the environment, United Nations specialised agencies and the main space agencies discussed the use of global observation for sustainable development. The Integrated Global Observing Strategy (IGOS) partnership was accepted as a type II outcome of the WSSD.

Four Roving Courses in “Geological Parameters for Environmental Protection” contributed to the upgrading and updating of 180 geoscientists from Africa, Asia and the Arab region. The “Subregional Course in Geological Parameters for Environmental Protection” for francophone countries in Africa, was held in Bamako, Mali, from 18 to 27 March 2002.

The first meeting of the International Steering Committee for the UNESCO-MAB/GEF-UNEP regional project in West Africa (Benin, Burkina Faso, Côte d’Ivoire, Mali, Senegal) led to the development of a project on the effective management and sustainable use of arid lands. As relays of the Organisation, the Field Offices in Africa have facilitated the decentralisation of the MAB activities such as the MAB network.

The MAB Bureau allocated fifteen MAB Young Scientists Awards in September 2001, with emphasis on the topic of water and ecosystems. The *Ecole régionale ’Aménagement intégré des Forêts tropicales* (ERAIFT) at the University of Kinshasa in the Democratic Republic of the Congo harvested its first fruits with the graduation of 13 Masters students. The ERAIFT diploma was officially recognised by the *Conseil Africain et Malgache pour l’Enseignement supérieur* in December 2001.

◆◆ *Hydrology and water resources development in vulnerable environment in Africa*

The FRIEND network created in Europe in 1985 successfully launched new projects in all the continents. The network, which is funded from extrabudgetary resources, continued to attract extrabudgetary funds, more recently from the Flemish Community FIT

- to benefit the FRIEND/NILE project,
- To improve the international river basin management of the River Nile through strengthened co-operation among the Nile countries (Uganda, Sudan and Egypt).

In the areas of water resources management and regional scale analysis of hydrological regimes, the Steering Committee Meeting and a technical seminar on FRIEND/AOC were organised in Accra, Ghana, from 3 to 5 December 2001.

Following to the launching of the New Partnership for Africa’s Development (NEPAD) in 2001, the UNESCO Cluster Office in Nairobi in collaboration with UNEP and the UNSIA Secretariat jointly contributed to the organisation of three consultative meetings of African ministers responsible for water resources, held, in Nairobi (11 October); Abuja (15 November) and Bonn on 6 December 2001 respectively.

◆◆ *Water resources and related ecosystems: assessments and sustainable management on Different scales*

Through the activities of the World Water Assessment Programme (WWAP) and the projects of the sixth phase of IHP, significant progress was made towards the improvement of the integrated management and the assessment of freshwater resources. This included progress in the preparation of the World Water Development Report (WWDR) and a digital map on the African Water Resources. Various regional centres and projects have been launched to improve the management of urban areas, rivers and aquifers, in Africa in Egypt. To enhance equitable and harmonious sharing of groundwater resources, a regional seminar was also organised by UNESCO under the ISARM Programme, in co-operation with the Libyan General Water Authority, in Tripoli (2-4 June 2002). The seminar was to study and assess the African Shared Aquifer Systems.

Concerning water interactions and security, UNESCO completed the preparation of the planned multi-volume book series on the “History of Water and Civilisation” (HWC), organised an expert meeting in collaboration with the International Water History Association (IWHA) (in May 2003), at which draft outlines for three volumes were presented and discussed, and the structure of the forthcoming IWHA Conference on “History of Water and Civilisation” to be held in Cairo in December 2003 was finalised.

In the field of Water Education and Training (W-E-T), the first meeting of the water-related UNESCO Chair was achieved. UNESCO launched a human resources capacity-building networking project in South Africa, with the financial support of the Flemish Trust Fund.

These activities have contributed to improved dissemination of knowledge in water resources management.

◆◆*Global Ocean and Global Climate Observing Systems (GOOS and GCOS)*

The Intergovernmental Commission's efforts to reduce scientific uncertainties about coastal and oceanic processes were focused on international co-operation and capacity building in marine sciences. Main achievements include the upgrading of scientific skills of managers and scientists in Africa and enhanced co-ordination and networking of Marine Data Management Centres. In its second phase, the COASTS project was preceded by a second workshop, which was organised in Paris (from 8 to 11 August 2001). Sixty high-level scientists, who initiated the production of the new COASTS synthesis, attended the workshop. Practitioners and managers require a readily available set of tools to translate scientific knowledge on the complex coastal-coupled processes into quantitative policy advice for decision-makers.

The Ocean Data and Information Network for Africa (ODINAFRICA) network held a workshop in Nairobi, Kenya, from 14 to 17 November 2001 to review and plan. It was attended by National Co-ordinators from 20 Member States and experts from Belgium and the United States. The participants are persons who have been involved in providing support for capacity building in the area of data and information management. They reviewed the project's implementation status and adopted a work plan and budget for the future.

The first ODINAFRICA Marine Information Management Training Course was also conducted at the Research Aquarium of the Directorate of Marine and Coastal Management in Cape Town, in South Africa from 29 October to 9 November 2001. Trainees attended the course from 15 countries, including resource persons from IAMSLIC, GEMIM, MINDEX and the IOC Secretariat. The preparation of an African Ocean Library Union catalogue is in process and one marine librarian in each of the 20 countries involved in the project are being trained in new technology skills for ocean libraries.

To further develop the monitoring and forecasting capabilities of the Member States, in the management and development of sustainable open and coastal oceans GOOS-Africa organised a workshop in Nairobi (November 2001), and as follow-up, African countries worked with the IOC Secretariat to prepare a comprehensive proposal including training in remote sensing for African scientists as part of the African Process. The proposal was submitted for consideration at the African Process meeting during the WSSD.

Building the Global Ocean and Global Climate Observing Systems (GOOS and GCOS) and increasing the capacity of developing countries to participate in and benefit from GOOS was emphasised. The target of the GOOS-AFRICA proposal for the African Process is increasing access to and training in the use of remotely sensed data. The GOOS Capacity-Building Panel has provided access to and training in the use of remotely sensed data, one of the key elements of its strategy. IOC has decided to use as a key element of its capacity-building programmes (including for GOOS) the UNESCO Bilko programme for providing learning about the interpretation of remotely sensed data. As affiliates of CEOS and Members of the IGOS partnership, IOC and GOOS are working with the space agencies to improve access and training.

At the level of research, the implementation of the Ocean Data and Information Network for Africa (ODINAFRICA) has continued, a second Ocean data management training course and a second ocean information management training courses were organised in Tunis, Tunisia, (from 29 April-10 May 2002). Thirty-six participants attended the two courses, twenty participants and seven lecturers from African countries. The courses were fully hands-on and were the second in a series of three, each lasting 10days. They provided the ocean data and information managers from the 20 ODINAFRICA countries with basic skills for establishing and maintaining oceanographic data and information centres, resources sharing in Africa and ocean data products development and services for a variety of users.

UNESCO with the support of the Flemish Government (Belgium) encouraged the development of the Ocean Data and Information Network for Africa within the framework of the ODINAFRICA project, a CD-ROM was also prepared by the Ocean Climate Laboratory of the National Oceanographic Data Centre of the United States (US-NODC) storing thousands of data sets collected in Africa, which were previously unavailable. These data sets are digitised from various sources, quality controlled and available to all ODINAFRICA Member States.

UNESCO's assistance to the Member States in Africa in formulating their national Science and Technology policies has contributed to increasing experiences. Nigeria and Mozambique continued to benefit from the Organisation's support and the financial support of the Japanese Government of up to \$500,000 was contributed to support the policy formulation process in Nigeria.

Concerning the Intergovernmental Oceanographic Commission, in 2001 the General Conference approved the oceanography programme. And within the framework of the programme two activities were implemented:

(i) the Partnership Conference of the African Process held in Johannesburg in September 2002, which approved a series of regional coastal management projects, contributing to the operational phase of the African Process, in the framework of the Environment Component of NEPAD;

(ii) the World Summit on Sustainable Development (WSSD), through its Implementation Plan received a clear mandate to strengthen the activities of UNESCO/IOC, to build national and local capacity in marine science and to promote the sustainable management of oceans and their resources.

The African Process for the Development and Protection of the Coastal and Marine Environment in sub-Saharan Africa, with the participation of African Member States successfully developed a technical process that prepared a set of action-oriented projects to address the problem of degradation of the coastal and marine environment. The Partnership Conference, which brought together African States and the donor community, approved the integrated Programme of Intervention and endorsed the initial Portfolio of Project Proposals made in September 2002. The African Process has also been included in the Implementation Plan for WSSD (para.56.i) in the following terms: “Develop projects, programmes and partnerships with relevant stakeholders and mobilise resources for the effective implementation of the outcome of the African Process for the Protection and Development of the Marine and Coastal Environment”.

The International Oceanographic Data and Information Exchange (IODE) project emphasis are on Ocean data and information capacity-building to ensure its access for all. In this regard, UNESCO supported the establishment of three new data centres in 2002 as part of the ODINAFRICA network. Four training courses have been conducted in Africa, and Internet access to oceanographic data and information centres in developing countries has been provided within the framework of the ODINAFRICA project. Ocean Teacher development has continued and has received wide acclaim.

◆◆*Social and Human sciences and eradication of poverty*

The World Summit on Sustainable Development convened by the United Nations paid great attention to science and its role in the eradication of poverty. The Director-General of UNESCO established an intersectoral task force, which he chaired in person, to guide the Organisation's participation at the Summit and assigned the role of internal co-ordination to the Science Sector. Up to 29 different events were organised concurrently by UNESCO during the Summit, including five exhibitions and 25 new multilateral co-operative initiatives involving UNESCO were launched in Johannesburg as part of the official outcomes of the Summit. Most of the new partnerships concern the natural sciences programmes. The Implementation Plan of the Summit emphasised water issues, consistent with UNESCO's own priority for the science programmes.

The importance of oceans and the IOC were also stressed, as well as renewable energies, biodiversity, natural disasters, and the importance of science and technology in ensuring practical decision-making.

The Summit offered a special opportunity for UNESCO to highlight the commitment of the UNESCO Chairs to the programmes of sustainable development, especially with regard to advocacy, lifelong learning needs and fostering new alliances between academia and other stakeholders. In this respect, the tenth anniversary of the UNITWIN/UNESCO Chairs programme celebrated at UNESCO Headquarters, (13-15 November 2002) provided another occasion for an updated stock-taking of new academic degree courses and programmes created in the framework of sustainable development. In order to improve and strengthen the professional social science infrastructures, the International Social Science Council in co-operation with UNESCO organised an international conference to celebrate the ISSC's fiftieth anniversary in Vienna in Austria, (from 9 to 11 December 2002). The event was co-sponsored by the Austrian Government and was attended by 300 participants from 55 countries, including from Africa. The participants devoted their time in discussions on the theme “Social science and social policy in the twenty-first century”. The conference laid the basis for further

strengthening the regional representation in ISSC and consolidates its substantive bonds with UNESCO.

UNESCO's contribution to the eradication of poverty and strengthening of human security in Africa was concrete, several activities were undertaken in this area. For example, in Niger, Burkina Faso and Mali seminars were organised, aimed at further examining poverty-related issues, ensuring consistency in approach in and among the project countries and laying the foundations for planned actions. A workshop was also organised (on 14 June 2002) to approve the prospective study on the empowerment of the most vulnerable populations. The study was undertaken in co-operation with AFCEN/UNDP¹⁴, in the four West African countries. It laid the foundations for a renewed approach to human rights issues (access to basic services, access to a knowledge society, participation, environment of peace, human security) and strengthening their respect. The study was published and widely distributed in the countries covered. The study, which was also the identification phase of the project was followed by actions to strengthen capacities with a view to ensuring the effective participation of the target communities concerned by the subsequent activities.

Based on the strategic objectives defined in the UNESCO Medium-Term Strategy (C4) concerning the eradication of poverty, especially extreme poverty, the poverty eradication and strengthening of human security in Africa project was launched during a meeting organised by the Organisation at its Headquarters in Paris. The book entitled *La pauvreté, une fatalité? Promouvoir l'autonomie et la sécurité humaine des groupes défavorisés – Benin, Burkina Faso, Mali, Niger* was prepared by UNESCO in co-operation with African Futures on the basis of case studies. It presents four case studies conducted in the four sub-Saharan African countries and recommendations made at a workshop organised to approve the study document the workshop had brought together the authors of the study, permanent delegates from the countries concerned to UNESCO and several experts from international organisations. The book presents a critical analysis of poverty reduction action frameworks and highlights the importance of defining the role of all the partners involved, starting with the most underprivileged populations.

The book therefore provides guidelines for the organisation of national workshops to identify sites for each country, target populations and their needs draw up an agenda for each project and identify indicators for their evaluation.

UNESCO launched the Strategy for the sustainable development of tourism in the Sahara project at a meeting held in Tunis in June 2002. The project included seven case studies, aimed at: clarifying the aims of the project; exploring ways of including a poverty eradication and local community support component in projects designed to promote sustainable tourism, one which respects the natural and human environment in the sub-Saharan countries. Ten sub-Saharan Member States attended the meeting in Tunis, which developed a framework for analysis, required to enable the teams to work together in spite of the diversity of the situations in the case study countries. They made important recommendations to protect the rights of the poor populations and to improve the condition of the communities affected by the increase in tourism in the region. The project is being implemented in close co-operation with the intergovernmental organisations concerned (WTO, UNDP and ALECSO) and other competent institutions. A follow-up workshop attended by representatives from the case study countries was held in July 2002 to exchange information and assesses the level of implementation.

¹⁴ AFCEN=Africa Futures

The goal of the project is to incorporate into tourism development policies and strategies for the sub-Saharan countries, define ways and means of helping local populations to combat poverty by involving them in activities to protect their heritage and enhance its attractiveness to tourists. Partnership agreements with the Sahara and Sahel Observatory (OSS) and the Deserts du Monde foundation were also concluded. Fifteen participants, including a team of seven consultants (including three women) from the project countries and the UNESCO project team, attended a seminar organised by the Organisation at its Headquarters to streamline the interdisciplinary work and establish contacts with the Permanent Delegations of the Member States concerned. The reports of seven sectoral studies carried out on the basis of the survey/proposal model were completed and submitted in December 2002 and a summarised version, to serve as a draft strategy document is being made available to the Member States.

◆◆ *Information and communication technology (ICT) for eradication of poverty*

Information and communication technology for eradication of poverty, especially extreme poverty is emphasised by UNESCO. Scientific, technical and vocational education for girls and schools as community catalysts for the empowerment of girls in poverty reduction is an important dimension of this priority.

In order to build community capacities for sustainable local development, UNESCO launched a project to encourage the use of technology, which is accessible to the poor in Mali. The project seeks to help the poor population to develop their resources and capacities to eradicate poverty.

The UNISOL-TAPE alliance against poverty project, is an initiative aimed at drawing on universities to jointly address the question of human rights posed by the denial of access to health, housing, working opportunities and food for migrant populations world-wide. UNESCO, in collaboration with the Tropical Institute of Community Health and Development (TICH), WHO and the Rockefeller Foundation, organised the first preparatory conference in Nairobi, Kenya, (in June 2001). The African Chapter of Universities in Solidarity with Disadvantaged Communities (UNISOL) was launched and TICH was designated to host the first UNISOL Secretariat. The Steering Committee, comprising of the University of Cape Town (South Africa), Great Lakes University (Democratic Republic of the Congo), Jimma University (Ethiopia), University of Malawi, the University of Zambia, Makerere University Kampala (Uganda), TICH, Egerton University. Professor Maritim (Moi University) was elected acting Chairman of the Steering Committee from among 20 universities that attended the first Congress. The Steering Committee met again on 13 September 2002, to flesh out a strategic agenda with respect to further UNISOL development. In 2002, the TICH training programmes started to incorporate social science components focusing on poverty and ill health.

In line with the need to enhance the human rights focus of the project, a pilot course on “Health and Human Rights, Benchmarks of Fairness and Ethics” focusing on disadvantaged communities such as orphans, street, refugees and other vulnerable children was launched at TICH, in Nairobi and Kisumu. UNESCO supports the targeted action-research undertaken by the partner institutions to upgrade contents of public health programmes and make their contents more amenable to social complexities.

Mainstreaming health and human rights into public health training is also crucial for policy dialogue and re-conceptualisation of policy, another of UNISOL's mandate, and has planned to hold an international congress on the topic in Cape Town, in late 2003.

The technology and poverty eradication component of the project is aimed at increasing the access of poor people to technology to empower them to meet the MDG of halving poverty by 2015. For that purpose, a “technology knowledge network for the poor – TechKnowNet –” is about to be launched, with support from several cluster offices; it will help design and produce UNESCO toolkits of information, learning and teaching materials, as well as to display and make use of such material for and with the poor. A “technology and poverty reduction workshop” was held in Accra (Ghana) in October 2002. Initially designed on providing relevant technologies to a limited range of beneficiaries, the project has been refocused on both enhancing sustainable channels to convey technological awareness and skills to poor populations at large, and providing policy guidelines to governments for that purpose, in addition to achieving significant results in an array of pilots. It was presented at the “engineering and technology innovations for sustainable development” session of the Forum on science, technology and innovation at the WSSD on 28 August 2002.

The UNESCO Information and communication technology-based training in basic education for social development project is an intersectoral activity, which mobilised all the Sectors, field offices, the IICBA, Ministries of Education of the target countries in Africa and other partners. They co-operated closely in the preparation of the work plans for the implementation of the programme, and particularly in organising a technical meeting in the second half of 2002 on developing ICT-based instructional modules on selected sub-themes, notably, empowerment of women farmers; reading for all; strengthening of educational governance; HIV/AIDS; girls’ and women’s education; science education; and gender perspective in family education under basic education. The technical meetings focused on core content development, assessment of ICT appropriate for the target countries in delivering the content of the instructional modules and demonstration of how to develop and use an interactive computer-based learning application.

◆◆ *Culture and eradication of poverty*

To foster the links between culture and development UNESCO provided assistance to 10 Member States in framing innovative national cultural policy, making culture part and parcel of development. The African Itinerant College for Culture and Development and the African Institute for Economic Development and Planning (IDEP) undertook three publications. Preparations for the Pan-African Cultural Congress, planned for 2003 and to be organised by the African Union with the support of the Ford Foundation and UNESCO, as part of the implementation of the Stockholm Plan of Action. Surveys on the provision of training for cultural development personnel have been launched and an expert workshop on the training of cultural development agents in Africa was held in Nairobi in December 2002. The development of a new framework for cultural statistics on the situation of developing countries has also been initiated.

Under the programme of tourism policies, four studies were undertaken in Burkina Faso, Ghana, Mali and Niger, Senegal and Cap Vert, with the view to preparing a specific project on each country for submission to co-operation agencies for the purpose of mobilising resources.

The culture, tourism, development network for research, expertise and international co-operation, comprising of 11 universities from the five continents, was launched under the UNITWIN programme of UNESCO.

Under the sustainable management of world heritage sites for poverty reduction project, pilot activities were achieved in three world heritage sites countries. The project received support from various agencies and governments. Appropriate expertise was identified with the help of the National Commissions and NGOs. The aim was also to show how heritage rehabilitation is compatible with changing the conditions of living, caring for the poor populations whose livelihood is affected by changes due to the presence of these sites. The sites of Saint Louis in Senegal and Porto Novo in Benin are among the pilot sites, which constitute the basis of the recommendations prepared, for the consideration of the governing bodies to the World Heritage Committee. The question to answer is why social and human rights criteria should be incorporated in considerations on whether or not a site merits the World Heritage label.

With regard to the contribution of culture to the implementation of the Dakar Plan of Action, the promotion of reading and art education in particular, the International Jury of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance nominated two prize-winners (the Chilean Antonio Skarmeta and the South African Jenny Robson) for the award. And as part of the follow-up to the Books for All programme, Minnesota, United States) signed protocols of agreement with the NGOs Culture et développement concerning analysis of the situation at the local level and support for the most underresourced African libraries (by France) and Books for Africa.

A project entitled "Culture, tourism and development in West Africa" was officially launched on 10 June 2002 in Dakar (Senegal) at a subregional workshop, with the support of the National Commissions from Burkina Faso, Cape Verde, Ghana, Mali, Niger and Senegal and the participation of experts from these countries. An advisory mission for sustainable tourism development was sent to the Lao People's Democratic Republic.

VIII.3 Information and Communication Technology (ICT) for Africa's Development

To assist the Member States in addressing the ethical and societal challenges of the information society, UNESCO expanded the Observatory on the Information Society, the database on documents and links has been extended to new categories of subscribers, and the number of subscribers to the electronic newsletters has significantly increased. In Africa an initiative has been taken to organise a meeting for decision-makers and researchers specialising in ICT issues to determine regional information needs. On the basis of the recommendations of the meeting, the creation of an African Observatory in co-operation with the Universidade Eduardo Mondlane in Maputo, Mozambique was launched. UNESCO also sponsored research studies on cyber law and information society indicators in education, science, culture, communication and information in order to achieve a better understanding of the challenges and issues related to the information society.

The thematic portals on the UNESCO/CI website *Webworld* have been successful in promoting interactive access to information and the sharing of knowledge as demonstrated in the increasing number of visitors to the site. The three portals which have been set up on Archives, Libraries and Free Software offer a wide range of choice for the professional information communities and the general public, including the addition of multilingual content in non-Latin scripts, and mirroring of the Free Software Directory initiated in co-operation with the Free Software Foundation (FSF). In Africa, a web portal for East African teacher training colleges is being developed at the Learning Resource Centre (LRC) of the Kenya Technical Teachers College (KTTC) in Nairobi, to share information and provide online courseware.

◆◆*Virtual laboratory for draining lakes in Africa*

The project aims at promoting the sharing of experiences among scientists and policy-makers who are involved in the study, research and mitigation of the crisis that affect the populations of the Aral Sea, the Lake Chad and the Dead Sea regions. The project involves several research institutions, including in Cameroon, Nigeria and Chad in Africa. The sectors of Science and Information and Communication (CI) and the field offices are involved in its implementation. Preliminary studies on a market survey on the most appropriate software and hardware required for the network, a comparative study on similar experiences and identification of qualified experts in the various regions were commissioned. The Sectors of CI and SC have adopted a breakdown of cost strategy for implementation, a budget breakdown to be adjusted as required.

◆◆*Remote sensing for integrated management of ecosystems and water resources in Africa*

(i) During the past 18 months, a number of activities were implemented under the three components of the project which are (i) research, education and training; (ii) developing UNESCO Chairs and Network and Specialized Centres in Remote Sensing and (iii) fostering outreach. Under the first component, national workshops were held in 2002 in nine African countries (Benin, Botswana, Côte d'Ivoire, Equatorial Guinea, Guinea, Mozambique, Niger, Senegal, and South Africa) to identify national capacities, needs and priorities and establish national work programmes and networks. In 2003, two other countries, Nigeria and Zimbabwe, were selected to participate in the project. UNESCO provided support to all 11 countries to implement their national projects based on remote sensing data and satellite imagery applied to ecosystems and water resources. Support was also given to develop the UNESCO Bilko long distance learning software in remote sensing in cooperation with the International Bilko Steering Team and the Laboratory of the Satellite Oceanography of the Southampton Oceanographic Centre.

(ii) The activities have resulted in: better knowledge and picture of the status of remote sensing applied to ecosystems and water resources at national and regional levels in Africa; improved national and regional coordination and cooperation in the subject-area; and established national work programmes and networks. The implementation of national pilot projects on remote sensing provides decision making tools for sustainable management of water and ecosystems as one of the main applications of sciences and education in remote sensing arising from the recommendations of the World Summit on Sustainable Development (WSSD).

(iii) Under the second component, the UNESCO-Africa Network for the Application of Remote Sensing for Sustainable Development was established in 2002. It consists of research and educational institutions and NGOs in the 11 project countries, the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar (Senegal), the Regional Office for Sciences (ROSTA) in Nairobi (Kenya), and several regional and international associated institutions that are specialised in space sciences, remote sensing, mapping and survey. In 2003, an International Advisory Committee was also set up to assist Member States in the implementation of project activities. With regard to fostering outreach, awareness about and interest in the project were raised through such activities as the presentation of the project to the WSSD in Johannesburg, South Africa, the UN Symposium on Space Sciences for Development held in South Africa (August 2002), and the High Level WSSD Follow up Meeting organized in Italy (November 2002). In 2003, the project was also presented at the workshop on Education, Training and Capacity Building in Africa and a meeting on Satellites and Remote Sensing in the Service of the Meteorology and Oceanography in Africa which was jointly organised with the NEPAD Steering Committee in South Africa. A website on the project has been established and CD-ROMs on project activities in some of the participating countries have been produced.

◆◆ICT-based Capacity building for good governance and social development

△ Higher education, open distance learning knowledge for decision-makers

(i) UNESCO undertook activities in the different regions, including in Africa through the UNESCO Offices in Dakar and Harare. These activities focused on identifying target audiences, priorities for contents of the regional information and knowledge resources; the establishment of a data collection strategy and links to ongoing initiatives such as the World Bank's Global Development Network (GDENET) project and available sources of information in regions. In the African context, the South African Institute for Distance Education (SAIDE) will further develop this tool in Africa.

(ii) To assist decision-makers in developing countries and countries in transition on policy issues relating to the implications of open and distance learning (ODL), a Higher Education ODL Knowledge Base is being established with the involvement of the UNESCO Offices in Dakar, Harare, the IITE and the IIEP. During the period under review, proto-type expert system were prepared to assist in decision-making and the design of an information base in each of the target regions. The information base was developed on the basis of needs' assessments in the target regions. Workshops have been held or planned to present, test and evaluate both outputs. Three workshops will be organised by the Offices in Harare, Abuja, and Bamako, Mali (September-December 2003) for the Africa region.

(iii) As part of the follow-up to the World Education Forum held in Dakar in 2000, the project aims to improve access to quality basic education by strengthening human resources and local capacities to promote social development. By developing and implementing appropriate ICT-based training, it seeks to increase the capacities of teachers and other basic education providers in delivering basic education of quality to young children, youth, women and men in Asia and Africa. The thematic components of the project include (a) empowerment of women farmers; (b) educational governance at local level: community empowerment; (c) reading for all (targeting school children); and (d) inclusion of gender perspectives in family education. During the 18-month review period, a number of results were attained under each component as shown below.

◆◆ *Initiative B@bel*

Major activities carried out under the project in the past 18 months have resulted in: local content development; collection of recordings of endangered languages; creation of an online digital sound archive to preserve these languages and facilitate research by linguists; and guidelines on developing computerized writing system support and various models for sharing intellectual property resources. A multilingual content management platform providing multilingual data and terminology support, language customisation and online search capability based on CDS/ISIS has also been developed and fonts for African and South Asian languages, non-Latin web-browsing and data entry tools and dictionaries are being developed for free distribution.

◆◆ *Preserving our Digital Heritage*

UNESCO's campaign for the preservation of the world's digital heritage, which was launched in the 2002-2003 biennium, has resulted in the development of technical guidelines, the preparation of a Draft Charter on the Preservation of Digital Heritage and raising of awareness about the topic among a range of stakeholders. A discussion paper on the preservation of the digital heritage was submitted to the 164th session of the Executive Board in 2002 on all relevant elements for an international charter. Based on the decision of the Executive Board, which invited the Director-General to consult Member States, a circular letter was sent out in July 2002 requesting Member States to provide comments. On the basis of the comments received from Member States, intergovernmental and international non-governmental organizations, a Preliminary Draft Charter was prepared in September 2002. This preliminary draft was circulated to Member States in November 2002 for their comments and observations. Moreover, a series of regional experts' meetings were held to review digital preservation challenges in the respective regions, discuss and prepare comments on the Preliminary Draft Charter and detailed technical Guidelines on the preservation of digital heritage. The regional experts' meetings were held in Asia and the Pacific (Canberra, Australia, November 2002); Latin America and Caribbean (Managua, Nicaragua, November 2002); Africa (Addis Ababa, Ethiopia, December 2002); the Baltic countries (Riga, Latvia, December 2002); and Central Europe (Budapest, Hungary, March 2003).

The Draft Charter and its technical Guidelines have evolved considerably through the consultation process. A distillation of the views of the Intergovernmental Council of the Information for All Programme (IFAP), the five regional expert consultations, and written comments from more than 45 Member States and 15 international organizations (received in response to the Director-General's circular letters of July and November 2002) was submitted to the 166th session of the Executive Board in document 166 EX/18. Taking into account the discussions at that session of the Executive Board and at the second session of the Intergovernmental Council for IFAP as well as all contributions received, document 32 C/28 has been prepared for submission to the 32nd General Conference. Building on the existing Internet Archive programme at the Bibliotheca Alexandrina, the UNESCO Office in Cairo is preparing a pilot project to sort, index and preserve the digital content in Arabic language. Also, a regional course on the preservation of the digital heritage in Latin America and the Caribbean will be held in Rio de Janeiro, Brazil, in December 2003 based on the Draft Charter and the Guidelines. Partners of the project include the National Commission for UNESCO, the National Library of Australia, and the European Commission on Preservation and Access who have been involved in the development of the conceptual framework for digital preservation.

◆◆Virtual Universities: Test beds and guidelines on their establishment

The project aims at setting up virtual campuses in different countries in Africa and Asia within a regional cooperation framework for the exchange of contents, expertise and training; it consists of needs assessments in distance education; development of distance education materials and e-Campus; dissemination, evaluation and possible extension. A Pan-African study on the development of e-campuses is being carried out in collaboration with the University of South Africa (UNISA). Pilot implementation of the project is underway at the Institut National Polytechnique Felix Houphouet Boigny (INPFHB), Côte d'Ivoire and Université Cheik Anta Diop, Senegal. It aims at developing catalogues and digitised content on Open Educational Resources (OERs) produced by institutions of higher learning in the two countries as well as others in the sub-region, using the Greenstone Software. The Greater Mekong Subregion Virtual University (GMSVU) is being established in cooperation with several universities in Europe. A platform has been launched by the Asian Institute of Technology in Thailand (AIT); the platform includes training of trainers in all GMS countries jointly sponsored by UNESCO, AIT and the French Embassy in Thailand. The material for the test beds of a virtual university is being developed and will be discussed at a joint meeting in December 2003.

◆◆Electronic theses and dissertations (ETD)

The project aims at enhancing the production, access and archiving of theses and dissertations by using the opportunities offered by ICT. It has so far achieved its main expected result of sensitising universities on ETD procedures, providing and testing best practices in the area of electronic theses and dissertations (ETD) and training ETD managers. Based on the "UNESCO ETD Guide" which provides a set of best practices, procedures and workflow models for the implementation of national ETD programmes, model-training courses have been set up in different regions. A training programme was organized for over 20 future ETD managers from all regions in Berlin, Germany, in May 2003. UNESCO has initiated a pilot project to establish sustainable ETD programmes in Africa, involving notably the University of the Witwatersrand, South Africa, and Addis Ababa University, Ethiopia, as future centres of excellence. A similar project in Eastern Europe is being prepared with the Kaunas University of Technology in Lithuania. Support has also been given for an Internet-based platform for sharing information on ETD projects and international initiatives in this area.

VII.4. Promoting Peace, Human Rights and Democracy for development in Africa

◆◆UNESCO Chairs

The UNESCO Chairs in Human Rights Democracy, Peace and Tolerance constitute a key partner of the Organization in its activities in the field of human rights, especially in the field of research and education. Fourteen UNESCO Chairs have been established in twelve countries in the African region¹⁵. By strengthening cooperation and interaction among researchers at the national and regional levels, UNESCO Chairs have contributed significantly to the promotion of international dialogue and reflection on major human rights issues of the

¹⁵ The list of UNESCO Chairs in Africa is included as Annex II for easy references

region, such as the consolidation of democracy, the elimination of discrimination against women, promotion of the values of peace, human rights and tolerance.

The first meeting of UNESCO Chair Focal points and Institutes of Human Rights and Democracy in West Africa and Centres was organised jointly by the UNESCO Chair on the Rights of the Person and Democracy, University of Abomey-Calavi in Benin and the Regional Unit for Social and Human Sciences in Africa in Cotonou, Benin from 21 to 23 November 2001. The meeting addressed the theme of “the challenge of impunity”. *La Deuxième Rencontre des Responsables Chaires UNESCO et Instituts travaillant dans le Domaine des Droits de l’Homme et la Démocratie en Afrique de l’Ouest et du Centre* organised in Cotonou from 28 to 31 July 2003 by the Chair and UNESCO (Regional Unit for Social and Human Sciences for Africa, Dakar with cooperation of the Africa Department, UNESCO Paris) brought together Chair holders, members of Chairs, research institutes and law faculties from ten African countries (Benin, Burundi, Cameroon, Democratic Republic of Congo, Gabon, Guinea, Ivory Coast, Madagascar, Niger, Togo) plus a professor from the *Coopération Universitaire Francophone de la Belgique* who teaches in the regional doctoral programme of the Benin Chair, as well as observers from the UNESCO Chair on Human Rights and International Cooperation, University of Bergamo in Italy and a representative from the Danish Institute for Human Rights which provided some financial support for the workshop. The workshop examined the theme of economic, social and cultural rights in Africa. It is planned to publish the studies and results of this important workshop.

It is proposed to continue reflection on the theme of economic, social and cultural rights in the third meeting of UNESCO Chairs from West and Central Africa planned in cooperation with the UNESCO “*Chaire pour une Culture de la Paix, les Réglements de Conflits, la Démocratie les Droits de l’Homme, la Bonne Gouvernance*” in Kinshasa, Democratic Republic of Congo, from 26 to 30 July 2004 on the theme “violence, economic, social and cultural rights in Africa”.

African Chairs have also had the occasion to participate in the International Network of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance held annually in Austria. Many of the African Chair Holders thus participated in the third meeting of Chair holders of the international network, which took place in Stadtschlaining, Austria in April 2002. The representatives of the African Chairs made a valuable input to the discussions presenting the results of activities and projects they implemented and identifying obstacles and challenges they encountered.

African Chairs were invited to participate in the World Forum of UNITWIN/UNESCO Chairs (Paris, France, November 2002). Support was provided by the Regional Unit for Social and Human Sciences in Africa (UNESCO Dakar) to facilitate participation of several of the African Chairs.. The “Oliver Tambo” Chair of Human Rights at the University of Fort Hare, South Africa, received together with three Chairs from other regions a special UNITWIN Award in recognition of the quality of their work. An informal working group of the Chairs from Benin, Burundi, Ethiopia, Ivory Coast, and South Africa held during the World Forum highlighted the need to support regional cooperation among UNESCO Chairs in Africa.

Support was provided to the International Symposium on the Application of the UN Convention on the Rights of the Child organised by the Institute of Human Rights and Peace at the University of Cheikh Anta Diop and the UNESCO Chair on Human Rights and Democracy, University of Freiburg in Dakar from 28 to 30 June 2002.

Participants included the UNESCO Chair Holder on Human Rights from the University of Mexico and specialists in law, psychology, political sciences, sociology and other disciplines from Benin, Guinée, Ivory Coast, Mauritania, Senegal as well as Canada, France, Italy, Switzerland. The meeting decided to set up a regional network of multi-disciplinary research and monitoring for the promotion and protection of children's rights in Africa.

The Website concerning Research, Teaching and Advocacy on Human Rights, Gender Issues and Democracy in Southern Africa which provides a tool and network for exchange and dialogue between universities, research institutes, NGO's and policy makers in the region was officially launched by the Human Rights and Documentation Centre, Faculty of Law, University of Namibia. The Chair was created in cooperation with the UNESCO Regional Programme for Social and Human Sciences in Africa with specific support from the UNESCO Windhoek Office as part of the activities of the UNESCO UNITWIN Chair on Human Rights and Democracy in Namibia. The address of the website is: www.hrhc.unam.na.

At the third meeting of Chair holders of the network of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance (Stadtschlaining, Austria, April 2002), the representatives of the African Chairs made a valuable input to the discussions presenting the results of activities and projects they implemented and identifying obstacles and challenges they encountered.

The African Chairs of the network participated actively in the work of the Work Forum of UNITWIN/UNESCO Chairs (Paris, France, November 2002). The "Oliver Tambo" Chair of Human Rights at the University of Fort Hare, South Africa, received together with three other Chairs of the network UNITWIN Award.

◆◆UNESCO Prize for Peace education

A meeting of the International Jury of the UNESCO Prize for the 2001 Peace Education was organised at UNESCO Headquarters (from 3 to 4 September 2001) to evaluate the 23 nominations submitted to UNESCO. On the basis of the recommendations of the Jury, the Director-General awarded (on 13 December 2001) the UNESCO Prize for Peace Education to the Right Reverend Bishop Nelson Onono Onweng of Uganda and Jewish-Arab Centre for Peace at Givat Haviva in Israel, acknowledging their outstanding contributions to peace education, the promotion of peace and non-violence and the resolution of conflicts through dialogue. A Honorary title was awarded to the educator Madam Betty Reardon (United States), a pioneer in both the theoretical and the practical spheres that has influenced the development of peace education. On the same occasion the Director-General commemorated the UNESCO Prize, awarded since 1981 (1981-2001) thanked the Japan Shipbuilding Industry Foundation (Nippon Foundation) for their generous donations.

◆◆Training for Human Rights, local democracy and citizenship

The project on Training for Human Rights, Local Democracy and Citizenship in Senegal, Burkina Faso and Mali which was elaborated by the Regional Unit for Social and Human Sciences in Africa, UNESCO Dakar Office has just been approved by the Government of Luxembourg. This is the second phase of a project initiated on a pilot basis in several regions of Senegal, and which was financed by DANIDA. A pedagogical guide and a series of booklets for participants on different themes have been printed by the UNESCO Dakar Office press, and will be used during this second phase of the project.

◆◆ Raising awareness, building partnerships and educating for a culture of peace and human rights

UNESCO (SHS) has actively contributed to the promotion of peace, democracy and human rights in Africa through the following activities:

- (i) Participation in the preparatory process for the World Conference against Racism (WCAR) (Durban, South Africa, 31 August-8 September 2001), including participation in the third session of the Preparatory Committee (Geneva, 30 July-10 August 2001);
- (ii) Co-ordination of UNESCO's preparation for and contribution to the WCAR, which included exhibitions and distribution of publications prepared by all the UNESCO programme Sectors¹⁶.
- (iii) Publication *United to Combat Racism*, prepared in co-operation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) for WCAR was issued in August 2001 and widely distributed. It was officially launched at WCAR in Durban. *UNESCO against Racism* – an informative brochure on the action taken by the Organisation in this area, highlighting its main priorities was printed and disseminated at WCAR.

Educating for a culture of peace is improving the content and methods of education and training. The activities of the Special project, women and culture of peace in Africa launched by the Women and a Culture of Peace (WCP) Programme during the 2000-2001 sought to support women's initiatives for peace, empower women for active participation in democratic political processes, increase their capacity and influence on economic and security issues, contribute to gender-sensitive socialisation of boys and girls, men and women, and to training for non-violence and egalitarian partnerships between males and females, with special emphasis on male roles and masculinities for a culture of peace were completed at the end of the biennium 2000-2001.

The book entitled *Women and Peace in Africa: Case studies on traditional conflict resolution practices* and the training manual, *Promoting women's participation in conflict resolution to build a culture of peace* were also edited. These publications were a component of the special project: Women and a culture of peace in Africa.

◆◆ Promoting freedom of expression and strengthening communication capacities

Δ Freedom of expression, democracy and peace

UNESCO used the celebration of World Press Freedom Day (3 May) in 2002 and 2003 to support special events such as conferences, seminars, forums, radio discussion programmes which were held throughout the world by international, regional and national media professional organizations and human rights groups with the view to increasing public awareness of freedom of expression as a fundamental human right and its links to democracy – one of the expected results under this main line of action. Prominent among these events were the awards of the UNESCO/Guillermo CANO World Press Freedom Prize in 2002 to the Zimbabwean journalist

¹⁶ Social and Human Sciences, (SHS); Culture (CLT); Education (ED) and Information and Communications (CI)

As a further means to attain the expected result of enhanced protection of press freedom and the rights of journalists, UNESCO maintained close relations with and provided support to regional and international media organizations and press freedom advocacy groups, notably through the International Freedom of Expression Exchange (IFEX) network. With UNESCO's support, IFEX has set up a website, which posts alerts and transmits information about infringement against press freedom and rights of journalists whenever and wherever it occurs in the world. The Organization has expanded its Chairs in Freedom of Expression as a mechanism for increasing the importance accorded to freedom of expression in university education with the establishment of chairs in Guyana and Papua New Guinea as well as advanced plans for chairs, including in Kenya, in addition to others already set up in other regions.

◆◆ *Media for peace and tolerance*

During the period under review, UNESCO continued its support to media in selected zones of conflict and countries in transition with the objective of supporting efforts to restore or consolidate peace and impart the values of non-violence and tolerance. In Somalia, UNESCO consolidated and extended the community-based peace initiatives with extra-budgetary funding from the European Commission. Through the project, about 200 communities were involved in peace initiatives, including radio programmes, printed magazines and training of grassroots communities in peace-making, reconciliation and good governance.

To promote cooperation, mutual understanding and tolerance among media professionals in conflict and post-conflict zones, the Organization, in Africa, continued to provide support for the press houses in Rwanda and Burundi through which journalists who belong to different ethnic groups have been cooperating on a number of issues, including in Burundi the training of 40 young journalists in basic journalism and 100 professional journalists in both the private and the public media in the use of Internet to collect and disseminate news and information. UNESCO and the Swedish International Development Cooperation Agency (Sida) organized an international seminar in Stockholm, Sweden (May 2003) on "Media Assistance in Tension and Violent Conflict" which brought together representatives of NGOs, donors and UN agencies interested in the subject-area. The recommendations of the seminar will form the basis for a position paper that will lay the framework for planning World Press Freedom Day in 2004 and a joint venture between UNESCO and Sida with extra-budgetary funding for projects in support of independent media in conflict and post-conflict zones.

◆◆ *Medias, women and peace*

Concerning the promotion of media for peace and tolerance in Africa, UNESCO provided support to the Kenyan Women Media Association to promote the use of ICT in the implementation of its programme activities. The Organisation also contributed to the report of the United Nations Secretary-General on "Participation and access of women to the media, and their impact on and use as an instrument for the advancement and empowerment of women" prepared by the United Nations Commission on the Status of Women.

Following to the international meeting of peace research and training institutes on "What Agenda for Human Security in the twenty-first Century?" organised by UNESCO at its Headquarters (from 27 to 28 November 2000), regional meeting of experts on "Peace, human

security and conflict prevention in Africa” was organised by UNESCO and the Institute for Security Studies (ISS) in Pretoria, South Africa (from 23 to 24 July 2001). The participants were from the following African subregional organisations, notably, the Institute for Global Dialogue (IGD); Economic Commission for Africa (ECA); South African Development Community (SADC); Economic Community of West African States (ECOWAS); the University of Southern Africa; African Leadership Forum (ALF); Economic Community of central African States (ECCAS) and the Common Market of East and Southern Africa (COMESA). The discussion papers, statements and final report of the meeting have been published in a joint UNESCO-ISS publication in English and French.

◆◆*Sports for peace*

In the African context the framework of the *Supreme Council for Sport in Africa* was used to host a regional meeting on “The contribution of sport to peace”. Government experts, sport associations, NGOs and United Nations agencies adopted provisions. The follow-up to and implementation of the action plan adopted by the round table on “Daily sport and peace” (Yamoussoukro, June 2001) culminated into the launching of the first phase of the project of demobilisation of child and adolescent soldiers in Sierra Leone through physical education and sport, in close co-operation with the government authorities, the ECOWAS Conference of Ministers of Youth and Sport and the International Olympic Committee. In accordance with the MINEPS III recommendations, the production of a world encyclopaedia of traditional games and sports was initiated.

In its efforts to increase Member States’ awareness on the role of multilingualism in education systems in Africa, UNESCO achieved international consensus on a set of UNESCO guidelines for language in multilingual education contexts at an international expert group meeting at Headquarters in September. Awareness on interlinkages between languages and sustainable development was increased through educational materials prepared, among them *sharing a World of Diversity: The Earth’s Linguistic, Cultural and Biological Diversity* with Terralingua and WWF.

A special session on languages held during MINEDAF VIII conference (December 2002), on the contribution of the use of the mother tongue to improving the quality of education included a review of past and today’s experience in Africa on the mother tongue as the language of instruction and on mother tongue teaching. The meeting made important recommendations to the Conference.

◆◆*Cities for peace*

Under the Cities for Peace Prize, the Director-General awarded on 18 March 2002 in Marrakesh in Morocco the UNESCO Cities for Peace Prize to five cities, including Lubumbashi (Democratic Republic of the Congo) in Africa, other five cities including Bahir Dar in Ethiopia received Honorary mention.

◆◆*Promoting a culture of peace*

A Regional Workshop on Peace and Conflict Resolution in West Africa was organised by the Regional Unit for Social and Human Sciences, UNESCO Dakar Office and the Centre for Conflict Resolution and Peace Advocacy from 3 to 7 December 2001 in Lagos, Nigeria bringing together twenty-eight academics, policy makers and representatives of peace

organisation from Nigeria, the Gambia, Ghana, Liberia and Sierra Leone. The meeting was officially opened by the Minister for Regional Cooperation and Integration in Africa of Nigeria. The Special Adviser to the President of Nigeria on Conflict Resolution in Africa chaired the opening session. The workshop, UNESCO and its regional social sciences programme received good media coverage. Follow up recommended by the workshop included preparing a West African programme of networking for research, training and advocacy on causes of conflict and means to promote conflict prevention and a culture of peace among in the first instance universities and research institutes, as well as with various NGO's engaged in this area. It was considered important for the Economic Community for West Africa (ECOWAS) to address itself to how to harness youth as a force for peace, and not have them mobilised for purposes of war. The particular contribution of African women to a culture of peace was noted, as is witnessed by the work of the Mano Women's River Peace Network.

A contract has been concluded with a specialist at the Peace, Leadership and Governance Institute, African University in Bulawayo, Zimbabwe for the creation of a data bank on peace research and training institutes in Sub-Sahara Africa.

As a follow up to one of the recommendations of the Regional Consultation Towards a UNESCO social and human sciences strategy for Africa, a workshop on the Contribution of Intellectuals to a Culture of Peace in the Great Lakes Region was organised in cooperation with the social and human sciences national programme officer in the UNESCO Bujumbura Office and the *Centre Regional de Recherche et de Formation pour la Paix, la Démocratie et le Développement*. The workshop took place in Bujumbura, Burundi from 26 to 28 May 2003. Another workshop of reflection on the *Contribution of Intellectuals to building a culture of peace in the Great Lakes Region* was attended by participants from Burundi, Rwanda, the Democratic republic of Congo and representatives of civil society. Four sub-themes were discussed:

- (i). the contribution of traditional institutions to a sustainable culture of peace;
- (ii). the challenges of transition to democracy for sustainable peace in the Great Lakes regions ;
- (iii). the impact of conflicts on intellectual and scientific life;
- (iv). The role of women in democracy and conflict resolution..

The main objective of the workshop was to help intellectual assess their roles and responsibility in building peace and democracy on the one hand, and help national and international institutions to understand the importance of the contribution of intellectuals in the processes of political, economic and social reconstruction in the three Great Lakes countries. The workshop was also a first step towards institutional co-operation between the three countries in the areas of research and implementation of orientations for peace and development.

Δ Other Activities of the sector of the Social and Human Sciences for a culture of human rights and peace in Burundi

The *Chargee de Programme en Droits de l'Homme* at the UNESCO Bujumbura office is involved in various operational activities for the promotion of a culture of peace and human rights among which:

1. Human Rights Rally

The objectives of the Rally (project) is aimed at training and sensitizing primary and secondary school children on Human rights, the rights of children as indicated in the Universal Declaration of Human Rights, Convention on Children's Rights and other international instruments as well as peace education through games.

The main Rally activities include:

- training of directors, inspectors, and teacher ;
- organisation of competitive games

The activities were financed by UNESCO (Secteur Education/Section on Values education) and UNICEF in Burundi.

2. Projet BDI/99/VO1 « Support for the sensitization and training of civil society in non-violent conflict resolution in Burundi »

The project aimed at sensitizing and training the civil society in Burundi in skills for non-violent conflict resolution, through dialogue. The target groups mobilised were women, youth and intellectuals, involved in the search for solutions. It covered ten provinces in Burundi and appeals have been made to the United Nations Volunteer service, international and nationals to support the project. Up to \$396,840 from the United Nations Volunteers were raised for project activities, coordinated by the UNESCO Bujumbura Office.

The first phase of the project was achieved in December 2001 and other activities such as studies on the role of civil society in conflict prevention in Burundi was finalized in february 2002.

3. *Projet BDI/99/ 002 « Support for the formulation of strategies for mobilisation for self-help development »*

Case studies on mobilising strategies for rural population in self-help development. activities. Up to \$71.000 raised through UNDP were used for the activities in the area. The main activities were organisation of seminars, case studies on rural development, training of administrative cadres and decision-makers in the necessary skills and techniques . The final report on the activities have been finalized and are available for consultations ;

4. *Projet 207/BDI/1000 «Fight against VIH/AIDS in Uniform»*

The project concerns armed forces in uniform: civil police, customs police military and paramilitary and air force. It was funded through UNAIDS, up to \$69.000 in 2002 and 2003 and \$69.000 are earmarked for 2004.

5. *Projet 207/BDI/1001 « Support for the creation of network of leaders-educators for the against HIV/AIDS in primary and secondary schools »*

The project targets Syndicates of teachers in Burundi and it is financed through UNAIDS. Up to \$78.000 were reserved for activities in 2003.

◆◆Project Developing Open Learning Communities for Gender Equity with the Support of ICTs.

The project seeks to develop ICT based content for community learning and explore how existing and potential users can be involved in the process. It intends to help telecentres become places of community learning, which generate knowledge and share experiences with people around the world. More specifically the project intends:

- (i). To assess learning needs and the impact of ICTs for community development and lifelong learning in selected communities in Mozambique and South Africa,
- (ii). To develop gender sensitive and locally produced ICT application packages for community development and lifelong learning,
- (iii). To share knowledge and experiences about the application development process, which contributes to the creation of open learning communities.

The Social and Human Sciences Programme specialist based at the UNESCO Windhoek Office is responsible for implementing the project in South Africa. A project mobilization mission was jointly undertaken with two colleagues from CI and Education respectively (March 2002), at which time working relationships with the local project team and resource persons were established. Main partners of the project include the Alexandra Kopano Educational Trust, Alexandra, the LINK Centre, University of Witwatersrand, and the South African National Commission for UNESCO. A background report on the Alexandra Township and the Alexandra Kopano Resources Centre was prepared by the LINK Centre and a country specific work plan and budget were developed.

On the basis of participatory gender-oriented information and learning needs assessment of the youth of Alexandra that was carried out jointly by the LINK Centre and the Alexandra Kopano Educational Trust, a workshop was held in Alexandra, 14 November 2002. The workshop was mainly attended by youth from Alexandra as well as by experts in areas identified as important during the participatory information and learning needs assessment, which was carried out prior to the workshop. Participants included representatives of the Alexandra Kopano Educational Trust, Naledi3D, and the South African National Commission for UNESCO, The Government's Communication and Information Department (GCIS), the University of Witwatersrand, School Net Africa, and Women's Net. The workshop decided to develop a framework for a comprehensive VR application that can be added to, as additional funding is made available for adding additional content. The first round of the project will focus on unemployment issues, drawing on the specific areas of importance raised in the working groups during the workshop.

◆◆Security and democracy

As follow-up to the symposium on *Armée et démocratie en Afrique: cas du Niger* (Army and democracy in Africa: the case of Niger) a workshop was organised in Niamey (from 19 to 21 September 2001) to validate the project. The workshop, held on the International Day of Peace was attended by government representatives, intergovernmental organisations and diplomats from other African countries represented in Niger. The main project goal is to promote peace, democracy and social dialogue in Niger also through sensitisation of the citizens, including the armed forces, on the values of peace, democracy, tolerance and citizenship, also as basis for strengthening social cohesion. A complete

collection of the project documents, including the final recommendations of the workshop constitutes a joint UNESCO-UNDP publication.

In November 2000, UNESCO in co-operation with ISS, Africa Futures and UNDP convened a meeting of directors of peace research and training institutions, with the view to designing ethical normative and educational framework for the promotion of "human security and the prevention of conflicts at their source" in the African region. Particular attention was given to ensuring better articulation with other regional initiatives in the area of peace and security, particularly the promotion of respect of human rights, sustainable development policies and the eradication of poverty, especially extreme poverty. The framework developed for each region was approved at regional expert meetings, in Addis Ababa in Ethiopia for the Africa region.

Two books on "Peace, Human Security and Conflict Prevention in Africa" was published and widely disseminated among the Member States and networks and institutions working to promote peace, conflict resolution and human security in Africa. A key vehicle for achieving the strategic objective of quality improvement is the mainstreaming of education for human rights, peace and democracy within education systems in UNESCO's programmes. Africa has been the major focus of training and education materials production. A position paper on education in multilingual environments and an intersectoral initiative on textbook review and revision provided the bases for guidelines and support to Member States in policy formulation.

UNESCO's support for the mainstreaming of education for human rights, peace and democracy within national education systems has been sustained. Operational projects were undertaken in all the regions, mainly in Africa. Activities included the training of trainers of educators and administrative personnel, and the production of educational materials and guidelines. The training workshops contributed to the integration of human rights education into national EFA plans.

The subregional pilot project on "Education for human rights and democracy" involving Mozambique, Namibia, Zimbabwe, which was financed by DANIDA, was aimed at awareness raising on human rights and to enhancement of democratic processes and construction of democratic societies. The project activities were completed in December 2001. Country-specific educational materials were prepared. A final evaluation carried out by external consultants showed that both Mozambique and Namibia are working towards mainstreaming EHRD activities into national budgets. The scope of the projects has been widened to include Botswana, Malawi, Lesotho, Swaziland and South Africa respectively.

◆◆ *Freedom of expression, democracy and peace*

During the last quarter of the 2000-2001 biennium, UNESCO continued to actively support the national and regional authorities that requested the assistance of the Organisation in designing or adapting their media and press legislation to internationally recognised standards and principles. Through such actions UNESCO reaffirms its role in institutional capacity building in the Member States and other international organisations.

UNESCO also pursued activities designed to promote the independence and pluralism of the media in conflict and post-conflict areas, including in Africa. In this context, assistance was provided to the developing media for peace in the Great Lakes region among others.

The Organisation's support has enabled the media in the subregion to provide non-partisan information to the local populations and to contribute to promoting press freedom and media pluralism in conflict areas and countries undergoing transition.

IX UNESCO's Streamlined Groups in Africa

IX.1 Empowering women and promoting gender equality in Africa

As regards gender mainstreaming in all UNESCO programmes, the Section for Women and Gender Equality in the Bureau of Strategic Planning consolidated its network of gender focal points at HQ, in FO and in the National Commissions for UNESCO.

The Gender Focal Points in the African Field Offices located in Burundi (Bujumbura), Democratic Republic of the Congo (Kinshasa), Ethiopia (Addis Ababa), Mali (Bamako), Mozambique (Maputo), Rwanda (Kigali), Senegal (Dakar), and United Republic of Tanzania (Dar es Salaam).

Concerning the promotion of girls' and women's and gender equality through education, UNESCO initiated a special project in Africa. The project activities during the last quarter of the 2000-2001 biennium included the organisation of a regional training workshops (in Malawi in July 2001) and in Côte d'Ivoire (in November/December 2001) and ensured the training of 50 trainers from 26 countries and in addition supported the organisation of national workshops in the countries that participated in the regional workshops.

The first African Conference on Guidance and Counselling was also organised and the production of training materials was continued during the first quarter of the 2002-2003 biennium. A book on "The Women's Rights explained to my Daughter- the case of Côte d'Ivoire" (Les droits de la femme expliqués à ma fille - le cas de la Côte d'Ivoire) was published.

In the framework of the United Nations Girls' Education Initiative (UNGEI), in collaboration with UNICEF, UNESCO implemented a number of activities to promote gender equality, including the hosting of a technical meeting on building partnerships to intensify progress towards gender equality in education (in January 2002) and contribution to the organisation of a subregional seminar on "Towards Gender Equality in Basic Education" in Accra, Ghana (February 2002), which led to the creation of a subregional network to assist countries in their preparations of gender-responsive National EFA Plans. On the occasion of the United Nations Special Session on Children, UNESCO and UNICEF jointly organised a session on theme "Education for All: Achieving Gender Parity" (on 8 May 2002).

In order to strengthen the programme for improving the situation and increasing the benefits of girls in education. UNESCO, in co-operation with DANIDA and the government of Italy provided support for the Guidance, Counselling and Youth development programme in Africa. Thirty-eight trainers of trainers from 18 African countries were sponsored to follow the regional training programme graduated in July 2002. Modules on HIV/AIDS counselling, Enterprise Education and Adolescent Reproductive Health have been prepared and are being used in the regional training programme.

A feasibility study (ongoing) on the use of multiple delivery systems to enhance the programme's outreach to teacher trainers, non-formal education instructors and social workers in rural areas was also undertaken.

UNESCO provided technical assistance to improve national policies and programme to achieve gender equality in basic education and promoted regional co-operation, networking and national capacity-building activities in order to ensure the integration of gender equality and equity issues in the national EFA plans. And to promote south-south exchanges a study visit by nine gender experts from Asia, members of the Asian EFA Gender Network to the Forum of African Educationists (FAWE) in Nairobi (Kenya) was organised (in August 2002). The purpose of the trip was to share knowledge and FAWE's experiences in regional networking in Africa. The website on "Promoting Gender Equality in Education" (www.unescobkk.org) bearing information on research reports, best practices and lessons learned and references was created to increase the scope of information diffusion on gender issues.

UNESCO supported the International Centre for Education for girls and women, Ouagadougou, Burkina Faso. Under the auspices of UNESCO, CIEFFA organised a training workshop on the use of ICT for EFA Gender focal points in ECOWAS Countries (21-25 October 2002), and an International Symposium on Gender, Development and Education in Africa, 6-8 March 2003.

The UNESCO Dakar Office worked closely with FAWE in order for Member States to prepare Gender-responsive National EFA Plans; FAWE prepared a checklist for gender responsive EFA Plans, and reviewed various National EFA Plans.

Due to an unsatisfactory functioning of the four working groups and in collaboration with the NGO-UNESCO Liaison Committee, the Collective Consultation on Women and Gender Equality was abolished. An evaluation of the NGO's will be undertaken in 2004 with the intention of reactivating the co-operation within another structure.

At its 165th session, the Executive Board decided to approve (dos 165EX/38) the Statutes of the L'OREAL-UNESCO Prize "For Women in Science" intended to promote the place of women in the field of science and to reward outstanding scientific figures. With the aim of increasing the dynamism and the visibility of the partnership, L'Oreal recently decided to increase the amount of the Awards "For Women in Science" to \$100,000 per prize winner and to increase the number of fellowships from ten to 15 and the amount of each fellow grant from \$10,000 to \$20,000. The program of the Awards that initially focused on life sciences will also include the science of matter. A third project aimed at developing and improving science and technology education, in particular for young girls, is being prepared. The project, which will be based in the relevant UNESCO networks (including the Associated Schools Network and UNESCO chairs for "Women and Science"), will seek to alert young people, in particular young girls, to the scientific challenges of the future and encourage them to pursue careers in science.

Financial support was provided for the development of the special project on scientific, technical and vocational education of girls in Africa (Tanzania). The project aims at capacity building for women, in gender-sensitive methodology in science and technical areas. And in this context UNESCO facilitated the participation of Tanzanians at an International Symposium to assess the barriers to the access information and communication technology

encountered by women/distance learning and supported a national workshop to follow-up on the preparation of gender sensitive reading materials and the development of radio programmes. The Cluster office in Dar Es Salaam was directly involved and contributed financial and technical assistance to the Tanzanian Association of non-Governmental organisations working to promote women and gender issues in education.

Developing open learning communities for gender equity with the support of ICT project in Africa is one of UNESCO's actions to empower women towards achieving gender equality. An assessment mission made by a multidisciplinary team approved the project as an appropriate response to policy priority needs and requests for assistance received from the Member States in Africa. The partners involved in the project welcomed the focus on local content development and the creation of synergy between educational and ICT issues, know-how and actors. Universities, ministries, NGOs and National Commissions pledged their support and commitment to the project. Local implementation teams were established in collaboration with the community management committees of the centres identified and national technical institutions with relevant expertise, and are working closely with the UNESCO field offices concerned.

In Mozambique the main implementing partners are the Multipurpose Community Telecentre of Manhiça and the Centre for Information and Communication at the University Eduardo Mondlane, in South Africa the Alexsan Kopano Community Centre in the township of Alexandra and the Alexsan Kopano Educational Trust are involved. Local needs assessment and consultations revealed that malaria and the challenges facing young people ranked highest among community concerns. These are being addressed from a gender-sensitive perspective, through the development of applications tailored to meet these needs. A virtual survey was launched and a pilot website created, together with the applications they constitute useful tools for fund-raising.

Under the component on empowerment of women farmers, UNESCO (CI) organized a national workshop was organized in Harare, Zimbabwe (November 2002, which produced 15 illustrated post-literacy materials for women farmers and support was given to the Yunnan Normal University for a workshop for extension workers and farmers, notably women, to produce learning materials on subjects relevant to living in rural communities. The materials produced are being transformed to ICT-based training modules. On educational governance at local level, the frameworks for international modules and country-adapted modules have been finalized and work has started on writing the modules and transforming them unto CD-ROMs. Under the reading for all components, following the workshop on “Reading for All” held in Bangkok (November 2002), the draft proto-type-training module was finalised in March 2003. A development tool has been selected to transform the draft into a multimedia e-learning course; the beta-version of the e-learning course has been developed; and the participating countries have submitted their adaptation/training plan. The modules on the component dealing with the inclusion of gender perspectives in family education have been developed and distributed to the pilot countries, Cambodia, China, and Kyrgyzstan for local adaptation.

In an effort to build a cohesive gender programme more relevant to the needs of Member States, consultations were held with pertinent parties including in Africa. A concept paper (prepared for UNESCO) on the “human rights of women and gender equality” constituted the basis of discussion on regional priorities,

which contributed enormously to the development of a strategy for promoting gender equality and the human rights of women in the social and human sciences.

UNESCO's contribution to the world summit on the information society (WSIS): UNESCO became the co-manager, with ITU and FAO, of the Taskforce on ICT, of the Inter-Agency Network on Women and Gender Equality (IANWGE). In mobilising for the WSIS, the core duties of the taskforce are to co-ordinate and facilitate the integration of gender concerns in the WSIS, and to increase the visibility of the UN's work in the field of gender and ICT. The taskforce has more specially been mandated by the IANWGE to facilitate UN activities in the run up to the WSIS, to co-ordinate joint UN events at the WSIS and the development of Fact Sheets based on the WSIS themes, and to prepare a publication on *Aspects of the Information Society from a Gender Perspective* for the Summit in Tunis. The International Research and Training for the Advancement of Women (INSTRAW) which is operational have also established an electronic forum. UNESCO has prepared, in collaboration with CI, a paper on *Gender and the information society* as one of UNESCO's contributions to the WSIS.

A second subregional science camp for girls in secondary education was organised by the African network of women scientists with the support of IDB and ISESCO. The meeting was held in Ouagadougou, Burkina Faso, from 15 to 30 December 2002.

Since the needs of Africa-like those of women- are to be mainstreamed into all of UNESCO's programmes and activities, the situation of women in Africa is of particular concern to the Organisation. Thus, with UNESCO's financial support, a Regional Conference on African Women and the New Partnership for Africa's Development (NEPAD) was held in Ota, Nigeria from 3 to 5 February 2002 in the framework of the annual African Women's Forum (AWF) organised by the Africa Leadership Forum. This conference created an opportunity for women to deal with vital issues concerning the African women and the expansion of their role in NEPAD. The Forum has been designed to allow for consultation between and among sub-regional African women's movements, and to strengthen networking, information sharing and policy development. It has become a focal point for regional and sub-regional action and solidarity efforts.

◆◆ *Science education for the empowerment of women*

Between June 2001 and June 2003 several activities were undertaken by UNESCO (SC) towards the empowerment of women in Africa:

- (i) an African congress on "Science education for girls "held in Lusaka in Zambia (8-22 June 2001). A declaration known as the Lusaka declaration was adopted by the congress and it was disseminated to all Ministers of Education in Africa in order to integrate science education for girls in their national Education For All plans;
- (ii) Preparation and organisation of a Science camp for girls "On the possibilities offered by science and technology for women and Africa" held in Ouagadougou in Burkina Faso (15-30 March 2002). Girls attended the camp from Burkina Faso, Benin, Cote d'Ivoire, Guinea, Mali, Mauritania, Niger, Senegal and Togo;

(iii) A workshop on the theme "African women, science and technology" was organised in collaboration with the *Agence Universitaire de la Francophonie* UNESCO in Paris, France (28 February-1st March 2003). The workshop which brought together experts from Cameroon, Cote d'Ivoire, Mauritius and Senegal decided on the organisation in Yaoundé in June 2004, of an African colloquium to discuss the role of science in Africa from a gender perspective;

(iv) International Meeting of experts on the creation of an UNESCO Chair on " Women, Science and Development in Africa" was held in Ouagadougou in Burkina Faso and in Paris in France (20-21 June 2003). The meeting which brought together academics from Burkina Faso, Niger, Mali, Cote d'Ivoire, Togo, Kenya, Swaziland to define the orientations and programme of the Chair was financed by funds from the Japanese funds-in trust.

IX.2. Targeting Youth in Africa

In the area of education of youth in Africa, UNESCO launched a special project to network and increase learning opportunities for marginalized youth. Extrabudgetary funds were mobilised to finance the creation of an Internet exchange forum and virtual library on non-formal education. Literacy and a feasibility study were also undertaken to define the mapping, objectives and partnerships for the project.

In the area of capacity building and action-oriented research, an action-research on basic education alternatives in Senegal was carried out and the results published. The final report of the Special Youth Project was presented to the 31 session of the General Conference, indicating the lessons learned from the best practices of the Special Youth Project, and a book entitled *Making Knowledge Work* was published in English and French.

UNESCO's efforts to foster literacy and non-formal education among youth and adults was focused on capacity building to improve and expand the literacy and non-formal education programme. The preparation of prototype reference packages for non-formal education and the development of learning packages for empowering women farmers were undertaken. A document on *Gender and Post-literacy – A Non-formal Education Approach to HIV/AIDS Prevention* was also prepared and posted on the UNESCO website. In addition, HIV/AIDS prevention materials produced at the Swaziland workshop on the topic were printed and disseminated.

Regarding school going youth and the view to strengthening the ASPnet in western Africa, UNESCO organised a regional workshop in Ouagadougou, Burkina Faso (16 to 20 July 2001). Several actions were undertaken within the framework of ASPnet Flagship Projects, including a wide range of innovative activities to improve teaching about the Transatlantic Slave Trade (TST) and intercultural learning conducted by Associated Schools in 25 countries in Africa.

◆◆*Information and Communication technology and youth in Africa*

As part of the efforts to improve the access and increase the participation of youth in building knowledge society, the INFOYOUTH programme has contributed to raising awareness and facilitating the initiation of young people to new information and communication technology, particularly in marginalized communities and in post-conflict zones.

In this context, UNESCO also provided technical support for the organisation of a regional training workshop in Burkina Faso, on the use of new information and communication technologies in HIV/AIDS prevention and management for African youth leaders.

Under the INFOYOUTH Programme UNESCO also undertook a survey on training needs of young people in Malawi, Zambia and Zimbabwe, with the view to improving the quality of professional training in communication and information technology. The goal is to assist Member States in developing informatics and telematics module for non-formal training of young people in the use of electronic media.

UNESCO was a co-convenor of the United Nations Fourth World Youth Forum (WYF) held in Dakar, Senegal (from 6 to 10 August), organised in partnership with youth organisations. The Organisation was actively represented in three (out of ten) working groups on the following themes: Education and Information and communication technology (ICT); Youth and Culture of Peace; and Youth, Sports and Leisure. Background documents, bibliography and reader's references were prepared for each working group to enrich discussions and to widen the scope of the Forum debates. In partnership with the World Bank, UNESCO also organised videoconferences during the Forum, which attracted a large number of participants. The young participants were particularly attracted, the videoconference presented a unique experience, and it also proved to be a good strategy for increasing youth participation and communication. The experience was recommended for future use in other types of meetings.

In the framework of the programme to promote peace, UNESCO provided technical support for the organisation of the youth "Caravan for peace and African integration", the training of young people in Information and Communication technology skills and for a concert staged by the Senegalese Youth Council.

The UNESCO Youth Co-ordination unit include also supported the

(i) Cultural Festival of the West African University UNESCO Clubs (FESCUAO) held in Bamako, Mali, and (from 15 to 25 August 2002). The Unit provided information on UNESCO youth strategies and facilitated the participation of UNESCO Dakar office in the festival;

(ii) A UNESCO Youth Forum was organised by the Unit during the 31st session of the General Conference in Paris, France (from 12 to 14 October 2001), attended by one hundred and thirty-one youth representatives from eighty-three countries and twelve international youth NGOs (as observers) attended the Forum. The final report of the meeting was presented to the plenary session.

During the Forum the UNESCO/UNAIDS kit HIV/AIDS and Human Rights: Young People in Action, prepared by the Youth Co-ordination Unit (YCU) in collaboration with Social and Human Science Sector (SHS/HRS) was also launched.

UNESCO facilitated the identification of young panellists and financed their participation at a Round Table on *Youth and Bioethics Education* during the eighth session of the International Bioethics Committee in Paris, France (12 September 2001) as well as the Youth Forum on *the Ethics of Science and Technology* during the Second Session of the World Commission on the Ethics of Scientific Knowledge and Technology in Berlin, Germany (18 December 2001).

Culture and Youth

Concerning the eradication of poverty and youth, “*the use of traditional crafts as a window to job opportunities for the poorest youth*” UNESCO launched project was launched by UNESCO to promote young people working in area of handicrafts. It is aimed at increasing and reinforcing the capacity of young people to use crafts to change their living conditions and to break the poverty chain for themselves and for their families. The project was launched in six pilot countries, including the Democratic Republic of the Congo and Zimbabwe in Africa. Technical, general and commercial training for small youth groups was undertaken on experimental basis. The project was useful in determining lessons for governments for defining policies and formulating strategies for combating poverty, for example by enhancing quality craftwork and developing market outlets for products.

IX.3. The Least Developed Countries

Concerning the Least Developed Countries (LDC), 34 of which are in Africa, UNESCO's efforts and strategies for responding to their identified needs have been detailed in the brochure entitled "UNESCO Mainstreaming The least developed countries", which has been published can also be consulted on the UNESCO website (<http://www.unesco.org/ldc>).

UNESCO has sustained close relations of co-operation with Member States through Africa Department (in collaboration with ERC, BSP), and the Office of the High Representative of the United Nations Secretary-General for LDCs, Landlocked Developing Countries and Small Island Developing States (SIDS) as well as with the NEPAD Secretariat.

During the last quarter of the 2000-2001 biennium and the first half of the 2002-2003 biennium, UNESCO undertook several activities in favour of the LDC:

- (i). the Organisation participated in the Cotonou Ministerial Conference on LDCs (August 2002).
- (ii). Two comparative case studies (on Niger and Haiti) were undertaken with a view to strengthening UNESCO's action in these countries.
- (ii). In co-operation with the Institute for Security Studies of South Africa, the Sector for Social and Human Sciences (SHS) developed a set of indicators on LDC development issues and a CD-ROM on regional and subregional initiatives in Africa which is being widely disseminated (since November 2002).

IX.4. The Coastal Regions and Small Islands Voice in Africa

The Coastal Regions and Small Islands programme platform in the framework of the Science Sector activities is animated by the desire to maximise intersectorality, i.e. complementary action among societal and UNESCO sectors, continued. This particularly focused on the marginalized and poor populations, among others in Mozambique and Senegal (www.unesco.org/csi/activiti.htm). Enhancing sustainable living in coastal regions and on small islands requires the mainstreaming integrated approaches and intersectoral co-operation. Wise practices, guidelines and principles were promoted through 13 new postings to the trilingual, Internet-based “Wise Coastal Practices for Sustainable Human Development” Forum (www.csiwisepractices.org) ranging from contrasting views on a proposed waterfront

development project in the United Republic of Tanzania to a synthesis of forum views on small-island carrying capacity.

Environment and Development in Coastal Regions and in Small Islands (CSI) was supported through seven major activities, which marked the end of the 2000-2001 biennium and continued during the 2002-2003 biennium: (i) interregional, CSI field project leaders' workshops on "wise practices for coastal conflict prevention and resolution *"in continental coastal regions"* held in Mozambique, in November 2001; (ii) seven field projects and UNESCO Chair assessments, of 16 wise practices, in Senegal (2), South Africa; (iii) conclusion of the CSI evaluation by three external evaluators (United Republic of Tanzania); Drafting of six summary reports on the field projects in Nigeria, South Africa/Mozambique and the Mediterranean Small Historic Coastal Cities network; (iv) preparations for the CSI-led cross-cutting projects Small Islands' Voice 2004 (SIV'04) and Local and Indigenous Knowledge Systems (LINKS) in a globalizing world.

A website has been created (<http://www.smallislandsvoice.org>) and 10,000 copies of a brochure have been widely distributed and 'Three Small Islands' Voice texts posted on the Internet-based wise practice forum generated extensive expressions of interest and contribution offers. One such offer resulted in the initiation of youth activities in the Cook Islands.

An Internet-based youth forum was also launched on experimental basis in September 2002 to allow island schoolchildren, between the ages of 13 and 15 years in the three regions, to exchange views and information on issues of concern to them; 55 messages on seven different topics were posted. A second Internet-based global forum – for the general public – was launched in October 2002 with over 7,000 recipients. It generated many contributions from around the world. The experiments have been satisfactory and justify the continuation of the fora in 2003.

In direct response to the UN Millennium Development Goals (MDGs), the Small Islands Voice addresses the needs of Small Island Developing States (SIDS) and islands with other affiliations with the aim of promoting the effective participation of civil society, including young people, in sustainable island development (MDGs goal 7) and in the 2004 review of the UN Barbados +10 Programme of Action for SIDS (MDGs goal 8). The project was launched in January 2002 in four countries, including in Seychelles, and other Indian Ocean countries such as Mauritius will join in 2003. National committees - comprising government, non-governmental and community-based organizations, media, youth representatives, private sector and civil society - stimulate and facilitate activities at the local level in each of the island countries.

UNESCO provided support for surveys to determine the main environment-development issues of concern to the general public in the initial pilot countries undertaken by local survey groups. The intersectoral approach adopted, with the support of programme specialists from various sectors in four UNESCO field offices, including the Dar es Salaam office in Africa, allows the islands to determine their own agendas for human security and sustainable development, in line with the strategic objectives defined in the 31 C/4.

UNESCO is also promoting scientific, technical and human capacities to participate in the emerging knowledge societies, through a combination of new and traditional information and communication technologies.

An Internet-based youth forum was launched on a trial basis in September 2002 to allow secondary schoolchildren from six schools in the three regions to exchange views and information on issues of concern to them. At the beginning of 2003, the forum - now with 30 participating schools - entered into a significant phase by focusing on the long-term goal of moving from discussion to action on-the-ground dealing with a variety of issues from traditional whaling practices to pollution and “brain drain” in the islands. A second trial Internet-based global forum - for the general public - was launched in October 2002 with over 7,000 recipients. As the trial forum generated many contributions from around the world, it was continued into 2003 and there are now over 10,000 forum recipients. Newspapers in the Seychelles and in others Small Island countries have published some of the articles and related stories, which are also being highlighted on national websites such as www.seynews.com.

A Small Islands Voice website has been created (www.smallislandsvoice.org) and 10,000 copies of a promotional brochure have been produced and distributed. A paper entitled “Civil society’s perspective on environment and development issues” was presented at the Islands of the World VII Conference in Prince Edward Island, Canada (June 2002). Representatives from government, non-governmental organizations and youth groups in the project countries participated in the Small Islands Voice inter-regional workshop held in Palau (November 2002). The workshop was aimed at promoting direct interaction between island countries in the three regions and advancing specific Small Islands Voice activities nationally, regionally and inter-regionally. The workshop report and video have been finalised and distributed.

United Nations Programme of Action for the Sustainable Development of Small Island Developing States (Barbados+10) to be held in Mauritius in 2004.

The world Heritage List in Africa

BENIN

1985 Royal Palaces of Abomey

BOTSWANA

2001 Tsodilo

CAMEROON

1987 Dja Faunal Reserve

CENTRAL AFRICAN REPUBLIC

1988 Parc National du Manovo-Gounda St. Floris

COTE D'IVOIRE

1982 Taï National Park

1983 Comoé National Park

COTE D'IVOIRE AND GUINEA

1981 Mount Nimba Strict Nature Reserve

DEMOCRATIC REPUBLIC OF THE CONGO

1979 Virunga National Park

1981 Kahuzi-Biega National Park

1980 Garamba National Park

1984 Salonga National Park

1996 Okapi Wildlife Reserve

ETHIOPIA

1978 Rock-hewn Churches, Lalibela; 1978 Simien National Park

1979 Fasil Ghebbi, Gondar Region

1980 Aksum

1980 Lower Valley of the Awasha

1980 Lower Valley of the Omo

1980 Tiya

GAMBIA

2003 James Island and Related Sites

GHANA

1979 Forts and Castles, Volta, Greater Accra, Central and Western Regions

1980 Asante Traditional Buildings

KENYA

1997 Mount Kenya National Park; Natural Forest
1997, 2001 Lake Turkana National Parks
2001 Lamu Old Town

MADAGASCAR

1990 Tsingy Bemaraha Strict Nature Reserve
2001 The Royal Hill of Ambohimanga

MALAWI

1984 Lake Malawi National Park

MALI

1988 Old Towns of Djenné
1988 Timbuktu
1989 Cliffs of Bandiagara (Land of the Dogons)

MOZAMBIQUE

1991 Island of Mozambique

NIGER

1991 Air and Ténéré Natural Reserves
1996 W National Park of Niger¹

NIGERIA

1999 Sukur Cultural Landscape

SENEGAL

1978 Island of Gorée
1981 Djoudj National Bird Sanctuary
1981 Niokolo-Koba National Park
2000 Island of Saint-Louis

SEYCHELLES

1982 Aldabra Atoll ;
1983 Vallée de Mai Nature Reserve

SUDAN

2003 Gebel Barkal and the Sites of the Napatan Region

SOUTH AFRICA

1999 Robben Island
1999 The Fossil Hominid Sites of Sterkfontein, Swartkrans, Kromdraai, and Environs
1999 Greater St. Lucia Wetland Park
2000 uKhahlamba Drakensberg Park
2003 Mapungubwe Cultural Landscape

UGANDA

1994 Bwindi Impenetrable National Park
1994 Rwenzori Mountains National Park

2001 Tombs of Buganda Kings at Kasubi

UNITED REPUBLIC OF TANZANIA

1979 Ngorongoro Conservation Area

1981 Ruins of Kilwa Kisiwani and Ruins of Songo Mnara

1981 Serengeti National Park

1982 Selous Game Reserve

1987 Kilimanjaro National Park

2000 Stone Town of Zanzibar

ZAMBIA/ZIMBABWE

1989 Mosi-oa-Tunya / Victoria Falls

ZIMBABWE

1984 Mana Pools National Park, Sapi and Chewore Safari Areas

1988 Great Zimbabwe National Monument

1988 Khami Ruins National Monument

2003 Matobo Hills

UNESCO Chairs In Africa (As at 16/12/2002) ***Chaires UNESCO en Afrique*** (au 16/12/2002)

Angola

1. UNESCO Chair in Chemical and Environmental Engineering(2), established in 1994, within the framework of the Santander Group

Benin/Bénin

2. Chaire UNESCO des droits de la personne humaine et de la démocratie (25), établie en 1995
3. UNESCO-NATURA Chair in Food and Nutrition Sciences (362), established in 1992
4. Chaire UNESCO en sciences, technologies et environnement (26), établie en 1996

Botswana

5. UNESCO-NATURA Chair on Extension Strategies for Rural Development: Gender Sensitive Approaches(29), established in 1992
6. UNESCO Chair in Open and Distance Learning (563), established in 2001
7. UNESCO Chair on Education for Peace, Human Rights, Democracy and Tolerance (40), established in 1996
8. Chaire UNESCO de communication pour le développement régional (41), établie en 1996, dans le cadre du réseau ORBICOM
9. Chaire UNESCO en sciences de l'éducation (43), établie en 1997
10. Chaire UNESCO de la biologie de la forme et du développement (376), établie en 1999
11. Chaire UNESCO d'enseignement supérieur (348), established in 1998
12. Chaire UNESCO d'études environnementales pour le développement durable des zones en transition du Brésil (368), établie en 1999

13. UNESCO Chair in Labour and Social Solidarity (584), established in 2002

Burkina Faso

14. Chaire UNESCO de biotechnologie (50), établie en 1997

15. Chaire UNESCO en festivals et arts audiovisuels (51), établie en 1996

Burundi

16. Chaire UNESCO pour l'éducation à la paix et la résolution pacifique des conflits (52), établie en 1999

Cameroon / Cameroun

17. UNESCO-NATURA Chair on Agricultural Economics (53), established in 1992

Côte d'Ivoire

18. Chaire UNESCO de communication (73), établie en 1996, dans le cadre du réseau ORBICOM

19. UNESCO Rotating Chair in Intercultural Humanities (74), established in 1994, within the framework of the Santander Group

20. Chaire UNESCO pour la culture de la paix (75), établie en 1998

Democratic Republic of the Congo / République Démocratique du Congo

21. Chaire UNESCO d'éducation sanitaire, de promotion (109), établie en 1998

22. Chaire UNESCO pour la Culture de la Paix, le Règlement des Conflits, les Droits Humains, la Démocratie et la Bonne Gouvernance (541), établie en 2000

Equatorial Guinea / Guinée Equatoriale

23. Chaire UNESCO d'éducation environnementale (153), établie en 1998

24. Chaire UNESCO d'études afro-ibéroaméricaines (305), établie en 1998

25. Chaire UNESCO en éducation pour la paix, le respect des droits de l'homme et la démocratie (369), établie en 1998

Ethiopia / Ethiopie

26. UNESCO - JHU Chair in National Capacity Building for Youth Health and Development in Africa (309), established in 1995, within the framework of UNESCO-JHU-African Universities Networking
27. UNESCO Chair in Education for Human Rights and Democracy (83), established in 1994
28. UNESCO Chair in Healthy Living (507), established in 2000

Ghana

29. UNESCO Chair in National Development Planning (96), established in 1994, within the framework of the Santander Group
30. UNESCO-AAU Chair for Women in Science and Technology (97), established in 1995

Guinea / Guinée

31. Chaire UNESCO de technologie et développement rural (100), établie en 1996
32. Chaire UNESCO pour la bonne gouvernance (437), établie en 1999

Kenya

33. UNESCO Chair in Mathematics, Science and Technology Education (123), established in 1997
34. UNESCO Chair in Women and Community Health (125), established in 1998
35. UNESCO Chair in Bioethics (126), established in 1998
36. UNESCO Chair in Biotechnology (549), established in 2001

Lesotho

37. UNESCO Chair in Water Management (341), established in 1997

Madagascar

38. Chaire UNESCO Paix, démocratie et développement (134), établie en 1996

Malawi

39. UNESCO Chair in Renewable Energy (363), established in 1999

Mali

40. Chaire UNESCO pour la Promotion de la Culture de la Paix et des Droits de l'Homme (511), établie en 2000

Mauritius / Maurice

41. UNESCO Chair in Higher Education (137) établie en 1994

Mozambique

42. Chaire UNESCO de médecine tropicale (150), établie en 1998

43. UNESCO Chair on Man and Environment in Southern Africa (152), established in 1992, within the framework of the UNITWIN Network for Southern Africa

44. Chaire UNESCO de cardiopédiatrie (154), établie en 1999

45. UNESCO Chair in Marine Sciences and Oceanographic Issues (342), established in 1998

Namibia / Namibie

46. UNESCO-UTRECHT Chair on Democracy and Human Rights (155), established in 1994, within the framework of the UNITWIN Network for Southern Africa

47. UNESCO-UNU Chair on the Concept and Practice of Zero Emission in Africa (343), established in 1996

Niger

48. Chaire UNESCO de géosciences (158), établie en 1998

49. Chaire UNESCO sur les énergies renouvelables (505), établie en 2000

Nigeria/Nigéria

- 50. UNESCO Chair on the Use of New Technologies in Adult and Non-Formal Education (160), established in 1999
- 51. UNESCO Chair in Cultural Heritage (518), established in 2000

Senegal / Sénégal

- 52. Chaire UNESCO de sciences de l'éducation (204), established in 1994
- 53. Chaire UNESCO en gestion côtière intégrée et développement durable(206), établie en 1997

South Africa / Afrique du Sud

- 54. UNESCO "Oliver Tambo" Chair of Human Rights (211), established in 1996
- 55. UNESCO-Chair in Mathematics and Science Education (213), established in 1992, within the framework of UTRECHT-UNITWIN Network for Southern Africa
- 56. UNESCO Chair in Renewable Energy (425), established in 1998
- 57. UNESCO Chair in Geohydrology (426), established in 1999
- 58. UNESCO Chair in Biotechnology (449), established in 1999

Sudan / Soudan

- 59. UNESCO Chair in Water Resources (246), established in 1994
- 60. UNESCO Chair in Desertification (555), established in 2001

Swaziland

- 61. UNESCO-A.A.U. Chair for Women in Science and Technology (247), established in 1995
- 62. UNESCO Chair in International Relations, Business Administration and Entrepreneurship (377), established in 1999

Tanzania / Tanzanie

- 63. UNESCO Chair in Distance Education (250), established in 1994
- 64. UNESCO-NATURA Chair in Food Security and Nutrition for Health and Development (252), established in 1992

Togo

- 65. Chaire UNESCO d'éducation à distance (257), établie en 1997
- 66. Chaire UNESCO sur les énergies renouvelables (453), établie en 1999
- 67. Chaire UNESCO sur les politiques culturelles pour le développement (454), établie en 1999

Uganda/Ouganda

- 68. UNESCO-JHU Chair on Institutional Strengthening and National Capacity Building for Youth Health and Development in Africa (164), established in 1995 within the framework of UNESCO-JHU - African Universities Networking
- 69. UNESCO Chair in Post-Harvest Technology (267)

Zambia / Zambie

- 70. UNESCO Chair in Renewable Energy and Environment (524), established in 2001

Zimbabwe

- 71. UNESCO Chair in Distance Education (291), established in 1996
- 72. UNESCO Chair in Renewable Energy (292), established in 1997
- 73. UNESCO-NATURA Chair on Sustainable Crop Protection (293), established in 1992, within the framework of NATURA/UNESCO Co-operation Programme
- 74. UNESCO Chair on Immunology and Infectious Diseases (310), established in 1992, within the framework of UTRECHT/UNITWIN Network for Southern Africa
- 75. Herbert Chitepo UNESCO Chair on Human Rights, Democracy, Peace and Governance (382), established in 1998



Africa Department