UNESCO

UNESCO-mainstreaming

the needs
of LDCs

The Least Developed Countries (LDCs)

What are least developed countries?

Forty-nine countries are currently designated by the United Nations as 'least developed countries' (LDCs). The list is reviewed every three years by the Economic and Social Council (ECOSOC), in the light of recommendations by the committee for Development Policy. The criteria underlying the current list are:

► **low income**, as measured by the gross domestic product (GDP) per capita;

► **weak human assets**, as measured by a composite index (Augmented Physical Quality of Life Index), based on indicators of nutrition, health (child mortality rate), combined primary and secondary school enrolment, and adult literacy;

► **high level of economic vulnerability**, as measured by a composite index (Economic Vulnerability Index) based on indicators of instability in agricultural production, instability in exports of goods and services, the economic importance of non-traditional activities (share of manufacturing and modern services in GDP), export concentration; and economic smallness.

A country qualifies for addition to the list if it meets inclusion thresholds on all three criteria, and if its population does not exceed 75 million. A country qualifies for graduation from the list if it has met graduation thresholds under at least two of the three criteria over two consecutive triennial reviews of the list. For the 2000 review, low-income threshold was a GDP per capita of $900, and threshold for graduation was $1,035. So far Botswana is the only country to have graduated from the list of LDCs.

Source: United Nations Conference on Trade and Development (UNCTAD), *The Least Developed Countries Report 2002*, New York and Geneva, 2002.

List of LDCs

Afghanistan	Comoros	Kiribati	Myanmar	Togo
Angola	Democratic Republic	Lao People's Democratic	Nepal	Tuvalu
Bangladesh	of the Congo	Republic	Niger	Uganda
Benin	Djibouti	Lesotho	Rwanda	United Republic
Bhutan	Equatorial Guinea	Liberia	Samoa	of Tanzania
Burkina Faso	Eritrea	Madagascar	Sao Tome and Principe	Vanuatu
Burundi	Ethiopia	Malawi	Senegal	Yemen
Cambodia	The Gambia	Maldives	Sierra Leone	Zambia
Cape Verde	Guinea	Mali	Solomon Islands	
Central African Republic	Guinea-Bissau	Mauritania	Somalia	
Chad	Haiti	Mozambique	Sudan	

More resources, greater resolve

"The situation of the forty-nine least developed countries (LDCs) implicates over 630 million individuals and today calls for more resources and greater resolve as UNESCO fully integrates the special needs of LDCs into the mainstream of its programmes. The situation in some countries is particularly critical, compounded as it is by the devastation wrought by HIV/AIDS, internal conflicts and governance crises. Given their perilous, fragile situation, the LDCs will receive special attention from UNESCO. The Organization has already begun to orient its programmes towards attaining the Millennium Development Goals (MDGs) adopted at the United Nations Millennium Summit in New York in September 2000, in particular the goal of cutting extreme poverty in half by the year 2015. Resources, expertise and competence in education, the sciences, culture and communications will be focused into effective interventions and actions, and these will be carried out in close cooperation and coordination with the other partners of the United Nations system, with bilateral partners, civil society and the private sector, drawing on UNESCO's recently restructured and reinforced network of field offices. The May 2001 Brussels Declaration and Programme of Action for LDCs provides the framework for all these efforts.

In particular, we must devise new educational arrangements and approaches to address the needs of these countries, to promote education in science and technology, to spread technical and vocational education and to use the new information and communication technologies as invaluable tools for reaching out to the educationally deprived. We now have the *Dakar Framework for Action, Education for All: Meeting our Collective Commitments*, adopted at the World Education Forum (Dakar, Senegal) in 2000. It should be the starting point for all of our programmes in support of the least developed countries.

The challenges are enormous. Without urgent and effective action, the LDCs will plunge even deeper into poverty. But we must be wary of launching over-hastily into uncoordinated, ill-planned and inadequately targeted emergency operations. Each country must also be able to secure the support of its partners, both 'internally', through partnerships with civil society, local communities and the private sector, and 'externally', through assistance from multilateral agencies, international and regional donors, bilateral partners and non-governmental organizations. And we must all find a way of participating harmoniously in this great challenge that we have collectively set ourselves. We must learn to make more of our own potential, to work better with and to be more attentive to others."

Koïchiro Matsuura
Director-General, UNESCO

The Brussels Declaration and Programme of Action

for the Least Developed Countries for 2001–2010 was adopted by the Third United Nations Conference on the Least Developed Countries, held in Brussels from 14 to 20 May 2001. The **Brussels Programme of Action** differs from previous programmes of action in terms of the objectives, orientation, scope and arrangements for follow-up, and it provides a framework for a global partnership. It focuses on seven areas of commitment:

► fostering a people-centred policy framework;
► good governance at the national and international levels;
► building human and institutional capacities;
► building productive capacities to make globalization work for LDCs;
► enhancing the role of trade and development;
► reducing vulnerability and protecting the environment; and
► mobilizing financial resources.

The Declaration articulates policies and measures by LDCs and their development partners to promote sustained economic growth and sustainable development in the LDCs along with their beneficial integration into the world economy. Effective mechanisms and arrangements for implementation, follow-up, review and monitoring of policies and measures will be critical to achieve success.

It aims to significantly improve the human conditions of more than 630 million people in 49 LDCs during the decade 2001–2010. Against the backdrop of lack of progress in socio-economic development in LDCs and in the implementation of the Programme of Action for the 1990s, this declaration provides a framework for a strong global partnership to accelerate sustained economic growth and sustainable development in LDCs, to end marginalization by eradicating poverty, inequality and deprivation in these countries, and to enable them to integrate beneficially into the global economy.

The Declaration is based on the international development targets, and on the values, principles and objectives of the actions of the Millennium Declaration. It calls for action by LDCs and commensurate support measures by all development partners.

The overarching goal of the Programme of Action is to make substantial progress toward halving the proportion of people living in extreme poverty and suffering from hunger by 2015 and to promote the sustainable development of the LDCs. This will require significant and steady increases in GDP growth rates in LDCs. LDCs, with the support of their development partners, will strive to attain a GDP growth rate of at least 7% per annum and increase the ratio of investment to GDP to 25% per annum. To this end, civil society and the private sector will be important actors.

Taken from the Brussels Programme of Action for Least Developed Countries, paras. 3–6 (**http://www.unctad.org/en/ docs/aconf191d11.en.pdf**)

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Fishermen in Madagascar ©D. Roger/UNESCO

less than 1% of world GNP

Portrait of boy, Ta Prohm, Cambodia ©G.Malempré/UNESCO

The 630 million people living in the forty-nine least developed countries (LDCs; see list, inside front cover) constitute 10.7% of total world population, while they account for only 0.5% of world GNP. The potential for creative and innovative development strategies of these people is immense, but nothing will put an end to the spiral of exclusion in which they are caught unless they become empowered to pursue their own objectives. Taking advantage of their natural and environmental resources, cultural assets and creative potential, and biological and linguistic diversity, many LDCs have already launched promising social programmes and are making progress based on the increasing capacity of their citizens to become 'agents for change', to be more autonomous and critical, to act and create, and to make better informed decisions for themselves and for their everyday life.

The number of LDCs on the list established by the United Nations has increased from 25 in 1971 to 49 in 2001, of which 32 are in Africa, 3 in the Arab States, 13 in Asia and the Pacific and 1 in the Caribbean. While their specific situations vary widely, all of these countries share the basic characteristics of extreme poverty and the weakness, if not fragility, of their economies, infrastructures and human resources.

UNESCO is committed, using all its spheres of competence, to assisting LDCs and, in turn, to enlisting the full participation of LDCs in its work. Specifically, UNESCO will:

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► target the most disadvantaged groups – women, youth and marginalized persons – and identify specific actions for them;
► spread and replicate successful examples of non-formal education and alternatives to traditional formal education;
► encourage the use of science and technology in order to improve living conditions;
► use culture as a lever for poverty alleviation by promoting artistic creation, developing cultural industries and securing intellectual property rights; and
► foster the access to and use of information and communication technologies (ICTs).

Sagarmatha National Park, Nepal
©J.M. Gassend/UNESCO

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The Millennium Development Goals (MDGs) and LDCs

To significantly reduce poverty and promote development, policies aimed at sustainable development and broad-based economic growth must be devised. The Millennium Development Goals – global targets set by the world's leaders at the Millennium Summit in September 2000 – are an ambitious agenda for reducing poverty as well as its causes and manifestations. The eight goals include halving extreme poverty and hunger, achieving universal primary education and gender equity, reducing under-five mortality and maternal mortality by two-thirds and three-quarters respectively, reversing the spread of HIV/AIDS, halving the proportion of people without access to safe drinking water and ensuring environmental sustainability. They also include the goal of developing a global partnership for development with targets for aid, trade and debt relief. The MDGs must be pursued at national levels, and are mutually supportive and require multisectoral programmes.

For LDCs, an attainment of these goals will require:
▶ significantly higher levels of official development assistance (ODA),
▶ generous debt relief, including implementation of the enhanced Heavily Indebted Poor Countries Initiative,
▶ duty-, tariff-, and quota-free access to markets of industrialized countries,
▶ implementing a global version of the European 'Everything but arms' trade programme,
▶ supply of and improvement in the distribution of essential drugs,
▶ mobilization of all partners, including governments, civil society, the private sector and the United Nations system, as well as other relevant multilateral organizations.

Thus far, progress towards the goals has been mixed. Some countries are on track for some goals, but none of the goals are likely to be reached at the current rate of global progress, due to insufficient and inefficient public spending, crippling debt burdens, inadequate market access in developed countries and declining levels of ODA.

UNESCO will assist LDCs in the implementation and follow-up to the United Nations Programme of Action adopted at the Third United Nations conference on LDCs (May 2001, Brussels, see p. 2), particularly in national programmes of action and poverty eradication strategies, including, where they exist, Poverty Reduction Strategy Papers (PRSPs), Common Country Assessments (CCAs) and the United Nations Development Assistance Frameworks (UNDAFs).

Eight Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Eighteen associated targets and forty-eight indicators complete the MDGs.
(http://www.un.org/millenniumgoals/)

UNESCO's Medium-Term Strategy for 2002–2007 (31 C/4) commits the Organization to mainstreaming the needs and requirements of LDCs into all of its programme activities. In doing so, UNESCO will principally be guided by the Brussels Declaration and the Programme of Action for the Least Developed Countries for the Decade 2001–2010, adopted by the Third United Nations Conference on the LDCs (Brussels 2001). UNESCO's activities will also draw on the action plans adopted by major United Nations Conferences, such as the United Nations Conference on Environment and Development (Rio de Janeiro, 1992), the World Summit for Social Development (Copenhagen, 1995), the Fourth World Conference on Women (Beijing, 1995), the World Conference on Science (Budapest 1999), the World Conference on Culture (Stockholm, 1998), the World Education Forum (Dakar, 2000) and the World Summit on Sustainable Development (Johannesburg, 2002).

Experimental rice planting, Senegal
©D. Roger/UNESCO

A trickle of development assistance

External capital flows are necessary for development because they sustain economic and social development. For LDCs, official development assistance (ODA) plays an essential role, yet the levels of foreign direct investment have dwindled over the past decades. Thus the decline in overall level of ODA to 0.22% of donor countries' GDP, as against the internationally agreed target of 0.70%, is of particular concern. A goal of 0.15% of GDP for LDCs was agreed at the Second United Nations Conference on LDCs in 1990. In 2000, ODA amounted to only 0.05% of GDP. More political will and effective measures by industrialized countries will be required to reverse this trend. Foreign direct investment flow (FDI) is negligible and is largely bypassing LDCs.

Ownership and partnership. The LDCs must design and formulate appropriate national policies themselves, so as to create the conditions conducive to sustainable development. They also hold primary responsibility for an effective implementation of their own policies. UNESCO will respond to the needs thus formulated or determined through specific assessments. Through its new network of cluster, regional and national offices in Africa, Asia and the Pacific and Latin America and the Caribbean, the Organization is organizing consultations and collaboration with individual LDCs, and is working to improve coordination with other partners of the United Nations system to ensure coherent and complementary interventions. The recent appointment by the United Nations Secretary-General of a High Representative for LDCs, the Landlocked Developing Countries and the Small Island Developing Countries will provide added focus and impetus to the efforts and coherence of the United Nations system as a whole. The interagency coordination network, including UNESCO's Focal Point for LDCs, may be consulted at http://www.un.org/partners/civil_society/m-ldc.htm for more information.

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UNESCO's strategy in support of LDCs

Since 1996, every major programme of UNESCO has devoted approximately 10% of its programme resources for action in support of LDCs, in addition to special projects designed to offer concrete solutions for specific needs. During the period 2002–2007, the needs of the least developed countries will be mainstreamed into all programmes.

Mainstreaming the development needs of LDCs into UNESCO's programmes means:

▶ ensuring the full mobilization and coordination of all UNESCO Programmes, with a view to facilitating the coordinated implementation of, and coherence in, the follow-up and monitoring of the Programme of Action for the LDCs at the country, regional and global levels;

▶ providing coordinated support to LDCs to assess progress and conduct a review of the implementation of the Programme of Action;

▶ undertaking advocacy work in favour of the LDCs, in partnership with the relevant agencies of the United Nations, as well as with civil society, media, NGOs and foundations; and

Primary school children, Niger
©P. Waeles/UNESCO

▶ assisting in mobilizing international support and resources for the implementation of the Programme of Action for the LDCs and other relevant international programmes and initiatives for those countries.

With a view to promoting specific action and ensuring coordination of activities relating to the LDCs, a Focal Point for LDCs has been created in the Bureau of Strategic Planning. In cooperation with the Africa Department, as well as with cluster and national offices in the field, this Focal Point is initiating needs assessments in LDCs in the fields of competence of the Organization, duly taking account of the Brussels Plan of Action, pertinent United Nations Development Assistance Frameworks (UNDAFs) and national strategic development documents. Three pilot studies are being prepared for Cambodia, Haiti and Niger. The first two countries also belong to a small number of countries which have been identified by the Organization in its Medium-term Strategy for 2002–2007 as the target of increased, coordinated efforts for a specified period of time. On the basis of the results of these pilot studies, efforts will be made to solicit extrabudgetary resources in support of UNESCO programmes in the different countries concerned.

For more information on UNESCO and LDCs, consult the home page of the Focal Point for LDCs at
http://www.unesco.org/ldc/

special needs of the LDCs

The Africa Department and the Bureau of Strategic Planning are cooperating closely to ensure that the needs of African LDCs be fully taken into account by the Programme Sectors, especially in the work plans for 2002–2003 and in subsequent bienniums. Likewise, they are seeking to reinforce and provide support to the implementation of NEPAD (New Partnership for Africa's Development; see http://www.nepad.org/) in the Organization's fields of competence, in particular on the basis of the recommendations of the international seminar on Africa organized by UNESCO in November 2001. UNESCO is also engaged in developing human security indicators for African LDCs in cooperation with the Institute of Security Studies of South Africa.

School for deaf children, Ethiopia ©D. Roger/UNESCO

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Special emphasis on LDCs in Africa

Thirty-four of the 49 LDCs are African; all are in sub-Saharan Africa. The continent must be assisted to make the African renaissance a reality. To this end, UNESCO has refocused many of its activities in support of the New Partnership for Africa's Development (NEPAD). An International Seminar on 'Forward-looking Approaches and Innovative Strategies to Promote the Development of Africa in the Twenty-first Century' was held at UNESCO Headquarters on 8–9 November 2001. With the participation of many African governments and civil society leaders, this seminar was designed to enable UNESCO, at the beginning of the Medium-Term Strategy (2002–2007) and the Programme and Budget for 2002–2003, to programme activities explicitly in response to needs and priorities identified by NEPAD. (**http://www.unesco.org/africa/seminar/Documents/Recommendations_eng.pdf**)

As a first follow-up of the NEPAD, UNESCO organized in January 2002 in Ota, Nigeria, together with the Africa Leadership Forum, a conference on 'Women and NEPAD' resulting in a set of recommendations for future action, notably in African LDCs (**http://www.unesco.org/women/NEPAD/Nepad.htm**).

The Least Developed Countries
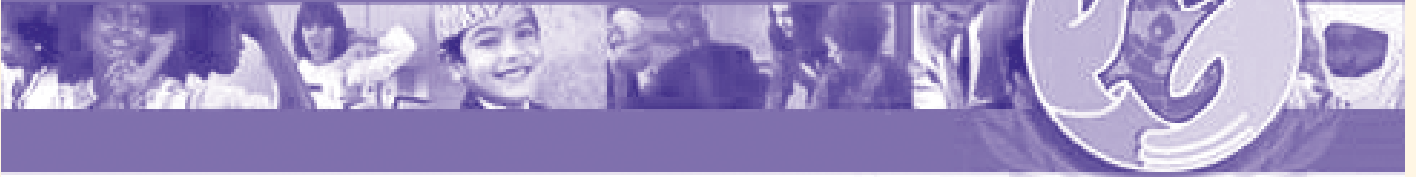
Logo of the Least Developed Countries, created by UNCTAD for the their LDC website:
http://www.unctad.org/ldcs/

First United Nations Conference on the LDCs (1981)

UNESCO hosted the first United Nations Conference on the Least Developed Countries, convened by the United Nations from 1 to 14 September 1981. A significant result was the adoption of the Substantial New Programme of Action for the 1980s (SNPA), containing guidelines for domestic action by LDCs, which were to be complemented by international support measures (see United Nations resolution A/39/174, 17 December 1984, Implementation of the Substantial New Programme of Action the 1980s for the Least Developed Countries, **http://www.un.org/documents/ga/res/39/a39r174.htm**).

Second United Nations Conference on the LDCs (1990)

UNESCO underlined its continuing commitment to achieving the sustainable socio-economic development of LDCs by hosting this second conference from 3 to 14 September 1990. It adopted the Paris Declaration and the Programme of Action for the Least Developed Countries for the 1990s.

UNESCO then participated in the work of the High-Level Intergovernmental Meeting to conduct a Mid-term Global Review of the implementation of the Programme of Action for the LDCs for the 1990s, held in New York from 25 September to 6 October 1995, and contributed two review documents: *The Least Developed Countries and the Dynamics of Development: UNESCO at the Mid-Term of the United Nations Programme of Action for the 1990s*; and *Education and Training in the LDCs – Diagnosis, Analyses and Prospects; Mid-Term Review since the Paris Conference (1990)*.

Paris Declaration and Programme of Action for the Least Developed Countries for the 1990s:
http://www.unctad.org/en/docs/ ldc_p4a1990s.en.pdf

Third United Nations Conference on the LDCs, Brussels (2001)

UNESCO took an active part in the preparatory process for LDC III (14–20 May 2001) and contributed at various stages to the inter-agency consultations organized by the Preparatory Committee to build a consensus on the Programme of Action for LDCs for the Decade 2001–2010 and to the formulation of actionable commitments.

As lead agency, UNESCO together with UNICEF, the Agence de la Francophonie, CISCO and USAID conducted a thematic session during the conference on 'Education for all and sustainable development in the LDCs'. As a result, specific commitments were integrated into the Programme of Action in the area of education and training in the context of the focus on Education for All (EFA) in the LDCs (for more information, see **www.unesco.org/ldc**).

See also
www.un.org/events/ldc3/conference/

conferences on LDCs

Twelfth Ministerial Conference of LDCs, Benin 2002

In the *Cotonou Declaration* (Benin, 5–7 August 2002), the Twelfth Ministerial Conference of LDCs adopted an important follow-up document to the Brussels Programme of Action for the LDCs and the commitments made at the Doha Ministerial Conference of the World Trade Organization (Doha, Qatar, 9–14 November 2001) and the United Nations Conference on Financing for Development (Mexico, 18–22 March 2002). The ministers who participated urged the international community to increase official development assistance (ODA), alleviate external debt, increase private investment and fill the technological gap between developed and developing countries.

The creation of a post of High Representative for the LDCs, the Landlocked Developing Countries and the Small Island Developing Countries by the United Nations was satisfactorily noted, as were the decisions taken by several international organizations, including UNDP, UNCTAD, UNICEF, UNESCO and WIPO, to incorporate the Brussels
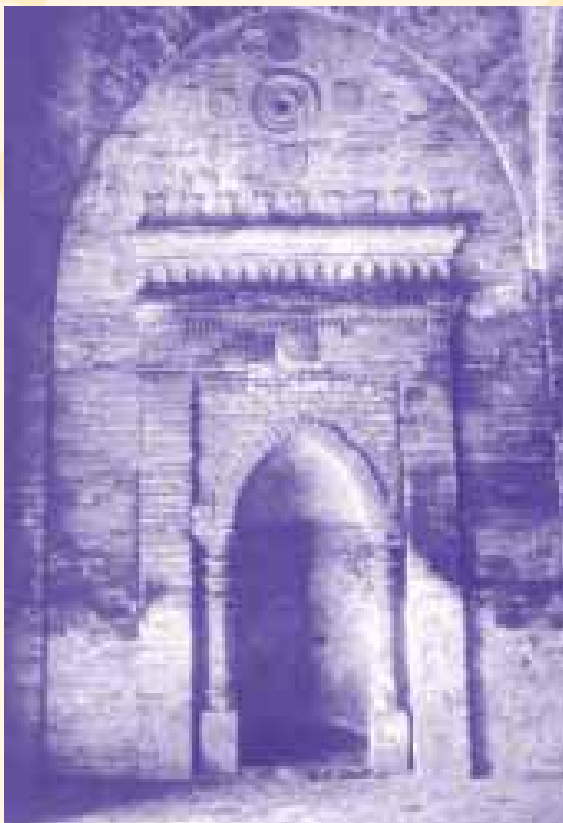

Ganvié, Benin ©G. Malempré/UNESCO

Bagerhat, Bangladesh ©J. Hartley/ UNESCO

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Programme of Action into the mainstream of their programme activities. The Declaration recommended establishing a special allocation fund under the responsibility of the High Representative to finance the coordination of the LDCs' activities with respect to the Brussels Programme of Action.

Support for measures to strengthen South-South cooperation was also expressed, along with advocacy for better coordination of LDCs' positions and actions. The initiative taken by the Head of State of Benin on behalf of the LDCs during the 2002 G-8 summit (Kananaskis, Canada, 26–27 June 2002) was commended.

For the Cotonou Declaration, see http://www.pma.gouv.bj/pma-en.htm

UNESCO action in Afghanistan, 2002

Education. UNESCO has drawn up a ten-point plan of action for the Ministry of Education, aiming to establish a Senior Advisory Board, to organize a teacher-training course, to engage the services of school-architecture consultants to help UNICEF reconstruct school buildings, to supply basic facilities and equipment for the ministry, to support reforms and revisions of school curricula and to help organize a seminar on the future of education in Afghanistan. Financial aid for university entrance examinations was provided in February 2002 and training for a series of lectures and funding for a computer centre at the Faculty of Journalism have been provided. A worldwide appeal was launched to collect reference works for Kabul University. Basic facilities and equipment have been set up for the Ministry, as well as documents to create an information clearinghouse. A study document, 'Education and Afghan Society in the Twentieth Century', was distributed at the The International Conference on Reconstruction Assistance to Afghanistan (Tokyo, 21–22 January 2002). Partnerships with NGOs with which UNESCO has worked on behalf of Afghan refugees in Pakistan and Iran are being strengthened. Assistance has been provided to the Ariana Centre, a women's NGO offering vocational training for women in Kabul, where vocational and language training for girls is available thanks to volunteer teachers. UNESCO has also taken part in sectoral missions with a view to compiling the needs assessment study coordinated by the World bank, the Asian Development Bank and UNDP.

Culture. Plans are under way to integrate actions for restoration and preservation of the nation's cultural heritage into long-term national development projects and policies. Immediate actions included missions to identify and collect pieces of different statues and objects from Kabul Museum and to cover and protect what remains of the Bamiyan Buddhas. In addition, missions will be undertaken to assess and evaluate the state of cultural heritage sites in Afghanistan. Aided by two Italian trust funds, UNESCO is cooperating with the Society for the Preservation of Afghanistan's Cultural Heritage (SPACH). Monuments in Herat, Balkh and Ghazni will be assessed for damage, and works of art will be taken into custody for safekeeping and returned to Afghanistan as soon as conditions permit. Actions are also under way with NGOs (Cultural Heritage Foundation in Japan and the Swiss Afghanistan Museum) for protective custody of objects stolen from museums or removed during illicit excavations.

Three children with dolls, Erfoud, Afghanistan
©F. Charaffi/UNESCO

Communication and information. UNESCO has contributed funding to the country's independent media and is helping set up a media centre in Kabul to be coordinated by Aina. Funds have been made available to train journalists and technicians for Kabul TV. Quality children's TV programmes have been requested from public service television stations worldwide, and UNESCO is putting together a travel-case with recent programmes from Africa, Latin America, Asia, the Pacific, and the Caribbean. Support is being provided for the *Kabul Weekly*, an independent newspaper, and in managing records and archives in public administration. The InfoYouth Computer Centre at the Faculty of Journalism at Kabul University has been opened, funded entirely by UNESCO. An appeal to professional NGO partners for book donations from around the world has been successfully launched.

For more information, consult **http://unesdoc.unesco.org/images/0012/001256/125685e.pdf**

Education for a culture of peace in Haiti, 2002

At a UNESCO seminar on the theme of non-violent conflict resolution in August 2002, thirty youth organization leaders were trained in cooperation with the Haitian National Commission for UNESCO, UNESCO's Section for Universal Values Education and the Youth Coordination Unit of the Organization's Bureau of Strategic Planning. These leaders, involved in organizations working for education, will in turn train a network of Haitian teachers in the area of non-formal education. The principles of education for a culture of peace have also been made available for the Haitian education system. Based on the presentation of principles in the booklet *Education in and for conflict* (**http://www.unesco.org/youth/ EduquerANG.pdf**), the training sessions concentrated on violence prevention, conflict analysis and negotiation tactics. Using games as a teaching tool, the root causes of violent conflicts were investigated with the aim of encouraging individual and social action reflexes to counter violent attitudes, which result from a lack of the cognitive and behavioural tools pertaining to the theory of non-violence. The follow-up of this seminar will include:

▶ production of a video cassette and two brochures containing the entire course by the Haitian Ministry of Education, to be used as a teaching aid in libraries and documentation centres throughout the country;

Young people, Haiti ©M. Claude/UNESCO

▶ a meeting with the representative of the Haitian Teachers' Union to discuss incorporating peace education into Haitian school curriculum;
▶ establishment of a network of Haitian peace educators via Internet to spread the training course in non-formal educational processes, to be conducted by the Haitian National Commission in cooperation with UNESCO;
▶ a variety of advocacy conferences, radio and television spots and interviews and a meeting with the UNICEF education contact in Haiti.

The urban environment and socio-economic development in Senegal

The project *Community Participation in the Management of the Urban Environment* in Senegal aims to improve the environment, hygiene and health conditions of Diokoul (Rufisque) through local community involvement. It focuses on the insalubrity and unsanitary conditions caused by lack of urban sanitation infrastructures. Begun in 1990, the initiative has provided 450 households with private sanitation, of which nearly 200 are linked to waste and water treatment plants through a drainage system. In addition, horse-drawn carriages collect refuse from households for transport and sorting at treatment plants. Wastewater and organic refuse are recycled using a process of 'lagooning' with aquatic plants, which produces compost for urban agriculture.

A central element for the launching and sustainability of development in this project is the Community Fund for the Sanitation of the Poor Urban Areas, or FOCAUP. This fund implicates a variety of partners and enables the community to control the resources itself. The beneficiaries of these infrastructures contribute to their construction in the form of reimbursements to a savings account constituting the FOCAUP, a revolving fund that will provide the basis for future investments once external financing has been terminated. The community will thus be able to recover the reimbursements paid on their loans.

Local forums are being organized on a monthly basis to stimulate decision-making and project planning. This approach catalyses close interactions between all actors, who are induced to offer resources, expertise and experience. The process also fosters consciousness-raising in support of the environment.

http://www.unesco.org/most/africa6.htm

Empowering LDCs to fight poverty

'Eradicating poverty, especially extreme poverty', is one of the two cross-cutting themes of the Organization's Medium-Term Strategy for 2002–2007. UNESCO is contributing, across the range of its activities, to the global campaign to halve extreme poverty by the year 2015, with particular emphasis on LDCs. The UNESCO 'NETAID Website' features information on concrete projects in the areas of Education, Culture, Communication, Social Development and the Environment. Consult: www.unesco.org/webworld/netaid/

Education for all

UNESCO considers Education For All (EFA) as a key instrument in eradicating poverty, especially extreme poverty, in LDCs. Achievement of Universal Primary Completion by 2015 is a special challenge for LDCs: 18 out of the 59 countries 'Not on Track', 18 out of the 29 countries 'Seriously Off-Track' to achieve this MDG are LDCs. UNESCO recognizes that true, sustainable learning begins to occur only after the completion of at least 5 to 6 years of primary education of reasonable quality. Within the EFA framework, UNESCO is helping these countries provide free and compulsory primary education of quality, with particular focus on girls, and promoting informal and community-based approaches in LDCs, which, by capitalizing on the skills and capacities of the poor and disadvantaged themselves, are aimed at helping them to devise their own strategies for the eradication of poverty and exclusion. Major efforts are being undertaken in the field of teacher training, capacity development for the management and administration of schools systems, book development and reading for all, and guidance and counselling. UNESCO is the lead United Nations agency to implement the United Nations Literacy Decade (2003–2012).

Financing for EFA is a major concern for reaching EFA goals in LDCs. Out of the 23 countries eligible to receive additional financing to support their primary education programs ('Fast-Track Initiative'), 11 are LDCs. UNESCO is helping these countries and others formulate National EFA Plans, so as to strengthen the quality and delivery of their education systems and remove key bottlenecks in school completion. UNESCO also calls the attention of EFA partners to countries with weaker policy environments who might not qualify for aid since they lack a polished national EFA plan.

In 2000, UNESCO and the international community have set the ambitious goal of ensuring that the learning needs of all young people and adults be met through equitable access to appropriate learning and life skills programmes. A joint partnership between UNESCO and the International Labour Organization on Technical and Vocational Education aims at ensuring the provision of basic education and literacy for all children and adults to develop the capacity of people to learn and provide the foundation for their employability and access to decent work. Education for All and Work for All are, after all, two sides of the same coin (see http://www.unesco.org/education/educprog/tve).

Blacksmith, Sana'a, Yemen
©P. Maréchaux/UNESCO

Basic education for all in Madagascar

In November 2001 the Malagasy Government and the United Nations system inaugurated the Joint Programme for Basic Education for All Children in Madagascar [Programme conjoint de promotion de l'éducation de base destinée à tous les enfants malgaches], scheduled to operate for five years. The principal objective is to broaden and improve access to basic education for children from all backgrounds and social categories, and to modify the conditions for successful education for all. The target groups include pre-school children, school-age children who have never been enrolled or who are out of school, women and girls, illiterate youth and adults, the unemployed, children and young people in emergency situations, street children, the handicapped, persons living in extreme poverty and minority groups.

The local context in Madagascar is particularly critical:

▶ 75% of the population lives below the poverty line,

▶ 66% of the population has no access to clean drinking water,

▶ revenues have decreased 26.6% over the period 1993–1997,

▶ the infant/child mortality rate is over 60%, and

▶ over 80% of the population lives in rural and agricultural areas.

Cape Verde ©D. Roger/UNESCO

The difficulty of the present education system in meeting needs has been recognized, along with the urgency to adopt appropriate, low-cost, enduring strategies. There has been a lack of clear education policy, reforms were either insufficient or unattainable, strategies have been costly and poorly adapted, and there has been insufficient access to ITCs. Moreover, difficulty in mobilizing funds handicapped efforts undertaken in the past. An approach based on consultation and the dedicated participation of the various partners and beneficiaries has led to the validation of a plan by the ministerial agents involved in basic education, by civil society associations, by heads of teacher training institutes, and by the communities themselves.

The financial partners have committed a total of $7,851,000, including national effort representing 30% of the total cost, with funds provided by UNDP, UNESCO, UNICEF, United Nations Population Fund and the World Food Programme.

UNESCO will coordinate the programme, which is being directed by the Ministry of Population, Women's Condition and Children of Madagascar.

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Woman making carpets, Burkina Faso
©D. Roger/UNESCO

Best practices: alternatives

Grass-roots women's groups in Nepal

The programme *Women's Literacy, Savings and Credit Programme in Nepal* is intended to integrate training in literacy with health education, and is built around the participation of a community health volunteer, who is a local woman. This programme has three distinct phases:

▶ a basic six-month literacy course supplemented by health lessons;

▶ a three-month post-literacy course, to discuss a specific health text;

▶ a twelve-month continuing education programme (without facilitator) to study a set of booklets written by the learners during the courses.

The model was elaborated and adopted to help empower rural women through financial services. In this approach, supplementary exercises are provided for the six-month basic literacy course, with a short illustrated discussion of aspects relating to gender, women's empowerment and group formation. At the end of the course, the (neo-literate) women continue with a three-month post-literacy course (*Thalani*), in which they use their new literacy skills and knowledge to learn more about group formation, rules about savings and credit, maintaining accounts and family budgets, calculating interest rates and becoming aware of women's assets. In the final (third) phase, the women use a five-book continuing education series that provides information on group decision-making, using group savings' funds to provide credit for members and outsiders alike.

http://www.unesco.org/
education/poverty/napal.shtml

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Science careers for African girls

The Female Education in Mathematics and Science in Africa (FEMSA) project is linked to UNESCO's Special Project *Scientific, Technical and Vocational Education of Girls in Africa.* Launched in 1996, it covers activities in twelve African countries, including eight LDCs (Burkina Faso, Cameroon, Ghana, Kenya, Malawi, Mali, Mozambique, Senegal, Swaziland, United Republic of Tanzania, Uganda, Zambia). The overall objective of the project is to assist in improving girls' participation in scientific, technical and vocational education (STVE), so as to give them the impetus necessary to launch into science careers. Specific objectives aim to include more girls in secondary school, notably by improving the quality and effectiveness of STVE, to make an impact on the attitudes and stereotypes which prevent girls from taking advantage of current opportunities in science and technology, and to promote a positive image of women in scientific and technical careers. Visit
www.unesco.org/education/ste/projects/girls/special.shtml
for more information.

See **www.unesco.org/education/ste/project/girls/femsa.shtml**
for more information on FEMSA's activities.

Young woman, Nepal
©G. Malempré/UNESCO

in UNESCO's programmes

to traditional formal education

UNESCO will promote the implementation and pursuit of the six goals of the Dakar World Education Forum. UNESCO supports policy formulation for inclusive education and helps to support management of education systems. This work is carried out through advisory services, seminars, technical assistance, networking with research institutions and inter-agency collaboration. Visit UNESCO's EFA website: http://www.unesco.org/education/efa/ed_for_all/index.shtml

SWAPO Education Centre, Zambia ©D. Roger/UNESCO

Inter-agency initiatives on HIV/AIDS, school health and education

■ The United Nations AIDS (UNAIDS) global strategy framework highlights HIV/AIDS issues in schools and education systems, focusing on young people, critical in the prevention of AIDS and in the promoting of caring and supportive communities and schools. The impact of HIV/AIDS in the most affected countries, especially in sub-Saharan Africa, has been sharply felt in the supply of education (teachers dying, sick, or caring for others), the demand for education (orphans, children affected and infected by AIDS not able to attend school regularly), the quality of education (AIDS escalates the problems of already fragile systems) and the management of education (inability or inactivity regarding long-term planning). The overwhelming need is for guidance on possible responses. One possibility is to find best practices that work or to take HIV/AIDS-related problems into consideration as integral for a broader agenda of overall education reform. The International Institute of Educational Planning (UNESCO) in Paris and the International Bureau of Education (UNESCO, Geneva) are working to serve as clearinghouses for studies and activities in this area.

Within a continuum of care and support, it is essential to implement AIDS prevention education in schools, using both formal and non-formal approaches. Effective skills-based health education, in whatever form it takes at the school level, is considered a key strategy to help children and young people protect themselves and others. UNESCO is among sponsors of the UNAIDS Programme together with UNICEF, UNDP, UNFPA and the World Bank, working with bilateral donor agencies, international NGOs and teachers' unions, as well as with education associations.
Visit the UNESCO portal on HIV/AIDS:
http://www.unesco.org

■ The interagency initiative Focusing Resources on Effective School Health (FRESH), launched by UNESCO, UNICEF, WHO and the World Bank in 2000, seeks to promote health and nutrition through schools, since effective school health programmes contribute to the development of child-friendly schools and thus to the promotion of education for all. The main FRESH activities include health-related school policies, provision of safe water and sanitation, skills based health education and school-based health and nutrition services.
http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/fresh.shtml

Encouraging the use of science and technology

The regional project *ERAIFT* for French-speaking Africa

The *Ecole régionale post-universitaire d'aménagement et de gestion intégrés des forêts tropicales* (Regional School on Integrated Management of Tropical Forests) (ERAIFT), at Kinshasa University in the Democratic Republic of Congo, serves the French-speaking countries in Africa. The aim is to educate some thirty African specialists each year in the area of integrated management of tropical forests. Other important objectives include collaboration with local communities, improving conditions for the local population and generally working for sustainable development.

ERAIFT aims at providing an education that will allow graduates to contribute to sustainable human development that respects the environment, particularly tropical forests. The first DESS (Master's degree) students graduated in October 2001 after defending their theses before multinational juries. The CAMES (Conseil Africain et Malgache pour l'Enseignement Supérieur/African Madagascar Council for Higher Education) officially recognized the ERAIFT DESS at its 20th Symposium held in Abidjan (Côte d'Ivoire), 3–6 December 2001.

For more information on ERAIFT, please visit **http://www.unesco.org./mab/capacity/ERAIFT/**

Mananara, Madagascar ©D. Roger/UNESCO

Energy technology transfer in United Republic of Tanzania and Zimbabwe

In the field of bio-gas technology, the United Republic of Tanzania is one of the few African countries to have developed the human resource capacity for the construction, operation and maintenance of bio-gas plants. When engineers at Zimbabwe's Scientific and Industrial Research Development Centre (SIRDC) wanted to promote the use of bio-gas plants in rural communities, they approached Tanzania for an intra-regional technology transfer project. UNESCO, in the framework of the UNISPAR-Africa programme for the transfer of technology, financed the consultancy services of a bio-gas technology expert with a view to promoting the Tanzanian model of the technology. Two pilot plants were constructed and, upon completion and demonstration, several more have been built in other communities. Visit **http://www.unesco.org/unispar/** for more information.

to improve living conditions in LDCs

Biotechnologies for Development in Africa: BETCEN

In 1990 UNESCO established the Biotechnology Action Council (BAC) to promote education and training in plant molecular biology and in aquatic biotechnology in the developing and least developed countries. Under the Biotechnology Education and Training Centre (BETCEN) initiative established in 1995, BAC has designated five institutions as regional education and training centres. Activities of the BETCEN located in South Africa focus on research and training in the fields of tissue culture laboratory; tissue culture media; aseptic techniques; *in vitro* mass propagation of crops: maize, bulbs, strawberries, roses, soybeans and cucumbers; potato meristem culture for disease-free crop plants of sweet potato and cassava; long-term *in vitro* storage of plants; anther culture; protoplast culture/fusion; embryo rescue; somatic embryogenesis; and regeneration and gene transfer. To date, researchers from thirteen countries, six of them LDCs, have benefited from this initiative (Botswana, Ethiopia, Ghana, Lesotho, Malawi, Mauritius, Namibia, South Africa, Swaziland, United Republic of Tanzania, Uganda, Zambia and Zimbabwe).

Visit http://www.unesco.org/science/life/projects.html

Mananara Nord Biosphere Reserve, Madagascar

Ten years after its inception, the Mananara-Nord Biosphere Reserve in Madagascar has gained international recognition as the pilot project in Madagascar that merges nature conservation, buffer zone development and participation of local communities in the management of large areas in the northeast of the island. Fourteen projects on integrated conservation and development have so far been established along the lines of biosphere reserve model.

http://www.unesco.org/mab/capacity/madagascar/index.htm

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Irrigation, Gezirah, Sudan ©J. Mohr/UNESCO

The International Fund for Technological Development of Africa

Within the overall objective of assisting African governments to improve, develop and diversify their infrastructure with a view to achieving excellence and self-reliance in science and technology, UNESCO has set up the international fund for the technological development of Africa (IFTDA) and has contributed $1 million. Initially, the fund is helping African scientists at numerous universities and research institutes to cooperate with industry and to interact with local and regional financial institutions in order to use their research results for the benefit of their communities. Visit http://www.unesco.org/unispar/ for more information.

Painted houses, Niger ©P. Donnaint/UNESCO

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Ethnic conflict management in Africa

Ethno-Net Africa (ENA) is a network of African social scientists engaged in comparative research, monitoring and evaluation of ethnic conflicts and social change in Africa. This UNESCO-MOST (Management of Social Transformations) programme seeks to manage conflictual ethnic issues in a constructive, comparative and regional perspective, identifying common denominators and drawing lessons from experiences in specific countries and regions. One of its main objectives is to fill the existing gaps in knowledge and understanding of issues of ethnicity and culture in order to contribute to conflict resolution and prevention. In this perspective, the project also aims at providing appropriate solutions to policy makers in need of advice on ethnic oriented problems. The network is expected to constitute a database not only on ethnic conflicts and social transformation, but will also provide basic information to governments, national and international institutions seeking lasting solutions to multi-ethnic and multi-cultural problems.

National Monitoring Units have been set up in Benin, Cameroon, Chad, Côte d'Ivoire, Kenya, Nigeria, Togo, Uganda and Zambia. Leaders of national teams were trained to collect and analyse data; a database was established in Yaounde, Cameroon to collect, analyse and update data sent in by national teams or coordinators; and major documents have been published by UNESCO. Consult **http://www.unesco.org/most/mostpubl.htm** for more titles.

For further information about the Ethno-net project, consult **http://www.unesco.org/most/**

Angkor: a symbol of national unity for Cambodia

Cambodian monuments and archaeological sites suffered from neglect and pillage and faced the risk of destruction. After 1991, national authorities recognized the richness and importance of cultural heritage for shaping Cambodians' identity, strengthening social cohesion and contributing to economic development. UNESCO manages the Secretariat of the International Coordinating Committee for the Safeguarding and Development of Angkor, a mechanism to monitor international assistance for safeguarding the site and guarantee the relevance of projects as well as their conformity with international standards in conservation. One of the main objectives of UNESCO's projects in Angkor is the training of a new generation of archaeologists and architects. **http://www.unesco.org/culture/japan-fit/html_eng/angkor.shtml**

Culture and heritage framework in Cape Verde

A new strategic framework providing for a national programme for culture and heritage has been formulated in Cape Verde. This is a good indicator that both the potential and the will exist to deal with cultural problems in general, and traditional and popular problems in particular, from the point of view of cultural and historical heritage, and to make this one of the principal axes of the country's development policy. The underlying hypothesis is that culture can generate substantial income and thus contribute to the fight against poverty.

The Barefoot Diva

Who has not heard the unmistakable voice of Cape Verde's most popular singer, Cesaria Evora? Born in Sao Vicente, raised in a poor family, her destiny has become known the world over, thanks to an exceptional talent combined with unremitting hard work. The *morna*, *coladera* and *funana* that she sings have transported Cape Verdian culture worldwide, and listeners everywhere recognize in her music simple, universal messages of love, nostalgia and happiness. In 2002, UNESCO's Director-General nominated her as 'Artist for Peace'.

Cesaria Evora at Sao Vicente
©Eric Mulet

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LEAP (Local Effort and Preservation)

Incorporating more than twenty heritage sites in the Asia/Pacific region (including those of two LDCs) and a network of site managers, the LEAP programme integrates several development projects, which, in addition to heritage conservation, address issues such as environmental conservation, rural decay and urban sprawl. The sites include three in LDCs: Luang Prabang, Lao People's Democratic Republic; Hoi An, Viet Nam; Lijiang, China; Vigan, Philippines; Kathmandu, Nepal. Other LEAP activities are being implemented in Penang and Melaka, Malaysia; Khokana in the Kathmandu Valley, Nepal; Levuka, Fiji; the Andaman Sea Marine Park, Thailand; Ratanakosin and the Canals of Bangkok, Thailand and Cordillera Rice Terraces, Philippines.

Designed as an innovative tool to contribute to poverty alleviation, these projects aim at empowering the indigenous populations and local communities living within or adjacent to heritage sites to play a leading role in the preservation and management of those sites. Through LEAP, communities are given the opportunity to share the economic benefits of enhanced conservation, while maintaining their own social and cultural traditions.

Luang Prabang, Lao PDR
©A. Wolf/UNESCO

http://www.unescobkk.org/leaponline/index.shtml

Promoting the access to and use of information

UNESCO is promoting the development of appropriate information and communication tools to support decision-making and encourage dialogue between citizens and public authorities, thereby reinforcing democratic governance and citizen participation. For LDCs to take advantage of the ICT revolution and share in the benefits of globalization, there must be telephones, computers, fax facilities, radios and televisions available on a large scale in these countries, and the constraints linked to infrastructure, education, capacity building, investment and connectivity must first be tackled. UNESCO supports effective and meaningful collaborative efforts, involving governments, multilateral development institutions, the private sector, civil society and other stakeholders, so as to bridge the digital divide and help reap the potential benefits inherent in the application and use of ICTs. This will encourage information sharing and empower individuals and communities by strengthening their local capacity for networking.

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The Organization is encouraging initiatives to promote the use of ICTs, in particular community radio linked with the Internet or with multi-purpose telecentres, for educational, scientific or cultural purposes or in support of development programmes. Strategies focus on producing, adapting, translating and sharing contents; setting up pilot projects corresponding to different cultural contexts and stages of development; assessing, evaluating and exchanging experiences at the national and international levels; and formulating and implementing national policies to encourage community action and cooperation. In line with recommendations of the World Conference on Science, UNESCO will support initiatives aimed at developing Local and Indigenous Knowledge Systems (LINKS) as a means of empowering local communities and a tool to combat marginalization and deepening impoverishment in the LDCs. LINKS is a system of understanding, interpretation and meaning which is embedded in communities and provides the basis for local-level decision-making about fundamental aspects of day-to-day life. Pilot activities in Zimbabwe and Senegal, aimed at creating national learning networks for African educators, provide access to educational materials and experiences worldwide, and train teachers in the use of ICTs in learning and teaching in today's and tomorrow's world.

Family in Djenné, Mali ©A. Wolf/UNESCO

in UNESCO's programmes

and communication technologies (ICTs)

Radio Mount Everest

The UNESCO Community Media Programme seeks to find solutions, through communication, for crucial issues at a community level, in areas such as reducing poverty and social exclusion; empowering marginalized rural groups and catalysing the development efforts of the underprivileged. The Programme aims to strengthen the role of civil society, and main thrusts include diversification of media content, access to and representation of different societal groups and interests, and strengthening of dialogue at the local level. A successful example of community radio is the establishment of Radio Sagarmatha (the Nepalese name for Mount Everest), Nepal's first independent community broadcasting station and South Asia's first major effort at independent community radio. Radio Sagarmatha's chats, features and opinions cover everyday issues that affect Nepalese citizens, including Katmandu's growing air pollution problem, urbanization and its impact on heritage sites, tourism, the threat of HIV/AIDS and garbage disposal. Radio Sagarmatha celebrates the ethnic, religious and linguistic diversity of the two million people reached by its signal around Kathmandu Valley. A small core staff and independent producers and communities for programming work together at this non-profit station, which is an initiative of the Nepal Forum of Environmental Journalists (NEFEJ). It is governed by a board that includes Himal Association, Nepal Press Institute and Worldview Nepal.)

http://www.unesco.org/webworld/com_media/society_com_media.html#1

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Infoethics: Bamako, Mali (2000)

This programme aims to meet the ethical, political, cultural and societal challenges of ICTs for African countries, by providing universal access to the Internet and to information in the public domain, balancing intellectual property rights to digital information with fair-use exemptions for the common good, and ensuring cultural and linguistic diversity, freedom of expression and respect for privacy in cyberspace. These areas of UNESCO's action to reduce the digital divide are among those collectively identified as 'infoethics' concerns.

UNESCO's workshop entitled 'Equitable Access to Information in Africa: Ethical and Legal Challenges' during the Bamako 2000 Conference in Mali (February 2000) and the Africa Regional Infoethics Workshop in Addis Ababa (September 2000) stressed that an open and more affordable access to information is indispensable for socio-economic development in all countries of the region.

http://www.unesco.org/webworld/news/infoethics.shtml

Public domain content: *Public@* and *Sahel.doc*

Following the resolution adopted by UNESCO's 29th General Conference (29 C/Res. 28, para. 2.C.(f)) to promote access to information in the public domain and encourage diversity of content, *Public@,* a public domain information programme, was launched in 1998. The programme promotes digitization and dissemination of public domain information. Several projects provide public domain information on- and off-line free of charge, particularly to developing countries and LDCs, including a virtual library of classic works of world literature, AMAZLib, an electronic collection of texts related to the development of archives and an on-line guide to the archives of international organizations.

An anthology of digitized documents related to development for the Sahel zone (*Sahel.doc*; see **http://www.unesco.org/webworld/public_domain/ sahel.html**) was the first *Public@* product.

These digital anthologies, along with revised editions and another anthology for East Africa in 2001, contain various documents on development problems in Africa intended for the average reader. Another project under way is the African Language Material Archive CD-ROM of reading material for those learning to read in the languages of the Gambia and Senegal.

UNESCO and the University of Waikato (New Zealand) are working to improve and freely disseminate the Greenstone Open Source software to index, retrieve and present the documents in these CD-ROMs to enable national diffusion centres such as universities, research institutions, libraries and community telecentres to produce and disseminate their own public domain digital libraries.

http://www.unesco.org/webworld/ public_domain/public_inf.html

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E-governance for African cities

In 2000, with support from DANIDA, UNESCO launched integrated ICT strategies for promoting citizen participation and improved municipal services by creating an urban e-governance network. Participating cities include Bamako (Mali), Lusaka (Zambia), Maputo (Mozambique), Niamey (Niger) and Zanzibar (U. R. of Tanzania), with Dakar (Senegal) as a resource centre for the network. A modular, in-service training process will enable municipal staff to acquire telematics skills, to be implemented in partnership with national public institutions providing ICT training. The development of citizen-based information systems and communication is being launched by means of public Internet access in each participating city.

Tanarive, Madagascar
©D. Roger/UNESCO

Subsequent activities will include setting-up departmental communication centres, procurement and installation of further equipment, establishment of local area networks (LANs) and organization of foundation training courses for network administrators, Web designers and end-users. The participating municipalities are forming a network, and at least one computerized application will be developed and shared within the network to strengthen administrative information processing with a view to improving municipal services to the public. Within the United Nations family, linkages are being developed with Habitat and UNEP, for example through the Global Sustainable Cities Programme (SCP), designed to demonstrate new approaches to environmental planning and management.

Regional Information Society Network for Africa (RINAF)

The Regional Information Society Network for Africa (RINAF) was initiated in 1992 as a framework for UNESCO/African co-operation to promote academic and public sector computer networking. RINAF was launched with support from Italy, the Netherlands and the Republic of Korea. Today, RINAF is the framework for all UNESCO's telematics support activity for development in Africa, including the promotion of national and regional strategies and telematics applications for development. RINAF supports and promotes telematics in education, research, libraries, media and culture, within the regional framework of Africa's Information Society Initiative. Forty-three African Member States, including LDCs, participate in RINAF through national co-ordinating institutions.

The RINAF *Virtual Multimedia Academy* project is seeking to achieve better understanding of the shift from printed media to online services; carry out research in user-friendly information design; identify powerful and affordable web tools; and establish a new university degree in multimedia. This Academy will be sponsored by the Technical University of Sudan in Khartoum, the University Eduardo Mondlane in Maputo and the University of South Africa (UNISA) in Pretoria. The learning and teaching materials developed for the academy will be validated by UNESCO's International Institute for Capacity Building in Africa (IICBA) (see **http://www.unisa.ac.za/dept/vma/**).

The RINAF *Distance Education Project* focuses on distance education (DE) using ICTs to improve access, equity and quality in African education. The project identifies current and planned DE programmes based on ICTs, including new wireless media. The project will integrate databases from UNESCO, the World Bank, French Ministry of Cooperation, INTIF (the ICT training institute of the Francophone community) and ICDE (the International Council for Distance and Open Education). A workshop was organized in Dakar (May 2002) in cooperation with UNESCO Breda and IICBA.

For more information on RINAF, see **http://webworld.unesco.org/rinaf/**

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Tackling the digital divide in LDCs

The Community Multimedia Centre (CMC) programme offers a global strategy for tackling the digital divide in the poorest communities of the developing world and also in countries in transition. It provides a gateway to participation in the global knowledge society, seeking to ensure that information, communication and knowledge become tools of the poor for improving their own lives.

A CMC combines community radio, run by the local people using local languages, with community telecentre facilities such as computers linked to Internet and e-mail, phone, fax and photocopying services. Radio is low-cost and easy to operate, and not only informs, educates and entertains, but also empowers the community by giving a strong public voice to the voiceless. With training, communities can locally access, manage, produce and communicate information for development. The first pilot CMC project was developed in the Kothmale region in Sri Lanka. The success of the CMC strategy in the Kothmale Internet Project has inspired a series of projects now underway in LDCs in Asia, Africa and Latin America and the Caribbean.

www.unesco.org/webworld/com/broadcasting/broad04.shtml

Bol Village, Chad
©Ledru & Martel/UNESCO
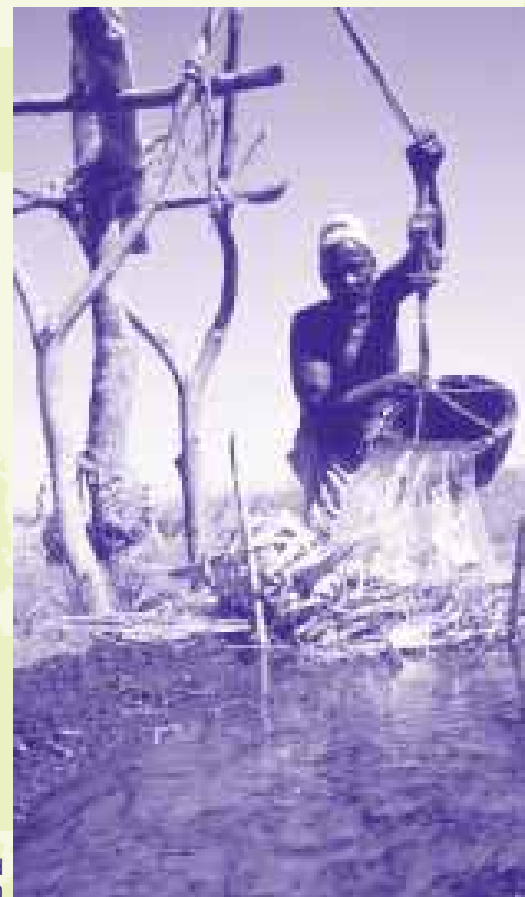
Regional programme for education in emergencies: Asia and Africa

The UNESCO Regional Programme for Education in Emergencies (PEER) organized peace education workshops for Somali teachers in Somalia in 2000. Training trainers in the Djibouti refugee camps was carried out for over eighty Ethiopian and Somali refugee teachers, along with Somali teachers in camps in Aden and Yemen. These workshops, using the Peace Education Package (PEP) and in cooperation with other stakeholders, are contributing to establishing a culture of peace education at three levels: school, community and nation. The refugee school in Aden (Yemen) run by Radda Barnen (Sweden's Save the Children programme), a model for best practice, has been instrumental in raising awareness in both schools and the communities. A French version of PEP was prepared for the Democratic Republic of Congo in June 2001. An Arabic version is already being used in some selected schools in Khartoum (Sudan). Other related initiatives since 2000 have been launched in the Horn of Africa and the Great Lakes region, in Cambodia in the former Khmer Rouge population of Koh Sla in Kampot Province, and in Algeria, among which a sports for peace project, a culture of peace and childhood protection awareness campaign, basic education, community development and other conflict prevention and peace-building approaches.

www.unesco.org/education/
emergency/unesco/projects.shtml

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Mali: Education for a culture of peace and human rights

Within the framework of the Ten Year Educational Plan adopted in 1998 by the Government of Mali, a national programme on education for a culture of peace and human rights has been developed with the assistance of UNESCO. The programme's primary objective is to introduce culture of peace and human rights notions into school programmes through the revision of textbooks, teacher training and the elaboration of pedagogical materials. A national plan of action for education for a culture of peace and human rights was adopted following a wide national consultation and a national committee bringing together representatives of the civil society, political and social institutions was established. A bureau on education and a culture of peace, to conduct follow-up of the implementation of the project at national level, has been established within the Ministry of Education.

E. Rennell Is., Solomon Islands
©P. Ryan/UNESCO

Facts and figures

UNLDC III human development goals: summary of progress in the 1990s

Number of LDCs according to progress categories

	Achieved	On track	Lagging	Far behind	Slipping back	No data
	(numbers in parentheses represent the percentage of population in category)					
Education						
Net primary enrolment	0 (0)	7 (6)	1 (8)	9 (23)	5 (8)	27 (56)
Children reaching Grade 5	0 (0)	3 (3)	0 (0)	3 (8)	2 (0)	41 (88)
Adult literacy rate – total	1 (0)	7 (9)	19 (48)	12 (37)	0 (0)	10 (6)
Adult literacy rate – female	1 (0)	23 (49)	9 (35)	6 (10)	0 (0)	10 (6)
Adult literacy rate – male	1 (0)	6 (4)	9 (22)	23 (68)	0 (0)	10 (6)
Gender equality in primary enrolment (by 2005)	4 (8)	3 (7)	3 (5)	13 (20)	1 (9)	25 (50)
Gender equality in secondary enrolment (by 2005)	3 (3)	3 (10)	2 (4)	13 (18)	2 (11)	26 (54)
Gender equality in youth literacy	7 (18)	14 (29)	3 (9)	15 (38)	0 (0)	10 (6)
Nutrition						
Undernourished people	0 (0)	13 (25)	0 (0)	11 (33)	10 (31)	15 (11)
Malnourished children	(0)	(0)	(0)	(0)	(0)	49 (100)
Population and health						
Infant mortality rate	2 (0)	10 (27)	4 (3)	33 (70)	3 (5)	0 (0)
Under-5 mortality rate	2 (0)	10 (26)	5 (6)	32 (68)	4 (7)	0 (0)
Maternal mortality rate	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	49 (100)
Births attended by skilled health staff	0 (0)	4 (9)	1 (1)	10 (39)	5 (11)	29 (40)
Contraceptive prevalence	0 (0)	0 (0)	2 (28)	16 (44)	0 (0)	31 (28)
Female HIV/AIDS prevalence in age group 15–24 (by 2015)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	49 (100)
HIV/AIDS prevalence in age group 15–24 (by 2005)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	49 (100)
Malaria prevalence (per 100,000 people)	8 (11)	4 (14)	2 (2)	0 (0)	18 (50)	17 (22)
Tuberculosis prevalence (per 100,000 people)	3 (5)	8 (11)	2 (2)	10 (17)	24 (62)	2 (3)
Sanitation						
Access to safe water	6 (21)	5 (13)	1 (2)	12 (36)	0 (0)	25 (29)

Augmented physical quality of life index in LDCs, 1997: ratio to graduation threshold
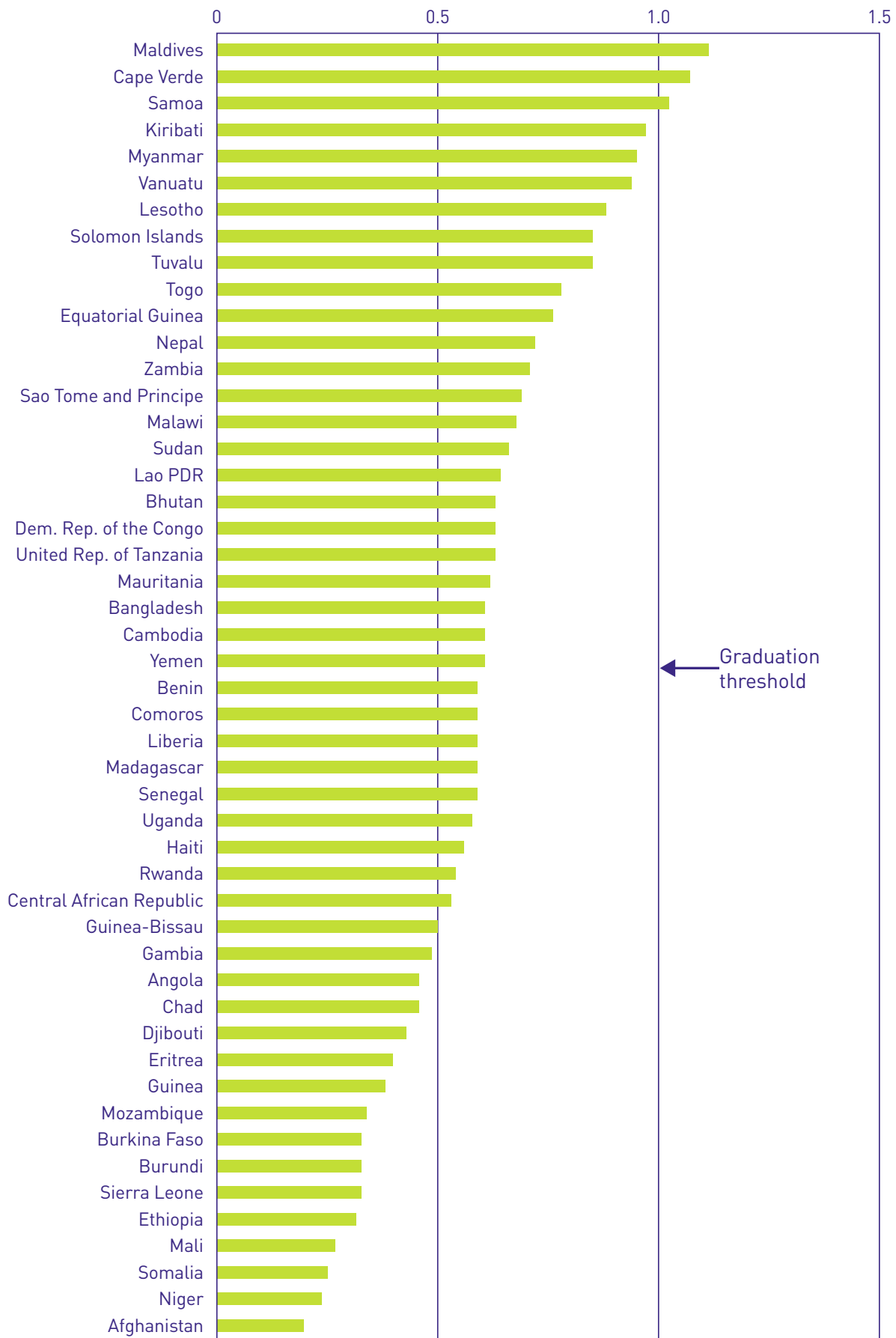
	0	0.5	1.0	1.5
Maldives				
Cape Verde				
Samoa				
Kiribati				
Myanmar				
Vanuatu				
Lesotho				
Solomon Islands				
Tuvalu				
Togo				
Equatorial Guinea				
Nepal				
Zambia				
Sao Tome and Principe				
Malawi				
Sudan				
Lao PDR				
Bhutan				
Dem. Rep. of the Congo				
United Rep. of Tanzania				
Mauritania				
Bangladesh				
Cambodia				
Yemen				
Benin				
Comoros				
Liberia				
Madagascar				
Senegal				
Uganda				
Haiti				
Rwanda				
Central African Republic				
Guinea-Bissau				
Gambia				
Angola				
Chad				
Djibouti				
Eritrea				
Guinea				
Mozambique				
Burkina Faso				
Burundi				
Sierra Leone				
Ethiopia				
Mali				
Somalia				
Niger				
Afghanistan				

← Graduation threshold

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Economic vulnerability index in LDCs, 1997–1998: ratio to graduation threshold

	-2.5	-2.0	-1.5	-1.0	-0.5	0

Bangladesh
Eritrea
Madagascar
Maldives
Nepal
United Rep. of Tanzania
Mozambique
Mauritania
Senegal
Vanuatu
Bhutan
Central African Republic
Malawi
Sudan
Afghanistan
Burkina Faso
Ethiopia
Togo
Guinea
Haiti
Lao PDR
Sierra Leone
Djibouti
Mali
Myanmar
Yemen
Burundi
Dem. Rep. of the Congo
Samoa
Zambia
Lesotho
Solomon Islands
Angola
Comoros
Equatorial Guinea
Guinea-Bissau
Rwanda
Cape Verde
Uganda
Somalia
Benin
Niger
Sao Tome and Principe
Cambodia
Gambia
Chad
Liberia
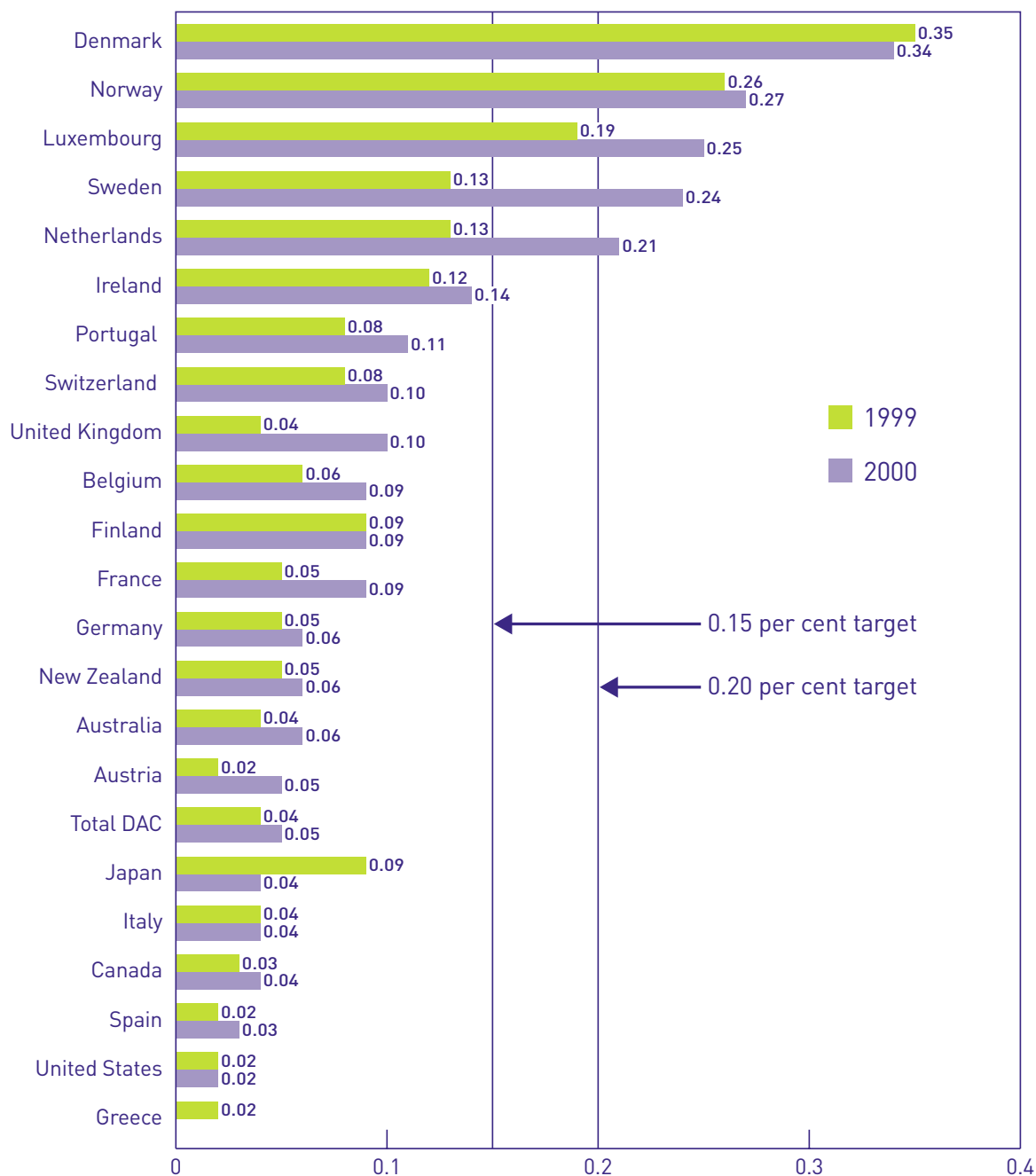Kiribati
Tuvalu

Graduation threshold

27

Note: All countries with less than -1.0 have economic vulnerability exceeding the graduation threshold. The instability components of the Economic Vulnerability Index are based on data from 1979 to 1997 or to 1998, and the other components on data for 1997 or 1998.
Source: United Nations Conference on Trade and Development (UNCTAD), *The Least Developed Countries Report 2002*, New York and Geneva, 2002, p. 35 (chart 5).

Net official development assistance(ODA) disbursements to LDCs from Development Assistance Committee (DAC) Member Countries,[1] 1999 and 2000

Percentage of donor's gross national income (GNI).

Country	1999	2000
Denmark	0.35	0.34
Norway	0.26	0.27
Luxembourg	0.19	0.25
Sweden	0.13	0.24
Netherlands	0.13	0.21
Ireland	0.12	0.14
Portugal	0.08	0.11
Switzerland	0.08	0.10
United Kingdom	0.04	0.10
Belgium	0.06	0.09
Finland	0.09	0.09
France	0.05	0.09
Germany	0.05	0.06
New Zealand	0.05	0.06
Australia	0.04	0.06
Austria	0.02	0.05
Total DAC	0.04	0.05
Japan	0.09	0.04
Italy	0.04	0.04
Canada	0.03	0.04
Spain	0.02	0.03
United States	0.02	0.02
Greece		0.02

0.15 per cent target

0.20 per cent target

28

Source: United Nations Conference on Trade and Development (UNCTAD),
The Least Developed Countries Report 2002, New York and Geneva, 2002, p. 30 (chart 2).
1. Including imputed multilateral flows, i.e. making allowance for contributions through multilateral organizations, calculated using the geographical distribution of multilateral disbursements for the year of reference.

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