



United Nations  
Educational, Scientific and  
Cultural Organization



# NIGERIA - UNESCO COUNTRY PROGRAMMING DOCUMENT 2012 - 2013

## Foreword

The first edition of Nigeria-UNESCO Country Programming Document (N-UCPD), was published in 2010, covered a period of five years: 2005-2009. This second edition, covering the period 2012-2013 highlights UNESCO's contributions to Nigeria's development efforts while capturing all activities implemented from both the regular and extra-budgetary resources. In addition to exploring programming issues across UNESCO's fields of competence: Education, Science, Culture and Communication and Information, this document also establishes the activities of UNESCO as part of the United Nations system in Nigeria, especially those committed under the UNDAF, and cooperation agreements and frameworks that exist between UNESCO and the Government of Nigeria.

Since the beginning of the present biennium (2012-2013), the Organization has been struggling with one of its greatest funding challenges and this has affected the implementation of the reform of the field network in Africa, whereby Abuja is expected to become one of the 5 regional multisectoral offices. In addition to the resource constraint, the bomb blast of 26 August 2011 delayed the opening of the Abuja multisectoral office which is now scheduled for 2013. The prevailing situation has no doubt, brought out the creative potentials in management and staff at both the headquarters and the field. Whilst the headquarters managed to provide seed money for some programmes, the Abuja office also mobilized additional appropriation and donations in kind from the private and the public sectors to implement some programmes, as exemplified by the Education and Communication and Information sectors.

It is also gratifying that the long awaited implementation of the Adult and Youth Literacy project, for which a self-benefitting extra-budgetary fund of USD6 million was mobilized in 2010 has commenced. The proposal developed by the culture sector under the United Nations Counter Terrorism Implementation Task Force (UN-CTITF) to counter the appeal of terrorism among youth was approved and implementation has commenced. The science sector reports on the general framework and conditions for the deployment of an effective system of governance of science and technology at all levels of government in Nigeria as well as on the Unified Budget, Results and Accountability Framework (UBRAF) HIV/AIDS project.

Above all, we remain accountable to our donors and beneficiaries of our programmes.

It is our pleasure to present this second edition of the Nigeria-UNESCO Country Programming Document to add to existing knowledge and information repository.

***UNESCO-Abuja Office Team***

## **Acknowledgements**

This is the second time a Nigeria-UNESCO Country Programming Document (UCPD) is produced. As usual, it has been largely a collaborative effort of staff and partners. The hard work and dedication of Oluseyi Soremekun, who coordinated the work and the commitment of Mrs. Saidou Sireh Jallow, Osu Inya Otu and Ayanwale Olayanju whose inputs were extremely critical to the success of this edition, should be acknowledged.

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***UNESCO-Abuja Office Team***

## Acronyms

ADB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
CSOs	Civil Society Organisation(s)
CTITF	Counter Terrorism and Implementation Task Force
DFID	Department for International Development
ECCE	Early Childhood Care Education
ECN	Energy Commission of Nigeria
ECOWAS	Economic Community of West African States
EFA	Education For All
EMIS	Education Management Information System
ESA	Education Sector Analysis
ETF	Education Trust Fund
EU	European Union
FCT	Federal Capital Territory
FME	Federal Ministry of Education
FMST	Federal Ministry of Science and Technology
FOI	Freedom of Information Act
FRCN	Federal Radio Corporation of Nigeria
GDP	Gross Domestic Product
GPE	Global Partnership for Education
GPI	Gross Product Index
HIV	Human Immunodeficiency Virus
ICH	Intangible Cultural Heritage
ICT	Information Communication Technology
IDP(s)	International Development Partner(s)
IFAP	Information for All Programme
JICA	Japan International Cooperation Agency
LIFE	Literacy Initiative for Empowerment
MDG(s)	Millennium Development Goal(s)
MIS	Management Information System
NACA	National Agency for the Control of Aids
NACETEM	National Centre for Technology Management
NASENI	National Agency for Science and Engineering
NATCOM	National Commission for UNESCO
NBC	National Broadcasting Commission
NBS	National Bureau of Statistics
NCAC	National Council for Arts and Culture
NCC	Nigerian Communication Commission
NCCE	National Commission for Colleges of Education
NCMM	National Commission for Museums and Monuments
NEEDS	National Economic Empowerment and Development Strategy
NEMIS	Nigerian Education Management Information System

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NERDC	Nigerian Educational Research and Development Council
NFLHE	National Family Life and HIV&AIDS Education
NICO	National Institute for Cultural Orientation
NITDA	National Information Technology Development Agency
NLN	National Library of Nigeria
NMC	National Mathematical Centre
NMEC	National Commission for Mass Literacy, Adult and Non-Formal Education
NOUN	National Open University of Nigeria
NPC	National Population Commission
NPE	National Policy on Education
NPST	National Policy on Science and Technology
NSTP	National Science and Technology Policy
NTI	National Teachers' Institute
NUC	National Universities Commission
NUJ	Nigerian Union of Journalists
NUT	Nigerian Union of Teachers
S&T	Science and Technology
SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UIS	UNESCO Institute of Statistics
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations International Children Fund
WAEC	West African Examination Council
WH	World Heritage

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## Introduction

Nigeria-UCPD 2012-2013 takes a cue from the last edition and focuses on promoting coherence and integration of UNESCO sectoral inputs and those of other partners with a view to mainstreaming gender equality considerations into programming; and fostering intersectoral and interdisciplinary delivery of programmes. In Nigeria, the United Nations Development Assistance Framework (UNDAF) is the common strategic framework under which operational activities of the UN system in Nigeria is managed.

The purposes of this programming tool, therefore, are to provide for Nigeria an overview of pertinent developments in UNESCO's areas of competence (Education, Science, Culture and Communication and Information); to chronicle results-based status description of all ongoing and recent past UNESCO support and activities; to highlight UNESCO's contributions to deliverables of existing country programming documents such as Common Country Assessment (CCA) and the United Nations Development Assistance Framework (UNDAF); to describe ongoing cooperation with other UN partners and external donors; and to suggest possible entry points for future cooperation and joint programming with other UN Agencies.

This document is in four parts: Part I deals with the situation analysis which includes the country assessment and pertinent development issues; Part II addresses UNESCO's past and present cooperation and lessons learned; Part III focuses on proposed cooperation framework and Part IV delves into partnerships.

It is our belief that through this results-based edition of Nigeria-UCPD, Abuja office will succeed in mobilizing the necessary funds to implement the proposed activities in the coming years.

## PART I: SITUATION ANALYSIS

### 1.1. Nigeria

Nigeria is relatively a large country with a land mass of 923,768 square kilometers. It is bordered in the south by approximately 800 kilometers of the Atlantic Ocean, in the west by the Republic of Benin, in the north by the Republic of Niger and in the east by the Republic of Cameroon.

Nigeria became an independent state on October 1st, 1960 and became a Republic in 1963. The country has since that period undergone many restructuring to stimulate development across the country. Nigeria, Africa's most populous country with an estimated population of over 170 million inhabitants (July 2012 est.) and is composed of more than 250 ethnic groups. 70 percent of the total population resides in the rural areas while about 30 percent live in urban areas.



Currently, Nigeria is a federation of 36 states and the Federal Capital Territory (FCT). There are 774 Local Government Areas in the country.

The Nigerian government identifies education as pertinent to development efforts and therefore takes it with all seriousness. The aim is to reach unhindered access to education by all children through the implementation of the Universal Basic Education (UBE) programme. However, the education sector is still grappling with the challenges of management, ensuring equitable

access and improving quality, all of which are addressed in the Education Strategic Plan (2011-2015).

#### Political map of Nigeria

According to the National Bureau of Statistics, 39% of the total population is children aged below 15 years while adults constitute the remaining 61%. The survey estimates the overall adult literacy rate, based on the ability to read and write in English and/or any language to be 56.9 percent. Of the literate Nigerians, 65.1% are male and 48.6% are female. There are huge variations in literacy rates: 74.6% of urban population is literate as against 48.7% amongst the rural population. While literacy rate in Lagos reaches 88.3%, in Yobe it is only 14.4%. It is quite notable that only 500,000 of the 40 million adult illiterates are enrolled in adult literacy classes (that is 1 out of 80 persons).

Nigeria is the third largest economy in Africa after South Africa and Egypt with high economic potentials due to its large domestic market size, human and natural resources. In addition to its oil



reserves, the country has substantial deposits of solid minerals, including bitumen, topaz, lignite, coal, tin, columbite, iron ore, gypsum, barite and talc. Agriculture remains the mainstay of the economy, contributing about 40 percent to Gross Domestic Product (GDP) and over 60 percent to employment. Other major sector contributors to GDP are wholesale and retail trade (19 percent); and oil and natural gas (15 percent). Oil and gas revenues account for over 90 percent of export earnings and 80 percent of total government revenue. Manufacturing remains poorly developed, contributing less than 5 percent to GDP in 2011. The country's economic outlook is favourable with a steady growth of 7-8%

The Millennium Development Goals (MDG) have been appropriated in Nigeria's annual budget since 2006. According to the MDGs Report (2010), Nigeria is reported as not on track to meeting most of the MDGs by 2015, and the probability of meeting the goals and targets in Nigeria was estimated as mostly 'medium'.

#### Selected macroeconomic indicators in Nigeria (2000 -2009)

Economic indicators	1990	2000	2001	2002	2003	2004	2005	2006	2007	2008*	2009*
GDP growth (%)	8 . 2	5 . 4	4 . 6	3 . 5	9 . 6	6.6	5 . 8	5 . 3	5 . 7	6	6 . 7
Non-oil sector growth (%)	5 . 6	11.1	5 . 2	- 5 . 2	23.9	3.3	-1.7	-3.7	-5.9	-6.2	-1.3
Oil sector growth (%)	8 . 6	4 . 4	2 . 9	4 . 5	5 . 2	7.8	8 . 4	9 . 5	9 . 2	9	8 . 3
External reserves (% of GDP)	N A	N A	N A	N A	7 . 7	11.4	24.4	36.5	42.6	52.99	62.48
External debt/GDP	106.5	64.9	57.3	72.1	61.1	84.5	69.2	7 . 4	4	17.5	9.28
Domestic debt/GDP	31.3	32.2	36.6	26.1	28.6	25.3	20.8	18.6	19.2	15.23	12.85
Overall BOP/GDP	-2 . 1	6 . 9	0 . 5	- 1 0	-2.3	5.2	10.5	12.7	1 . 4	8.02	9.12
Inflation rate (%)	7 . 5	6 . 9	18.9	12.9	22.2	1 5	17.9	8 . 2	5 . 9	11.6	11.5
Average official exchange rate (Naira/US\$)	7 . 9	101.7	111.9	1 2 1	127.8	132.8	132.9	128.5	127.4	139.3	142.9

\* Estimates, except GDP, oil and non-oil sector and inflation rate

#### Sources:

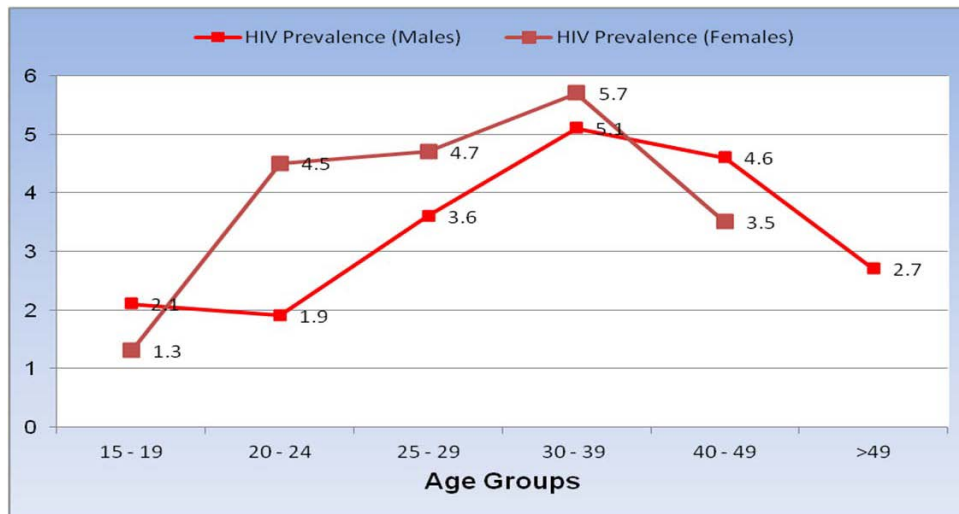
- (i) Central Bank of Nigeria (CBN) Annual Reports and Statement of Accounts (various years)
- (ii) Central Bank of Nigeria (CBN) Statistical Bulletin vol. 17, December 2006
- (iii) National Bureau of Statistics (NBS), 2005

The achievement of MDG 6 by 2015 is reliant on an integrated approach to the national **HIV/AIDS** response as the epidemic remains a major challenge in Nigeria given its effect on life expectancy and quality of life. Nigeria has the 2<sup>nd</sup> largest HIV epidemic in the world after South Africa, with a median prevalence of 4.1% among pregnant women. About 3.1 million people are estimated to be living with HIV with majority being female and young people aged 15-24 years. "Patterns observed in a previous population based survey (NARHS 2007) (3) shows that gender inequality is an important driver for the epidemic. Prevalence rates were generally higher among females (4.0%) than males (3.2%). Findings also showed higher early vulnerability and infections for girls and women relative to boys and men. Even among key target populations, women showed a higher HIV prevalence than men. The prevalence of HIV among female injecting drug users was almost seven times that of male IDUs – 21.0% vs. 3%. Among the police, prevalence was higher amongst female police at 4.5% than their male colleagues at 2.0%." <sup>1</sup> The country also accounts for 30% of the global burden of Mother to Child Transmission of HIV (MTCT) with an MTCT transmission rate of about

<sup>1</sup> Global Aids Response Country Progress Report. Nigeria GARPR 2012 (National Agency For The Control Of Aids (NACA)

30%. The Government of Nigeria has clearly identified strategies to resolve current challenges in the National HIV Strategic Plan (2010-2015), the National Scale-up Plan towards Elimination of MTCT (2010-2015) and the National Prevention HIV Plan (2010-2012).

**Figure 3 - HIV Prevalence disaggregated by age and sex - Source - National HIV/AIDS Reproductive Health Survey (NARHS 2007)**



To address its **development challenges**, the Federal Government of Nigeria, has articulated a number of strategic plans: National Economic Empowerment and Development Strategy (NEEDS) I (2004- 2007) to meet the basic needs of Nigerians and sustainably reduce poverty; NEEDS II (2008-2011), a medium term framework with the aim of providing strategic guidance towards the realization of the MDGs; the 7-Point Agenda of immediate past administration; and the current administration's Transformation Agenda (2011-2015). Nigeria has further articulated a vision for long term development in the Vision 20:2020 which envisages Nigeria becoming one of the world's largest 20 economies by 2020, with a specific GDP target of USD 900 billion and per capita income target of USD 4,000 by that year.

Now, across the three tiers of government, the Vision 20:2020 Implementation Plan sets out a road map for the achievement of Nigeria's development aspirations. There are on-going economic and financial reforms in the country. These include the banking sector reforms, deregulation of the oil sector, phasing out of oil subsidy payments, Power sector reforms, among others. In 2012, the subsidy savings is expected to yield about 1.4 trillion Naira (USD 9.3 billion) which is planned to be channeled to improving social service delivery for vulnerable groups through the Subsidy Reinvestment and Empowerment Programme (SURE-P). The Sovereign Wealth Fund (SWF) has also been established to address sustainable development. The fund was established with an initial capital of USD 1 billion from oil sales.

Under Nigeria's United Nations Development Assistance Framework (UNDAF) II for the period 2009-2013, six states and FCT programmatically served as 'Delivering as One' (DaO) pilots to improve UN coherence, relevance and impact in Nigeria. The Mid-term Review report of UNDAF II concluded that the pilots were limited and not fully functional, but should inform a far more ambitious drive of DaO in the next cycle. The UNDAF III process was therefore utilized by the UN system to develop a unique conception and home-grown DaO for Nigeria, with the UN Country Team (UNCT) agreeing to become a full-fledged "self-starter" DaO Country by January 2014. In so doing, the UN system in Nigeria will leverage its comparative advantages to enhance and record visible programmatic impact in the country, optimize resource utilization, promote its role as a neutral convener and broker of equitable development, while supporting improved aid coordination in the country. UNESCO is an active member of the Programme Management Team (PMT) responsible for the monitoring and evaluation of UNDAF II implementation and the development of UNDAF III (2014-2017).

In support of the Nigerian Government's efforts in addressing the lingering security challenges in the country, the United Nations, under the framework of the CTITF Initiative on "Integrated Assistance for Countering Terrorism" (I-ACT) initiated, through UNESCO Abuja office, a project titled, 'Conflict Prevention and De-radicalization of Youth in Nigeria through Cultural Dialogue and Education.' The project seeks to support conflict prevention, promote peace education and contribute to de-radicalization of youth and adults in Nigeria. In each of UNESCO's fields of competence, namely education, culture, sciences and communication and Information, gender equality is mainstreamed into planning and implementation of programmes

## 1.2. Education

The national education roadmap approved by the National Council on Education and the Federal Executive Council in 2009 outlined improvement and turn-around strategies for each of the sub sectors of education namely basic, post-basic and tertiary. The present Minister of education teased out a one-year strategy for the education sector and at her reappointment, a four year education sector strategic plan for the development of the education sector: 2011 to 2015 and had set up structures for its implementation focusing on six areas: Strengthening the institutional management of education; Teacher education and development; Access and equity; Standards and quality assurance; Technical and vocational education and training; and Funding and resource utilization.

The Nigerian Constitution of 29 May 1999<sup>2</sup> does not enshrine the right to education; however, it provides "(1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. (2) Government shall promote science and technology (3) Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide (a) free, compulsory and universal primary education; (b) free secondary education; (c) free university education; and (d) free adult literacy programme." (Article 18) It is evident, therefore, that the Nigerian Government identifies education as the foundation for

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<sup>2</sup>The Nigerian Constitution of 29 May 1999: <http://www.nigeria-law.org/ConstitutionOfTheFederalRepublicOfNigeria.htm>

social and economic development. All children are expected to have unfettered access to education through the implementation of the universal basic education programme and comprehensive education reforms. However, the education sector is still characterized by a variety of challenges in the areas of management, equitable access and quality; all of which are targeted by strategies in the Education Strategic Plan (2011-2015). The 2010 Nigeria Annual School Census (ASC) show an enrolment figure of 2,693,323 in ECD, (50.7% Males and 49.3% Females); 20,663,805 in Primary School (53.4% Males and 46.6% Females) with 87.3% gender parity. These enrolment figures are however characterized by large geographical differences, with high enrollment rates for males in the north as against low rates for females, while a near parity is recorded in the South. In 2008 it was lowest in the North West (22% female; 58% male) and the North East (23%; 51%). These figures contrast significantly to the southern zones, where there was an average literacy rate of 80% for women and 90% for men (NPC, 2011)<sup>3</sup>. The socioeconomic status of women and girls in the northern zones lags behind those in the south: over two-thirds of girls in the North aged 15-19 years are unable to read compared to less than 10% in the South; in the North only 3% complete secondary school and more than 50% are married by age 16 (British Council Nigeria, 2012).<sup>4</sup>

### **Pertinent development issues**

Nigeria has made some progress towards policy reforms and improvements in the education system. Some results have been achieved, but there is still a long way to go, given the gravity of the enrolment and performance challenges. The Federal Government demonstrated political will by launching the Universal Basic Education (UBE) Program in 1999, making basic education compulsory, free and a right for every child. The Universal Basic Education Intervention Fund (UBE-IF) program has begun disbursement to all states. The UBE intervention fund currently has nearly US\$500m available for basic education. The fund is managed by the Universal Basic Education Commission (UBEC). UBE-IF is funded through a 2% charge on the Federal Government's Consolidated Revenue Fund. These interventions have resulted in a massive expansion of basic education; although serious fluctuations have been observed in primary enrolment from 2003 to 2008.

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<sup>3</sup> ActionAids: Transforming Education For Girls In Nigeria: Endline Research Summary Report

<sup>4</sup> Ibid <sup>3</sup>

Further to providing more access, the Government of Nigeria approved in 2010 the establishment of nine new universities in the six geo-political zones of the country. Consideration was given to states without federal universities and the least concentration of other federal tertiary institutions in terms of existing polytechnics and colleges of education. President Goodluck Jonathan has approved the appointment of Vice Chancellors and Registrars for the universities while the Federal Executive Council has also approved NGN1.53 billion (about USD100 million) for each of the universities. This amount is expected to be sourced from the Tertiary Education Trust Fund (TETFUND). This will surely improve access to higher education by the 1 million candidates that are usually left out of university admission.

The Government operates conditional cash transfer which aims to serve as leverage to poor families in sending their girls to school to address the issue of marginalization, equity and equality. The government had initially tried its hands on home-grown school feeding programme to improve learning in schools.

The introduction of the Federal Teachers Scheme, the Special Teachers Upgrade programme (STUP) and the restructuring of the teacher education programme to be focused on specialist teachers according to the national policy on teacher education instead of the usual one-size-fits-all approach. All these are in the bid to remedy teacher shortage and quality and achieve the EFA and the education related MDGs.



A cross-section of the high table at the National workshop on the development of a national strategic framework for adult and youth literacy in Nigeria. **Photo:** Oluseyi Soremekun/UNESCO

However, despite the fact that Nigeria has several well-articulated policy documents, the problems remain as regards weaknesses and gaps in governance, institutional capacity, financing, implementation, equity, quality, learning outcomes, monitoring and evaluation. On this note, the reporting rates of Nigeria for the periodic consultations carried out by the education-related standard-setting instruments are quite discouraging<sup>5</sup>. Therefore, Nigeria's capacity and

<sup>5</sup> Nigeria is party to UNESCO's Convention against Discrimination in Education (1960) since 1969. Nigeria reported for the Eight Consultation of Member States (covering the period 2006-2011). However, it did not report on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the Sixth Consultation of Member States (covering the period 1994-1999) and the Seventh Consultation of Member States (covering the period 2000-2005).

coordination to report to UNESCO on the implementation of the education-related standard-setting instruments remains to be a challenge that must be ameliorated, which would in turn enhance Nigeria's capacity of implementing, monitoring and evaluating education related laws and policies.

## Challenges and Opportunities for UNESCO

Nigeria is a federated country with the states having autonomy in major activities, huge in size and complex, which makes it difficult to achieve optimum impact with limited resources available coupled with inadequate human resources in the education sector. Moreover, education is on the concurrent list of legislation (both the federal, state and local governments have rights to make laws as they wish on education). UNESCO Office focuses as much as possible on realizing impact at the central level through the provision of policy advice, technical assistance and programme design to support the country in ensuring access and quality education to both young and adults.

Other challenges include the lack of coordination of activities by the international development and the national partners, bureaucratic delays and limited capacity for planning and implementation.

The UNESCO-Abuja Office is expected to support the Nigeria education sector to accelerate progress towards EFA by giving priority to sector-wide policy and planning, literacy, teachers, and skills development for the world of work. UNESCO always aligns its resources and strategies behind a shared vision and priorities for education.

UNESCO being the lead agency for the coordination of education for all (EFA) activities co-chairs the International Development Partners (IDPs) Group on Education and serves as the secretariat. In accordance with the Paris Declaration, the Group provides support to the government in a more coordinated, harmonized, coherent and effective manner.

The Group works closely and harmoniously together in the education sector, with a collective role to play in providing enhanced funding (grants and credits) and technical assistance to the federal government and states. IDPs are supporting the Government in the drive for quality education across the whole sector according to each agency's mandate and comparative advantage. The major international development partners are UNESCO, UNICEF, World Bank, African Development Bank,

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Nigeria did not report within the framework of the fourth consultation of Member States the measures taken for the implementation of the UNESCO's Recommendation **concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms** (1974) (covering the period 2005-2008). It has not yet reported within the framework of the Fifth Consultation of Member States the measures taken for the implementation of the 1974 UNESCO Recommendation (2013).

Nigeria reported within the framework of the Second Consultation (2011) on the measures taken for the implementation of the 1976 Recommendation on the Development of Adult Education. However, did not report for the First Consultation (1993).

Nigeria is not party to UNESCO's Convention on Technical and Vocational Education (1989).

USAID, DFID and JICA. Thus far IDP collaboration has been concentrated in the areas of education systems strengthening and States Education Sector Planning, Education Management and Information System (EMIS), teacher development, girls' education, and, HIV and AIDS education.

There are opportunities for raising extra-budgetary resources in Nigeria because there are lots of home-grown resources to tap from either directly or indirectly. The Universal Basic Education-Intervention Fund (UBE-IF) introduced in 2005 as a 2% charge on Federal Government revenues and the Virtual Poverty Fund (VPF) introduced following the debt relief negotiations in 2006 located in the office of the President on MDGs are all potential sources for extra-budgetary resource mobilization. Even though Nigeria is not a donor-dependent country per se, there are a number of donors who are willing to give financial support. The Abuja office recently got a self-benefitting funds-in-trust from the MDGs for the revitalization of adult and youth literacy in Nigeria.



Chief, Education and Literacy, UNESCO HQ, Dr Venkata Subbarao presenting a paper at the National workshop on developing a strategic framework for adult and youth literacy in Nigeria. **Photo:** Oluseyi Soremekun/ UNESCO

### 1.3. Science

Nigeria's economic landscape is experiencing rapid changes due to globalization. It is a well-known fact that the impact of globalization on economies of developed countries is driven by Science and Technology (S&T) breakthrough. Therefore, it is obvious that if Nigeria, given its human and natural endowments, is to successfully transform its economy, the integration of S&T in the national socio-economic development process must be accorded the highest priority. In order to breakthrough in the field of S&T. Nigeria has recently entered into a new phase in her development stride, there is a reorientation towards holistic socio-economic development in the framework of Vision 20:2020 and the National Transformation agenda. These national development agenda have definitive roadmaps to provide focus for Science, Technology and Innovation (ST&I) intervention in all the key sectors of the economy. It is within this broad vision that the existing national policy on ST&I was reviewed to enable Nigeria make the desired impact on the economy, research and poverty alleviation and sustainable development efforts.

#### **Pertinent Development Issues:**

Recently, the Federal Government has shown great interest and increased appreciation of the role of STI systems in national socio-economic development. The realization of this fact motivated the government of Nigeria's increased support to the Federal Ministry of Science and Technology to expend a great deal of effort on reviewing and revitalizing the National S&T policy through the efforts of its scientists, international cooperation and technical support from UNESCO.

The reviewed STI policy which was implemented under the Nigeria/UNESCO STI reform initiative was launched in 2012. The policy lays emphasis on innovation which has become a global tool for fast tracking sustainable development. The new policy also demonstrates Nigeria's renewed commitment to ensure that its Research and Development engagements enhance new business development, encourage employment generation and proliferation of small scale enterprises to translate research outputs into goods and services in the market place.



A cross-section of participants at the UBRAF HIV/AIDS and sexuality education training in Dakar, Senegal. **Photo:** UNESCO



Nigeria is currently experiencing high unemployment rates, land degradation, climate change, environmental pollution, water scarcity, energy crises, etc. There is need to develop appropriate science, technology and innovation systems and strategic plan to address these problems. It is a well-known fact that despite the abundance of talented Nigerian Scientists and Engineers all over the world, the country is falling behind in the application of STI system for sustainable development. Much of this failure is attributable to lack of deep indulgence in research and intellectual activities, poor capacity to gather, process and share research data, inadequate deployment of research products in systems that promote entrepreneurship and good governance, and inadequate training of young scientists to meet the needs of the labour force. Therefore, Nigeria needs to re-tool its systems to continually address evolving problems, greater and coordinated collaboration amongst scientists, research institutions, policy makers, government, investment groups and international agencies should be encouraged to enable Nigeria achieve its development targets as specified in the MDGs. There is also the need to harvest S&T research outputs and deploy knowledge from many science and engineering disciplinary sectors into industrialization projects to achieve national socio-economic development targets.

UNESCO supported Nigeria in the revitalization of its national STI policy. The revised policy which was launched in 2012 will fast track sustainable development. Moreover, the present government's transformation agenda is envisaged to bring about internal revolution that recognizes the role of science and technology while it borrows adaptable technologies through engagement and collaboration with experts, innovators and stakeholders to alleviate poverty and catalyze sustainable development in all sectors of the economy.

## 1.4. Culture

Culture offers a sustainable means of human, social, and economic development, through its direct and indirect impact on policy dimensions such as the economy, education, governance, gender equality, communication, and social cohesion (2011 UCDIS). As a medium through which individuals express themselves, culture is an integral part of development; global cultural industries accounted for more than 7% of global GDP (2009 UWR), cultural tourism was 40% of global tourism revenue in 2007 UNWTO report; culture is also a vehicle for social cohesion and environmental stability.

Nigeria, a country with an estimate of over 400 languages and 250 ethnic groups, is divided into six geo-cultural zones; North/West, North/Central North/East, South/West, South/South and South/East. Each of the six geo-cultural zones is endowed with a variety of resources that make up Nigeria's rich cultural and natural heritage. Despite the abundance of cultural and natural resources available in the Nigeria, the contributions of the nation's cultural goods and services to the Gross Domestic Product (GDP) is low and unimpressive due to under-utilization of the potentials emanating from cultural goods and services. These could be used to link culture with all sectors of the society for socio-economic development, especially in a country with over 160 million people, many who are unemployed youth.



Some artifacts of the cultural industry in Nigeria. **Photo:** Ayanwale Olayanju/UNESCO

The underrepresentation of the culture sector into mainstream government strategies and action plans has been the major challenge of the culture sector in Nigeria. During the Military era, the culture sector was not given autonomy as a Ministry to implement the cultural policy of Nigeria for economic growth and development. The introduction of democracy as a system of administration placed Culture at par with other sectors by giving it a Ministry with the mandate to promote, preserve and utilize culture not only for image laundering at national and international levels but also as a means to solve the socio-economic problems of the nation (*Perspectives on Cultural Administration in Nigeria*, 2011) as highlighted by the administrations of former Presidents Olusegun Obasanjo and Umaru Ya'Adua in the NEEDS Documents and 7 Point Agenda respectively, as well as the present administration of Goodluck Jonathan under his Transformation Agenda.

In order to place culture in its rightful position as the foundation of nation building, a National Cultural Policy was promulgated in 1988 with a view to utilizing culture as the bedrock of development. Prior to the 1988 Policy, Culture was generally relegated to the lowest ebb in nation building. However, with the 1988 Cultural Policy, there were still the challenges of inadequate sensitization and safeguard of the country's tangible and intangible cultural heritage. These factors,



A UNESCO World Heritage Osun Grove, Osogbo, Osun State, South West Nigeria. site.

Photo: Oluseyi Soremekun/ UNESCO

in addition to the requirement of *UNESCO Universal Declaration on Cultural Diversity*, adopted in 2001, which stipulated that cultural policies should be revised every 10 years to take into account contemporary methods of safeguarding cultural heritage in all its forms and promoting the culture sector in general as an important component for sustainable development, led to the call for the revision of the Cultural Policy of Nigeria. Towards this end, the then Federal Ministry of Culture and Tourism, now Federal Ministry of Tourism, Culture and

National Orientation and its parastatals, in collaboration with UNESCO, commenced the policy review in 2003. The document is still awaiting finalization due to some clauses such as the establishment of a National Endowment of the Arts, which requires detailing of the economics of culture in statistical terms, in order to be measurable (*Perspectives on Cultural Administration in Nigeria, 2011*).

### **Challenges and opportunities for UNESCO:**

UNESCO's expertise and role in promoting normative action, safeguarding tangible and intangible cultural heritage, capacity building, promotion of cultural and creative industries, dialogue among civilizations and cultures, promoting the diversity of cultural expressions as well as its role as a catalyst for partnership and clearing house for best practices, places it with the comparative advantage of providing the platforms where dialogue, networking, and forging new partnerships can thrive, for the advancement of the sector.

The major challenge facing the delivery of cultural programmes in Nigeria is that of demonstrating the direct links between culture and development.

In order to demonstrate the direct link between culture and development there is the need for the involvement of local communities in national and international development plans and agenda for ownership and encouragement of culturally sensitive approaches. There is also the need to develop

a database (cultural statistics) of the various cultural goods and services across the country and their locations; train and retrain cultural administrators; operationalize/domesticate the UNESCO Cultural Conventions in the country - all of which Nigeria has ratified; form innovative partnerships; create awareness among Ministries, Departments and Agencies, including the UN agencies on the importance of culture to development.



Drums and traditional musical instruments as cultural communication tools . **Photo:** Olayanju Ayanwale/UNESCO

## 1.5. Communication and Information

The Communication and Information sector in Nigeria has been very vibrant over the years, especially since the deregulation of the broadcasting sector in 1992 and the issuance of licences to Global System for Mobile communication (GSM) operators in 2001. The deregulation of the broadcast industry heralded private ownership of radio and television stations in Nigeria and had been a major factor in the promotion of media pluralism in the country. Today, Nigeria has over 160 radio stations of which Lagos state alone accounts for 27 stations followed by the Federal Capital Territory (FCT) with 11 radio stations. Similarly, there are over 100 television stations in Nigeria and over 95 million mobile phone subscribers.

According to Internet World Stats, Nigeria's internet users increased from 200,000 users in 2000 to 45 million users in December 2011 (highest in Africa) which represents 32.2% of total users in the African continent. The country is followed by Egypt (21.7million) and Morocco (15.7 million). This implies that one in every three internet users in Africa is a Nigerian. However, Nigeria's internet penetration (percentage of population) stands at 29% which is far behind Morocco's 49%, Seychelles' 38%, Tunisia's 36.3% and Reunion (FR) 36%.

"Future forecasts", according to the September 4, 2012 issue of "Africa Micro: Insight & Strategy" (a publication of Standard Bank), 'are similarly bright-by 2016 Nigeria is expected to have a mobile penetration rate of over 70%.'



R-L: Executive Secretary, Nigerian Press Council, Mr Bayo Atoyebi; OIC UNESCO Abuja, Prof Hassana Alidou; Head of Delegation, European Delegation to Nigerian and the ECOWAS, Mr McRae; Hon. Minister of Information, Mr Labaran Maku; Resident Coordinator, UN System in Nigeria, Mr Daouda Toure; President, Nigeria Union of Journalists, Mallam Muhammed Garba and the Director/CEO, National Library of Nigeria, Mallam Habib Jato at the opening ceremony of the 2013 World Press Freedom Day. **Photo: UNESCO**

The development in telecommunications in Nigeria has impacted enormously on the applications of Information and Communication Technologies (ICTs) with the attendant increase in uses of devices that are based on convergence of information and telecommunication technologies.

Some telecommunication devices like Blackberries, mobile routers, internet modems/wireless mobile broadband dongles for laptops are used by journalists in both print and electronic media across the country and beyond to file in their reports to the newsroom right on the spot, thereby saving cost of usual telephone dictation of report and late night collation which usually delays news break and are prone to several mistakes. The coverage of the 2011 general elections and those that were held in 2012 was vivid evidence that Nigerian media have embraced the opportunities that ICTs offer to enhance journalistic practice.

It is worthy of note that as developed as the media industry is in Nigeria, the development is lopsidedly tilted in favour of mainstream commercial media at the detriment of community media whose main purpose is to give voice to the rural dwellers and promote their development and



A cross-section of participants at a training of Radio/TV producers and scriptwriters on mainstreaming of HIV/AIDS education in radio/TV production under UBRAF.

**Photo:** Oluseyi Soremekun/UNESCO

wellbeing. On October 18 2010, the President of the Federal Republic of Nigeria, Dr. Goodluck, Ebele Jonathan mandated the broadcasting regulatory body, the National Broadcasting Commission (NBC) to commence licensing organized communities that have yearnings for community radio, a proposal that has been agitated for since the past years. It is sad to note that two years after, no licence has been granted to any community for the establishment and management of a community radio. However, the NBC has argued that radio licences

issued to Universities and institutions of higher learning were community radio licences, as the stations were meant to be owned, operated and managed by the academic communities and for the academic communities. This position has been rejected by communication scholars and development partners in the country.

As regards freedom of the press and access to information in Nigeria, President Jonathan in May 2011, signed the Freedom of Information Bill into law and it became the Freedom of Information Act 2011 (FOIA). However, its implementation has been slow.

## Pertinent Development issues:

Nigeria as an independent nation for 52 years has developed several policies anchored on development of rural communities, but rural areas are still not developed and the quality of life of people in these areas continues to suffer. The slow implementation of the Freedom of Information Act by the government remains an issue as information/ records of activities of public institutions and other organizations using public funds are not readily available for public access.



Communication 4 Development: Women of Korinya community in Benue State, rehearsing traditional songs co-produced by UNESCO Abuja/CI to disseminate HIV/AIDS message.

Photo: Oluseyi Soremekun/UNESCO

The media technology dynamics, especially the transition from analogue to digital format, no doubt, requires a shift in media skills acquisition. Therefore, there is the need to review the curricula and update the training modules for some specific courses in Mass Communication departments of Universities and institutes of journalism in Nigeria to enhance the quality of graduates joining the workforce.

The World Summit on the Information Society (WSIS) recommended that everybody should have the opportunity to acquire ICT skills in order to understand, participate actively in, and benefit fully from the emerging knowledge societies. Capacity building in the use of ICT for education, particularly as regards improving literacy and teacher training, needs to be addressed for lifelong learning for media and information specialists (teachers inclusive), especially in a developing country like Nigeria.

Nigeria still faces the challenges of safety of journalists and impunity. There are many reported cases of journalists being attacked and in some cases, killed in the line of duty. While these incidents were widely condemned by government and all, occurrence never abated. Other challenges include, non-issuance of truly community radio licences; slow implementation (by government) and passive usage (by the press and members of the public) of the Freedom of Information Act; digitization of information and knowledge repositories and institutional capacity building of journalism training institutions.

## PART II - PAST AND PRESENT COOPERATION AND LESSONS LEARNED

### 2.1. Education

As principal activities in the last biennium 2010-2011, the education sector promoted evidence-based policy and planning in Nigeria as envisaged and articulated in Nigeria's development policy and priorities and the United Nations Development Assistance Framework (UNDAF II). It

contributed to the improvement of the sector especially through policy advocacy and advice, reform of the education system, capacity building, material development, mobilization and coordination of partners. The main focus of the cooperation between UNESCO Abuja and federal and state ministries of education has been on policy advocacy, capacity development, and monitoring of EFA. Significant attention was devoted to the coordination of the International Development Partners Technical Group on Education, with a view to assisting the FME in the areas of policy, coordination and effective and sustainable partnerships.



2012 International Literacy Day roundtable: R-L: Resident Coordinator, UN Nigeria, Mr Daouda Toure; Secretary General, NATCOM-UNESCO, Mrs Magdalene Anene-Maidoh; Director, UNESCO Abuja, Dr Joseph Ngu and UNHCR Representative in Nigeria & ECOWAS, Angele Dikongue-Atangana Photo: **Oluseyi Soremekun/UNESCO**

The objective of the UNESCO Education Programme and Budget for 2010-2011, was to support the achievement of Education for All in countries in need and provide global and regional leadership in education. UNESCO-Abuja Office works to accelerate progress towards EFA and achieve the education-related MDGs by giving priority to sector-wide policy and planning with EPSSim, literacy through LIFE and within the framework of the United Nations Literacy Decade 2003-2012, teacher development under the framework of TTISSA and skills development for the world of work. The Office equally works in adherence with and for the achievement of the following instruments:

- Internationally agreed development goals and commitments
- Six Education for All goals (Dakar 2000)
- United Nations Millennium Development Goals (MDGs), in particular MDGs 1, 2, 3 and 6.
- United Nations World Summit Outcome Document (2005)
- Plan of Action for the United Nations Literacy Decade (2003-2012).
- International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014).
- 2007-2010 Strategic Framework for UNAIDS
- Conclusions and Recommendations of the 48th session of the International Conference on Education



The UNESCO National Education Sector Strategy (UNESS) 2006-2015 was developed in consultation with government institutions, parastatals, civil society organizations and international development partners in order to identify strategic areas for technical cooperation, and requisite capacity building needed to achieve the education sector development and EFA goals in Nigeria. In response to the issues and challenges discussed during the consultations, UNESCO identified four areas of cooperation for contribution to Nigeria's economic empowerment and human development strategy. These areas of cooperation are:

- a. Building learning communities
- b. Developing competencies for quality human resources for youth and adults
- c. Strengthening institutional capacity for ownership and sustainability
- d. Advocacy, development coordination and resource mobilization

These constitute the roadmap for targeting UNESCO's response to the identified needs and priorities of the country's educational development and in synergy with UN and other development agencies. This also formed the basis for the development of the project: Revitalizing Adult and Youth Literacy in Nigeria.

Notwithstanding the fact that UNESCO Education Sector is operating with limited human and financial resources, it draws on the wealth of experience that abound at UNESCO headquarters, the UIS, UIL, IIEP, IBE, IICBA, the regional office at Dakar, Chairs, networks and national experts. In the first quarter of 2011, the sector brought experts from UNESCO HQ, UIS Montreal, and the regional office in Dakar to Nigeria to participate and contribute to a national dialogue on quality teachers for Education for All in Nigeria which was aimed at addressing the teacher gap in the country. The national conference critically examined and assessed existing teacher stocks and the flows of additional teachers required to meet the goal of quality EFA in Nigeria by 2015. Attention was focused on identifying key issues, trends and challenges related to the quantity and quality of teachers needed for achievement of EFA.

## Key results achieved

Programmatically, UNESCO helped enhancing political involvement and increased financial budgetary allocation for literacy. The UNESCO Abuja Office received a self-benefiting fund of about USD \$6.4 million for the revitalization of adult and youth literacy in the country. The adoption of the Education Policy Strategic Simulation model (EPSSim) developed by UNESCO with a view to providing technical and methodological support to national administrations in education ministries cannot go without a mention as an achievement for the sector in Nigeria. Twenty-three out of

thirty-six States and the Federal Capital Territory have realistic and well-costed credible strategic education plans in place using the EPSSim model. The process of developing the sector plans not only provided opportunities for learning to the States mobilized; it also contributed to initiating changes in the ways in which people work. These include team work, evidence-backed activity planning, engaging with stakeholders, improved



(L-R) Nigeria's Minister of Education, Prof. (Mrs) Ruqayyatu Ahmed Rufa'i and Director General UNESCO, Ms Irina Bokova, at the UNESCO headquarters, Paris. **Photo:** UNESCO

data awareness and initiation into ICT skills. Support to the federal government in the Revitalization of Technical and Vocational Education in Nigeria resulted in the development and production of several instructional materials, development of new curricula for 26 disciplines, setting up of 6 new Staff Development Centres in six geo-political zones, organization of several national and regional workshops, staff capacity development and the development of a National Vocational Qualification Frameworks (NVQF) to bridge the gap between the formal and non-formal settings in provision of TVET. Capacity building of teacher educators and teachers were enhanced within the framework of TTISSA and EDUCAIDS for improved quality in teaching and learning.

In coordination and in the spirit of the Paris Declaration on Aid Effectiveness, harmonization and alignment, UNESCO co-chairing the International Development Partners Group; and in compliance with the 2005 World Summit Outcome document and the Chief Executives Board (CEB) Action Plan, being an integral part of the UN Gender Theme Group and Development Partners Group on Gender, the successful hosting of the E-9 Ministerial Review Meeting in June 2010 scored a high point in our achievement sheet.

## **Lessons learned**

Involvement of both national and development partners from the outset of programme planning, implementation and monitoring and evaluation brings about alignment, harmonization, coherence and cost effectiveness. Advocacy and effective communication strategy can help enhance the profile, visibility and status of the sector among partners. We have come to understand that vocational skills for sustainable livelihoods are useful skills required by the poor especially in rural areas for poverty reduction as literacy as a stand-alone programme has proved increasingly unattractive to would-be participants. Literacy packaged along with vocational skills tends to help in improving the well-being of the rural people as well as ultimately increase their demand for literacy.

National ownership is important and brings about sustainability and relates to the needs of the people. We plan to continue to align our assistance to that of the government, continue with our partners retreat and encourage the international development partners to find a common ground to work together and synergize more.

On the flip side, experience showed that increasingly, donors, including bilateral agencies are gaining comparative advantage in areas where UNESCO has traditionally been considered a strong player – especially upstream level work. This shift demands a strategic repositioning of the Education sector contribution to achieve greater impact through coordination, capitalizing on the lessons learned and creating synergy with all development actors.

## 2.2. Science

The Nigeria-UNESCO science reform and revitalization project commenced on March 1, 2001 and was supposed to end on 30 June 2010. The total funding was provided by the Nigerian Government and Government of Japan. The project was designed to provide assistance to the Federal Government of Nigeria in a pre-investment analysis of the performance of the federal science and technology policies, programmes and institutions in the country with a view to identifying measures to revitalise the science and technology (S&T) system and increase its effectiveness in meeting societal needs particularly for economic competitiveness. The project led to the development of a draft innovation policy document and the elaboration of a Plan of Action on S&T

to be used by government as a framework for investment guidance at the national level and for dialogue with donors. In December 2011 a joint Nigerian Permanent Delegation/NATCOM/UNESCO briefed the Minister of Science and Technology on the progress of the Science Component of the Nigeria/UNESCO Special Plan of Cooperation and to get government's



endorsement for the continued financing of the science reform project under the Nigerian Self-Benefiting Funds-in-Trust, as well as ascertain the Minister's interest in the design of a follow up project. Following previous communications with the Secretary-General of NATCOM and the meeting held between Science Sector and the Permanent Delegate of Nigeria, the Nigeria-UNESCO Science Reform and revitalization project which was supposed to have ended in June 2010 was extended to July 2013.

NPO/Sc., UNESCO Abuja, Dr Osuji Otu at a community consultative forum on HIV/AIDS education held at Obe community in Enugu. Photo: Oluseyi Soremekun/UNESCO

In January 2011, UNESCO supported the newly established UNESCO – GEIFON Chair Programme in Environmental Sciences, University Of Benin, Benin City, Nigeria to organize a workshop on “Curriculum Development, Fund-Raising and Strategic Planning” to kick-start its activities. The Science Sector also supported the University of Nigeria, Nsukka (UNN) and the National Water

Research Institute (NWRI) Kaduna, through the various stages of proposal development and approval processes for the establishment of UNESCO Category II Regional Centres on Biotechnology and Water Resource Management respectively. The Science sector is also supporting Kwara State University, Gregory University and Bauchi State University to finalize their proposal for a UNESCO Chair in their institutions.

The Science sector worked in collaboration with UNESCO HQ Science Policy Division and the Federal Ministry of Science and Technology in the implementation of “Reform and Revitalization of Nigeria’s Science, Technology and Innovation System. The sector was instrumental in the organization of various national workshops in collaboration with the Ministry of S&T and relevant stakeholders in the last biennium to finalize the national STI policy.

### **Major UNESCO activities and results achieved:**

#### **Support for the Reform of the Nigerian Science and Innovation System**

During the last biennium, UNESCO in collaboration with the National Centre for Technology Management (NACETEM) organized a capacity building workshop on “Design, Implementation and Evaluation of Science, Technology and Innovation (STI) Policy” to assist policy makers in appreciating the significance of effective policy formulation for sustainable development as well as exposing participants to global best practices on how to design an all-encompassing STI policy. The project promoted participatory governance and created synergy between the legislature, Academic and Research Institutions to promote Science, Engineering, Technology and Innovation systems for sustainable development. It also promoted the development of effective legal framework for the reform of Science, Technology and Innovation systems in Nigeria.

The main beneficiaries were the legislators, academics from various Universities and Research institutes, science experts from the Federal Ministry of Science and Technology, relevant MDAs, NGOs, civil society, etc.

One of the key results achieved in the last biennium was the role of UNESCO in the production of the revised national policy on Science, Technology and Innovation Systems (ST&I). Apart from the technical support and advisory roles, UNESCO contributed immensely in strengthening the capacity of relevant institutions and personnel involved in the review of the national policy. The revised ST&I policy is now in use in Nigeria, it will maximize the contributions of ST&I to poverty alleviation and sustainable development.

#### **Capacity building of local people to cope with effects of climate change and management of their natural environment and strengthening Institutional capacities of research institutions in the Sahel and Niger Delta Regions to develop appropriate climate mitigation and adaptation measures.**

UNESCO in collaboration with the Energy Commission of Nigeria (ECN) and other stakeholders in the energy sector organized two workshops to strengthen the capacity of local people to cope with the effects of climate change. The workshop focused on tackling, and coping with the effects of climate change as well as combating environmental degradation in rural communities. The second

workshop on “strengthening the capacity of Research Centers and Universities within the Niger Delta and Sahel region of Nigeria” led to the development of appropriate policies and climate change coping strategies using Renewable Energy Technologies and Energy Efficiency Best Practices. During the workshop the need to promulgate an effective national Energy Policy was discussed extensively, the existing policy document was revised and submitted to the national legislators for approval.

The two workshops built the capacity of the local people to cope with the effects of climate change, and strengthened the institutional capacity of Research Institutes in the Sahel and Niger Delta regions to develop effective mitigation and adaptation measures and policies. It also enhanced the relationship between research institutes and oil and gas companies, as well as promoted effective utilization of renewable energy technologies and energy efficiency best practices.

### **Enhancing Gender mainstreaming in Science and Engineering courses for increased participation of female students in Nigeria**

In the last biennium, UNESCO, in collaboration with the Science Teachers Association of Nigeria (STAN) and other stakeholders, developed audio visual educational resource materials on step by step guide to Physics, Chemistry and Mathematics for Junior and Senior Girls secondary schools to enhance gender mainstreaming in science and engineering courses for increased participation of female students in Nigeria. The UNESCO science educational resource materials promoted and enhanced the utilization of Science and Technology/ICT - (interactive resource materials) to sensitize and popularize



Demonstrating the use of Microscience kits to female science students during the UNESCO-ICTP-UNN Science Fair & Mobile Learning Training Workshop at the University of Nigeria, Nsukka, 17 – 21 June 2013. **Photo:** UNESCO

science and engineering subjects amongst girls. The science modules for Physics, Chemistry and Mathematics were designed for junior and senior female secondary school students to catch them young and stimulate their interest in sciences. The audio-visual science educational resource materials which were distributed to selected female secondary schools in Nigeria not only improved STE delivery methodology but also enhanced gender mainstreaming and the participation of more female students in offering science subjects in their external examination and the study of science and engineering related courses in Higher Educational Institutions.

#### **Resources:**

The main resources for the implementation of UNESCO activities in the last biennium were funds allocated to Regular Programmes and contributions (in cash and kind) from major partners and stakeholders. During the planning phase of each workshop, UNESCO always provided the “seed

money”, and awarded an activity financing contract to a lead agency, and support the agency to mobilize resources from identified stakeholders and partners to argue the RP fund. UNESCO had raised over ten times the amount provided as seed in collaboration with the lead agency for the implementation of most project activities in Nigeria. However, most of our major partners have contributed in kind (human resource/staff time and other facilities) to support the implementation of UNESCO activities.

**Lessons Learned:**

The critical lessons learned in the past biennium include:

The willingness of our major partners and stakeholders to participate in all joint UNESCO programming exercises in Nigeria. The Federal Ministry of Science and Technology and other relevant agencies in the science sector contributed a lot to the successful implementation of UNESCO programmes. Although, most of our major partners did not make financial contributions as promised, they contributed in kind and human resources to implement UNESCO programmes.

The limited resources available for the implementation of Regular Programmes affected the scope and reach of most of the implemented project activities. Nigeria is a vast country, without adequate funding, it is difficult to reach every state and institutions. Therefore, most of our beneficiaries were from some selected institutions and MDAs. There is need for extra resources to widen the scope of UNESCO work in Nigeria.

There was need for continuity and sustainability of some of the science sector projects, especially Girls in Science and Technology project activity. Currently, we are sourcing for extrabudgetary funding to sustain the project and achieve all the objectives.

### 2.3. Culture

UNESCO's mandates in Nigeria in the field of culture are promoting intercultural/interfaith dialogue and cultural diversity, protection of the illicit trafficking of cultural goods, museum protection, safeguarding tangible and intangible heritage, capacity building, normative action, and copyright protection. Over the years, the Organization's actions in the culture sector have led to the ratification of all the UNESCO Cultural Conventions by the government of Nigeria, rehabilitation of ancient museums, inscription of sites on the World Heritage list, return of Cultural relics and artifacts from International Museums, establishment of cultural industries in Nigeria for economic empowerment, revision of the National Policy on Culture. Others include establishment of a Category 2 Institute for the promotion of African cultures and dialogue, safeguarding the Ifa Divination System (funded by Japan), mapping and documentation of the slave routes in Nigeria for dialogue and remembrance of centuries of



**L-R:** NPO/Clt, Ayanwale Olayanju; Asst. Programme Officer/Clt, Ms Nneka Egbuna (standing); Country Director UNDP Nigeria, Ms Ade Mamonyane Lekoetje, the Deputy Head of Mission, Embassy of Spain, Mr Ignacio Garido and Director & Country Representative, UNESCO Abuja, Dr Joseph Ngu at the Stakeholders' meeting on conflict prevention and countering the appeal of terrorism in Nigeria.

**Photo:** Oluseyi Soremekun/UNESCO

inhumanity that should not be allowed to happen again, the establishment of a National System of Living Human Treasures (funded by Norway), establishment of a UNESCO Chair in Cultural Heritage at the University of Port Harcourt, the establishment of an institute for museum and archaeological studies in Plateau State, and the establishment of the National Institute for Cultural Orientation.

These milestones would not have been possible without the support of the Federal Ministry of Tourism, Culture and National Orientation and its parastatals, state and local governments, as well as the donors. The Organization has also been working tirelessly to create awareness on the relevance of an all-inclusive strategic planning, intersectoral collaboration, integrating ICTs into culture sector programming and encouraging the training of cultural workers.



## KEY RESULTS ACHIEVED (2010-2012)

The major results achieved by UNESCO Abuja during 2010-2012 are as follows:

1. The cultural industry in Gidan Ajia, FCT, in collaboration with the Federal Ministry of Tourism, Culture and National Orientation upgraded.
2. The Management Plans for the two World Heritage sites in the country namely; the Sukur Cultural Landscape in Adamawa State and the Osun Oshogbo Grove in Osun State. Revised.
2. The capacities of national experts in safeguarding Nigeria's intangible cultural heritage strengthened.
3. Teacher-trainers trained on culturally sensitive HIV/AIDS education.
4. The extrabudgetary project 'Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Intercultural Dialogue and Education' in partnership with UN New York's Counter Terrorism and Implementation Task Force (CTITF), funded by the governments of Spain, Italy and Norway, approved for implementation.
5. Awareness created on the need for a more balanced and representative list of cultural and natural heritage properties on the UNESCO World Heritage Sites.



A cross-section of the high table at the Seminar to mark the 40<sup>th</sup> anniversary of the UNESCO World Heritage Convention in Abuja.

**Photo:** UNESCO Abuja

## 2.4. Communication and Information

During the period in view, Communication and Information sector worked in partnership with National Commission for UNESCO (NATCOM), selected higher education institutions, Ministries, Departments and Agencies of government especially, the National Library of Nigeria, the National Archives, the Federal Ministry of Information, Nigerian Union of Journalists, Librarians' Registration Council of Nigeria and the National Commission for Museums and Monuments in the areas of (i) Annual celebration of the World Press Freedom Day; (ii) Libraries and Archives (iii) Promoting the development of free, independent and pluralistic media for sustainable development (iv) Promoting the activities of the National Committee on Information for All Programme (IFAP) in Nigeria; and (v) Up-grade of communication equipment and building the capacities of Mass Communication lecturers on ICT in the selected potential Centre of Excellence and Centres of Reference.

### Key results achieved

The sector recorded many achievements within the period under review.

Amongst them are the following:

- Adoption of model curricula for journalism education in Africa, by fourteen higher institutions in Nigeria with a view to maintaining excellence in journalism training.
- **Freedom of Information Bill** signed into law in May 2011. It is now referred to as The Freedom of Information Act (FOI Act) of 2011
- Media, government and civil society groups sensitized on the implementation of the FOI Act
- National Harmonisation Committee on Libraries, Archives and Museums as a centre of education and learning established
- Listenership of Smallholders rural farmers' radio increased due to its wider coverage and reach as a result of extension of its mast from 130 meters to 200 meters.



NPO/CI, UNESCO Abuja, Oluseyi Soremekun (middle) working with women in Korinya community, Benue state, Nigeria to produce traditional songs as a communication tool for HIV/AIDS education. **Photo:** Nofiu Makinde/UNESCO

Furthermore, UNESCO Abuja, in its quest to promote pluralistic media in Nigeria, was able to facilitate setting up of a truly community radio called, 'Smallholder Farmers Rural Radio', in Obitti community, in Ohaji/Egbema local government area of Imo state, but under the auspices of Imo state broadcasting corporation. The station is owned, run and managed by the community. UNESCO trained community members

in programming, programme development and studio management.

To address the slow implementation of the Freedom of Information Act, UNESCO Abuja, with the support of the US Embassy and other partners, organized workshops and embarked on advocacy visits to the Minister of Justice and Attorney General of the Federation, Mr Mohammed B. Adoke (SAN) as well as the Minister of Information, Mr. Labaran Maku.

### **Lessons learned**

The major challenge that often affects the output of the sector's programmes is mainly constraints in mobilizing counter-part funding. We learnt that seeking a strong collaboration with partners, synergizing in similar activities contained in their work plan would facilitate having a one activity that will be more productive when collectively implemented.



Kelvin Nwulu, a member of Obitti community, on air in the studio of the UNESCO-supported Smallholder farmers rural radio, Obitti community, Ohaji/ Egbema local government area of Imo state, South East Nigeria.

### PART III - PROPOSED COOPERATION FRAMEWORK

The contribution of UNESCO to the UNDAF II and III cannot be over emphasized. The organization has made huge commitments in the area of strengthening media in the rule of law; strengthening independent and pluralistic media; supporting National Committee on Information for All Programme (IFAP) in Nigeria; enhancing capacity for teacher educators and teachers within the framework of EDUCAIDS; mainstreaming HIV and AIDS education in academic and training curricula in formal and non-formal education; supporting youth employability through strengthening institutional capacities for LMIS; and supporting conflict prevention efforts through peace education and dialogue.

UNESCO Abuja's strategic cooperation framework included support to the government of Nigeria to address the challenges of literacy and policy reform in education; the contribution of culture to development; the promotion of freedom of expression and information; strengthening media pluralism; promoting the role of STI in national socio-economic development and supporting the review of the STI policy.



Abuja Carnival 2011. Photo: Nneka Egbuna/UNESCO

The above, no doubt, underscores the strong partnership that exists between

the UN agencies, including UNESCO, and the Nigeria Government. Individually and collectively, the UN agencies have saved lives; improved the wellbeing of the people; promote human rights and gender equality; strengthen freedom of expression and public access to information.

In addition, there is intersectoral cooperation within UNESCO. Two or more sectors have collaboratively implemented both Regular Programmes and Extra-budgetary ones. Such programmes include the Unified Budget for Results and Accountability Framework (UBRAF) Project on "Mainstreaming HIV & AIDS Education into Formal and Non-Formal Education System in Nigeria; Reinforcement of Archives, Libraries and Museums as centres of education and learning

and the (CTITF) Project on Conflict prevention and countering the appeal of terrorism in Nigeria through intercultural dialogue and education.

### 3.1. Education

Within the UNDAF, UNESCO is working with sister agencies, notably, UNICEF, government and other national stakeholders to revitalize adult and youth literacy in Nigeria. To this end, the Federal government of Nigeria has lodged funds-in-trust with UNESCO in 2011 to the tune of US\$6.4 million to coordinate the implementation of a three-year project “Revitalizing Adult and Youth Literacy in Nigeria, 2012-2015”. This project within the framework of UNESCO’s priority areas for EFA: Literacy, teachers and work skills.

UNESCO has worked with UNICEF to incorporate the literacy project expected results into the UNDAF III (2014-2017) results framework of the Social Capital pillar which is currently being developed. The successful implementation of this project will lead to the improvement of literacy levels and contribute to the achievement of EFA.

#### **Unified Budget for Results and Accountability Framework (UBRAF) Activities**

In 2012-2013 biennium, UNESCO is implementing UBRAF Extra-budgetary project on “Mainstreaming HIV & AIDS Education into Formal and Non-Formal Education System in Nigeria”. One of the project’s main objectives is to build the capacity of Radio/TV Independent/Regular Producers and Scriptwriters to use mass media (Radio, TV, etc.) to promote HIV & AIDS sexuality education as well as the inclusion of HIV & AIDS prevention, treatment and care into plots/storylines for soaps/home video and into themes of popular Radio/TV programmes. This will have a great potential of deepening the knowledge and awareness of issues surrounding HIV & AIDS prevention and treatment. It will also promote gender equity, human rights and removal of social and cultural practices that militate against accessing sexual and reproductive health education and services in urban and rural communities.

### 3.2. Science

The Science sector due to zero budget for Regular Programmes in this biennium could not do as much as it could have done. However, the following activities were still carried out:

**Strengthening the International Hydrological Programme (IHP) and Man and Biosphere (MAB) National Committees for Effective Water Governance, Biosphere Reserve Management and Biodiversity Conservation:** Forty-three MAB and IHP National Committee members, water and environmental experts from various Government Ministries, Departments, Parastatals, Universities, NGO’s and private consultants benefitted from this capacity building

**Strengthening National Institutional Capacity and Human Resources for the Application of STI Policies for sustainable Development.** A total of Sixty-five participants from the State Ministries of Science and Technology, Agriculture and Water Resources, Environment, Energy,

Power, Science Education, Health, selected higher education and research institutions as well as the civil society benefitted.

### **Support to Higher Education Institutions (HEI) and Research Centres.**

The Sector supported UNESCO-GEIFON Chair Programme in Environmental Sciences, University of Benin, Nigeria to organize a workshop on “Curriculum Development, Fund-Raising and Strategic Planning” to kick-start its activities; and the Kwara State University Chair in Alternative Energy to organise a workshop on “sustainable materials in May 2013. Currently, we are supporting Gregory University and Bauchi State University to finalize their proposal for a UNESCO Chair in their institutions.

### **3.3. Culture**

The major activities (Regular Programme) for the present biennium (2012-2013) are as follows:

1. Strengthening the Implementation of the 1972 (World Heritage) Convention in Nigeria
2. Promoting intercultural dialogue, Social cohesion and a culture of peace and non-violence in Nigeria
3. Promoting the role of culture as the missing link in development
4. Strengthening the implementation of the 2003 Convention on safeguarding the ICH in Nigeria

At present, only item (1) has received funding. Two extrabudgetary projects were also planned for; one out of the two has received funding:

1. Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Intercultural Dialogue and Education (2012-2013) - this project is presently ongoing.
2. Safeguarding the Intangible Cultural Heritage of Nigeria (2012-2014) - to be funded by the Japanese government.

The above areas are the key mandates of the sector for the present biennium. Due to financial constraints, UNESCO is working towards expanding its partnerships. The two extrabudgetary projects are pilots which we hope will be sustained after the termination of the projects by aligning the project with existing policies and frameworks for peace building and conflict management through strategic partners such as the Institute for Peace and Conflict Resolution. We hope to increase the funding in order to implement the project’s activities across the 6 geopolitical zones. We also expect to receive funding for the three Regular Programme activities with zero budget.

### 3.4. Communication and Information

UNESCO has been working for over 40 years in the field of media and information literacy (MIL). Part of its strategy involves creating partnerships necessary to amplify the impact of MIL. To this end, UNESCO will launch the Global Forum for Partnership on MIL (GFPMIL) from 26 to 28 June 2013 at the Nikon Luxury Hotel, in Abuja, Nigeria, under the theme “Promoting Media and Information Literacy as a Means to Cultural Diversity”.

This initiative is a partnership between UNESCO, the United Nations Alliance of Civilizations (UNAOC) and other key stakeholders around the world. GFPMIL will not be another academic meeting but a more focused and permanent mechanism aimed at:

- articulating concrete partnerships to drive MIL development and impact globally;
- enabling the MIL community to speak as one voice on certain critical matters, particularly as it relates to policies;
- further deepening the strategy for MIL to be treated as a composite concept by providing a common platform for MIL related networks and associations globally.

With Africa as an overarching priority for UNESCO, GFPMIL will incorporate the International MIL and Intercultural Dialogue Conference as the first global partnership project with a focus on Sub-Saharan Africa and Middle East and North Africa. This conference is supported by the Government of Saudi Arabia, the Swedish International Development Agency, the Government of Nigeria, and other international and regional stakeholders.

The following UCPD results matrix presents the main results that UNESCO expects to achieve over the period 2012-2013 within the framework of the UNDAF III.

UCPD Nigeria Results Matrices

I. UCPD results matrix (outcomes/results included in the UNDAF)

UNDAF/ One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
<b>EDUCATION</b>				
By 2017, Nigeria’s formal and non-formal education system produce increased numbers of graduates with relevant functional, technical and vocational market-driven knowledge and skills; through quality education system informed by evidence, equity based, gender sensitive, innovative policies, plans, systems and programmes at Federal, state, LGA and community levels, supported by adequate funding at each level.	4 million adults and youth and 2 million out-of-school children made literate with relevant vocational skills and competencies through improved programme delivery, capacity building and mobilization of partnerships by 2015.	<ul style="list-style-type: none"> <li>• No. of Adult and Non-formal Education Training institutions with capacities built in facilitator training, curriculum development, programme delivery, M+E, etc.</li> <li>• An inclusive and responsive literacy and Non-Formal Education policy developed/ revised</li> <li>• No. and types of partnerships developed</li> </ul>	6.4 million	6.4 million
The number of 3-5 year olds accessing Early Childhood Care and Education (ECCE) increased by 65% by 2015	Comprehensive and inclusive policy environment for ECCE in Nigeria formulated.	<ul style="list-style-type: none"> <li>• Establishment of ECCE center in at least 80% of both public and private schools across Nigeria.</li> <li>• At least 50% of the 3-5 year olds who lack access to this foundational education have access to ECCE</li> <li>• Disaggregated data (sex, age, geographical location, qualified teaching personnel and gaps)</li> </ul>	Follow up discussions with UBEC	100,000



		for costing ECCE empirically generated.		
Support and sustainable resource mobilization for adult and non-formal education sub sector established and strengthened to address the needs of the teeming illiterate populations in Nigeria by 2015	Adult and non –formal basic education subsector included in the UBE-IF.	<ul style="list-style-type: none"> <li>At least 5-10% of the UBE 2% CRF is allocated to adult and non-formal sub-sector</li> </ul>	50,000	3,427,500/annum
Quality of teaching and learning greatly improved through the recruitment of core subject master teachers for the achievement of EFA goal 6 by 2015	Evidence based analysis of gaps on the number of teachers needed to achieve EFA by 2015 established through the reliable data on flows of additional teachers planned/required.	<ul style="list-style-type: none"> <li>Inclusion of teacher gaps and requirements in the education sector strategy plan</li> </ul>	0	50,000
80% improvement in the quality of teaching and learning through the introduction of ICT in schools in FCT by 2015	Improvement in the teaching and mastery of English Language in schools through the introduction of the mobile learning project by UNESCO and Nokia	<ul style="list-style-type: none"> <li>Increase in the use of ICT for teaching and learning in the FCT</li> <li>Reduction in the teacher: pupil ration for English teachers</li> </ul>	50,000	300,000
<b>CULTURE</b>				
The Federal Government and selected States able to secure a participatory policy and institutional environment conducive to sustainable peace and equitable development	Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally and nationally	<ol style="list-style-type: none"> <li>At least 2 sensitization campaigns on the importance of dialogue in conflict management organized</li> <li>At least 3 town hall meetings organized</li> <li>Cultural industries promoted for job creation</li> <li>At least 2 training modules developed for use at National, state</li> </ol>	313,500	1,881,000

		and LGA levels		

**II. UCPD Results Matrix of activities not included in the UNDAF**

Expected Result of UNESCO Activity	Performance Indicators and Benchmarks	Available resources (USD)	Mobilization Target (USD)	UNDAF/One Plan Expected Results/Outcome
<b>NATURAL SCIENCES</b>				
Strengthened and self-driven national STI systems and policies developed	<ul style="list-style-type: none"> <li>- Advocacy meeting with the legislators, relevant agencies and STI experts organized</li> <li>- Capacity building workshop organised in the selected states for STI experts.</li> <li>- At least 100 STI experts trained for effective application of STI policy to enhance sustainable development and poverty alleviation (Existence of National STI Policy)</li> </ul>	10,000	100,000	Policy
The government of Nigeria supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	<ul style="list-style-type: none"> <li>- Consultation meetings organized in collaboration with NatCom UNESCO Office, for relevant Ministries, members and the Management of IHP and MAB Committees</li> <li>- Capacity building workshop organized for IHP and MAB Committee members</li> <li>- At least 20 MAB and IHP Committees trained to meet up with national and international best practices in Water, Biosphere Reserve Management and Conservation (Existence of dysfunctional IHP and MAB Committees)</li> </ul>	10,000	100,000	Climate Change

<b>CULTURE</b>				
The national safeguarding capacities of Nigeria strengthened	1) Policy assessment for safeguarding the ICH strengthened 2) ICH elements inventoried 3) At least 30 cultural administrators at national, state and local levels trained	0	300,000	Enabling policies and investments lay the basis for faster and more sustainable growth in output and employment in the rural economy
Cultural and natural heritage protection and promotion strengthened	(1) WH properties protected from harmful development and climate change  (2) contribution of world heritage properties to sustainable socio-economic development enhanced	20,000	50,000	Environmental policy, regulatory and enforcement agencies at Federal level and in focus States able to establish and manage an integrated framework for environmental governance.
The role of culture in sustainable development better integrated into national development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	(1) cultural administrators trained in cultural statistics (2) awareness raised on socio-economic empowerment through cultural and creative industries (3) Culture integrated into the UN common programming exercises,	0	20,000	1) Guidelines for organizational restructuring, systems redesign and minimum skills base in place to manage functioning statistical systems.  2) Enabling policies and investments lay the basis for faster and more sustainable

				growth in output and employment in the rural economy
Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally and nationally	1) improved knowledge of cultural/religious understanding among religious and ethnic groups (2) participation of young people and women in public action for dialogue	0	20,000	The Federal Government and selected States able to secure a participatory policy and institutional environment conducive to sustainable peace and equitable development
<b>COMMUNICATION AND INFORMATION</b>				
Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies...the safety of media professionals enhanced, and the combat against impunity strengthened	N° of activities organized on World Press Freedom Day - 2 Advocacy visits - At least 180 media professionals and student journalists attend opening ceremony with keynote address - At least 40 media professionals and members of the civil society trained and sensitised	32,550	100,000	UNDAF Result Area: Good Governance
The government of Nigeria supported in the development of free, independent and pluralistic media, reflecting the diversity of the society	N° of activities that strengthen establishment of community radio N° of media development initiatives supported by IPDC - At least 5 activities sensitising 200 people from 4 communities on establishing community radio	30,000	100,000	UNDAF Result Area: Good Governance

	- At least 1 IPDC supported project			
Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media	<p>N° of institutions that have improved journalism education on the basis of the UNESCO model Curricula for journalism education</p> <ul style="list-style-type: none"> <li>- At least 4 institutions with improved journalism education based on UNESCO model Journalism Curricula.</li> <li>- At least 2 journalism training institutions strengthened with equipment</li> </ul>	20,000	120,000	
Media and Information Literacy enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men	<p>N° of teachers trained in the application of ICT</p> <ul style="list-style-type: none"> <li>- 40 teachers trained in the application of ICT to improve efficiency</li> </ul>	20,000	55,000	
Nigeria's documentary heritage protected and digitized, capacities of member states strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as center of education, and learning and information.	<p>N° of operational committees established</p> <ul style="list-style-type: none"> <li>- 1 committee on harmonization of libraries, archives and museums established</li> <li>- At least 20 preservation professionals trained (of whom 50% are women)</li> </ul>	10,000	75,000	

## **PART IV – PARTNERSHIPS**

### **1.1. Education**

The country programme is primarily implemented in close collaboration with the government of Nigeria, bilateral/multilateral partners and other United Nations agencies within the United Nations Development Assistance Framework (UNDAF 2009-2012). These include the Federal Ministry of Education, the National Commission for Mass Literacy, Adult and Non-Formal Education on literacy and non-formal education issues, the National Commission for Colleges of Education on pre-service education, National Teachers Institute on in-service teacher education, National Board for Technical Education on TVET, Universal Basic Education Commission and Nigerian Educational, Research and Development Council on ECCE.

The sector maintains a strong partnership with international development partners group in education – UNICEF, World Bank, DFID, USAID, JICA, AfDB in coordination matters and in the implementation of the Global Partnership for Education (GPE) in Nigeria. The Education Unit is working within the framework of the GPE to further the national education agenda. In particular, as the IDPs assist the identified States of the Federation prepare their proposals for submission to the GPE, UNESCO will endeavour to include literacy and non-formal education in States sector plans so that the sub-sector is not neglected.

The sector will also maintain the strong partnership with international and local NGOs, FBOs, CSOs and explore new ones especially in the implementation of the Literacy Revitalization Project and other education priority areas.

### **1.2. Science**

In the past and present biennia, UNESCO supported and worked in collaboration with the Federal Ministry of Science and Technology and its agencies (National Biotechnology Research Development Agency (NABDA), National Centre for Technology Management (NACETEM), Energy Commission of Nigeria (ECN), Science Teachers Association of Nigeria, etc, to play leading role in fostering cooperation and collaboration amongst all Science and Technology (S&T) stakeholders, Ministries, Federal, State and Local Governments, Universities and Research Institutes. UNESCO will continue work in partnership with these and other agencies provide technical guidance and backstopping play advisory role and support relevant MDAs involved harnessing ST&I research outputs for the implementation S&T-based capital projects for sustainable development.

### **1.3. Culture**

UNESCO Abuja Culture Sector implements its programmes mainly in partnership with the Federal Ministry of Tourism, Culture and National Orientation, its state Ministries and parastatals: National Commission for Museums and Monuments (NCMM), National Council for Arts and Council (NCAC), National Gallery of Art (NGA), National Institute for Cultural Orientation (NICO), Centre for Black and African Arts and Civilizations (CBAAC), National Troupe of Nigeria, (NTN), National Arts Theatre, National Orientation Agency, Nigerian Tourism Development Corporation (NTDC), National Institute for Hospitality and Tourism (NIHOTOURS), Non-Governmental Organizations, and Embassies.

Due to the multidisciplinary nature of the Culture sector, UNESCO also collaborates with other relevant Ministries, organizations, CSOs and NGOs to deliver its programmes and activities, and continues to seek new partnerships in order to build synergies and impact.

#### 1.4. Communication and Information

The Communication and Information sector has over the years, built a strong partnership with relevant Ministries, Departments and Agencies (MDA) of government in Nigeria. Prominent among these are the Federal Ministry of Information; the National Library of Nigeria; the National Archives; Librarians' Registration Council of Nigeria; Nigerian Union of Journalists and Ministry of Justice.



Nigeria's Minister of Information, Mr Labaran Maku receives a delegation of World Press Freedom Day Planning Committee led by the Director & Country Representative of UNESCO Abuja, Dr Joseph Ngu. Photo: Oluseyi Soremekun/UNESCO

The CI sector mobilized funds from the Federal Ministry of Information; the Embassy of the United States America, Abuja; the Federal Ministry of Information and MTN Nigeria as Additional Appropriation, all in support of the 2012 World Press Freedom Day and associated activities in

promotion of freedom of the press and public access to information. All the donors signed the standard UNESCO's letter for Additional Appropriation and this was uploaded into SISTER accordingly.

In addition to the above, the National Library of Nigeria, the Nigerian Union of Journalists and the Librarians' Registration Council of Nigeria contributed in kind to programmes that fall within their areas of mandates. The Ministry of Justice provides support to UNESCO's campaign for the implementation of the Freedom of Information Act (FOI Act) while the National Archives provides technical support during programming on Archives and Libraries.

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