

UNESCO Dakar Annual Report 2014



The UNESCO Regional Office in Dakar

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Foreword



Mrs. Ann Therese Ndong-Jatta, Director of UNESCO Dakar

I'm proud to present the Annual Report 2014 of UNESCO's Regional Office in Dakar. It has been an exciting year where we have effectively supported member states in the fields of our action areas. The report describes our achievements and continued agenda-setting role in key areas, obtained in a changing environment within UNESCO following the recent reform of UNESCO field offices in Africa and the continuous reduction in staff and financial resources.

Let me enumerate a few of our achievements:

Innovation: UNESCO Dakar has successfully initiated and promoted innovations to inspire governments and development partners. For example, a UNESCO literacy project in Senegal showed how mobile phones and internet made learning much more attractive for illiterate women. It is now being replicated in Nigeria and the Gambia. In Natural Sciences, we are developing online courses to augment materials available to teachers of geology and other geosciences courses in West African universities, which will benefit the participation of citizens from the region in mining and extractive industries. In Culture, the Office continues to lead statistical research on the contribution of culture to national development. A pilot study in Burkina Faso revealed the economic weight of the cultural sector in the country, and the methodology will now be used for other countries to show the impact of the rapidly developing creative industry. Of a more internal character, UNESCO Dakar led an innovative knowledge sharing project to improve programme delivery throughout UNESCO's offices in Africa.

Interdisciplinarity: UNESCO Dakar takes the principles of intersectorality and interdisciplinarity seriously, as they are key features of the recent UNESCO Field Reform in Africa. Sectors are

increasingly working together to combine our wide range of expertise and improve impact. For example, regarding the issue of flooding in the Delta de Saloum of the Gambia and Senegal, colleagues from the natural and social sciences as well as culture sectors have developed an approach taking into account the various perspectives in tackling the challenges. Another example is the collaboration between education and social sciences sectors where newly literate women now benefit from income-generating opportunities to advance their inclusion in society.

Partnerships: For UNESCO Dakar, partnerships are integral to all interventions, being it within UNESCO or with external partners. We know that only together with governments and our partners, in particular the UN, technical and financial partners and civil society; we will be able to ensure tangible and sustainable results. And we are good at it, taking into account the extra-budgetary resources being managed by the Office. We are successfully reaching out and have implemented major regional projects. For example, the current PADTICE project is connecting universities in WAEMU member states by setting up new IT infrastructure, which will allow for pooling together resources and manage knowledge sharing. Another example is the ambitious peace education project, which ended in 2014, reaching out to all ECOWAS member states.

UN Delivering as One: UNESCO Dakar works closely with our UN partners. In Natural Sciences, for example, UNESCO Dakar was requested to lead the water resource management of the Resilience Task Force of the UN Sahel Strategy. As a result, we have received numerous solicitations to give technical advice from UN agencies, as well as CODESRIA, AFARD, and universities. In Culture, we join hands with local authorities to ensure the safeguarding of cultural heritage. Major achievements include the brand new management plan of the Kunta Kinteh Island site in the Gambia, as well as the launch of two stakeholder consultation processes in Saint Louis and Gorée Island in Senegal.

2014 has been a year of adaptation, not only to our new Office space outside the Dakar city centre, but also to new ways of streamlining our activities. One internal innovation this year was the establishment of a new Service Centre for programme support, which has created a new dynamic for knowledge and information sharing in the Office. We are also strongly promoting polyvalence between programme and administrative support staff colleagues to cope with the reduction of staff. I would like to take this opportunity to thank my staff for their enormous contribution. It is only through their continuous motivation and investment that I can today present the results of UNESCO Dakar 2014.



Ann Therese Ndong-Jatta

Introduction

UNESCO's Regional Office in Dakar, formerly the UNESCO's Regional Bureau for Education in Africa (BREDA), works under a new multisectoral and interdisciplinary mandate, focusing on working across all programme sectors for more impact. The sectors are Education, Culture, National Sciences, Social & Human Sciences, and Communication & Information. The Office covers 7 countries, namely Burkina Faso, Cabo Verde, The Gambia, Guinea-Bissau, Mali, Niger, and Senegal. 2014 was the first year of effective operation under UNESCO's new field network structure in Africa.

Throughout 2014, the UNESCO Dakar continued to coordinate education interventions in sub-Saharan Africa regarding the strengthening of Member States' national capacities in the area of sectoral planning and policy analysis, technical and vocational education and training (TVET), and the regional coordination to ensure political commitment for Education for All (EFA).



Location of the 7 countries covered by UNESCO Dakar

In addition, the Office is responsible for coordinating the interventions relative to the Priority Africa flagship 6, the promotion of an environment conducive to freedom of expression and media development.

In 2014, the UNESCO Regional Office in Dakar employed 43 persons (15 international staff and 14 locally hired staff and 14 temporary staff). These figures include 5 staff members working for the Africa coordination based in Dakar of the UNESCO Institute for Statistics but exclude the 13 staff working at the IIEP/Pôle de Dakar, which administratively is under the umbrella of the UNESCO International Institute for Educational Planning.

Excluding UIS and IIEP/Pôle de Dakar, the Office has managed a regular budget of US\$1.4 million. When factoring in the extra-budgetary resources, UNESCO Dakar has managed a total budget amounting to US\$5.7 million. This report focuses solely on the execution of these funds and does hence not include achievements of UIS and IIEP/Pôle de Dakar.

2014: a year of change

2014 marked the first year of implementing UNESCO's 2014-2021 Medium-term strategy that aims at revitalizing UNESCO, making it more relevant to Member States and resilient to change. To that effect, all strategic objectives and thematic focus areas respond to two overarching objectives, specifically that of Peace, and Equitable and Sustainable Development.

PRIORITY AFRICA FLAGSHIP PROGRAMMES

1. Promoting a culture of peace and nonviolence
2. Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance
3. Harnessing STI and knowledge for the sustainable socio-economic development of Africa
4. Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction
5. Harnessing the power of culture for sustainable development and peace in a context of regional integration
6. Promoting an environment conducive to freedom of expression and media development

In addition, UNESCO's new Operational Strategy for Priority Africa, which includes six flagship programmes started in 2014. This Operational Strategy is based on the Vision of the African Union's 2063 Agenda, working towards "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global

arena." Throughout 2014, the Dakar Office has been engaged in contributing to all of these flagships.

2014 was the last year of operation moving towards the 2015 target for both MDG and Education for All goals. It was therefore marked by an intensive preparation leading up to the Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015, including the assessment of achievements made and preparation of a regional common position on the issues, challenges, and priorities for the post-2015 education agenda.

Finally, 2014 was the year where the Dakar Regional Office moved from downtown Dakar to its new premises in Ngor, some 20 km north of the city center.

Development challenges of the region

Apart from Cabo Verde, UNESCO Dakar is responsible for countries that share similar developmental challenges and are among the lowest ranking countries in the Human Development Index. In 2014, 4 out of the 6 countries concerned figure amongst the last 12 countries in low human development. They are confronted with challenges including rampant poverty, unemployment (particularly among youth), inequitable access to basic social services, climate change, and subsequent environmental degradation. In addition, several countries are confronted with security issues, including political crises, terrorism, and war.

Cabo Verde is the only country in the category called "Medium Human Development."

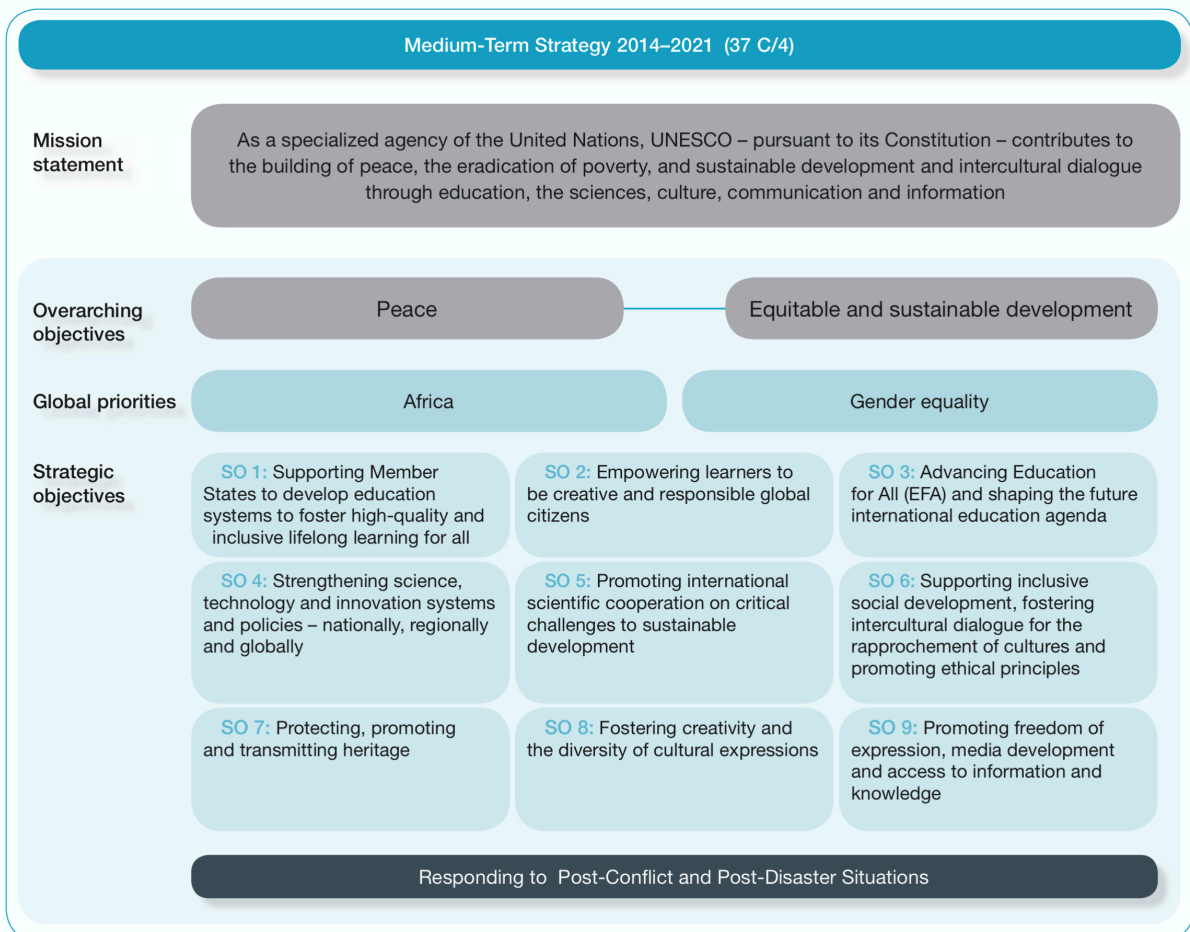
These challenges lead to shared national development priorities relative to peace-building and/or consolidation, the development of a critical mass of highly qualified human resources to accelerate the development of the countries, the promotion of social protection, and the improvement of access to and quality of basic social services including education.

The mission of UNESCO Dakar

To meet these challenges, UNESCO's Regional Office in Dakar worked under the following guiding principles in 2014:

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

All activities are carried out in partnership with governments and other development partners, in particular the UN, technical and financial partners, and civil society to ensure tangible and sustainable impact.



UNESCO's Medium-Terms Strategy 2014-2021 guides UNESCO's Dakar actions

Education: Fostering quality life-long learning opportunities for all



The quality of education is a challenge throughout Africa. Photo: Thierry Bonnet

This first major program is echoed in the second flagship project of the Priority Africa operational strategy, which documents the specific education systems that require improvements in the equity, quality, and relevance of education. As a result, these systems are able to contribute to sustainable development in Africa.

Brief analysis of education in the cluster countries

UNESCO Dakar countries has achieved a lot in terms of improving access to primary education. That being said, the countries are still far from achieving the 6 EFA goals, although it is important to note that Cabo Verde has nearly achieved Universal Primary Education.

The 6 Education for All Goals

- Goal 1: Expanding early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy by 50 per cent
- Goal 5: Achieve gender parity by 2005, gender equality by 2015
- Goal 6: Improve the quality of education

The cluster countries' struggle in achieving EFA goals is reflected in their low ranking on the UNESCO African EFA development index with Gambia at 18, Senegal 20, Burkina Faso 25, and Niger ranked last out of the 28 African countries. Ranked at number 5, Cabo Verde is an exception.

Indeed, a lot of challenges persist, which essentially evolve around quality (learning, internal efficiency, teachers), inclusiveness and equity (out-of-school children), education system management, and piloting capacity.

In order to support the countries with the development of their education systems, UNESCO Dakar interventions focus on technical assistance and capacity building, advocacy, policy dialog, coordination, and partnership around issues of (i) education sector planning at all levels for sound and cost effective policies and strategies, (ii) empowering of learners to be creative and responsible citizens, and (iii) advancing education for all (EFA) and shaping the future international education agenda.

Strengthening national capacity in sector-wide policy and planning

UNESCO Dakar focused its support on two main intervention areas: support for the development of blueprints, sector-wide strategies and plans (including support for EFA reviews), and sector-wide monitoring and evaluation. Being UNESCO's regional coordinator in EFA, UNESCO Dakar worked both with its cluster countries and in the sub-Saharan Africa region.

UNESCO Dakar supported countries to carry out a sector analysis in preparation for Global Partnership for Education (GPE) applications or for the development of their education strategy. Also facilitated by the Office were training activities in the areas of education policy, planning, and statistics provided by UNESCO's specialized institutes. Support for the design and implementation of education management information systems (EMIS) was provided to a number of Member States upon request. Additionally, UNESCO Dakar built institutional capacities for planning at the provincial and district level, improved and updated countries' capacities in the completion and reporting on EMIS, supported collection and analysis of data on public financing of education, and targeted interventions to improve the coverage and quality of indicators on educational finance.



UNESCO played a prominent role in the National Conference on Education in Senegal

As a member of the UN country teams of its cluster countries, UNESCO Dakar

contributed to policy dialogue on education as well as development challenges in each of the countries covered. UNESCO staff has been active in education sector reviews processes. They contributed inputs in the analysis of sector programme performance and challenges, the identification of remedial strategies, and participated in field review visits. Findings and recommendations from the sector reviews informed UNDAF documents and reporting tools.

For example, UNESCO Dakar actively participated in the 2014 education sector investment review of the Gambia. In Senegal, the Office provided technical and financial support regarding the technical validation of all thematic reports that were endorsed during the "Assises Nationales de l'Éducation" (National Conference on Education).

Additionally, UNESCO Dakar documented a set of case studies, which supported the Government of Senegal in the development of its national implementation strategies for extended basic education reform. These insights informed the implementation plan of Senegal that has been validated.

In Mali, UNESCO led the development of the terms of reference for the various preparatory studies to inform its next education sector plan. The terms of reference feature a study on teacher recruitment, training, management, and deployment, which UNESCO-CapeEFA and UNICEF will fund jointly. Also included is the design of an improvement plan for the EMIS that UNESCO offered to sponsor in January 2015.



The signing of the education project for Malian youth took place in Bamako, May 2014

As a new project, UNESCO Dakar successfully raised \$500,000 for "Emergency education interventions to build resilience in the Sahel: Support for Mali" from the Japanese Government. The long-term goal of the project, in alignment with the UN Integrated Strategy for the Sahel Region, is to "integrate humanitarian and development plans and interventions to build long-term resilience." The project aims to develop planning capacity and assist in ensuring the effective implementation of the existing plan especially in the central and northern parts of Mali. In addition, it plans to strengthen the capacity of the educational

system in Mali, including disaster risk reduction and conflict mitigation in their teaching and learning strategies.

Enhancing early childhood development

Given the importance of early childhood development (ECD) for school readiness which positively impacts education quality, its internal efficiency, and the cost-effectiveness of education financing in the region, Burkina Faso, Mali, Niger, and Senegal were supported to elaborate their country profile. These profiles were developed according to the list of key indicators used to monitor and inform the holistic index for ECD in Africa. Furthermore, an implementation strategy framework for a 1-year preprimary school for all children is being drafted for all 5 countries except Guinea-Bissau. Given Cabo Verde's preschool coverage rate, the country has not been targeted during this biennium in this area. However, the country's expertise will be shared and used for South-South cooperation capacity strengthening. Cabo Verde participated in surveys, conducted by the Open Society Foundations with the support of UNESCO Dakar, to elicit information on ECD interventions in the countries with the aim to use field information to inform ECD interventions.

An analysis of Guinea-Bissau's ECD sub-sector focusing on enrollment, financing, management, and equity issues, is expected to be available by 2015. The objective is to provide policy-makers with evidence to design a comprehensive ECD policy that is linked to the extended 9 years basic education policy.

As a follow-up to the official visit of the UNESCO Dakar Office Director in Guinea Bissau in September 2014, UNESCO Dakar developed a proposal to organize an indigenous ECD training workshop for ECD curriculum developers and teacher trainers in collaboration with IICBA. The proposal is being fine-tuned to address the specific needs of the ministry in charge of ECD.

Improving literacy and non-formal education

In 2014, literacy and non-formal education (LNFE) interventions aimed at equipping countries with the ability to scale-up inclusive and gender responsive quality literacy programs.

In terms of LNFE policy planning at the country level, UNESCO Dakar has given technical support to the Gambia for the revision of its policy, which resulted in a policy document and its operational plan. Further technical support has been given to the Gambia in terms of management capacity and resource mobilization for the subsector. The results of this support are (i) national improved capacity to mobilize more funds and resources for effective NFE programme implementation and delivery, (ii) a guideline on producing video and communication tools, and (iii) 2 videos submitted to UNESCO literacy price competition for 2014. Additionally, UNESCO supported the Gambia in the development of strategies to reduce the number of non-literates by 50% by 2015. This initiative aimed to incorporate income generating activities and micro-finance facilities in NFE programmes, and the use of Quaranic scripts and local languages as media of instruction. Additionally, UNESCO Dakar has donated 5 digital boards (Sankoré Kits), and trained ministry staff and literacy providers to gain practical experiences in the use of ICTs in teacher training/literacy classes. 10 selected literacy providers were trained in the installation and use of these kits.

In Guinea Bissau, UNESCO Dakar led policy dialog and advocacy resulting in the country's readiness to enter the LNFE policy elaboration phase.



A teacher using a digital board to teach mathematics

Senegal has also benefitted from UNESCO Dakar country support thanks to the implementation of a project focusing on girls' and women literacy, and another project aimed at building the capacity of LNFE personnel.

The Literacy project for young girls and women in Senegal (PAJEF) has been one of UNESCO Dakar's flagship projects since 2011 and was finalized in 2014. The project aimed at promoting girls' and women's empowerment as well as poverty reduction through literacy and the use of ICTs. An evaluation carried out in 2014 showed that 6,500 girls and women received training and improved their literacy

levels through 253 traditional literacy classes. Another 3,000 girls and women participated in a mobile and computer-based training program. Through a synergetic approach between LNFE and TVET an additional 3,000 women had developed their skills in areas such as sewing, hairdressing, and farming. PAJEF also successfully piloted a remedial tutoring programme that reached out to 1,900 girls at risk of dropping out of school.

Moreover, 60 lessons in Wolof were broadcast on national television (RTS1). 135 classrooms and seven regional teacher training institutes (CRFPE) were equipped with digital interactive resource kits called 'Sankoré', 20 of which also received solar energy panels. This resulted in the training of 45 managers from national directorates, decentralized services of the Ministry of Education, civil society organizations and 150 teachers/facilitators. Subsequently, not only did the trainees expand the resource data bank, but did so in local languages, assuring the cultural relevancy of the teaching resources. UNESCO Dakar proposed a report and six videos to document the achievements of the project for advocacy purposes.



A woman learning to read in the Serere language as part of the PAJEF project

The final evaluation report has stressed PAJEF innovative methods and educational approaches that will serve as good practice to help other countries upscale their LNFE interventions to target out-of-school children and girls and women as well. Delegations from the Gambia and Nigeria came to Senegal on PAJEF study visits in 2014. Nigeria has already started implementation of a similar girls' literacy project, and the Gambia is designing a similar project to start in 2015.



Teaching literacy in Wolof in Pikine, a suburb of Dakar

PAJEF has contributed to dropout prevention by successfully supporting girls' primary school achievement, and empowering women via lessons to introduce and enhance computer skills.

PAJEF also strengthened national capacity to plan for the subsector's qualitative transformation, offering a bridge between the formal and non-formal sub-sectors. This paved the way for a synergy between LNFE and TVET, promoted mobile learning, and the use of ICTs.

The capacity building project for the training and qualification of teachers based on a holistic and integrated education approach in Senegal (CapEFA) aimed at developing and implementing a teacher training policy that also integrates literacy and non-formal education. The three diagnostic studies, which were done in 2013, informed the development of three framework documents in 2014, namely: (i) a draft policy teacher training programme, (ii) a document on the governance of education personnel training, and (iii) a skill and education profession reference. Moreover, a resource package for the training of teachers and literacy facilitators was developed and validated. This resource pack includes 12 training modules, booklets, and a trainer's guide. 56 trainers of trainers from the 14 regional teacher training institutes (CRFPE) were trained in the use of the resource package, which is being reproduced for further dissemination.

UNESCO has facilitated the participation of representatives from Burkina Faso, Mali, and Niger to participate in a workshop to share these training modules developed in Senegal. A national roadmap has been elaborated for each of the countries. UNESCO added a regional intervention involving Burkina Faso, Mali, Niger, and Senegal, which aimed at developing a harmonized curriculum for bilingual education in a multilingual and multicultural context. Diagnostic studies were conducted in all 4 countries. Following this process, a 5-module kit was validated during a regional workshop that convened all French-speaking countries of ECOWAS (a joint activity between Dakar and Abuja Offices). Regarding implementation, Burkina Faso has adopted a national road map in order to pilot the modules in teacher training interventions.

Finally, Burkina Faso and Mali have embarked on an acceleration of LNFE as part of the “EFA Big Push” Initiative. Senegal has completed the development of its LNFE acceleration plan for the period 2015-2017.

It is important to note that given its literacy level, Cabo Verde has not been targeted for technical and financial support during this biennium.

Transforming Technical and Vocational Education and Training (TVET)

Transforming TVET is high on the agenda of the 7 countries covered by UNESCO Dakar. Youth underemployment and unemployment is high in the region while the training systems’ internal efficiency is weak. Therefore it is necessary to make the subsector more relevant and responsive to the needs of youth, specifically regarding their transition into the labor market.

Based on the UNESCO TVET strategy (2010-2015), the “Shanghai Consensus,” and the findings of the 2012 EFA GMR, UNESCO Dakar has designed regional guidelines to offer a coherent framework for TVET implementation in Africa. UNESCO Dakar has been using a strategy of engaging in sub-regional processes with complementary actions at national level. Furthermore, all TVET interventions have resulted in the production of tools such as concept and methodological notes. Focus is on: (i) the reinforcement of partnership and coordination mechanisms, (ii) the enhancing of the collection, analysis, management and use of quality data for improved training, human power planning, and wealth creation, and (iii) thematic work regarding national and regional qualification frameworks (N/RQF).

The Economic Community of West African States (ECOWAS) Inter-Agency Task Team (IATT) mechanism¹ is a response to the lack of coordination and synergy between TVET actors at the regional and sub-regional levels. This sub-regional process brings the relevant actors together to streamline interventions for improved coherence and effective service delivery to the countries. Advocacy interventions under the IATT have raised the TVET profile and strengthened the capacities of ECOWAS and WAEMU² to define



Vocational training reduces unemployment in Africa

¹ Such an Inter-Agency multi-stakeholder mechanism does also exist in the SADC Region. It is under construction for Central Africa.

² WAEMU stands for West African Economic and Monetary Union (also known by its French acronym, UEMOA). Member states are Benin, Burkina Faso, Cote d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal, and Togo.

policies, plan and/or reform, and manage the sub-sector for greater impact at the national level.

Within this framework, UNESCO Dakar produced two types of tools in 2014:

- A publication focusing on the development of National Qualifications Framework (NQF) within the later Regional Qualifications Framework (RQF). The publication is published under the IATT banner and is available in French and English under a common agreement with UNDP and ECOWAS. This publication is a coherent synthesis of the sub-regional survey, and includes the validated guidelines for NQF/RQF development.
- A series of videos to showcase successful initiatives that provide youth with a better chance of finding decent work. The videos focus on innovative projects in Benin, Nigeria, and Senegal.

Another priority in 2014 was the focus on partnership building to enhance synergies, including technical support to two international networks linked to the countries covered by the Office and beyond.

1. Through the network RAIFFET (Réseau Africain des Instituts de Formation de Formateurs de l'Enseignement Technique), the 4th international colloquium in October 2014 provided the 7 countries with insights on the most recent research results, strategies, methodologies, and tools to enhance quality of TVET teaching and learning.
2. Through the network RAFPRO (« Réseau Africain des Institutions et Fonds de Formation Professionnelle »), its international Dakar meeting gathered members (4 of which are covered by UNESCO Dakar)³ who were provided with enhanced awareness, diagnosis, and recommendations on Quality Assurance to improve in-service training in the private sector.
3. UNESCO Dakar also capitalized on the process of Quality Assurance in higher education (within the process DAAD/CAMES/UNESCO), notably building on the experience of Senegal regarding internal and external Quality Assurance.
4. Through the UNESCO-UNEVOC International Centre, UNESCO Dakar contributed to enhancing the synergy between the UNEVOC Network, sub-regional entities (WAEMU), the UNESCO Chair on TVET for better impact, development of partnerships, and revitalization of the UNEVOC Network: ENSETP⁴ for the French-speaking countries. WAEMU participated for the first time in the UNEVOC international conference on “Promoting learning for the world of work”.
6. At the country level in Senegal and as part of the UNCT/UNDAF mechanism, the Dakar Office supported the development of one additional joint program with FAO, ILO, UNIDO, and OIM. The aim is growth creation in rural areas. UNESCO Dakar has been encouraging the development of statistical information systems at the country and sub-regional levels with a focus on both the training provision (TVET-MIS) and labor market information system (LMIS) for wealth creation.

³ Benin, Burkina Faso, Central African Republic, Chad, Congo, Cote d'Ivoire, Guinea, Mali, Niger, Senegal, Togo

⁴ École Normale Supérieure pour l'Enseignement Technique et Professionnel, based in Dakar, Senegal

In close collaboration with HQ, a process has been initiated with IIEP/ Pôle de Dakar for the development of a new methodology and tool for national diagnosis of the transition of youths from school/training to work (Dispositif prospectif sur l'éducation formation emploi or DIPEFE). The DIPEFE Methodology tool has been tested by other UNESCO Offices (Abidjan and Abuja) in support of their TVET activities. The Methodology is being integrated in the Pôle de Dakar RESEN-type education sector analysis and in Burkina Faso. The DIPEFE first results will be factored in the current education sector analysis so as to improve its quality as well as the TVET RESEN methodology. A capacity building process has been carried-out on prospective diagnostic of education/training-employment to improve the transition of youth towards the labor-market in Burkina Faso. A national team has been formed and the first data collection will provide Burkina Faso with useful analyses on how to adapt the system on demand.

UNESCO Dakar continued to focus on creating synergies between TVET and Literacy/Non-formal Education⁵ to boost impact in each of the sectors. A first internal concept note was developed to clarify concepts, strategy, methodology and tools to undertake a process both at national and regional context. The concept note tackles topical issues like greening TVET, recognition of competences acquired in traditional apprenticeship, and gender with attention to girls in rural areas. Following the development of this note, a study was undertaken in Senegal to test the relevance of this innovative approach.

Another example of the Literacy-TVET synergy is a new project in conflict affected northern Mali⁶. The aim is to equip vulnerable and out-of-school youth in Mopti, Timbuktu, Gao, and Kidal with



A young worker benefits from TVET in Senegal. Photo: UNESCO/Régis L'Hostis

skills and knowledge to build resilience. A road map was validated through a national consultation process. The project implementation is underway with the mapping of social demand, employment opportunities, and services available to facilitate the transition from training to work in the four regions concerned. This program will contribute to promoting sustainable and resilient growth, and provides a fundamental example of UNESCO's contribution to enhancing national capacity to integrate education for sustainable development,

empowerment of learners, and responsible global citizens (main line of action 2).

UNESCO Dakar and the Bamako Offices together with HQ have jointly developed a partnership with OIF (Organization internationale de la Francophonie). This led to the support on financial and technical TVET planning that includes 13 ministries. A national document is under finalization and will support Mali on TVET for enhanced national coordination, coherent planning for the next three years, and fund raising.

⁵Other examples of intra-sectoral synergy between the TVET and NFE sub-sectors is to be found in the UNESCO Dakar LNFE intervention, namely the PAJEF project (see above) and the intervention in conflict affected Northern Mali (see next page).

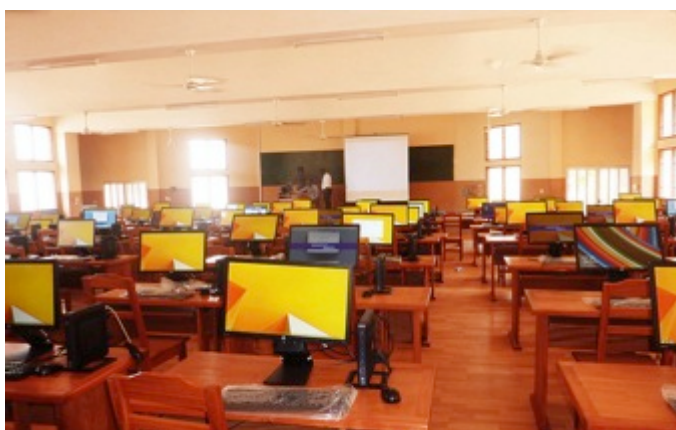
⁶This TVET intervention in Northern Mali is part of the Japan-funded holistic reconstruction support for Mali: "Emergency education interventions to build resilience in the Sahel: Support for Mali" which also aims at strengthening the education system capacity for conflict mitigation and peace education (see following chapters)

Leveraging higher education

UNESCO Dakar contributes to make higher education responsive so that it can accelerate the continent's sustainable development by providing the critical mass of qualified human capital. The focus has been on managing quality and on financing, which are two critical challenges facing this sub-sector. In order to develop evidence-based higher education policies that address the sub-sectors' challenges, specifically those of quality and expansion, a Regional Economic Community (REC) approach was favored to maximize on the investment and promote inter-country collaboration and mutual learning.

Hence, UNESCO Dakar and Abuja Offices joined hands to support ECOWAS countries on Quality Assurance (QA), financing for Higher Education, and research. In this framework, partnership was enhanced with international bodies, both inter-governmental and non-governmental⁷ (ADEA, CAMES, DAAD, AAU) as well with financing organizations (AfDB, WB). Support was finally provided to two international events: (i) "Quality assurance for HED and Research: Towards a harmonization of practices at national and regional levels in the CAMES zone", and (ii) "Innovative approaches to finance HED and Research."

This led to the effective sharing of knowledge on quality (e.g. five country surveys validated during the conference organized with the Association of African Universities, AUA), partnership development, capacity building of experts on innovative strategies for mobilizing resources for higher education and



Universities in Benin, Burkina Faso, and Côte d'Ivoire have received new IT infrastructures as part of PADTICE

research, peer-learning, as well as North-South and South-South sharing of promising practices between countries (altogether 185 participants, 85 institutions from 22 countries in sub-Saharan Africa participated at the AAU conference). Road maps were identified for follow-up in 2015.

Another major intervention is the UNESCO/WAEMU project entitled PADTICE⁸, which aims to support the university reform LMD (Licence, Master, Doctorate) in West Africa's higher education system. The aim is to create an integrated technological space among the 35 tertiary and higher education institutions that are clustered around 8 major universities⁹, and to improve their quality through ICT appropriation. PADTICE has three components, including developing ICT physical and

⁷ Association for the Development of Education in Africa (ADEA), Conseil africain et malgache pour l'enseignement supérieur (CAMES), Deutscher Akademischer Austauschdienst (DAAD, or the German Academic Exchange Service, African Association of Universities (AAU), African Development Bank (AfDB) and World Bank (WB).

⁸ PADTICE stands for *Projet d'appui pour le renforcement des technologies de l'information et de la communication pour le renforcement de la capacité de la mise en œuvre de la réforme "Licence-Master-Doctorat" dans les institutions de l'enseignement supérieur de l'espace UEMOA*. PADTICE targets all 8 WAEMU countries, namely: Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal and Togo.

⁹ Abomey Calavi University in Cotonou, Abdou Moumouni University in Niamey, Amilcar Cabral University in Bissau, Cheikh Anta Diop University in Dakar, Félix Houphouët Boigny University in Abidjan, Ouagadougou University, Lomé University and Université des Sciences, des Techniques et des Technologies in Bamako.

virtual infrastructure, augmenting the universities hardware equipment level and enhance capacities to use ICT, and quality assurance.

The basic network has been upgraded in all universities except Amilcar Cabral University in Guinea Bissau and Université des Sciences, des Techniques et des Technologies in Mali. The digital library open source software « Invenio » has been implemented in all 8 universities, and several training sessions were organized to train participants in the installation, configuration, and the functional utilization of this software. The capacity building was organized in such a way that 6 regional trainers of trainers were first trained in order to provide training to 16 national trainers (2 per country). Those 16 national trainers then advanced their knowledge to 68 library staff and resources persons. The institutional arrangements of the regional library have been drafted, outlining the methods of organization and governance, the operation mode of the digital library, and the responsibilities that will be adopted by universities. These documents will ensure the structure's sustainability.

Capacity building interventions have focused on enhancing the universities capacity in digital numeracy, ICT usage, quality assurance, and e-learning. As a result, 115 teachers from 7 of the 8 universities involved in PADTICE were trained in e-learning methodology. They were also equipped in technology-based pedagogy, namely the scriptwriting of online learning contents.

The interventions around improving the universities' services were undertaken in collaboration with CAMES¹⁰. Several studies were produced to frame the development of the universities' open and distance learning (ODL) and the development of information systems, namely:

- A mapping of universities' information systems and ODL courses on offer in WAEMU member states
- A framework for the development of universities' information systems across WAEMU
- A document on the accreditation by CAMES of the ODL delivered by the universities within WAEMU.

All these documents are now awaiting final endorsement by the Council of Ministers, which is CAMES political authority.

Tackling the teacher issue

UNESCO Dakar undertook several interventions to tackle the teacher issue as it is a fundamental determinant for the quality of education. In 2014, focus was primarily on teacher preparation and professional development, and the development of national and regional qualifications framework. Major results in this respect were achieved through the capacity-building programmes for teacher training in Burkina Faso and Niger, within the CapEFA framework¹¹.

Working together with the UNESCO Abuja Office, UNESCO Dakar lent support to countries in the ECOWAS region aiming at fully aligning teacher preparation and professional development promoting a 9-10 years basic education reform. This support built on work that started in the past biennium to identify key tasks and competencies required of basic education teachers in 6 pilot

¹⁰ Conseil africain et malgache pour l'enseignement supérieur comprises 19 sub-Saharan African countries

¹¹ CapEFA is UNESCO's programme on Capacity Building for Education for All

<http://www.unesco.org/new/en/phnompenh/education/improving-education-quality/capacity-building-for-education-for-all-capefa>

countries in the ECOWAS region (Benin, Guinea, Côte d'Ivoire, Niger, Senegal, and Togo) to which three additional countries were added (Burkina Faso, Nigeria and The Gambia). A workshop held in November 2014 validated a common set of key tasks and expected competencies for basic education teachers. This achievement is a key milestone in the joint venture on National and Regional Qualifications Frameworks (NQF/RQF) for Teachers led by UNESCO Dakar in close partnership with The International Task Force on Teachers for EFA, CONFEMEN, ADEA, OIF/AUF/IFADEM, the African Union, as well as UNESCO family entities (UNESCO Abuja and IICBA). This achievement will support recognition of teaching as a full-fledged profession with clear training and career paths as recognized competencies.

Regarding the CapEFA project in Burkina Faso, a capacity improvement plan was developed and



A teacher and student work together during literacy classes in Senegal. Photo: UNESCO/Always

officially adopted during a national workshop that featured wide participation from all national stakeholders (the event also included the launch of the *2013/14 EFA Global monitoring Report* on teaching and learning). The plan was informed by the participative diagnostic review of capacity building needs undertaken in 2013. The next step will be the technical support for the revision of Teacher training curriculum and management of in service training, which will start in 2015.

Regarding the Monaco project, UNESCO Dakar together with IICBA and the Burkina Faso Ministry of Higher Education had to adapt to regulation changes and a heavier workload of teacher-trainees, which prevented them from being able to attend any training sessions. An alternative was found, and the training format was revamped using Open and Distance Learning (ODL) to address these constraints.

Adapting to the post-conflict situation in Mali, there are two major achievements. A local education group review of the CapEFA Teacher programme allowed a reorientation of the remaining funds to address new priorities, aligning to the required support for emergency or reconstruction. Identified activities are under implementation and a project coordinator has been recruited. Furthermore, UNESCO advocacy and efficient technical supervision and collaboration encouraged Japan to revive the Japan Funded programme for the Development of a Centre of Excellence for Female Teacher Training in Mali (Teacher Training Institution of Kati), which was stopped soon after the military coup of March 2012.

The 2014 implementation phase of the CapEFA program in Niger supported the government's implementation of its education sector programme as specified in the educational policy letter for 2013-2020. The Niger CapEFA communication strategy was developed with the assistance of the Communication and Information Sector of UNESCO Dakar.

With the support of the Italian Funds-in-Trust (IFIT), UNESCO Dakar is implementing the second phase of a project called "Improvement of teacher qualification and setting up of system for the management of learning outcomes in Guinea-Bissau" to assist with the reconstruction of the basic

education system in Guinea-Bissau. The project aims to remedy the lack of qualified teachers in basic education through improved in service and pre service trainings. The first project component is the analysis and revision of in service training modules for teachers in order to produce one single module for each discipline of Guinea-Bissau's basic education curriculum. These modules take into account the education and the socio-cultural contexts of the country and are gender-sensitive. Guinea-Bissau is also one of the crisis-affected countries benefitting from UNESCO Dakar emergency or reconstruction support¹².

Additionally, UNESCO Dakar and IICBA have piloted the development of 9 draft training modules on the design, implementation, and assessment of Open and Distance Learning (ODL) programmes for Teacher Trainers. These draft modules were reviewed and validated by a group of 10 curriculum experts-writers from various African countries. Also, training platform was developed. All modules will be available on the platform by first semester 2015 in French and English for all teacher training institutions interested in developing ODL programmes for master teachers.

Empowering learners to be creative and responsible global citizens

Interventions in this area are mostly aimed at ensuring that education policies and practices are sensitive to peace and human rights education, local capacity is strengthened to integrate education for sustainable development (ESD) into education, ESD is reinforced in the international agenda, and that good quality health education is delivered.

Integrating peace and human rights in education policies and practices

Under the auspices of ECOWAS and the African Development Bank, UNESCO Dakar has assisted countries in developing national capacities to mainstream peace education, conflict prevention, and preparedness in education strategic plans in West and Central Africa. A major programme on promoting a culture of peace, human rights, citizenship, democracy, and regional integration in the 15 ECOWAS countries launched in 2006 was terminated in 2014.

The main focus in 2014 was to augment the outreach of the Reference Manual¹³ and curriculum developed as part of the project. Teachers and teacher educators have been trained across the sub-region using the reference materials that were translated into 31 local languages. 12,000 copies have been disseminated to civil society organizations and LNFE providers. The materials are also being distributed through USB keys and DVDs for greater outreach. A complementary module was provided through UNESCO regular education sector programme funding, which resulted in an 8th module on values and sports. This additional module was validated during a workshop gathering the Dakar cluster countries and will be added to the online self-teaching course available in French, English, and Portuguese.

The Reference Manual has been presented on several occasions in 2014, including a workshop of education for peace experts who met in Ziguinchor, Senegal, and at the celebration of the 25 anniversary of a Culture of a Peace in Yamoussoukro, Côte d'Ivoire¹⁴. The Reference Manual went

¹² The other country being Mali (see the Mali sections in the above chapters on sector wide policy and planning and on TVET and below on peace and human rights education)

¹³ ECOWAS Reference Manual on human rights education, citizenship, democracy, culture of peace and regional integration exists in French, English and Portuguese and 31 local languages.

¹⁴ The concept of culture of peace was first coined during a UNESCO organized international Congress held in 1989 in Yamoussoukro, Côte d'Ivoire.

through a technical validation process involving experts of all ECOWAS Member States' experts, a political validation progress by the ECOWAS Education and Training Ministers statutory meeting, and was adopted by the ECOWAS Ministerial Council gathering the Foreign Ministers. The fact that the Manual has been translated in local languages has added to the ownership. The project has demonstrated the effectiveness of having a peace building and/or conflict prevention intervention developed through a regional process.

The Reference Manual was used as part of an anti-terrorism project in Burkina Faso targeting 50,000 journalists, community leaders, and youth. The UNCCT-UNESCO joint Project "Promoting a Culture of Peace, Conflict Management, Citizenship, Democracy and Good Governance through non-formal education in Burkina Faso" is run as part of the framework of the Integrated Assistance for Countering Terrorism (I-ACT) Initiative. This project responds to the situation in northern Burkina Faso pursuant to the Mali crisis. The launch was a resounding success with the presence of UNESCO Dakar Director, 4 Ministers, 2 Provincial Governors, customary and traditional leaders, media and field actors. Furthermore, the ECOWAS Reference Manual has been translated and in 4 additional languages of Burkina Faso, namely Tamachèque, Goulmanceman, Songhrai, Fulfulbé. These translations, in tandem with the already existing Dioula and Moore versions, will make it possible to reach out to more people. A first training of trainers workshop took place in December 2014, which targeted 40 participants including local elected officials, central and local civil servants, religious and customary leaders, civil society, journalists and radio hosts from private stations, and community-based radios.

The Reference Manual was also used in Mali¹⁵, where the ministry of education was given support to design 4 modules for different education actors (teachers, school heads, and inspectors) and partners in the formal and non-formal sectors. Major outcomes of this intervention were the realization that the education sector has a critical role to play in peace building and consolidation, and that the Malian education sector is now in a better position to act in a more comprehensive manner.

Beyond its outcomes in the ECOWAS Member States, ECOWAS achievements have raised interest from various partners. Project achievements are being reviewed for scaling up in the CEMAC region.



Slam session on peace issues during the launch of a new project to combat terrorism in Burkina Faso. Photo: UNESCO/Bamouni Céphas

Delivering quality health education, HIV, and comprehensive sexuality education

UNESCO Dakar's work to improve education sector response to sexual and reproductive health challenges concentrates on strengthening country capacities to scale-up comprehensive sexuality education (CSE) programs, and training key stakeholders at regional and national levels on designing and

implementing comprehensive curricula for life skills-based HIV and sexuality education.

¹⁵ This is the last component of the Japan-supported reconstruction support for Mali: "Emergency education interventions to build resilience in the Sahel: Support for Mali" which is one of the crisis-affected countries benefitting from UNESCO Dakar emergency or reconstruction support.

UNESCO Dakar's role is twofold, namely a regional coordination role in West and Central Africa of HIV and health interventions by all UNESCO offices in West and Central Africa, and service delivery and coordination with partners within its cluster countries.

In terms of coordinating UNESCO's interventions in WCA, UNESCO Dakar follows and occasionally lends technical support to HIV and Health activities carried out by other offices. As an example, the Dakar Office, in partnership with UNESCO International Bureau of Education (IBE), provided technical support for the development of a pedagogic guide to support teacher training in sexuality education in collaboration with Chad and Cameroon Ministries of Education. Additionally, the capacity of UNESCO staff in WCA offices was built. In a move to increase efficiency, plans were aligned to improve synergies among UNESCO offices in WCA and HQ. 10 UNESCO staff improved their capacities to plan more efficiently and include new topics (gender, stigma, and discrimination) in the education sector response to HIV.

In terms of service delivery and coordination with partners within its cluster countries and at the regional level (WCA), a certain number of countries are developing, and/or reviewing country policies and programs to integrate HIV and sexuality education. In Senegal, a research report on young people's needs and challenges in information and services in sexuality and reproductive health (SRH) was validated. The results have been shared with the Senegalese Ministry of Education with a view to inform the strengthening of national reproductive health education programmes. The report was based on anonymous SMS support services in Senegal. Another research report is under revision, which addresses young people's needs and challenges in SRH, based on anonymous calls to AIDS helplines in six selected beneficiary countries¹⁶.

In order to improve knowledge on the state of sexuality education delivered by civil society and accounting for the civil society organizations that received technical assistance from UNESCO, UNESCO Dakar provided support to IPPF¹⁷ to apply *Inside & Out*, the Sexuality Education Review and Assessment Tool (SERAT) for civil society in several WCA countries, including Cameroon, Côte d'Ivoire, DRC, Senegal, and Togo. Together with UNFPA, IPPF, and UNAIDS, UNESCO Dakar jointly produced a report of a regional review of sexuality education programmes in West and Central Africa (WCA). Moreover, UNESCO Dakar, with contribution from UNAIDS, initiated a revision of the Sexuality Education Review and Assessment Tool and completed a review of the legal provisions affecting young key populations' access to sexual and reproductive health services in West and Central African countries.

Another important focus was to improve the measurement of the education sector response to HIV in WCA countries and use evidence as a basis for the development of multi-sectoral strategies. To integrate core global indicators to measure the education sector response to HIV and AIDS into Education Management Information Systems (EMIS) questionnaires, a regional workshop trained 19 Ministry of Education technicians, including HIV focal points from 10 countries¹⁸ and 12 UNESCO National Program Officers (NPO). Moreover, a roadmap was jointly developed with HQ and UIS to support the utilization of core indicators in WCA countries. This will contribute HIV-sensitive indicators in their education monitoring systems, education-relevant indicators in their HIV and

¹⁶ Benin, Burkina Faso, Burundi, Congo, Cameroon, Niger

¹⁷ International Planned Parenthood Federation

¹⁸ Burundi, Cameroon, Chad, DRC, Côte d'Ivoire, Gabon, Ghana, Guinea, Mali, Nigeria

AIDS monitoring systems, and more effective and sustainable action in education sector's response to HIV and AIDS.

UNESCO Dakar also provided support for the development of capacities to integrate evidence-based and socio-culturally appropriate sexual and reproductive health education in the Sahel. Tools such as the "Teaching Respect for All" toolkit were identified as resources facilitating synergies and determining new entry points to address sensitive issues with the education sector. In order to improve the education sector response to stigma, discrimination, sexual harassment, and abuse in WCA countries, modules for classroom activities on gender and diversity are being developed in collaboration with ministries of Education, Youth, and Culture from 4 West African countries (Côte d'Ivoire, Ghana, Nigeria and Togo).

Another contribution to supporting the integration of socio-culturally sensitive modules of gender, gender-based violence, and diversity in comprehensive sexuality education programmes was made through the initial development of a practical guide to increase the sensitivity of socio-cultural norms in sexual and reproductive health education.

Building on previous work carried out from 2011 to 2013, a coalition of partners supported by UNESCO, through training, expertise, and organization of workshops, promoted the integration of sexual and reproductive health education in school curricula in Senegal. As a result, the Ministry of Education's *division du Contrôle médical scolaire* (DCMS) decided to spearhead the advocacy for sexuality education within its own ministry, and members from several Ministry of Education's directorates and departments agreed on a path to integrate reproductive health education in school curricula, opening the way for higher level political approval.

These activities are carried out through partnerships with UNICEF, UNAIDS, UNWOMEN, and UNFPA, and through active participation in the *Joint UN Team on AIDS (JUNTA)* in Mali, and Senegal.

Advancing Education for All (EFA) and shaping the future international education agenda

The majority of work carried out regarding the future international education agenda was related to the preparation of the sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 scheduled in February 2015 in Kigali. This conference is being held in preparation of (i) the World Education Forum in May 2015 where an international framework for action for education for post-2015 will be adopted, and (ii) the UN Summit to be held in New York where the post-2015 sustainable development goals will be adopted. This included the organization of several meetings with relevant partners to prepare the agenda and online thematic consultations leading up to the conference. A conference website was also developed. To assess progress made in EFA since Dakar 2000, sub-Saharan Africa countries were requested to provide a brief assessment of the standardized EFA country profile developed by UNESCO Dakar and Pole de Dakar. Countries were required to fill in a questionnaire intended to reflect the specific elements that shape the current state of education in the country and their overall policy schedule post-2015. As for the mini consultation exercise, a large number benefited from technical guidelines and financial support to conduct a participatory review and national consultation process on the way forward and critical

strategies for post-2015. UNESCO Dakar provided analytical quality assurance of all documents for all its cluster countries and SSA countries that participated.



Child in the classroom of Tintihigrene school, Mali.
Photo: UNESCO/Poulomi Basu

As a result, EFA profiles for all countries, 36 national EFA reports, and 13 mini consultation reports were produced and validated by the stakeholders of education in each country. These fed into the production of a regional report on EFA in sub-Saharan Africa to be presented at the Kigali conference.

Furthermore, in order to enrich the EFA SSA report with more in depth narratives on the EFA experience in the continent, a series of country case studies on the achievement of a specific EFA Goal were elaborated in collaboration between UNESCO Dakar and IIEP/Pôle de Dakar.

Burkina Faso, the Gambia, and Senegal were selected on their performance in improving Primary Gender Parity Index, while Cabo Verde was selected on their performance in EFA as a Small Island State. Niger was selected on its performance in improving its literacy rate.

To further strengthen the advocacy for EFA, national launches of the EFA 2013/2014GMR on teaching and learning were held in 4 cluster countries, namely Burkina Faso, Mali, Niger, and Senegal. The events received large media coverage on TV, newspaper, and radio.

Natural Sciences: Mobilizing scientific knowledge and innovation



A Senegalese woman harvesting oysters. Photo: UNESCO/B. Demeocq

UNESCO's major programme on National Sciences is echoed in two Priority Africa Flagship programmes: Number 3, aiming at harnessing Science, Technology and Information (STI) and knowledge for the sustainable socio-economic development of Africa. Number 4, on fostering science for the sustainable management of Africa's natural resources and disaster risk reduction (DRR).

Brief situational analysis of Sciences in the cluster countries

Although the cluster countries have made significant progress in enrolling students and improving gender equality at the primary education level (see previous chapter), a remaining major challenge is their low human capital base, which does not match the accelerated sustainable development ambition that these countries display.

Indeed, data from the UNESCO Institute for Statistics indicate that Cabo Verde has the highest number of students per 100.000 inhabitants with 2619 (2013 data) while Niger has the lowest with 126 (2012 data). Burkina Faso, Mali, and Senegal are in the middle-range with 418 (2012 data), 645 (2012 data), and 711 (2010 data) respectively.

According to UIS, numbers of researchers per 1.000.000 inhabitants are very low with 326 for Senegal (2010 figures), 32 for Mali (2010 figures), and 34 for the Gambia (2011 figures). In the middle, one can find Burkina Faso with 48 (2010 figures) and Cabo Verde with 51 (2011 figures). Compared to the world average of 1040, these numbers reveal the extent of the challenges of

UNESCO Dakar cluster countries. Science output continues to be very low for sub-Saharan Africa, and the cluster countries are no exception to this rule.

Among the solutions to respond to the situation, strategic investment in Science, Technology, Engineering, and Mathematics (STEM) is fundamental. Unfortunately, UIS data reveal that none of the countries are available to reach any substantial threshold. The Gambia has the lowest rate with 0.02 of its GDP (2009 figures) while Senegal has the highest with 0.54 (2010 data).

The data reveal the urgency of implementing the right policies and institutional arrangements that promote science, technology, innovation (both at input and output levels), and international scientific cooperation on critical challenges to sustainable development.

Strengthening STI policies, governance, and the science-policy-society interface

UNESCO Dakar has provided support to Burkina Faso, Cabo Verde, and Senegal for creating linkages between academic institutions and industry with the aim to foster research development and innovation capacities for competitive performance. 13 technology-based firms¹⁹ representing different types of enterprises have participated in a study looking at how innovation takes place in small enterprises in these countries. This will allow trainees of innovation and enterprise development to get inspired and learn from the mistakes and successes of these firms. The case studies will be published as a book at a later stage.

Additionally, UNESCO Dakar supported the finalization of the Gambian National Science, Technology, and Innovation Policy. The activity was funded through the Spanish Funds managed at Headquarters.

Last but not least, the Office participated in the second African Ministers of Science and Technology meeting held in Rabat, Morocco. The occasion served as an opportunity for networking with national and regional entities that would enhance interregional and international collaboration.

Building institutional capacities in science and engineering

An ICT based open-online geology and geosciences program, the Geology Open Online Course for West Africa (GEOLOOC-WA), was launched in September 2014 in Toulouse, France. The launching meeting was planned to coincide with the third conference of the West African Exploration Initiative (WAXI-3) that brought together a group of private sector organizations in the mining sector and academic institutions. 21 participants from six universities in five West African countries²⁰ participated in this meeting and will be the initial beneficiaries of this online programme. The GEOLOOC-WA web portal is currently hosted at the Université Cheikh Anta Diop de Dakar (UCAD). A steering committee has been established and working groups have been formed to guide and develop course content. In order to maximize the investment, discussions were initiated with the ECOWAS Secretariat to explore extending the work by creating a regional framework for harmonization of qualifications in geology. Furthermore, potential donors have been approached to mobilize financial resources for the project and support the training activities.

¹⁹ Four from Burkina Faso, four from Cabo Verde, and five from Senegal

²⁰ Burkina Faso, Mali, Senegal (Dakar Office cluster countries), as well as Ghana and Côte d'Ivoire (national offices)

It is expected that the regional training network will contribute to the development of the extractive industries, an important economic sector in the ECOWAS sub-region. The GEOLOOC-WA web portal will facilitate access to recent scientific advances in the local geological contexts, and will make students aware of the rapidly evolving frontiers in the geosciences. Participants in the first preparatory workshop for the launching event in Toulouse included 8 geologists and 1 ICT specialist from Senegal, 5 geologists from Burkina Faso, 2 from Mali, Ghana, Cote d'Ivoire and South Africa, 1 from Liberia, 7 from France, 2 from Australia, and 1 from Spain.

Fostering science collaboration for earth systems, biodiversity, and disaster risk reduction

An assessment of the management capabilities and gaps in flooding disaster management at the district and communities levels were conducted in 2014. The assessment focused on the Saloum Delta in Senegal and Niimi Park in the Gambia. The results of the studies show the severe impact of flooding on the land and buildings along the coastal areas. Current measures undertaken by individuals, government, and partners to deal with the issue of flooding in the area are limited and inefficient. The Senegal study concludes that the government and its partners should continue to support cutting-edge research in the areas of climate change, coastal processes, hazards, and floodwater management. Tertiary and research institutions in the country should bring research and engagement capabilities to support the development of resilient coastal communities that sustain diverse and vibrant economies, effectively respond to and mitigate natural and technological hazards, and function within the limits of their ecosystem.

A second part of the Gambian study examines the successes and gaps in the policy instruments currently utilized for managing disasters on the coastal areas, and will help policy makers to effectively craft policies to enhance preparedness and management of disasters in the area.

The results of the assessments can be used as the basis for (i) further developing better education for sustainable development (ESD) contents and curriculum for the area, (ii) further preparing advocacy materials for the community radios in the area, and (iii) flagging important issues to helping agencies when planning new interventions for building capacities for the management of floods at the local level. This is a joint activity between natural sciences and the social and human sciences sectors. The latter was involved to factor in the social impacts of environmental hazards with the aim to support social transformation and improve social cohesion.

In terms of strengthening national capacities for the management of biosphere reserves, UNESCO Dakar is supporting Senegal to reorganize the management system at the local level. The preliminary process has been completed and work will start in 2015. This activity is conceived as learning laboratories for equitable and sustainable development, and for climate change mitigation and adaptation. An intersectoral plan is being developed jointly by the Culture Sector and the Natural Sciences Sector to support the Government of Senegal in protecting the culturally important and sensitive ecosystem of the Bassari Country, which includes the Niokolo-Koba Biosphere reserve.

Strengthening freshwater security

UNESCO Dakar contributed towards the achievement of one of the objectives of the UN Sahel strategy on regional water resources management. 27 managers of water systems and university researchers from Burkina Faso, Guinea Bissau, Mali, and Senegal participated in a 10-day training workshop on water management in the Sahel region. They received training in the identification, assessment, and development of groundwater resources that are of low vulnerability to drought and can be used in emergency situations. This is of crucial importance for immediate emergency relief and long-term



The development of groundwater resources is a major priority in strengthening freshwater security. Photo: UN/John Isaac

drought preparedness, particularly in view of climate change and variability, which are expected to have severe impacts on the arid and semi-arid Sahel region of West Africa. Participants included 3 representatives from Guinea-Bissau, 4 from Burkina Faso, 12 from Mali, and 8 from Senegal.

As a follow-up, Senegal benefited from a practical demonstration visit to a project site at Soninkegny in Mali, managed by the Projet Irrigation de Proximité au Pays Dogon et dans le Bélédougou (IPRO-DB). As a result, the UCAD and IPRO-DB are exploring a Memorandum of Understanding to use the site for the training of PhD students in water management. A proposal has been submitted to mobilize funds to involve more Sahel countries in this training activity, therefore increasing the number of experts on aquifer recharge in the region.

Arrangements with the Cabo Verde National Commission and the Ministry of Higher Education, Science and Information in Cabo Verde have been concluded for the training to take place in Portuguese in the first quarter of 2015.

UNESCO Dakar was requested to lead the water resources management (working group on cross-border water resources) of the Resilience Task Force of the UN Sahel Strategy. Working with UNESCO colleagues and other participating UN agencies, UNESCO Dakar prepared a draft working document on water resources management, which is proposed to be used for funds mobilization as part of the implementation of the strategy.

Social and Human Sciences: Tackling new social challenges in support of inclusive social development



Scene from an inclusion workshop in Niger to promote efficient and inclusive policy and programming that is sensitive to the needs of disadvantaged populations

UNESCO's programme on Human and Social Sciences focuses on a much-needed cross-cutting and reflective approach to development, as social and human dimensions are inherent to the challenges of a rapidly changing world. In times of increasing global challenges and threats such as inequality, exclusion, violence, and sectarianism, learning to live together among all members of the global community becomes more important than ever before.

UNESCO Dakar works to develop knowledge, standards, and intellectual cooperation in order to facilitate social transformations based on the universal values of justice, freedom, and human dignity. The activities of the Office focus on two main areas:

1. Supporting social transformation and social inclusion
2. Supporting youth development and civic engagement through participatory policy planning

Brief situational analysis of Social and Human Sciences in the cluster countries

West Africa, in particular the Sahel countries, is one of the world's poorest and most fragile regions. It faces simultaneously the challenges of poverty, multi-dimensional vulnerability, the effects of

climate change, frequent food crises, rapid population growth, corruption, unresolved internal tensions, the risk of violent extremism, illicit trafficking, and terrorist-linked security threats.

Moreover, the cluster countries' growth has been jobless, hitting the youth even more than the general population. The so-called "sacrificed generation" poses an enormous challenge, as inclusive growth and harmonious coexistence are critical to harnessing the youth dividend and ensuring sustainable development.

All of these challenges have social implications that must be reflected upon and solved if peace and sustainable development are to be attained at national, regional, and global levels. There is a need to increase awareness of both the population and the decision-makers by helping them better understand the issues at hand, showing the interconnections between the local and the global levels, and pointing to adequate responses.

Conducting future-oriented social science and humanities research on social transformations and intercultural dialogue

In the context of promoting multidisciplinary social science research and intercultural dialogue in support of policies on social transformations and social inclusion in West Africa, UNESCO Dakar is pursuing a double goal that is cross-cutting in scope, namely to contribute to shaping the processes of social transformations (migration, climate change, and sustainable development), and to ensure that Africa will develop harmonized point of views to enhance the continent's visibility at the 2015 World Social Science Forum in South Africa.

To this end, two major activities were undertaken in 2014 to ensure interactions with various types of stakeholders including research councils, universities, professional associations, and civil society.

UNESCO in partnership with CODESRIA and others, planned to organize a round table on the theme "Strengthening social and human sciences in Africa: Intellectual and institutional challenges," to be held during the General Assembly of CODESRIA, 2014 edition. Unfortunately due to the Ebola crisis, the General Assembly had to be postponed to 2015. The objective of this roundtable will be to reflect on the factors that hamper social and human sciences in Africa in order to determine appropriate actions and solutions.

In addition, UNESCO Dakar has made an effort to mobilize African social scientist networks to ensure qualitative input for the 2015 World Social Science Forum. For example, a concept note has been prepared in partnership with AFARD (Association des Femmes Africaines pour la Recherche et le Développement).

As mentioned above, Social and Human Sciences contributed to the assessment of the management of marine erosion and flooding risks in the Delta Saloum in the Gambia and Senegal. The Sector collaborated to orient the study from a technical and scientific level, factoring into the analysis considerations related to social aspects and risk management.

Developing public policies in favor of social inclusion and intercultural dialogue

UNESCO Dakar continued the work undertaken in 2013 to work with Burkina Faso and Niger to assess the degree of public policy inclusiveness, and to support efficient and inclusive policy and programming that is sensitive to the needs of disadvantaged populations.

In Burkina Faso, a group of 500 women accused of witchcraft has been targeted. Despite relocating the women to two designated centers in Ouagadougou and the minimum support of the government and the church, further backing is necessary to empower the victims and improve their living conditions.

In 2014, a UNESCO Dakar consultation mission to Burkina Faso resulted in the backing of a strong coalition to support these stigmatized women. The coalition consists of governmental authorities, the UN System, CSOs, religious and traditional leaders, and active members of the outgoing scientific committee. In terms of economic empowerment, the women have benefitted from support to engage in income-generating revenue activities, namely market-gardening production. To ensure the marketing of these products, UNESCO Dakar strategically paired the women with another group of vulnerable women (PALIGWENDE) who will ensure an outlet to sell their products. In this manner, the two groups are being supported with one intervention that fosters solidarity among them. Another important part of the project is to organize the women, giving micro credit, encouraging savings, building their capacity, and promoting solidarity to fight against exclusion and



Women excluded from their community due to allegations of witchcraft, Delwende Centre, Burkina Faso

poverty. The strong mobilization of partners has mobilized the media and drawn public attention to the fate of these women.

The groundwork has been prepared for similar work in Mali. Furthermore, UNESCO Dakar continues its prior action in this country in terms of promoting social inclusion. The Office is conducting an intervention to assess and reform national, public, and local policies, as well as the regulatory framework taking into account gender equality, human rights-based approaches and the promotion of social inclusion as a central element of governmental planning processes. A methodological workshop was organized in 2014, which provided high visibility to UNESCO's action through the direct commitment of several key ministries (Minister of Solidarity, Humanitarian Action and Reconstruction in the North, the Minister of Higher Education and Research, and the Minister of Women, Children, and Family), main civil society leaders, and academia. Primary data collection has started and all stakeholders are engaged in the project implementation.

UNESCO Dakar continued to support Senegal in the implementation of efficient and inclusive public policies taking into account the specific needs and interests of vulnerable groups. To consolidate the promising results of UNESCO's literacy project for young girls and women in Senegal (PAJEF see page 11), an income generating project for previous PAJEF beneficiaries was launched in 2014. The outlined project has been finalized and funds are being disbursed to the beneficiaries. Furthermore, Senegal is receiving UNESCO support under the joint UN program "Eradication of gender-based violence and promotion of human rights," (JP/GBV-HR) which is part of its participation in the UNDAF Senegal 2014-2015 work plan. Alongside UNWOMEN, UNFPA, UNOHR, and UNICEF, UNESCO Dakar brings a much-appreciated contribution to the programme implementation by reaching out to different stakeholders, and the tools and approaches developed under the MOST

frameworks²¹. Currently the national action plan for stamping out GBV and promoting human rights is under preparation. Upon UNESCO's suggestion, Senegal has adopted a more participatory approach to factor in the specificities of each community. UNESCO Dakar also provided financial support that contributed to extending the scope of the consultation at the local level.

Strengthening multi-stakeholder and inclusive public youth policies

UNESCO Dakar accompanied Niger's efforts to review its National Policy of Youth (NPY) as well as the sectorial action plan for its implementation. During a consultation mission carried out in Niamey, review guidelines, recommended approach, a list of partners, and the profile of the resource person to accompany the process were decided. Consultations were also organized with relevant youth groups and organizations. These consultations empowered youth to become peace agents in their communities by enhancing awareness, reinforcing competencies, and promoting civic engagement and democratic participation. This activity is in line with Niger's macro-developmental frame and 2014- 2018 UNDAF priorities. At the end of 2014, all stakeholders validated the overall implementation strategy and the methodological workshop to launch the program was successfully organized. The same process is scheduled for Guinea-Bissau in 2015.

Senegal also received support from UNESCO Dakar via **Building youth-led social innovation in Senegal / YouthActionNet Senegal**. The aim of this initiative is to strengthen the capacity of young entrepreneurs. It does this by enabling youth to carve out a foothold in their respective activities, and promoting successful examples of projects carried out by young women and men in rural and urban areas of Senegal. Previously planned for the previous biennium, the implementation started at the beginning of 2014 following the signature of the cooperation agreement and contract between the Government of Senegal and the International Youth Forum (IYF). The outlines of a YouthActionNet Senegal Internet Portal and a social media strategy are now available. The West Africa Research Center (WARC), which was selected and contracted as partner organization of IYF in Senegal, has finalized the nationwide selection process of best initiatives carried out by young social innovators. 16 laureates were selected instead of the projected 15 and are now receiving support.

²¹ The Management of Social Transformations (MOST) Program is a key programme of UNESCO's Social and Human Sciences Sector. MOST focuses on building efficient bridges between research, policy, and practice. As the only UNESCO program that fosters and promotes social science research, it is placed in a pivotal position in the overall promotion of UNESCO's goals. <http://www.unesco.org/new/en/social-and-human-sciences/themes/most-programme>

Culture: Protecting heritage and promoting creativity for dialogue and development



Gorée Island, a site of memory looking towards the future. Photo: UNESCO/Maria Haapasalo

UNESCO's culture program aims at protecting, promoting and transmitting heritage, as well as fostering creativity and the diversity of cultural expressions. UNESCO's Cultural Conventions²² provide the overall framework for action and contribute to harnessing the power of culture for sustainable development and peace in a context of regional integration.

UNESCO Dakar works to support governments and civil society organizations in the sub-region through activities that focus on building institutional capacity, providing technical assistance and policy advice as well as strengthening professional and expert networks.

Protecting and monitoring tangible and intangible heritage

The 1972 Convention concerning the Protection of the World Cultural and Natural Heritage seeks to recognize and value Heritage as our legacy from the past, what we live with today, and what we

²² The UNESCO Conventions concern the protection of tangible heritage (1972 Convention concerning the Protection of the World Cultural and Natural Heritage), the safeguarding of intangible heritage (2003 Convention for the Safeguarding of the Intangible Cultural Heritage), as well as the protection of underwater cultural heritage (2001 Convention). They include also the struggle against the illicit international trafficking of cultural property and the protection of cultural property in the event of armed conflict (1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property). Finally the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions is concerned with diversity, creativity and development.

pass on to future generations. The concept of World Heritage is exceptional because of its universal application, which promotes the idea that World Heritage sites belong to all peoples of the world.

UNESCO Dakar is working on branding and raising the visibility of 18 outstanding World Heritage sites of the sub-region and throughout 2014 has worked with partners to ensure that World Heritage sites are better promoted and protected. Support has been given to the submission of new nomination dossiers for inscription on the World Heritage List, as well as the updating or revision of tentative lists.

Burkina Faso received support from the World Heritage Fund to initiate a new application to the World Heritage List proposing for inscription the ancient metallurgy sites of iron reduction in the Boose and Bwi spaces. Moreover, technical assistance has been provided to complete the tentative lists of heritage sites in the Gambia and Guinea-Bissau, and has launched the process for Cabo Verde.

In Senegal, the focus has been on awareness raising and the branding of World Heritage Sites, as well as the development of site management plans. The UNESCO/ICOMOS²³ reactive monitoring mission to St. Louis undertaken in March 2014 has set the groundwork for developing and implementing management/action plans in the historic center of St. Louis. Further efforts have been made to mobilize resources for the launch of a management plan for Gorée Island as well as for undertaking emergency rehabilitation works.

Moreover, as part of the follow-up of the joint US\$ 6.5 million MDG-F program "Promoting cultural initiatives in Senegal," sustainability measures have been put in place for the two recent World Heritage Sites of the Saloum Delta (2011) and the Bassari country (2012) and their brand new Interpretation Centers. Interpretation Centers are designed to serve as venues to explain visitors



The "Landscapes of Culture" photo exhibition was featured on the fence just outside the former UNESCO Dakar Office in downtown Dakar

the characteristics and the value of a given World Heritage Site and to host events and activities. In April 2014, President Macky Sall inaugurated the interpretation center of the Bassari country in Bandafassi. Also, and to promote visibility and notoriety of these brand new World Heritage sites, a popular photo exhibition entitled "Landscapes of Culture" was inaugurated in February 2014 and is travelling the country. UNESCO Dakar also engaged in the production of a coffee table book on Ile Gorée entitled *Île de Gorée* published by PRISME EDITIONS in November 2014.

In the Gambia, UNESCO Dakar has mainly focused on actions in the field of World Heritage and Intangible cultural heritage by (i) giving priority to strengthening the management and enhancement of the Kunta Kinteh Island and related sites (a UNESCO World Heritage Site), and (ii) assessing the needs in the field of safeguarding intangible cultural heritage (ICH). The National

²³ ICOMOS stands for the International Council on Monuments and Sites: <http://www.icomos.org>

Council for the Arts and Culture has conducted consultations with local communities and stakeholders, organized two workshops for tourist guides, and a Plastic Waste Recycling Workshop for Women, which aimed at enhancing the management of the Kunta Kinteh Island and improving the local ownership of the site. The new updated management plan was completed and presented in August 2014.

New partnerships have been developed throughout 2014. Cooperation with IUCN's²⁴ representation for West and Central Africa has been intensified for improving conservation efforts of a number of World Heritage sites in Burkina Faso, Niger, and Senegal. Cooperation with AWHF²⁵ was also increased in the area of cultural entrepreneurship and risk management of World Heritage sites. Finally and in the somewhat broader issue of heritage and urban development, partnerships with Wallonie-Bruxelles and UCLG²⁶ have led to the launch of a new area of work on heritage, creativity, and urban development issues at the African level. UNESCO Dakar co-organized an International Conference on Cities Heritage and Development in Francophone Africa in the run-up to the XVth Summit of the Francophonie, held in Dakar in November 2014.

In Mali, major efforts have been geared towards implementing emergency activities through the Bamako Office in collaboration with UNESCO Dakar. UNESCO is supporting the country's efforts to rehabilitate and safeguard its tangible and intangible heritage, which is heavily affected by the severe crisis over the past three years in Timbuktu and Gao.

Led by the National Bamako Office, a major effort has been made to restore and rehabilitate a certain number of World Heritage Sites, including mosques and mausoleums destroyed during the recent conflict in northern Mali. To implement this ambitious project, \$3,000,000 have been mobilized in particular from Switzerland and the European Union.



In Timbuktu, 4102 valuable manuscripts were burned, damaged or stolen, while several hundred thousand manuscripts had earlier been moved to Bamako by their owners in order to secure them. Photo: UNESCO/A. Maiga

UNESCO and the Government of Mali have developed a reconstruction and rehabilitation strategy that provides the framework for the conservation activities that started in March 2014, focusing on the reconstruction of the heritage site of Timbuktu, in particular of the destroyed mausoleums, the El-Farouk monument, and the strongly degraded mosques. Moreover, measures have been initiated for the protection and conservation of the historic manuscripts of Mali, in particular securing manuscripts currently located in Bamako, building capacities among technical staff to ensure the manuscripts' physical conservation and digitization, and supporting the development of a legal framework for their safeguarding.

²⁴ IUCN stands for the International Union for Conservation of Nature, it is the main consultative organization of the World Heritage Committee for Natural Heritage: <http://www.iucn.org>

²⁵ African World Heritage Fund: <http://www.awhf.net>

²⁶ UCLG stands for United Cities and Local Governments <http://www.uclg.org/>

Promoting policy dialog to combat illicit import, export, and transfer of cultural property

The 1970 Convention²⁷ on the Means of Prohibiting and Preventing the Illicit Import, Export, and Transfer of Ownership of Cultural Property is UNESCO's legal instrument to address the problems of illicit trafficking of cultural objects by various preventive measures, establishing restitution provisions, and offering an International cooperation framework.

Protecting heritage in West Africa, especially the Sahel, faces numerous threats of illicit trafficking of cultural property. UNESCO Dakar works to support capacity building for the fight against illicit trafficking of cultural property by raising awareness, working with partners to return stolen objects and fight fraudulent transactions over the internet, and researching the pivotal role of police and customs officers in the fight against illicit trafficking.

The countries of the sub-region who attended capacity-building meetings in 2012 and 2013 were consulted through a questionnaire to inquire about the status of ratifications of the 1970 Convention and the UNIDROIT Convention of 1995 on stolen or illegally exported cultural objects. The analysis of the survey was conducted in partnership with the National Museum of Mali to ensure that strategic lines of action be tailored to the needs of member states and to further promote the importance of regional cooperation. As a number of countries still need to ratify the Conventions, it is a challenge to establish mechanisms at the national level for the fight against illicit trafficking. Communication and advocacy to that effect will continue in 2015.

Reinforcing national capacities to safeguard intangible cultural heritage

The 2003 Convention²⁸ for the safeguarding of the intangible cultural heritage completed UNESCO's set of legal instruments on cultural heritage. The main purpose of this Convention is to provide an efficient framework for action through international cooperation and the strengthening of national measures and capacities. This means ensuring the transmission and viability of traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe, and the knowledge and skills to produce traditional crafts.

UNESCO Dakar's activities focused on implementing UNESCO's global capacity-building strategy that seeks to create institutional and professional environments for the effective safeguarding of the intangible cultural heritage. This global strategy entails a long-term and multi-faceted approach that addresses the revision of policies and legislation, the redesign of institutional infrastructures, the development of inventory methods and systems, the full involvement of diverse stakeholders, and the technical skills required to safeguard intangible cultural heritage.

In Niger, capacity building interventions have begun, with a particular focus on community-based inventory. A Partnership Agreement was signed with the Ministry of Culture in April 2014 to carry out training on the implementation of the 2003 Convention at the national level and inventory

²⁷ The 1970 Convention can be accessed at the following URL: <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/1970-convention>

²⁸ The 2003 Convention can be accessed at the following URL: <http://www.unesco.org/culture/ich>

making, including two pilot field inventory activities. Training started in November 2014 and activities will be deployed until the end of 2015.

Thanks to international assistance provided under the Intangible Heritage Fund, major inventory projects involving community participation in Burkina Faso, Mali, and Senegal have been undertaken, with technical assistance provided by UNESCO Dakar.

In Burkina Faso, the Directorate of Heritage has launched a major project for the inventory of intangible cultural heritage.

As part of the emergency activities for Mali, UNESCO Dakar provided monitoring for a large-scale inventory of the country's intangible heritage with priority given to the crisis stricken North of Mali. This is the first project ever to have received substantial funding under the Convention's Fund as an emergency request.

In Senegal, UNESCO Dakar ensured monitoring of the project for the inventory of music traditions, supported by the ICH Fund. Support was also provided to the promotion of the Xooy tradition, a divination ceremony of the Serer of Senegal, which was inscribed in 2013 on the Convention's Representative List of Intangible Cultural Heritage of Humanity.

Finally, UNESCO Dakar supported the promotion of the Convention through the reproduction of three components of the Convention kit for dissemination, and promotion at conferences and round tables.

Supporting and promoting the diversity of cultural expressions and the development of cultural and creative industries

Strengthening national capacities to promote the diversity of cultural expressions

The 2005 Convention²⁹ seeks the promotion and protection of the diversity of cultural expressions by ensuring that cultural professionals can produce a broad range of cultural goods and services.

UNESCO Dakar has focused on enhancing the capacities and knowledge for implementing the 2005 Convention in African region. A French-speaking professional and expert network on the 2005 Convention has been consolidated and members of the network have actively contributed to promote the Convention. Support was given to the preparatory work for the establishment of the Category 2 Regional Center for African Living Arts (CERAV/ Burkina Faso), which was formally created in October 2014. It is the first 2005 Convention-related Category 2 Centre³⁰ that has been set up in the world.

Burkina Faso also closed the process of elaboration and adoption of a new Strategy to introduce culture and arts education in the educational curricula, and benefitted from a 4th Technical Assistance Mission UNESCO/EU Expert Facility (September 2014). Niger also benefitted from such Technical Assistance from the EU Expert Facility and capacity building was delivered for the

²⁹ The 2005 Convention can be accessed at the following URL: <http://en.unesco.org/creativity/convention>

³⁰ Institutes and Centres that are designated Category 2 under the auspices of UNESCO are associated with (but not legally part of) UNESCO through formal arrangements approved by the General Conference. Through capacity-building knowledge sharing and research, they provide a valuable and unique contribution to the implementation of UNESCO's strategic programme objectives for the benefits of Member States.

National Centre for Cinematography, focusing on strategies for the development of the cinema and audiovisual sector was delivered thanks to funds provided by the Government of Japan,

Following up on the ministerial meeting on a multi-sector approach to promoting youth employment within Africa's creative economy (Praia, Cabo Verde, November 2013), the Proceedings of the Meeting were disseminated in English and French. 2014 saw increased efforts to expand partnerships with key regional players. With WAEMU³¹, areas of cooperation in the field of cultural policies, legislative frameworks, and cultural statistics were addressed. With OIF, there was cooperation on the 2005 Convention through implementation of cultural industries support programmes in three cluster countries. Those activities include participation in the 2014 planning session of the OIF programme to support cultural industries in Niger, contributions to strengthening cultural industries in Burkina Faso and Senegal, and the artists' status through training in Senegal.

Regarding the UNESCO network of Creative Cities programme, technical assistance was provided to the municipality of Dakar to prepare their application to join the network. Training was delivered at the local level in the elaboration of the application form, resulting in the nomination of *Dakar as the only African Creative City in 2014*. Furthermore, the Creative Economy Report was launched for the first time in French during the XVth Summit of the Francophonie in Dakar by UNESCO's Director-General, Irina Bokova.

In addition, UNESCO Dakar continues to lead statistical research on the contribution of culture to national development through the UNESCO Culture and Development Indicators (CDIS)³² and is putting its results at the service of the UNESCO's post 2015 global advocacy campaign. To that affect, UNESCO Dakar provides global coordination to CDIS roll out in over 10 countries, and the finalization of CDIS tools and products. During 2014, Dakar also ensured the CDIS rollout in Burkina Faso, where final results were presented in May 2014, engaging the interest of neighboring countries, and setting the path for new rollouts in the sub region with WAEMU support.

³¹ West African Economic and Monetary Union (also known by its French acronym, **UEMOA**)

³² CDIS is an advocacy and policy tool that assesses in an inclusive manner the multidimensional role of culture in development processes through facts and figures. This innovative methodology that analyzes 22 indicators based on seven key policy. CDIS is tested and implemented in 11 countries worldwide: Bosnia, Burkina Faso, Cambodia, Colombia, Ecuador, Ghana, Namibia, Peru Swaziland, Uruguay, and Vietnam. For more information: <https://en.unesco.org/creativity/cdis>

Communication and Information: Promoting freedom of expression and strengthening access to information and knowledge



World Radio Day tribute to Elisabeth Harley, pioneer of Senegalese radio

Promoting freedom of expression, media development, and access to information and knowledge is the main priority of the Communication and Information Sector. To achieve this, the two biennial priorities aim at:

1. Promoting an enabling environment for freedom of expression, press freedom, journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions
2. Enabling universal access and preservation of information and knowledge

These focuses are aligned with the Global Priority Africa Flagship project 6 on promoting an environment conducive to freedom of expression and media development.

Brief situational analysis: cluster countries' achievements and challenges

The media landscape in the Dakar cluster countries is pluralistic and includes public, private, and community media. Freedom of expression is enshrined in their constitutions, and many have ratified international instruments in this regard. According to the Reporters without Borders' 2014 index, the freedom of the press is in a difficult situation in the Gambia and Mali, while the other countries of the cluster have "noticeable problems"³³. The index also reveals how rapidly a situation

³³ The index of Reporters without Borders is available <https://rsf.org/index2014/en-africa.php>

can deteriorate in a country, as Mali dropped 23 places in its 2014 classification, ranking 122 of 180 classified countries. This drop was due to the aftermath of the 2012 political turmoil and ensuing security problems in the Northern part of the country.

Demand for information is high but curbed by low purchasing power and illiteracy, resulting in low circulation of print media outside urban areas. As a result, private media operate under unviable and unsustainable economic models that generate little to no revenue. This in turn creates less independent media, and negatively impacts professional standards and deontology.

Digital media pose a challenge to the cluster countries, as many do not have the necessary support to deal with this new reality.

In general, public information is not easily accessible to the population, primarily due to issues regarding socio-economic status, cultural capital, and geographic location (specifically rural communities).

Reference to the specific situations in Cabo Verde, Niger, and Senegal, is made in a UNESCO Institute of Statistics (UIS) pilot survey on the media Landscape that surveyed 28 countries³⁴ using the UNESCO's Media Development Indicators (MDI) project³⁵.

Strengthening the environment for press freedom, journalistic safety, and self-regulation, for both on-line and off-line media

The World Press Freedom Day, a contribution to promoting an environment conducive to freedom of expression and press freedom, was celebrated on 3 May 2014 in all UNESCO Dakar cluster countries. This year's focus has been on the UN action plan on journalists' safety and the fight against impunity.

UNESCO Dakar supported the Press House of Niger and the Higher Council on Communication as part of the activity around the theme "Speak without fear" to ensure freedom of expression in all



The communication & information specialist of UNESCO Dakar, Jean-Pierre Ilboudo, opened the World Press Freedom Day ceremony in the Grand Théâtre of Dakar

media. The discussions focused on the situation of journalists in Niger, on threats to their profession, and the critical analysis of some laws despite the fact that Niger is one of the few countries in Africa that have repealed the provisions on criminalization of press offenses.

In Senegal, a documentary was produced to pay tribute to the pioneers of the Senegalese media. Conferences were organized on the theme "press freedom for a better future," contributing to the post-2015 development agenda, which offered media associations a timely opportunity to take stock of their

³⁴ UNESCO - UIS (2012), The Media Landscape in 28 countries: Results from a UIS pilot Survey. Accessible at: <http://www.uis.unesco.org/Communication/Documents/Media-statistics-pilot-survey-report.pdf>

³⁵ More information on the UNESCO MDI project accessible at: <http://www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/initiatives/media-development-indicators-mdis/>

situation relative to their difficulties in the conduct of their work.

Similar events were organized in Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, and Mali.

In continuation of the World Press Freedom Day, UNESCO Dakar in collaboration with the UN Office of the High Commissioner for Human Rights and the international NGO “Article 19,” organized a workshop in Senegal to train journalists on the issue of Human Rights.

Moreover, a 4-day regional training of community radio instructors from countries in conflict was held on issues of journalistic safety and culture of peace. This intervention is part of UNESCO’s Post-Conflict and Post-Disaster (PCPD) Response³⁶. The training of 20 community radio journalists (4 from Côte d'Ivoire, 2 from the Central African Republic, 4 from Senegal, and 10 from Mali), contributed to the development of a Manual on techniques and methods for journalists for their safety during periods of conflict. The project also contributed to peace and general safety, and the Manual proposes production of programmes on the Culture of Peace. Programmes on the culture of peace were produced and broadcasted by the community radio stations concerned, before being aired on the AMARC³⁷ Africa website as podcasts.

A two-day conference on media law reforms in Central Africa in Libreville designed a comprehensive plan of action on the media laws reform to create an environment conducive to the work of journalists and their protection at the regional level. Officials of the Economic Community of Central African States (ECCAS) and representatives of journalists’ organizations, government representatives, and civil society groups participated.

In 2014, UNESCO Dakar prepared 7 projects to be submitted to the IPDC Bureau³⁸ for 2015-2016. 2 projects were prepared for Burkina Faso, Mali, and Senegal, and 1 regional project was submitted.

Facilitating pluralistic media institutions by adoption of gender sensitive policies, and strengthened community media policy and practice

UNESCO Dakar aimed to strengthen the institutional framework of community radio stations by providing a solid basis for their independence, contributing towards the promotion of freedom of expression, the pluralism of ideas, and the diversity and quality of information provided to local communities. Several training workshops were organized for community radios presenters and directors, hence strengthening their professional capacity on the basic techniques of journalism, research, disseminating information, and resource mobilization mechanisms.

In Niger, two 6-day capacity building sessions took place on the design and production of high-quality news bulletins and radio programmes. 30 presenters and journalists (15 women and 15 men) from 30 different community radios attended. The project contributed to transforming community radio into a professional, responsible, and independent media serving the interest of democracy and sustainable development³⁹. The project was implemented by the Institut de Formation aux Techniques de l'Information et de la Communication (IFTIC).

³⁶ UNESCO Post-Conflict and Post-Disaster Responses

³⁷ AMARC stands for Association mondiale des radiodiffuseurs communautaires / World Association of Community Radio Broadcasters.

³⁸ UNESCO International Program for the Development of Communication (IPDC). More information accessible at: <http://www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/homepage/>

³⁹ There were 133 community radio stations in Niger which hold a license issued by the High Council for Communication and which were operated by workers who had no skills or professional training relating to radio.

In Senegal, two 2-day training workshops were organized in Thiès and Kaolack to strengthen the capacities of the national branch of the World Association of Community Radio Broadcasters (AMARC). The workshops gathered some 70 female members of the 'Réseau international des femmes journalistes' (RIF) to promote the concepts of climate change, food security, and gender in the media. As a result, 73 programs were produced on the theme of climate change and food security, with the concept of gender as the overarching theme.

Additionally, journalism students' capacities from the regional school of journalism CESTI were strengthened in environmental issues. During a workshop, students were trained on techniques to address environmental information and, more specifically, on how to address questions relative to climate change in the context of the post Rio+20 and post-2015 development agenda. Expertise was drawn from print media, radio, multimedia, environment, librarians, and cartoonists to facilitate two seminars, supervise field trips, and produce illustrated instruction booklets.

Enabling universal access and preservation of information and knowledge

UNESCO Dakar contributed to its cluster countries' implementation of the WSIS action plans (I and II). In order to spur the implementation of the WSIS recommendations, UNESCO Dakar contributed to strengthening existing structures and encouraged the creation of the requisite institutions in countries that do not have them. To that effect, preparations were made in 2014 for a regional meeting to take place in 2015 prior to the global 2015 WSIS meeting that will formulate new recommendations for the future.

As for the Information for All Programme (IFAP), UNESCO contributed to enhancing access to public information through its work with the community radio of Bandafassi in Senegal. UNESCO provided institutional support for all critical actions for the radio's activation by building the capacity of the radio staff and measuring the electromagnetic field. So far, this activity has contributed to enhancing media pluralism in Senegal, as ethnic minorities in the Bassari region now have access to information and knowledge.

Supporting media and to the development of communication within the "Delivering as One" framework

UNESCO Dakar played an active part in the various UN Communication Groups in the cluster countries. In Mali, the Office led a training workshop for UN staff on communication for development. In Cabo Verde and Senegal, communication strategies in support for the implementation of UNDAF were elaborated. In the latter country, UNESCO Dakar served as the President of the Communication Group. The Office also facilitated several training sessions on communication for development for WCA UNDGs⁴⁰, namely in the framework of the Quality Support and Advice (QSA).

Cross-cutting activities to improve programme delivery and visibility



KMS managed the UNESCO booth at the summit of the Francophonie in Dakar

Knowledge Management Services (KMS) in UNESCO Dakar is the only unit in Africa dedicated to knowledge management and knowledge sharing (KM/KS). Thus KMS is not only concerned with initiatives in the Dakar Office, but is also leading KM/KS innovations throughout UNESCO's offices in Africa. KMS handles all activities related to media relations, public information, and knowledge sharing. It also runs the UNESCO Dakar Research Centre, providing content management and oversight to websites and virtual platforms, advises on records management practices, and organizes learning opportunities and training sessions.

Innovating knowledge management and knowledge sharing in Africa

In 2014, KMS was involved in a number of initiatives to improve programme delivery, and promote collaboration and knowledge sharing throughout UNESCO. Building on the recent experience of UNESCO Dakar in this area, the CONNECT-U project was launched in January 2014 as a pilot project to innovate knowledge management and knowledge sharing in Africa. The project successfully mobilized UNESCO's 5 regional offices (Abuja, Dakar, Harare, Nairobi, and Yaoundé) and the Liaison Office in Addis Ababa.

The project has increased activities in KM/KS throughout the Africa field with a collective total of 139 web articles, 239 photographs on UNESCO Africa Flickr, 23 videos posted to YouTube, and internal knowledge sharing sessions.

A needs assessment survey was carried out in the 6 focal offices with an impressive 52% response rate, which together with in depth interviews with the directors of the focal offices provided essential data on the main concerns related to KM/KS in the field. The results provided the information necessary for the creation of a new interactive knowledge sharing toolkit called [CONNECT-U](#) (available internally only), which offers easy access to tools, guidelines, tutorials, and advice regarding internal communication, learning, and visibility. The toolkit is scheduled for organization-wide launch in English and French in 2015.

KMS is promoting knowledge sharing workshops called CONNECT-U Days, which use the toolkit to provide trainings in records and correspondence management, induction and exit strategies, visibility, and improved programme delivery. These highly participatory workshops have taken place in Harare, Addis Ababa, and Nairobi, mobilizing 68 staff members and receiving overwhelmingly positive results. As evidenced by the workshop evaluations, 94% total participants agree CONNECT-U Days have motivated them to become further engaged with CONNECT-U and knowledge sharing. A video on the benefits of the CONNECT-U movement can be found here: <https://youtu.be/KwNhV-6UCso>

In 2014, KMS also planned and established a Service Centre in UNESCO Dakar, a task force that brought together all programme assistants, eliminating the need for individual assistants to be assigned to one programme sector. Utilizing the task manager on the Office collaborative space, assistants are assigned work according to tasks requested by any programme specialist in the Office. This innovative approach to programme support is just one initiative KMS is promoting in order to break down workplace silos.



CONNECT-U is being used to promote knowledge sharing throughout the field offices in Africa

The Office continued the publication of a weekly e-newsletter *INHOUSE* for internal information and the organization of monthly knowledge sharing and training sessions for all staff.

Improving visibility of UNESCO Dakar

In 2014, UNESCO Dakar continued to be a UNESCO lead Office in Africa in terms of online content production with an increasing focus on visual communication:

- 87 articles were published on the Office website (www.unesco.org/dakar) in English and French. The website continues to have some 12.000 views per months.
- The articles were pushed through a monthly electronic newsletter. It has an open rate 50% above the industry average. <http://us6.campaign-archive1.com/home/?u=0049136110fb424e2f150d47d&id=8e72469bc7>.

- 12 videos were produced and uploaded on UNESCO Dakar YouTube channel www.youtube.com/unescodakar. The channel has reached 450 subscribers and had close to 50.000 views.
- UNESCO Dakar was the main contributor to the UNESCO Africa Flickr site <https://www.flickr.com/photos/unescoafrica>. A virtual exhibition was organized as part of an outdoor exhibition on Senegal's two recent World Heritage Sites and had over 5500 views.
- UNESCO Dakar regularly feeds into UNESCO social media channels, including Facebook, Twitter, and Instagram.

In addition, the media was mobilized for key events and projects throughout 2014, including World Radio Day, World Press Freedom Day, launch of Global Monitoring Report 2013/14, visit of the Director-General of UNESCO etc. KMS has mobilized the local media as well as regional and international press including RFI, BBC, Al Jazeera, Voice of America, Africable, and West Africa Democracy Radio.

Want to learn more about UNESCO Dakar?

Visit <http://www.unesco.org/new/en/dakar/> featuring up to date news, projects, and publications!