



United Nations
Educational, Scientific and
Cultural Organization

Dakar Office
Regional Bureau

UNESCO DAKAR

ANNUAL REPORT
2015

Burkina Faso
Cabo Verde
Gambia
Guinea-Bissau
Mali
Niger
Senegal

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FOREWORD

Dear colleagues, friends and partners,

I am pleased to share with you the Annual Report 2015 of the UNESCO Multisectoral Regional Office for West Africa (Sahel) in Dakar, with the oversight function of the Bamako Office. Nearing the end of the era of the Millennium Development Goals, 2015 marked the adoption of the 2030 Agenda for Sustainable Development in September with 17 Sustainable Development Goals in which UNESCO will play an important role. During this transition within the International Agenda, we have continued to effectively support Member States in our fields of competence.

The report describes the achievements and continued agenda-setting role in key areas, obtained in a changing environment within UNESCO following the recent reform of UNESCO field offices in Africa with a particular emphasis on our work promoting innovation, interdisciplinary partnerships, and Delivering as One.

2015 continued to be a year of transition in UNESCO, in particular in the Africa region, where the field reform has resulted in new roles and functions of the various field offices. The Dakar regional multi-sectoral office is fully functional and is responsible for seven countries (Burkina Faso, Cabo Verde, the Gambia, Guinea-Bissau, Mali, Niger and Senegal).

As described in this Report, UNESCO Dakar has demonstrated its ability to manage change, not only through innovative projects but also through new ways of working, which includes the initiative of creating a Service Centre that pools together all programme assistants for improved efficiency. In addition, we continue to work in the true spirit of Delivering as One UN by sharing the premises with UNOWAS, reinforcing our contribution to the UN Integrated Strategy for the Sahel as it concerns governance, resilience, and security. In addition, we have embraced the principle of Delivering as one UNESCO, pooling expertise of the regional office with those of the institutes and the regional or national offices as when necessary. The office hosts the IIEP-Pôle de Dakar and the UIS regional outfit.

I am happy with the accomplishments of the team both in Dakar and the national office in Bamako headed by Lazare Eloundou Assomo, the good and collaborative spirit with entities beyond the Dakar Office with other UNESCO and UN sister agencies in the support we bring to Member States in the areas of education, culture, social and human sciences, natural sciences, as well as communication and information for sustainable development.



Ann Therese Ndong-Jatta

Director of UNESCO Multisectoral
Regional Office for West Africa
(Sahel) in Dakar

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

Acronyms

Education Sector

EFA Education for All

TVET Technical and Vocational Education and Training

LNFE Literacy and non-formal education

ICT Information and Communication Technology

Cap EFA Capacity Development for Education for All

ODL Open Distance Learning

LMD Licence (Bachelor)-Master-Doctorat

GCED Global Citizenship Education

LEG Local Education Group

PAJEF Projet d'alphabétisation des Jeunes Filles et Jeunes Femmes avec les Technologies de l'Information/ Literacy Project for Girls and Women in Senegal

INEE Inter-Agency Network for Education in Emergencies

MDGs Millennium Development Goals

SDGs Sustainable Development Goals

ESD Education for Sustainable Development

EFA GMR Education for All Global Monitoring Report

IICBA International Institute for Capacity Building in Africa

ECOWAS Economic Community of West African States

CAMES Conseil Africain et Malgache pour l'Enseignement Supérieur

UEMOA West African Economic and Monetary Union

ANAQ- SUP Autorité Nationale d'Assurance Qualité de l'enseignement Supérieur du Sénégal

OOAS Organisation Ouest Africaine de la Santé

REESAO Réseau pour l'excellence de l'enseignement supérieur en Afrique de l'Ouest

Natural Sciences Sector

STI Science, Technology and Innovation

CILSS Comité permanent Inter-Etats de Lutte contre la Sécheresse dans le Sahel

IWRM Integrated Water Resources Management

Social and Human Sciences Sector

MOST programme: Management of Social Transformations

CODESRIA Council for the Development of Social Science Research in Africa

AFARD/ AAWORD Association des Femmes Africaines pour la Recherche et le Développement

PG-VGB/DH Programme pour l'éradication des violences basées sur le genre et promotion des droits humains /

Programme for the eradication of gender-based violence and the promotion of human rights

HRBA Human Rights based-approach

PNJ Politique Nationale de la Jeunesse/National Policy on Youth

MJS Ministère de la Jeunesse, de l'Emploi et de la construction citoyenne / Ministry of Youth, Employment and Citizen Building

CNJ Conseil National de la Jeunesse du Sénégal

LPSD Lettre de Politique Sectorielle de Développement / Sector Development Policy Statement

PSE Plan Sénégal Emergent

IYF International Youth Foundation

ENWARCA Educational Research Network for West and Central Africa

Culture Sector

CERAV Centre Régional pour les arts vivants en Afrique

ICH Intangible Cultural Heritage

WH World Heritage

PSMV Plan de sauvegarde et de mise en valeur

Communication and Information Sector

CSC Supreme Council of Communication

AMARC World Association of Community Radio Broadcasters – Section Africa

UAR African Union of Broadcasting and Television

HEIC Advanced Studies in Communication and Information

SYNPICS Union of Information and Communication Professionals of Senegal

IPDC- UNESCO International Programme for the Development of Communication

United Nations Agencies

UNICEF United Nations Children's Fund

UNDP United Nations Development Programme

UNFPA United Nations Populations Fund

UNOWA United Nations Office for West Africa

OHCHR Office of the United Nations High Commissioner for Human Rights

UNWOMEN United Nations Entity for Gender Equality and the Empowerment of Women



Photo: UNESCO/M. Branco

INTRODUCTION

2015: Challenges and Achievements

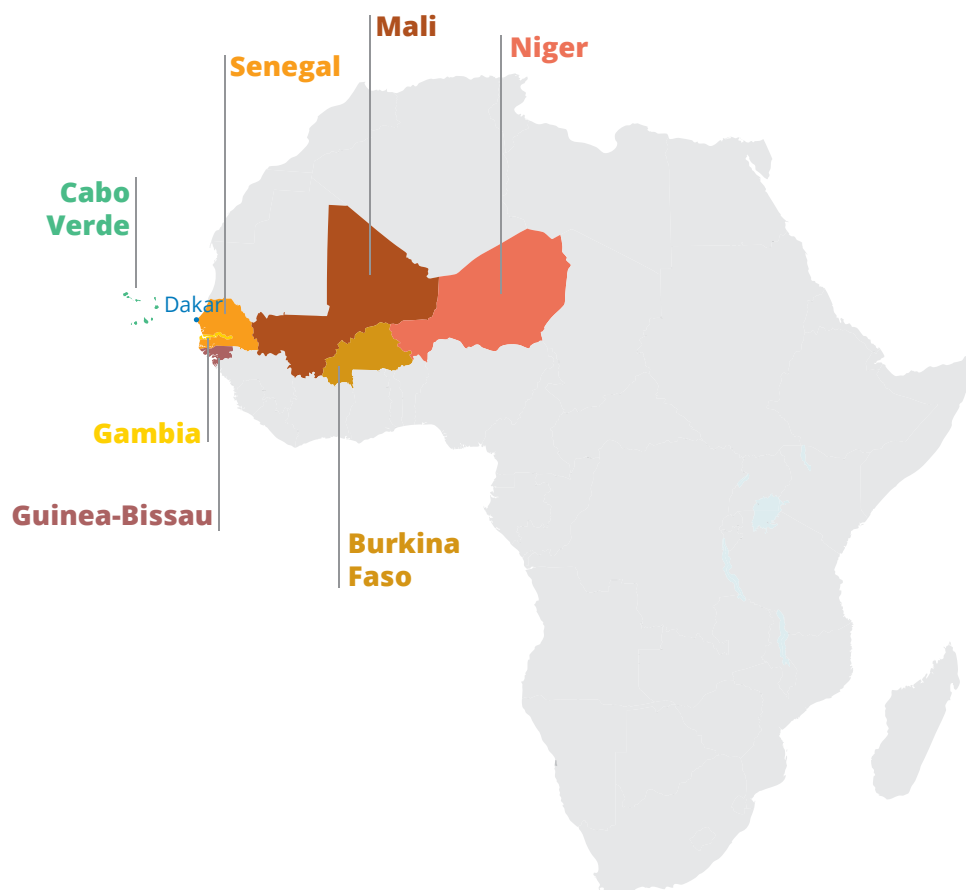
The UNESCO Multisectoral Regional Office for West Africa (Sahel) in Dakar (hereafter UNESCO Dakar), formerly UNESCO's Regional Bureau for Education in Africa (BREDA), works across all programme sectors: Education, Natural Sciences, Social & Human Sciences, Culture, and Communication & Information. The Office covers 7 countries, namely Burkina Faso, Cabo Verde, Gambia, Guinea-Bissau, Mali, Niger, and Senegal.

Throughout 2015, UNESCO Dakar continued to play a coordinating role for a selected number of education programmes in sub-Saharan Africa (SSA) including in the area of sector-wide policy and planning, technical and vocational education and training (TVET), and the shaping of the new education agenda.

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

In 2015, UNESCO Dakar employed 59 persons (32 international staff, 17 locally hired staff and 10 temporary staff). These figures include 4 staff members working at the sub-Saharan

Branch of the UNESCO Institute for Statistics (UIS). Furthermore, an additional 23 staff were in service at the International Institute for Educational Planning's regional branch of IIEP-Pôle de Dakar, which shares the same premises as UNESCO Dakar. The activities of both the Pole de Dakar and UIS are reported as part of the annual reports of their headquarters respectively located in Paris and Montreal.



2015: a year of change

2015 marked the second year of implementing UNESCO's 2014-2021 Medium-term Strategy that aims at revitalizing UNESCO, making it more relevant to Member States and resilient to change. To that effect, all strategic objectives and thematic focus areas respond to two overarching objectives, specifically that of Peace, and Equitable and Sustainable Development.


In addition, UNESCO's new Operational Strategy for Priority Africa, which includes six flagship programmes, began in 2014. This Operational Strategy is based on the Vision of the African Union's 2063 Agenda, working towards "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena." Throughout 2015, the UNESCO Dakar Office has been engaged in contributing to all 6 flagships.

The year 2015 was the last target year for both Millennium Development Goals (MDGs) and Education for All (EFA) goals. It was therefore marked by programme activities to accelerate the implementation of MDGs and EFA goals in the region and to address the new emerging themes (e.g. education for global citizenship) and priority areas (post-basic education and higher education), as well as consultations around the new global agenda on Sustainable Development Goals (SDGs). UNESCO Dakar was particularly active in 2015 in facilitating the debates on the EFA national and regional reviews and the education-related Sustainable Development Goal (SDG) 4 "Education 2030".

Flagships programmes for Priority Africa

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

Human Development Index (HDI)

-  Cabo Verde
Ranking 122/188 - HDI 0.646
-  Senegal
Ranking 170/188 - HDI 0.466
-  Gambia
Ranking 175/188 - HDI 0.441
-  Guinea Bissau
Ranking 178/188 - HDI 0.42
-  Mali
Ranking 179/188 - HDI 0.419
-  Burkina Faso
Ranking 183/188 - HDI 0.402
-  Niger
Ranking 188/188 - HDI 0.348

World Average - HDI 0,711

Sub-Saharan Africa Average - HDI 0,518

Development challenges of the Region

UNESCO Dakar is responsible for countries that share similar developmental challenges and are among the lowest ranking countries in Human Development Index. In 2015, 4 out of the 6 countries concerned figure amongst the last 12 countries in human development. They are confronted with challenges including rampant poverty, unemployment (particularly among youth), inequitable access to basic social services, climate change, and subsequent environmental degradation. In addition, several countries are confronted with security issues, including political crises, terrorism, and war. Cabo Verde is the only country in the category of "Middle Income Countries (MICs)".

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



Mission of UNESCO Dakar

All activities are carried out in partnership with governments and other development partners, in particular the UN, technical and financial partners, and civil society to ensure tangible and sustainable impact. To meet development challenges in the Region, UNESCO's Regional Office in Dakar worked under the following guiding principles in 2015:

Ensure that education, natural sciences, social and human sciences, culture, and communication & information are placed high on the development agenda of Member States.

Develop documents on major trends of the Organization's fields of competence for the countries covered by the Office and of education in sub-Saharan Africa.

Align UNESCO Dakar activities to the needs expressed by Member States in the region.

Promote partnerships and ensure that Governments, regional and international organizations and non-governmental organizations (NGOs), other UNESCO offices in Africa, national commissions for UNESCO, the United Nations (UN) Agencies, the African Union, the international community and civil society align and harmonise their efforts for the emergence of a peaceful and prosperous Africa.

EDUCATION

Fostering Quality Lifelong
Learning Opportunities for All



Context: Low-quality education and learning systems hinder wider development agendas

Countries under the purview of the UNESCO Regional Office in Dakar (UNESCO Dakar) have achieved notable progress in terms of improving access to basic education. That being said, at the completion of the EFA era, countries were still far from achieving the 6 EFA goals, except Cabo Verde that nearly achieved Universal Primary Education.

The low performance of countries in the region in achieving the EFA goals is reflected in their low ranking on the UNESCO EFA development index (EDI) where all countries but Cabo Verde in the sub-region were listed among low EFA Development Index (EDI) countries.

Indeed, a lot of challenges persist, which essentially evolve around governance (accountability, finance, management and coordination), quality (teachers, teaching and learning, and assessment), inclusion (girls and women, out-of-school children, and vulnerable population) and relevance (skills development, including education for peace, responsible citizenship, sustainable development and healthy life).

Sector-wide approach towards enhanced impact of education programmes

In 2015, UNESCO Dakar took an important step forward in the process of sector-wide approaches to education development, especially by improving the synergy between its formal and non-formal education programmes for the benefit of countries' education systems. Technical and Vocational Education and Training (TVET), Literacy and Non Formal Education (LNFE) and Information and Communication Technology (ICT) in Education programmes combined their efforts and resources to increase impact on national strategies and activities (from micro to macro levels) in a lifelong perspective and to better support social and economic integration for youths and adults.

A national diagnostic study was conducted in Senegal, which highlighted the strengths and weaknesses on linking TVET and LNFE. Moreover with the purpose to generalize such TVET-LNFE diagnoses to respond to countries'

development needs, a technical note was developed to clarify the concept, strategy, and methodology and to present the tools needed to undertake such diagnosis work at the national level.

Two other related studies, one on the "Al-Azhar" education system (in Senegal) and another on the use of ICTs in literacy programmes in the Sahel countries were conducted. These studies were presented and validated at a first national workshop with Senegal (April 2015). Following this first workshop, a sub-regional workshop was held in Dakar (May 2015) for the countries of the Sahel region (Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger, and Senegal).

Work to improve the synergy between formal and non-formal education programmes produced among others the following key results: Capacity development for 41 policy-makers and representatives of TVET and LNFE sub-sectors, civil society organizations and NGOs involved

In order to support countries in the development of their education and learning systems, UNESCO Dakar interventions focused in 2015 on policy dialogue, advocacy, technical advice and capacity development around issues of (i) sector-wide approach to education, (ii) empowering of the disadvantaged populations, (iii) human resource development in the education sector, (iv) skills development, and (v) advancing the new education agenda "Education 2030".

Al-Azhar Centres in Senegal provide comprehensive education programme in French and Arabic, including all education levels from Koranic schools (or Daraas) to university level (i.e. Université Cheikh Ahmadou Bamba or UCAB). Administrative and functional linkages have been established with the formal education system to respond to the need for certification and ensuring lifelong learning opportunities.

For more information: http://www.unesco.org/new/fr/dakar/about-this-office/single-view/news/the_al_azhar_model_an_example_of_social_and_economic_integration_in_senegal/#.V0OK3U3I4cA

Left: Girl attending a class in the Al-Azhar centre of excellence. Photo: UNESCO/ H. Marchand



in the process of strengthening synergy between these two sub-sectors; Two key reference documents validated for Senegal (national diagnosis on the synergy between TVET and LNFE; survey on the Al-Azhar system); A key reference document harmonized for the Sahel Region (technical note on the synergy between TVET and LNFE); Six preliminary national diagnostic studies validated on the issue of synergy between TVET and LNFE; Almost 20 experiences identified (and preliminary findings shared) on the use of ICTs in education and literacy and/or TVET; Capacity building in mobilizing resources (fund raising) at national level; National roadmaps and key recommendations validated to further reinforce this synergy at the national level (e.g. meetings to monitor the process and the implementation of roadmaps to be organized, and a “community of practice” digital platform set up to facilitate experience sharing and collaborative work at a distance).

To consolidate the approach towards enhanced synergy and supported by evidence-based analysis, a Senegalese NGO “Village Pilote”, known for its promising practices, was selected and specific support was provided in order to highlight the transformation needs and develop a model for the country and the sub-region based on this innovative approach: the results of a capitalization survey were compiled and analysed through interaction between the NGO and the inter-ministerial national committee.

Furthermore, the experience gained from the process of enhancing synergy between TVET, LNFE and ICTs, has been tapped and used for developing an innovative intersectoral programme for countries in the Sahel Region. For example, UNESCO Dakar and Bamako Offices in collaboration with the HQ Education Sector developed a partnership with the Organisation Internationale de la Francophonie (OIF) to support the implementation of a joint roadmap for action in Mali. This led to joint financial and technical support to develop national capacity on TVET planning involving twelve ministries dealing with skills development in Mali. A national strategy docu-

ment for TVET development and planning was finalized through this partnership to support Mali’s TVET system for enhanced national coordination, coherent planning for the next three years, and for fund raising. This process was validated at the high political level (Prime Minister) and in the presence of a wide range of national and international technical and financial partners during a Round Table meeting, held in February 2015.

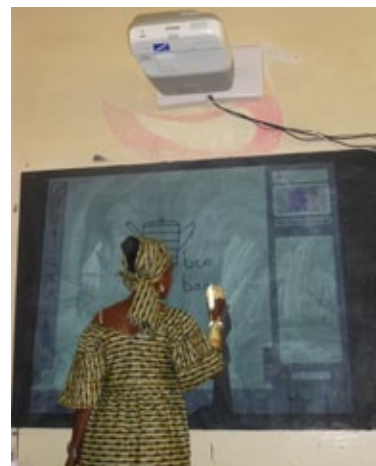
ICTs in Education

The use of ICTs in education has become an increasing focus of education development in Sahel countries, especially with regards to the potential of ICTs in literacy programmes.

UNESCO Dakar scaled up its work in this area, building on its past experience in

using ICTs in education, in particular through digital boards (“Sankoré” Kits), mobile phones and internet applications in local languages in the literacy project for women and girls (PAJEF). A study was commissioned to document and analyse recent experiences on the use of ICTs in the Sahel countries covered by UNESCO Dakar, in literacy programmes in particular, and in social and economic development programmes more generally. The study was produced by ADEA (jointly by their Working Groups on ICTs in Education and Literacy and Non-Formal Education) with UNESCO support and its main conclusions were presented at a subregional workshop. A synthesis document was prepared to better capture the level of ICT integration in literacy programmes in the Sahel countries.

Training workshops were also carried out in these three countries and selected literacy providers were trained in the installation and use of these Sankoré kits with a view to testing this technology and providing a basis for scaling up this experience. UNESCO Dakar donated 5 digital boards (Sankoré Kits) to relevant institutions in Cabo Verde, the Gambia and Guinea-Bissau in order for them to gain practical experiences in the use of ICTs in teacher training/literacy classes. An action plan for follow-up and a maintenance plan have been finalized. Moreover a national team was established in each country to select modules in local languages and propose a strategy to scale up the experience. This activity has also contributed to strengthening the Dakar’s office’s 2014/15 strategy of the synergy between TVET and LNFE sub-sectors, with a specific focus on ICTs.



Digital board of the Sankoré kit being used in the classroom. Photo: UNESCO



Young boys acquiring skills at Village Pilote. Photo: UNESCO/G. Paradiso

UNESCO also supported Niger and Senegal in the preparation of the Acceleration Plan in Literacy and Non Formal Education (LNFE) within the Big Push framework for EFA.

In the area of sector-wide policy and planning, technical support was provided to Guinea-Bissau for the development of a sector-wide policy simulation model and elaboration of the education sector policy and 10-year strategic plan.

UNESCO Dakar actively participated in the joint education sector reviews and Local Education Groups (LEG) of Senegal and the Gambia. Through the LEG of the Gambia, UNESCO Dakar contributed to the formulation of their education sector policy, as well as

to the non-formal education sub-sector analysis and its integration into the sector-wide education policy.

A sub-regional country exchange and consultation meeting was organized by UNESCO Dakar with the participation of Mali, Niger, Burkina Faso, the Gambia, Senegal, Nigeria, and Rwanda (virtually), where strategies for the holistic planning of extended basic education cycles at country level were discussed and recommendations issued in view of the preparation of the Planning Guidebook on Extended Basic Education.

A school-profile software which will be piloted in a selected number of schools was developed to enable schools and communities to better manage resources and performance.

Building resilience and empowering disadvantaged groups

Reducing gender inequality in Niger

UNESCO Dakar initiated in May 2015 a 12-month project “Tackling gender inequalities in Niger’s education system” (funded by Japan) targeting 14 schools of the Torodi district (Tillabéri region) at the primary and lower secondary levels to improve girls and women’s participation in education, and eventually to strengthen Niger’s education system for sustainable socio-economic development.

The project was designed to contribute to the implementation of the Education and Training Sector Development Programme 2014–2024, which set out objectives of the national strategy for girls’ education. Through deep analysis of learning environments, pilot capacity strengthening, awareness raising activities, and synergies between main actors in that area, this project aimed to contribute to: enhancing the learning environment to make it more girl-friendly and conducive to learning; developing female classroom teachers’ capacity to make them role models for girls; developing the institutional capacity of school administra-



Young girls in the Torodi Commune benefiting from the project “Tackling gender inequalities in Niger’s education system” Photo: UNESCO/Djingarey



Poster of the project “Tackling gender inequalities in Niger’s educational system” to improve girls and women’s participation in education. Illustration: UNESCO/J. Jatta.

tors to ensure effective implementation of education strategies, policies and programmes related to gender equality; raising key education actors' awareness about gender equality through information and advocacy; and enhancing girls' school retention.

Consultation with local education stakeholders was held in Torodi and a wide survey enabled to have an accurate insight of the local context and challenges of girls' education, including training needs for female teachers to be role models for girls and strategies and to retain girls in school. 85 female teachers assigned in the 14 targeted schools as well as 6 pedagogical advisors were trained on gender issues and their communication capacities

were also reinforced for them to be able to disseminate key messages for behaviour change. The trained teachers were also provided with basic materials such as dictionary and school programmes. In order to have an influence on the school year starting in October 2015 and to ensure sustainability of the project, advocacy and awareness raising activities were organized in the targeted area of intervention, gaining commitment of the relevant actors in particular at community level on promoting girls' access to and retention in school. The thirty-six most successful girls in the 14 selected schools were offered kits including textbooks and supplies, and schoolbag as an encouraging mean to continue education.

Education in emergencies to build resilience in Mali

As a country located in the heart of the Sahel region, Mali is facing extreme levels of vulnerability. It is exposed to disasters that are affected by climate unpredictability, food insecurity, and conflicts. Whereas education provides basic survival skills and contributes to building resilience, more than half of the young population in the country is out of school and lacks basic education, professional and/or vocational skills.

To respond to these problems, a project was initiated aiming to equip vulnerable youth in conflict-affected regions (Mopti, Timbuktu, Gao and Kidal) in central and northern Mali with knowledge and skills to better cope with difficult situations, and contribute to building resilience in the education system. The project was funded by Japan with \$500,000 and implemented by the UNESCO Office in Bamako in collaboration with UNESCO Dakar during May 2014-September 2015.

The overall objective of the project was in alignment with the ambitions of the UN Integrated Strategy for the Sahel Region to "integrate humanitarian and development

plans and interventions to build long-term resilience." To contribute to this objective, the project aimed to: integrate resilience-building skills and climate change response in formal, non-formal and informal education settings through technical and vocational education and training (TVET) programmes and strengthen the capacity of the educational system in integrating and adapting disaster risk reduction and conflict mitigation (using the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards) principles into their teaching and learning strategies.

The project contributed to: (1) strengthening of the social and professional competencies of out-of-school youth; (2) implementing peace education to help people to learn to live together, particularly after the political and security crises in Mali in 2012 that created mistrust and confusion among community members; and (3) strengthening capacity development in disaster management in schools and other learning settings. The project provided an opportunity for the education ministry and its partners to create awareness on the issues of education for peace, and to review the curricula for introducing or revitalizing the notion of peace education in all schools in Mali.



Strengthening of the social and professional competencies of out-of-school youth

Implementing peace education to help people to learn to live together

Strengthening capacity development in disaster management in school and other learning settings.

Tackling the teacher issue: Focusing on teacher training and qualification frameworks

UNESCO Dakar undertook several interventions to tackle the teacher issue as it is a fundamental determinant for the quality of education. Building on activities initiated in 2014, focus in 2015 was on teacher education and continued professional development programmes and the development of national and regional qualifications frameworks. Major results in this respect were achieved through the capacity-building programmes for teacher training in Burkina Faso, Guinea-Bissau, Mali and Niger, as well as collaboration with UNESCO specialised institutes and partner organizations.

National and regional qualifications framework

Working together with the UNESCO Abuja Office, UNESCO Dakar provided support to countries in the ECOWAS region aimed at fully aligning teacher preparation and professional development and promoting the 9-10 year basic education reform. This support was built on work that started in the past biennium to identify key tasks and competencies required of basic education teachers in 9 pilot countries in the ECOWAS region (Burkina Faso, Benin, Gambia, Guinea, Ivory Coast, Niger, Nigeria, Senegal, and Togo). A workshop held in July 2015 resulted in the adoption of a common set of key tasks and expected competencies for basic education teachers. This achievement is a key milestone in the joint venture on National and Regional Qualifications Frameworks (NQF/RQF) for Teachers led by UNESCO Dakar in close partnership with The International Task Force on Teachers for EFA, Education International, AFTRA, CONFEMEN, ADEA, OIF/AUF/IFADEM, the African Union, as well as other UNESCO entities (UNESCO Abuja and IICBA). Qualifications Frameworks for Teachers will support recognition of teaching as a full-fledged profession with clear training and carrier paths as well as recognized competencies. The Roadmap adopted in July 2015 by all partner-organizations and pilot countries identifies further steps and partnerships for the successful finalization of the ECOWAS level common professional norms for Basic Education Teachers,



Project for alphabetization of women PAJEF. Photo: UNESCO/A. Muller

Teacher education and continued professional development programmes

In Burkina Faso, key achievements as a result of the CapEFA programme support in 2015 are: formulation of the Advocacy and Communication strategy for the recently adopted curriculum reform (2015); Training of 70 new teachers to use new teacher guides (2015); In-service training of 50 post-primary teachers; Development of guidelines and manuals for the second year of the basic education cycle (2015); training of Information staff and journalists of three ministries in charge of education on advocacy, communication and web techniques.

Regarding the Monaco project, UNESCO Dakar together with UNESCO International Institute for Capacity Building in Africa (IICBA) strengthened capacity of trainers and teaching supervisors at ENS/UK; IDS and INFTS - which is composed of three Burkinabé Teacher Training Institutions: École Normale supérieure de l'Université de Koudougou (ENS/UK), Institut des Sciences (IDS) et Institut de Formation des travailleurs Sociaux (INFTS) - to produce [online and distance learning modules](#) for



Trainer engaging participants in teacher training in Buba, Guinea-Bissau. Photo: UNESCO/M. Sagna

their peers. This activity resulted in the production of four self-study modules available on the internet, mobile, tablet or USB-keys. 250 copies of the four self-study modules were handed to the three training institutions. These modules focus on the teaching of science, mathematics and technology, Teaching large groups, Gender and inclusion of learners with special educational needs and pedagogical integration of ICT. (All of them are available at <http://unescoafrika.org/formateursbkf/>.)

Adapting to the post-conflict situation, the CapEFA Programme in Mali resulted in the production of several key results during the 2014-2015 biennium. These results include: i) the elaboration, validation and dissemination of five thematic training modules for teacher training; ii) Intensive training of teachers, inspectors and supervisors on priority themes identified by the Ministry of Education (e.g. reading, writing and Math teaching; assessment of student performance, Inspection, supervision advisory support and school management during crisis and post-crisis); iii) Intensive training of the Higher Institute of Training and Applied Research

(ISFRA) on SPSS software (statistical Package for the Social Sciences); iv) Production of an holistic study on Teacher issue in Mali co-sponsored by UNICEF. This study aims to inform the development of the next ten-year Education (PRODEC) which will cover the period of 2017-2027.

UNESCO advocacy and efficient technical supervision and collaboration influenced the decision of Japan to revive the Japan-funded programme for the development of a Centre of Excellence for Female Teacher Training in Mali (Teacher Training Institution of Kati), which was stopped soon after the military coup of March 2012.

In the 2015 implementation phase, the CapEFA programme in Niger supported the elaboration of a database for the management of human resources and training of agents in charge of human resources management (26 Ministry officials responsible for the management of human resources were trained in the use of the database) and the introduction of national languages in teacher training programmes including teacher training and the monitoring mechanism of this reform. The programme

also supported the elaboration of a strategic plan and gender-sensitive teacher training on Maths, Science and Technology, and capacity building of national actors and ministerial structures in charge of communication.

With the support of the Italian Funds-in-Trust (IFIT),

UNESCO Dakar implemented the second phase of the project called “Improvement of teacher qualification and setting up of a system for the management of learning outcomes in Guinea-Bissau” to assist with the reconstruction of the basic education system in Guinea-Bissau. The project aimed to remedy the lack of qualified teachers in basic education through improved in-service and pre-service training programmes. During 2015, the project played a key role on the issue of pre-service teacher training, fuelling discussion and reflections on teacher training certification and curricula content of teacher training institutions. As a result, recommendations were made for the improvement of curricula and programmes, including educational practices and new proposals for primary school teacher training, taking into account the current situation of the national education system and the needs of teachers.

Moreover, the review of curricula plans for pre-service teacher training for the 1st, 2nd and 3rd cycles of basic education (primary & lower secondary levels) was completed during a national workshop that restructured teacher training programmes for the 1st and 2nd cycles of basic education (grades 1-6) in light of the current on-going education reform. These recommendations as well as the reviewed curricula plans were submitted to the Ministry of Education for validation and future action (appropriation). Modules and guides for in-service teacher training on Competence-Based Approach in 5 subjects taught in grades 1 – 6 (pedagogy, Portuguese, mathematics, integrated science and expression) were developed by five experts from the Ministry of Education and revised at different levels of project implementation, including post training sessions. These 5 modules and guides are intended to be used as reference materials for in-service teacher training on the competence-based approach at a national level.

A pool of 55 trainers/inspectors from 11 educational regions was trained on the competence-based approach in the 5 subjects, enabling them to train teachers in their region. Some of them were selected to train 298 in-service teachers on this approach that is expected to allow more concrete, active and sustainable lifelong learning. The Ministry of Education was provided with 3,000 additional kits (5 modules and teaching guides) for further training of teachers on this approach. In addition to equipment provided to two national institutions (the National In-

stitute for Educational Development, and Escola 17 de Fevereiro), capacities of the Ministry of Education were reinforced through involvement and the leading role of national experts in the whole project implementation.

In 2015, UNESCO Dakar and the International Institute for Capacity Building in Africa (IICBA) finalized the [Open and Distance Learning \(ODL\) platform on the Design, Implementation, and Assessment of ODL programmes for Teacher Trainers](#). The platform showcases 8 training modules in French. It is accessible to all teacher training institutions interested in developing ODL programmes for master teachers (<http://www.unescoafrica.org/odl>).

UNESCO Dakar in collaboration with UNESCO Abuja and UIL has developed a West African curriculum framework for formal and non-formal bilingual education. The curriculum framework outlines the basic competences required by teachers in bilingual education and is to be accompanied by a teachers’ guide and Open Educational Resources.



Support for the social reintegration of children victims of the 2012 Malian crisis. Photo: UNESCO/M. Blanco

Leveraging higher education through quality assurance and harmonization

Strengthening the quality of higher education has been one of the major lines of intervention of UNESCO Dakar. The different activities on this line of intervention revolve around: capacity building for managers of higher education institutions in the implementation of quality assurance mechanisms in higher education; support to improve the quality of the implementation of the Bachelor-Master-Doctorate reform through ICTs thanks to the project PADTICE; support to Universities in harmonizing the Bachelor-Master-Doctorate training programmes.

Strengthening the implementation of quality assurance in higher education

To support the improvement of quality assurance in higher education, DADD, in cooperation with UNESCO and its sub-regional partners (Association of African Universities, CAMES and ECOWAS) initiated actions for strengthening the capacities of quality assurance structures in 2012. Collaborative actions were conducted in the framework of the joint-initiative “Enhancing West African Quality Assurance Structures” in Higher Education (EWAQAS)”. After the training of decision-makers in higher education institutions and higher education ministries on external quality assurance mechanisms, the training course on the internal quality assurance started in the West African francophone countries in 2015. The countries covered in this course are Benin, Burkina Faso, Ivory Coast, Guinea, Mali, Niger, Senegal and Togo.

Supporting the Bachelor-Master-Doctorate Reform through the introduction of ICTs

The support in the improvement of the implementation of the LMD reform through ICTs was provided through the “Project to support the Development of Information and Communication Technologies (ICT) for the capacity building in the implementation of the ‘Bachelor-Master-Doctorate’ Reform in higher education institutions in the ECOWAS area” (PADTICE-ECOWAS/UNESCO). Implemented in all eight countries of the ECOWAS area (Benin, Burkina Faso, Ivory Coast, Guinea-Bissau, Mali, Niger, Senegal and Togo), this project targeted thirty five universities and higher education and research institutions, organized around eight main universities: University of Abomey Calavi of Cotonou, University Abdou Moumouni of Niamey, University Amilcar Cabral of Bissau, University Cheikh Anta Diop of Dakar, University Félix Houphouët Boigny in Abidjan, University of Ouagadougou, University of Lomé and University of

Sciences, Techniques et Technologies in Bamako.

During the year 2015, activities in strengthening the quality of ICT infrastructures in the eight main universities continued. The University Amilcar Cabral’s fiber optic network has been created and the provision of active network equipment allowed to put to technical standards the basic networks of each of the main eight universities. The provision of an important set of IT equipment allowed to equip 8 server centre, to improve university staff’s access to 52 computer rooms for a total of 1600 clients, to install a digitization platform, printing on demand facility and a publishing unit in each of the eight universities.

The strengthening of the IT infrastructure in universities was accompanied with the capacity building of thirty-nine IT technicians of university information services departments in maintenance and monitoring of this equipment and virtual desktop infrastructure (VDI) and servers which were provided.

The quality improvement of main universities’ ICT infrastructures, which is the prerequisite for the deployment of services and applications aimed at strengthening and improvement of academic, pedagogical and financial governance and of student’s life, went hand in hand with the development of a university portal and of authentication servers for access to IT resources through Single Sign-On (SSO) mode by university actors.

An important advancement has been achieved in establishing a digital university and regional digital library. As a matter of fact, the management software of the digital library “INVENIO” is deployed within servers available at the eight main universities. One hundred sixteen universities’ agents have been trained in software deployment, including the setting and the functional utilization of the “INVENIO” software and the texts pertaining to the creation, functioning and status of the virtual university and regional library have been adopted by the Deans and the Presidents of the eight main universities, CAMES and REESAO.

The activities contributing to the capacity building of actors in the use of ITC and quality assurance were carried out all along 2015. As a result, the training of 29 research professors in digital education and e-learning methodologies took place. This increased the number of trained

research professors to 144 in the 8 universities. The diagnostic of strengths and weaknesses of the higher education institutes in human resources, a prerequisite for the development of the virtual education institute, was conducted. The development framework for information systems in the universities of the UEMOA (WAEMU) area and the accreditation framework for CAMES open and distance learning was validated by the general consultative council of CAMES.



A teacher training exercise in Buba, Guinea-Bissau. Photo: UNESCO/M. Sagna

In the implementation of this project, which terminated in December 2015, UNESCO Dakar developed a partnership framework of action which mobilized the ministries of Higher Education, the universities, the regional and international institutions to increase synergy and to avoid duplication. CAMES, ESMT, EBAD, AUF, WACREN and Network for Excellence in Higher Education in West Africa (REESAO) contributed to this process.

Capacity building of Universities in the harmonization of Bachelor-Master-Doctorate training programmes

UNESCO Dakar started, in 2015, the capacity building activities for universities on the harmonization of Bachelor-Master-Doctorate (LMD) training programmes. These activities respond to the spirit of the related Addis Ababa convention, which is to “contribute to the harmonization of higher education qualifications, taking into account current global trends”. This also constitutes a concern for education systems and regional integration organizations in West Africa. As a matter of fact, if the majority of the higher education institutions have adopted the LMD principle, the harmonization of qualifications which ensure the portability and the comparability of the training programmes between the different institutions of higher education remains to be done.

The training programmes in the fields of science and health education have already been harmonized in higher education institutions in the area of ECOWAS. UNESCO Dakar supported the Network for Excellence in Higher Education in West Africa (REESAO) in the

harmonization of the remaining 7 fields of LMD education, starting from the Sciences and Technologies field and extending to Agricultural Sciences; Law, Politics and Administration Studies; Economic and Management Sciences; Human and Social Sciences; Literature, Languages and Arts; Sciences of Education and Training.

The technical workshops for the capacity building of REESEAO gathered those who are responsible for LMD in the field of Sciences and Technologies in the 7 main universities in the area UEMOA area, CAMES and ANAQ-SUP Senegal. These activities allowed to obtain the mapping of the training programmes for the field of Sciences and Technologies, the reference framework for the harmonization of training programmes for the field of Sciences and Technologies, the draft architectural models of curricula for the Bachelors and Masters in Sciences and Technologies; to amend the draft supplement to the diploma, the evaluation scorecard of teachers by the students, the coding guide of the teaching units. The deliverables were used as inputs to the other two validation workshops organized by the REESAO and financed by WAEMU and WAHO.

The continuity of the activities put in place by UNESCO and REESAO yielded to (I) harmonized training models (models of common core subjects) for the Bachelor level (L1 to L3) concerning the thematic fields of Exact Sciences, Sciences and Engineering, Sciences and Techniques of Physical and Sporting activities, Sciences of Life and Earth, (II) the diploma supplement form (III), the scoreboard of teachers by the students (IV), the coding guides of the teaching units (V), a guide for the writing of a syllabus, which will be adopted by the Deans, Presidents and Directors Generals of higher education institutions and members of the network.

Integrating peace and sustainable development in education policies and practices

Education is called upon to put an increasing emphasis on nurturing “soft” skills, values and attitudes beyond mere transmission of knowledge and cognitive skills. Indeed, the education community pays increasing attention to the relevance of education in the understanding and resolution of social, political, cultural and global conflicts, and to the role of education in promoting peace, human rights, fairness, acceptance of diversity and sustainable development. Under this programme, UNESCO Dakar implemented several activities in 2015, including the following:

Aladdin project and international conference on genocide prevention, culture of peace and education about the holocaust in Africa

In the aftermaths of 70th anniversary commemorations of the end of the World War II and the liberation of Nazi concentration and of extermination camps, the Aladdin project and UNESCO (HQ and Dakar office) organized the first [international conference in Africa on the prevention of genocide, the promotion of a culture of peace and the historical lessons of the Holocaust](#) on 1-2 June 2015 in Dakar. Delegations of several ministries of education of Western Africa participated. The conference involved eminent historians of the Holocaust and of the 1994 genocide in Rwanda as well as human rights expert with a view to encourage sharing of experience amongst education stakeholders of the region and explore further strategies to introduce education about the history of genocides and a culture of peace in education policies of African countries, notably in support of UNESCO’s related activities in the region. The Dakar conference was part of a larger series of 6 conferences on the same theme organized by the Aladdin Project in cooperation with UNESCO in Africa, Asia and the Middle East.

Capacity building workshop on global citizenship education for West African countries

The [workshop](#) organized by UNESCO Dakar in collaboration with UNESCO HQ and UNESCO Abuja on 7-9 July 2015 in Dakar, Senegal, aimed to support countries of the Economic Community of Western African States (ECOWAS) to integrate Global Citizenship Education (GCED) in their education systems. A wide range of stakeholders participated in this workshop, including Ministries of Education of the 15 West African countries (Benin, Burkina Faso, Cabo Verde, Ivory Coast, the Gambia, Ghana, Guinea, Bissau-Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo), civil societies organizations such as NGOs serving for young people and learners in the education sector, UN agencies (OHCHR, UNHCR, UNDP, UNICEF, UNFPA, etc.) and multilateral organizations (ECOWAS and UEMOA).

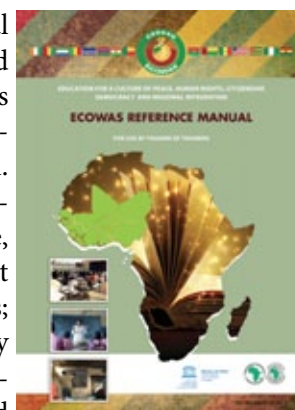
Promoting a culture of peace, conflict management, citizenship, democracy and good governance in Burkina Faso



UNESCO Dakar manages national and local projects to support preventive actions against terrorism in the Sahel region, most recently in Burkina Faso. Photo: UNESCO/Fraternal Union of Dori Believers

[The project](#) falls within the framework of the integrated Assistance for countering Terrorism initiative. In an endeavour to eliminate the risks of terrorism and its negative effects on the stability in the region, the United Nations Counter-Terrorism Centre and UNESCO joined efforts towards preventive actions against terrorism in Burkina Faso, building on the achievements of the UNESCO/ECOWAS/African Development Bank project, in particular the seminars organized in the West Africa Region.

To complete the [ECOWAS Reference Manual on Education for Peace and Development in West Africa](#), UNESCO Dakar developed the module on values education and sports and physical education, which was validated by the West African countries (Sahel). This module is available in English and French. The Manual has 7 other modules on: 1. Culture of peace, prevention and management of conflicts; 2. Human rights; 3. Citizenship; 4. Democracy and good governance; 5. Gender, perspective of peace and



development; 6. Public health, environment and sustainable development; and 7. Regional integration.

Other activities that UNESCO Dakar implemented in partnership to help integrate peace and sustainable development in education policies and practices included the following:

- The Ministry of Youth and Sports of the Gambia organized a summer camp for 117 young people where they were sensitized on the themes of citizenship, culture of peace and values and environmental education.
- A training workshop for 70 community radio journalists was organized by UNESCO Dakar's Social and Human Sciences and Education sectors in partnership with UN Agencies (UN Women, UNICEF and OHCHR) on

gender, culture of peace, inclusive education, human rights and conflict management.

- UNESCO Dakar supported Cabo Verde, the Gambia and Niger in the strategic planning process on Education for Sustainable Development (ESD) to implement their roadmap of the Abidjan Conference to integrate the ESD concepts, such as reduction of the risk and impact of natural disasters and conflicts, into education policies.
- In Senegal, UNESCO in partnership with the National Commission, the Ministry of Youth organized holiday activities (ODCAV) of the Department of Pikine. A workshop was held to strengthen 30 young people on management of risk and natural disasters, and sensitized on the Aichi-Nagoya Declaration on ESD.



Capacity building session on sexuality education for technical advisers at Ministries of Health and Ministries of Education. Photo: UNESCO/Tine

Ensuring a more effective HIV and comprehensive sexuality education response

The programme on HIV and health education programme housed at UNESCO Dakar works to improve the Education sectors response to sexual and reproductive health challenges.

This programme concentrates on strengthening country capacities to scale up comprehensive sexuality education programmes, tool development and training key stakeholders at regional and national levels on designing and implementing comprehensive curricula for life

skills based HIV and sexuality education. The role of the regional programme is twofold, namely regional coordination of HIV and health interventions by all UNESCO offices in West and Central Africa, and service delivery and coordination with partners across this region.

Strengthening capacities for social and behavioural change

As regards tool development and training, Dakar and Yaoundé offices carried out an in-depth analysis in 2013 to assess teacher training tools in Central African countries and, in response, supported Cameroon, Congo and Chad to produce a pedagogical guide to improve the quality of teacher training, in collaboration with UNESCO International Bureau of Education. The guide complements a set of self-training tools (DVD and radio

programmes) for teachers, which were revised in 2014 and used to train, in partnership with UNFPA, 1,654 teachers, potentially benefitting over 62,000 students. Overall, 511 new schools are delivering skills-based sexuality education, benefiting over 85,000 students across Burundi, Cameroon, CAR, Chad, Congo, DRC and Gabon. New textbooks and teacher guides were also developed to support teaching in DRC.

Promoting an enabling environment to increase the quality and coverage of comprehensive sexuality education for young people

The training provided increased capacity of 80 participants from civil society and ministries of education to lead advocacy campaigns to improve access to services and knowledge on HIV through sexuality education in Guinea, Ivory Coast, Senegal in partnership with Project ASK, Save the Children and UNESCO Dakar office. A series of advocacy activities among political leaders, faith-based organizations, teacher unions, or parents associations led in partnership between UNESCO Dakar office, UNFPA and civil society bore fruit in Senegal, where the Ministry of Education engaged in a vast curriculum revision, and DRC, where the delivery of sexuality education has been extended.

UNESCO offices in West and Central Africa and several other UN partners contributed to create an enabling environment for the development and implementation of sexuality education programmes in West and Central Africa, at a regional conference gathering representatives of Ministries of Education and of Health, civil society, young people, and UN organizations from 17 countries in October 2015. The conference produced a strongly worded call for action, jointly with detailed country roadmaps to strengthen education programmes on HIV, sexual and reproductive health, and gender-based violence. Knock-on effects already occurred in Benin, Ivory Coast and Togo.

Developing tools to reduce gender inequalities, gender-based violence, and stigma and discrimination of key populations

UNESCO offices in West Africa responded to recent study results revealing that most school curricula across the region did not adequately address issues related to gender and key populations by supporting the development of classroom activities to make the education sector response to stigma, discrimination, and abuse

more efficient. A set of 20 activities was produced and further assessed, by representatives of young people, teachers living with HIV, and Ministries of Education, Health and Culture, to ensure that they are culturally appropriate in Ghana, Ivory Coast, Nigeria and Togo, in order to make their integration into curricula easier and reach a larger number of students. Cultural adaptation was assessed through a new tool designed by UNESCO Dakar office to make comprehensive sexuality education more appropriate. Building on this exercise and a review of global guidelines to respond to school-related gender-based violence, the association of teachers living with HIV of Ivory Coast strengthened the capacities of 19 of its members on stigmatization, legal provisions and HIV at the workplace, and promoted the rights of people living with HIV among 2400 head teachers, school inspectors and teachers.

Collecting data on the education sector in response to HIV and AIDS and strengthening monitoring and evaluation systems for an evidence-based approach

In terms of monitoring and evaluation, UNESCO Dakar office provided support to apply Inside & Out, a sexuality education assessment tool for civil society, in several West and Central African countries, including Cameroon, DRC, Ivory Coast, Senegal, and Togo. As regards school-based programmes the Sexuality Education Review and Analysis Tool was applied



to two new countries, Ivory Coast and Togo, to prepare further interventions. Furthermore, analyses of young people's calls to, and SMS sent to, support services in sexual and reproductive health from seven countries informed advocacy campaigns and plans to strengthen sexuality education in the region. A regional workshop took place in Dakar in December 2014, 31 Ministry of Education technicians and UNESCO staff from 10 countries were trained to integrate core global indicators on education and HIV in Education Management Information Systems questionnaires, building on the Guidelines for the Construction and Use of Core Indicators developed by UNESCO with the UNAIDS Interagency Task Team on Education.

Advancing Education for All and the Education 2030 agenda

At the time when the new development agenda was set, UNESCO Dakar continued to seek to raise the profile of education among development priorities and led the debate on EFA and the education-related **Sustainable Development Goal (SDG) 4 Education 2030**.

During 2015, UNESCO Dakar coordinated and worked with UNESCO's Regional Offices in Abuja, Harare, Nairobi, and Yaoundé to encourage and support all the 47 sub-Saharan African (SSA) countries to prepare national reports for the Regional Education Conference and Regional Consultation. Specific achievements include:

- [38 EFA National Reports](#) collected by UNESCO Dakar;
- [Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali](#), 2015 coordinated by UNESCO Dakar and Nairobi offices, attended by more than 300 participants (27 ministers and 44 SSA Member States). The representatives from African countries, the African Union (AU), and other education partners adopted [a statement to promote the development of education across the region](#). The goal is to contribute to the African vision of peace, prosperity, and integration as defined in the 2063 agenda for Africa;
- Support SSA Member States to participate in the [World Education Forum](#) in May 2015 in Incheon, Korea;
- Coordination of the [EFA Global Monitoring Report \(GMR\)](#) launch in the West African (Sahel) region;
- Organization of the [Regional Consultation and Dialogue on Education 2030 Framework for Action for West and Central Africa \(WCA\)](#) in November 2015 in Dakar. The meeting brought together some 110 representatives from education ministries from the 26 countries in the region, as well as civil society and UN partners. In the [closing statement adopted at the end of the 3-day consultation](#), participants “endorsed the call for accelerated action on Sustainable Development Goal no. 4, which must be underpinned by well-developed and implementable national plans, strategies, adequate financing and a regular monitoring and evaluation of results to ensure that the ambitious undertaking at Incheon would be realized to build more inclusive and peaceful societies.”



Centre Al-Azhar in Touba. Photo: UNESCO

Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015:

Goal 1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4 Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Furthermore, in view of supporting countries in the integration of Education 2030 targets into education sector plans (ESP), a survey assessing gaps and status of ESPs was developed to help inform the preparation of technical guidelines for countries and partners.



Support for the Social Reintegration of children victims of the Malian crisis at Timbuktu, Photo: UNESCO/M. Blanco

UNESCO Mali Education

The Education sector in Mali supported the Malian government in achieving the objective of quality education for all, through, among others, the implementation of a programme for quality pre-service and in-service teacher training (“CapEFA/Mali”), the provision of basic skills and necessary tools for the education system and communities exposed to extreme levels of vulnerability in order to increase resilience to cope with crises (Education in emergency situation to strengthen the resilience of the Sahel), the promotion of girls education, and the promotion of sexual education in formal education.

Teachers’ capacity building in Mali

In June 2015, a workshop on the validation of thematic training modules for the capacity building of trainers of teachers in Mali took place. This meeting, organized by the UNESCO office in Bamako, in collaboration with the Ministry of National Education in Mali was under the framework of the project “Capacity Building of Teacher Training Structures in Mali (“CapEFA Mali”).

Education for a culture of peace and learning to live together

“Education for the culture of peace and living together” is the theme of a forum which took place in Bamako in September 2015. This important theme served as a space of dialogue on the key concepts concerning education for a culture of peace. As a result of the work, the participants conducted the situational analysis about the

field considered as possible vectors of the culture of peace in school environment, notably literacy - tool for mutual understanding, the consolidation of peace and of national unity; the involvement of communities in school management; the socio-cultural values and the promotion of interreligious and intercultural dialogue as means of social cohesion and consolidation of peace; and, finally, mutual aid.

The results showed that the socio-cultural values play an important role in what school can do for the concepts of education for peace and that the post-crisis context compels to define a project of a relevant society, aiming to better define the mechanisms that allow to pacify, in a sustainable way, the school environment. Finally, the forum launched a call with the objective to place education for the culture of peace in the heart of the current overhaul of the Malian education system. The participants also considered this space of dialogue as an important departure point and pattern of observation.










NATURAL SCIENCES

Mobilizing Scientific Knowledge and Innovation

Context: Capacity development in the sciences central to development

In the Sahel region, adequate science, technology and innovation capacities continue to hinder the opportunities for economic transformation and development. Whether it be in the areas of water and environmental management, health or applications for increasing productivity, the lack of human and institutional capacities continues to hinder the accruing of benefits of knowledge to society.

Indeed, using the S&T index developed by the RAND Corporation for the World Bank the picture that we get of capacities in S&T does not look good (box below). The problem of human and institutional capacities is very severe within all the countries listed in Table 1. For example, the accepted ratio of researchers per million inhabitants is 1,000 researchers to one million but Senegal a country of approximately 14 million has only 5,986 researchers as of a count taken in 2014. If these nations desire to have rapid development as foreseen in the AU Agenda 2063 and want to meet the new SDG Goals it is necessary for them to revisit the issue of building the necessary capacities in STI needed to encourage knowledge and skills development locally. It is necessary to understand how to capture this issue properly in national policies and to understand how to deploy the appropriate policy instruments to ensure that they are successfully implemented.

Science and Technology Capacity Index		
	Rank Africa (total 53)	Rank World (total 150)
 Senegal	18	115
 Burkina Faso	22	126
 Guinea Bissau	29	143
 Cabo Verde	36	167
 Mali	39	175
 Gambia	42	183
 Niger	43	185

**Data from 2011*

UNESCO plays a role as a catalyst for knowledge and development in the domain of science, technology and innovation and focuses on supporting the development of skills in the area of science, technology, innovation, water and environment. This is foreseen in its programme for the natural sciences where it projects that by fostering and developing science, technology and innovation (STI), societies equip themselves with the knowledge and skills to address complex developmental challenges in today's context of unprecedented environmental change, resource depletion and social transformation.

Below are the activities undertaken by UNESCO Dakar's natural sciences sector as well as the results achieved for the year 2015.

Developing capacities for the management of national science systems

UNESCO has developed a platform that is helping managers of science systems in Africa to have a better grasp of the tools and skills needed for an effective management of their national science, technology and innovation policies. Towards this goal 55 persons from Burkina Faso, Mali, Niger and Senegal were equipped with analytical tools and skill sets in two workshops on the use of the GO-SPIN methodology and platform. They were also led through a sharper understanding of the importance and use of policy instruments which will enable them to engage and manage their national systems in more effective ways. The first workshop which took place between 20 and 22 May 2015 was a regional one organ-

ized in Bamako for 22 persons from Burkina Faso, Mali, Niger and Senegal. The second workshop took place on 10 and 11 August 2015 and was specifically requested by the Niger Ministry of Higher Education and Scientific Research who had just finished developing a draft national STI policy. Thirty five persons participated in the national workshop where elements of the GO-SPIN approach was presented. Further technical work was also undertaken with top officials of the Ministry in Niger after the training workshop to ensure that they are able to take off immediately with the new skills learned.

Building skills in water policy for managing water resources in the Sahel



Hercules Vieira, President, National Water and Sanitation Agency (ANEAS), Cabo Verde, and Mme. Gloria Ribeiro the Secretary General of the National Commission for UNESCO of the Cabo Verde felicitate with a participant. Photo: UNESCO/A. Maduekwe

Strengthening water management for the coastal and small island states

A practical training for understanding water policy and the integrated water resources management approach was organized for the Portuguese speaking nations of Cabo Verde and Guinea Bissau from 27 to 29 April 2015 in Praia. During this workshop the participants from each country were able to identify important issues related to water management to be detailed in future capacity building programmes. Participants from Cabo Verde noted that considering the very low precipitation levels during the last years in Cabo Verde important additional actions to be supported are related to water desalinization and water condensation from atmosphere. In Guinea Bissau additional efforts could be oriented to sanitation alternatives to the infiltration that are responsible for the pollution of important water supply aquifers.

Water policy course for the G5 countries of the Sahel: supporting the UN Sahel Strategy

AGHRYMET Regional Centre with UNESCO organized a training on water policy and strengthening the use of instruments of policy for efficient management of water resources (surface and underground) from 25 November to 3 December 2015 in Niamey. The participants numbering 22 were from the Sahel G5 nations consisting of Burkina Faso, Mauritania, Mali, Niger and Chad which are also members of the Comité permanent Inter-Etats de Lutte contre la Sécheresse dans le Sahel (CILSS).

This training workshop for the countries of the Sahel G5 is part of the implementation of the UN strategy for building resilience in the Sahel nations. UNESCO leads the component on the management of transboundary water resources.

The training has contributed to:

- the strengthening of the implementation of the policies of water, in particular, those relating to the management of transboundary shared water resources;
- strengthening the understanding and proper use of the instruments of water policy to ensure compliance and achievement of the objectives of the policy;
- the improvement of the implementation of the inte-



Workshop on water policies for the Sahel countries. Photo: UNESCO/Science Sector

grated water resources management (IWRM), in particular with respect to the management of transboundary water resources.

At the end of the workshop, it was noted that the G5 Sahel countries are at very different levels in the development and implementation of their policies and strategies and their alignment to the principles of the integrated water resources management (IWRM). Furthermore, the different levels of cross-border cooperation was highlighted in terms of policies and strategies. An outcome from this is that support is overdue for some member states to either overhaul or update their policies to strengthen cooperation in the management of transboundary water resources. Sub-regional water and agriculture-related institutions need to be strengthened to support in this activity and to scale up their programmes of training in the process of building cooperation in shared water resources among these States for peace and sustainable development. Then training workshop was supported by UNESCO with a sum of USD 65,000.

Study on the effectiveness of water policy implementation in Senegal

UNESCO supported a small study of the implementation of water policies in Senegal which also looked at the various instruments with which managers of the water system did their work in order to ensure compliance and effective policy implementation. Since policy instruments are seldom applied alone, but in a mix of different instruments the study took into account the various factors that contribute towards effective implementation of water policies in Senegal and provides information on the overall composition of the policy mix that are important factors in determining the policy relevance.

All together the following instruments of water policies were considered:

- Regulatory instruments
- Economic instruments
- Planning instruments
- Information/participatory instruments
- Cooperative instruments

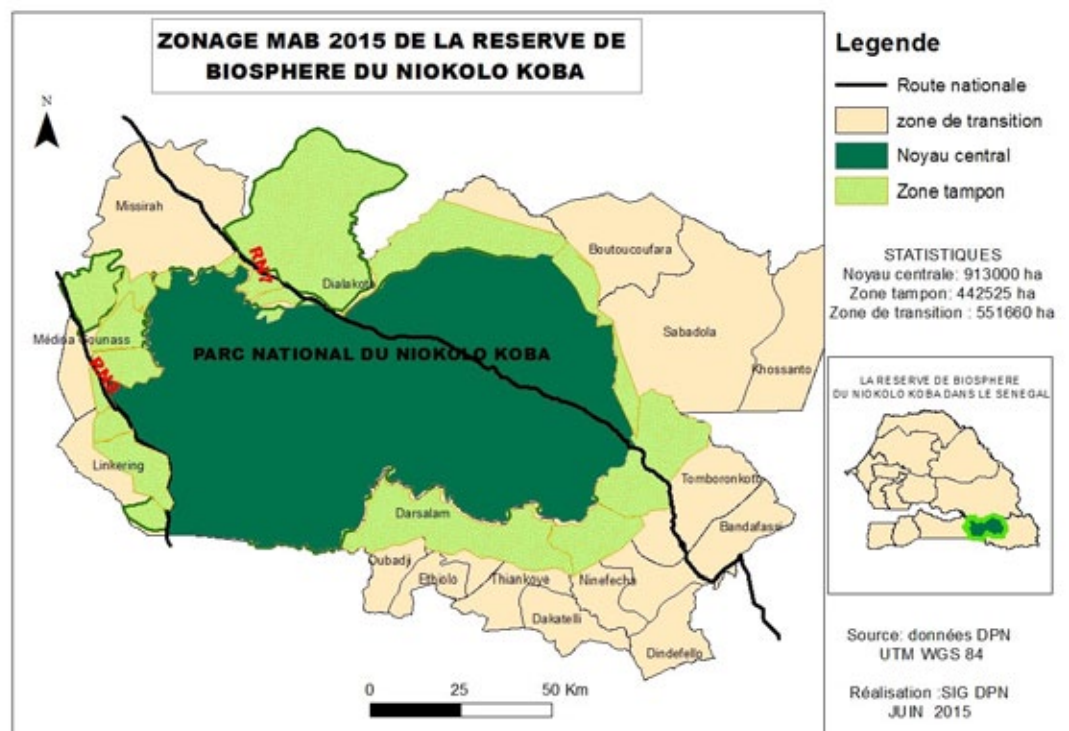
The study further assessed through interviews and interactions with stakeholders, how the government of Senegal is addressing the objectives of a) water quality, b) water availability and water demand, c) droughts and floods and d) water leakages as well as whether the instruments are suitable to address them. The study is available online at the UNESCO Dakar site.

Conserving biodiversity and enhancing the voice of the youth in the global discourse on sustainable development

Helping to conserve the Niokolo-Koba biosphere reserve and the pays Basari WHS

The Niokolo-Koba biosphere reserve in Senegal has new maps with updated zonation data. Furthermore, a new census of mammals has been undertaken offering latest information for the management of the biodiversity of the reserve to ensure better conservation management. The UNESCO science and culture sectors worked together to support the Direction des Parcs Nationaux in updating and evaluating the status of the reserve which is also the location of a World Heritage Site. In order to ensure that communities get a say in the management of the reserve and to bring

new members of the leadership up to date, a training workshop was organized by the DPN with the support of UNESCO where 5 new mayors were sensitized on the management approaches for the governance of the site. Communities were also involved in dialogues for the activities that were undertaken by the two sectors. This activity was conducted between April and July 2015. The new map is presented below.





Workshop on international negotiation skills for youth along with the United Nations Conference on Climate Change (COP21). Photo: UNESCO/Science Sector

COP21 Preparations: Youths of Mali join in discussing climate change and development

Between 15 and 16 October 2015, 30 young people belonging to the following youth clubs, AFLED, AEESCM, Club UNESCO ENI, AJED-yeelen, WCPA YP/UICN, COP In My City, Global Shaper, Club Scientifique l'IPR-IFRA, APE, Education de la Santé, Collectif Ami de l'arbre, OPAJ-PIA, C.J.F.O.M, Club UNESCO FMPOS, Club UNESCO FMPOS all in Mali gathered in Bamako to deliberate on the COP21 ahead of the global meeting which held in December 2015 in Paris. Among issues discussed where;

- The stages of the negotiating process under the Convention on climate change (UNFCCC) UN framework.
- The expectations of civil society in the COP21 in Paris, and what is the role of the young?
- Characterization of the different groups of parties in negotiation to the UNFCCC and the Results of the Bonn Intercession preparation for negotiations on the COP21 - the ADP2.10
- The role of Malian youth for its environment;
- The problems faced by young people in the implementation of their actions for the protection of the environment and tracks solutions



At the end of the presentations and discussions, the 30 young people staged a simulation in which they represented different countries and demonstrated the processes of a negotiation. At the end a mock negotiation was completed and signed by the parties.

This exercise has aided in building greater understanding of the youth that participated in the COP processes and would help in further education those they interact with on what the climate change issues are about.

SOCIAL AND HUMAN SCIENCES

**Tackling New Social Challenges in
Support of Inclusive Development**





Support for the Social Reintegration of children victims of Malian crisis, fabric dying workshop , Timbuktu. Photo: UNESCO/M. Blanco

Promoting the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups

Through the project “Mainstreaming vulnerability in public policies to promote the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups, including women and men with disabilities in West Africa”, UNESCO Dakar supported Burkina Faso, Mali and Senegal in the implementation and conceptualization of socially inclusive public policies.

In Burkina Faso, the project directly benefitted more than 700 women, and through them their affected families. Around 200 victims accused of “witchcraft”, excluded from the communities, stigmatized and accommodated in two centres (DELWENDE 1 and DELWENDE 2), have been targeted. Combining the training, the awareness-raising for the strengthening of solidarity and the facilitation of small income generating activities, the women of DELWENDE and their partners of the Palingwendé association, in charge of selling their products, are today better able to respond to their own financial needs. They are more motivated, feeling they are making a contribution to the centres’ life and starting to distance themselves from begging. They also say they regained confidence in themselves and they help one another more, in the spirit of solidarity. The producers of two centres have saving accounts dedicated to the activities that they initiated, whereas the Palingwendé

women have established three mutual solidarity schemes to acquire credit in credit unions.

In terms of advocacy, sensitization and dialogue, meetings allowed for the engagement of public figures and relevant structures, including 13 Ministries, the Cardinal, the Moro Naba, the Muslim and Protestant authorities, the commission for justice and peace and other authorities. The dynamic created is likely to encourage for those wishing reconnection with their families.

In terms of impact, the political will of the countries is today known. Two governments respectively released 150.000.000 FCFA to subsidize the centres, and substantial food. On the institutional level, the fight tackling violence against women, who have been excluded from their families and their communities by allegation of witchcraft, has experienced substantial improvements. In addition to the adoption and the application of legisla-

tive texts tackling violence against excluded people on grounds of witchcraft allegations, a roadmap for the social rehabilitation of women, victims of social exclusion on grounds of witchcraft allegations is under preparation by the Ministry of human rights and civic promotion. The public engagement of the representatives of the communities and religious authorities was reaffirmed.

In Senegal, the support targeting the beneficiaries of PAJEF allowed to maximize the impacts and to give a higher visibility to UNESCO action. Around 15 groups received, in 2014, financial support leading to functional literacy classes. In 2015, the support expanded to 15 other groups specifically targeting 4 classes of women, victims of disability or mothers with children with disabilities.

In Mali, the “Evaluation of the Social Inclusion level, relevant public policies, by taking into consideration the Gender Dimension and the Human Rights based approach” has been conducted with great success. With this document, the parties involved have all stated that the national capacity to compare and reform the national and local public policies, and the regulatory framework, are henceforth strengthened, in order to increase their level of inclusiveness and social sustainability of public policies.

Promoting multidisciplinary social science research and intercultural dialogue

The activity “Promoting multidisciplinary social science research and intercultural dialogue in Support of policies on social transformations and social inclusion in West Africa” had an important thematic impact and far exceeded the assigned objectives. This activity particularly consolidated UNESCO Leadership in the debates of ideas and dialogue on contemporary questions. Therefore, in order to ensure the relevance and to strengthen the place of social and human sciences in the development agenda, at African and global levels, UNESCO Dakar led major actions, in partnership with the Council for the Development of Social Science Research in Africa (CODESRIA), the Association of African Women for Research and Development (AAWORD) and the Graduate School “Studies on Men and Society (ETHOS) of University Cheikh Anta Diop (UCAD).



Female awareness raising activities in the Delwendé community, Senegal. Photo:UNESCO

The round table organized in the framework of the scientific activities before the CODESRIA General Assembly in June 2015, around the theme “Create the Africa of tomorrow in a context of Global transformations: issues and perspectives” reflected on the factors that limit the influence of social and human sciences in Africa and considered possible measures. The choice of the theme was confirmed and linked with today’s African demand to produce knowledge as an instrument of liberation. The urgency to intensify the development of humanities and social sciences in Africa as an essential factor to imagine the Africa that we want, have been highlighted. The decisive role of UNESCO, notably through the MOST programme and its important mechanisms of dialogue with policies, was mentioned. MOST needs to continue to establish links between researchers and decision-makers to build trust and make social and economic policies more operational. The partnership between universities and the research community, the private bodies and civil society are very important. The example of the cooperation UNESCO CODESRIA-CLACSO etc. serves as a pilot, though it should be extended and refined; the MOST schools can become tests for bigger purposes; UNESCO Dakar was also one of the main partners of the Association of Women for Research and Development (AAWORD) during the organization of the seminar “Citizenship and Women Empowerment”, followed by the Organization’s General Assembly, which took place in Dakar in December 2015. This partnership is in direct continuity with the activities jointly organized in the framework of preparation of the Global Forum of Social Sciences, held in September 2015. This partnership is also concerned with mobilizing networks

of African social-scientists for a qualitative implication in the debate of the Post-2015 Agenda;

The case studies on the impact of environmental changes on the migration in Senegal and in Cote d'Ivoire have been edited and largely disseminated. UNESCO conducted an "evaluation of flood risks and marine erosion management capacities in the delta of Saloum". This research, which responds to earlier findings, confirmed that climate change and the environmental degradation, as well as natural catastrophes like flood and erosions, became a major concern and a permanent and real threat for a good part of the area of the Delta of Saloum, from Senegal to the Gambia.

Finally, the celebration of International Philosophy Day in 2015, in collaboration with the graduate school "Studies on Men and Society" (ETHOS) of UCAD and CODESRIA has been a success. The general theme of the session "Philosophy and orality" was discussed by well-known personalities. The format, inscribed in the wake of the memorable "face to face" between the "griot and the philosopher", gave a new echo to the heuristic tempo of a historic duo consisting of the philosopher Amoussé Diagne and Samba Diabaré Samb, the standard bearer of griots in the Senegambia. Three conferences took place in front of a large audience, comprised of philosophers, students in their final year of studies, intellectuals and talented traditionalists.

Eradication of gender-based violence and promotion of human rights

As part of its participation in the UNDAF Senegal and the implementation of its 2014-2015 work plan for the project "UNESCO's contribution to the joint programme of the UN system: Eradication of gender-based violence and promotion of human rights" (PC-VBG / DH), UNESCO Dakar committed to support national efforts in the fight for the eradication of gender-based violence and promotion of human rights in Senegal. In addition to the UNESCO, PC-VBG / DH stakeholders are: UN Women, UNFPA, UNICEF and now UNOHR. UNESCO Dakar played a key role in the implementation and direction of the programme, assuming an undisputed leadership in thinking and innovation around this programme. It made a recognized contribution, in particular as regards "building bridges between the different stakeholders", with a Human Rights based approach (HRBA) and the tools and process developed as part of the MOST. When the action plan was finalized, UNESCO designed and led the implementation of management training sessions for journalists and leaders of community radios on societal issues, which approach was considered a historic precedent, appreciated by all actors.

In July and August 2015, target groups from about 80

community radio and media were trained on themes of gender-based violence (GBV) but also on other relevant transversal themes such as social inclusion, gender issues, human rights and culture of peace. The training helped to increase the capacity of community radio professionals to take better account of gender issues, human rights, social inclusion, citizenship, conflict prevention and culture of peace in the overall process of collection, processing and sharing of information. The sessions brought together about 84 people including about 68 women and men covering different positions in the media with an emphasis on facilitators of community radios.

Supporting youth civic engagement and participation

The activity "Promoting development of national youth policies and Supporting youth civic engagement and participation in socio-political, community and peace-building processes in West Africa - the Sahel", which contributes to the achievement of UNESCO's Operational Strategy for Youth (2014-2021), goes hand in hand with the three constituent pillars of the UNESCO Global Strategy for Youth and mainly aims to support the country's efforts for the review and updating of the National Youth Policy (NYP) with the participation of young people (1 axis) and their sectoral action plan for its implementation. The activity also contributed to capacity building of young people and youth organizations (axis 2) and civic engagement of young people to empower them to be agents of peace in their communities, helping them to successfully transit from school to the workplace and preventing violence (axis 3). This activity took account of UNESCO's programme priorities and principles, including gender equality and social inclusion - Human Rights Based approach to development (HRBA). This latter found its roots in the programmatic documents of the supported countries, which are: Congo Brazzaville, Guinea Bissau, Niger, Senegal.

In Niger, the NYP is in axis 3. In December 2014, the methodology workshop held in Niamey and driven by UNESCO brought together all stakeholders allowing: a) ownership of the process and issues of the review of NYP and its operationalization document by all stakeholders at the national level; b) appropriation of the methodology recommended for the implementation of the plan, enriched by various stakeholders at the national level; c) a consensus on the most suitable arrangements to ensure the inclusiveness of the process and the involvement of key actors at the national and local levels; d) adoption of an indicative timetable and the establishment of an advisory committee to accompany the process. During the first half of 2015, after the mission conducted in Niamey in December 2014, UNESCO Dakar held a briefing ses-



Support for the Social Reintegration of children victims of the Malian crisis, Timbuktu. Photo: UNESCO/M. Blanco

sion with the Minister of Youth and Sports who provided a very positive appreciation on the results achieved. The working sessions with the Office of the ATLAS team, the MYS representatives and National youth commissions helped finalize several working documents and establish a better coordination with other ministries. With support from the UNRC, colleagues from UNICEF, UNDP and UNFPA were mobilized. Six ministers were physically present at the workshop in addition to the High Commissioner of the 3N Initiative (Niger Nourishes Niger). In addition to the two monitoring missions and supervision of the key steps, UNESCO supported, in September 2015, the draft document validation workshop. Besides the Minister of Youth and Sports, five other Ministers concerned took part. After the briefing session with the Minister of Youth and Sports, it was decided to incorporate the recommendations of all the ministers and stakeholders. In December 2015, after the adoption and dissemination workshop, the final document was formally presented to the highest authorities in the presence of approximately 100 youth representatives from all regions of Niger. In addition to UNESCO, UNFPA and UNICEF provided substantial financial and technical contribution to the process.

In Congo, to respond to the request addressed to the Director General of UNESCO by the Minister of Youth and Civic Education (MJEC), a support mission was conducted in Brazzaville in May 2015. Overall, it was agreed with the government authorities, including the MJEC, on the approach advocated by UNESCO for the conduct of the process and a consensus was reached on the imperative of participatory nature of the exercise

and the need to involve all stakeholders. In Guinea Bissau, following the request submitted by the country to UNESCO to seek support for the finalization of its National Youth Policy (NPC), a mission was conducted in March 2015. As a result of the mission, UNESCO and UNFPA agreed to provide joint support to the process. A last technical support mission, conducted in September 2015, helped guide the validation workshop on the draft NPC.

For Senegal, UNESCO Dakar contributed to the production of the draft document of

Development Sector Policy Letter -LPSD- updated according to the new strategic directions of the Ministry with the Emerging Senegal Plan (PSE), in accordance with the methodological guide. With this support, the participatory diagnosis of the sector was undertaken; Sector Policy Letter aligned to the new sector strategic priorities and direction was validated; projects / sectoral programmes were designed for implementation over a period of five years; and a sector indicators review and monitoring framework developed.

UNESCO Dakar also ensured the implementation of the extra budgetary project “Youth-led social innovation project / Youth Action Net - Senegal”. Executed by the International Youth Foundation (IYF), with the “West Africa Research Center” (WARC), as a partner organization in Senegal, this intervention has strengthened, in young entrepreneurs, the ability to position themselves as examples in their respective fields of activities. Besides the development of the programme and adapting the YouthActionNet curriculum to Senegalese context, an “Internet portal for YouthActionNet programme Senegal”, a social media strategy with a strong application and local partner selection system was produced by IYW in the first half of 2014. After driving the selection of the best initiatives by young social innovators at national level, the WARC trained 16 winners selected on social innovation. After a public recognition ceremony for entrepreneurs held by their communities, the award winners are being organized in network and benefit from the monitoring of implementing agencies.



Support for the Social Reintegration of children victims of Malian crisis, sewing workshop , Timbuktu. Photo: UNESCO/M. Blanco

UNESCO Mali Social and Human Sciences

Fight against radicalization and violent extremism through education for a culture of peace and social reintegration of young victims of the 2012 crisis in Mali.

The SHS sector led activities in the field of the fight against radicalization and violent extremism through education for a culture of peace and social reintegration of young victims of the 2012 crisis in Mali, the promotion of social inclusion, citizenship and youth.

For this, during the year 2015, UNESCO Bamako implemented various projects in collaboration with ministries and civil society organizations involved in youth issues: technical support to the Malian government in the implementation of the national policy framework for youth in collaboration with the Ministry of Employment, Vocational Training, Youth and Citizen building; a project to support the social reintegration of child victims of the crisis in Mali in collaboration with the Malian NGO TEMEDT,

technical support to the MINUSMA Unit for Child Protection; the Ministry of National Reconciliation and the financial support to the JUVENTUS FC; the interregional programme, funded under the Emergency Fund in 2013, whose main objective was to assess the level of gender and human rights dimensions in public policies in the Sahel.

In the case of Mali this programme resulted in a study whose main objectives were to support the Malian government in its effort to build more inclusive, just and equitable societies. This programme received support of the Ministry of Solidarity, Humanitarian Action and Reconstruction of the North and the Malian National Commission for UNESCO.



CULTURE

Developing Capacities to Protect West African Heritage and Support Creativity

Local villagers perform in Toubacouta, Senegal. Photo: UNESCO



Reimagining the old Dakar Train Station, Biennale 2016. Photo: UNESCO/G. Alonso

Context: Consolidating achievements and mobilising cultural assets for development

In 2015 UNESCO pursued its partnership with governments and civil society organizations implementing actions to protect, safeguard, promote and manage in a sustainable way the rich and diverse heritage of the region as well as its creative industries and policy frameworks.

UNESCO's Cultural Conventions

The UNESCO Conventions concern the protection of tangible heritage ([1972 Convention concerning the Protection of the World Cultural and Natural Heritage](http://whc.unesco.org) <http://whc.unesco.org>) the safeguard of intangible heritage (2003 Convention for the Safeguarding of the Intangible Cultural Heritage, as well as the protection of underwater cultural heritage (2001 Convention). The UNESCO normative framework includes also the struggle against the illicit international trafficking of cultural property and the protection of cultural property in the event of armed conflict (1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property). Finally the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions is concerned with diversity, creativity and development.

UNESCO's Cultural Conventions provide the overall framework for intervention. Action has been scaled up by the new 2030 Development Agenda - where culture is explicitly included for the first time - as well as the AU 2063 Agenda.

Through technical and financial assistance, the UNESCO Dakar Office engages and supports with regular and extra-budgetary funds activities strengthening institutional capacities, providing technical assistance and policy advice in the new challenges posed by the decentralization of cultural competencies to the local level or the transition to digital broadcasting, as well as supporting professional and expert networks.

Burkina Faso

Supporting heritage inventoring, new nominations for the World Heritage List, decentralization of cultural policies at the local level and the setup of the first Category II Center on Contemporary Creation



- Provision of technical and financial assistance for the elaboration of dossier for inscription of a second Burkinabé property in the World Heritage List (ancient metallurgy sites /Boose and Bwi);
- Celebration of the 6th anniversary of inscription of the Ruins of Loropeni on the World Heritage list;



- Monitoring of a country-wide inventoring exercise of Intangible Cultural heritage through capacity building interventions and training projects, carried out by the National Heritage Directorate and ensuring wide community involvement. 'Inventory and promotion of intangible cultural heritage in Burkina Faso' 2013-2016;
- Supporting the statutory and administrative process required to launch operations of the Centre Regional pour les arts vivants en Afrique (CERAV/ Bobo Diolaso) which was formally established by the Government in 2015. It is the first 2005-Convention related Category II Centre that has been set up in Africa;
- Supporting policies for the arts and culture, notably through an IFDC project on a new model of governance based on the decentralization of cultural policies and the successful conclusion of a 3 year project on the adoption of an arts and culture education strategy for all tiers of the educational system;
- The [UNESCO Culture for Development Indicators CDIS](http://en.unesco.org/creativity/cdis) (<http://en.unesco.org/creativity/cdis>) provides a first global data baseline for the culture sector in Burkina Faso and its contribution to national development.

Cabo Verde

Supporting intangible heritage inventoring, building capacities on World Heritage management and pushing youth in the creative sector

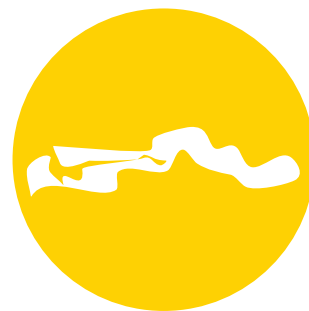


- Supporting the protection and the management of Cidade Velha, a World Heritage property, and promoting South-South cooperation with other PALOP countries : 3 week training in risk management (organized by Category II Centre, African World Heritage Fund in February 2015) and on the management of Historic Urban Landscapes (March 2015) as well as developing skills and competencies of IPC staff in areas such as underwater heritage;
- Provision of technical and financial assistance to carry out a first national inventory on Cabo Verde's intangible cultural heritage (ICH) implemented by the Cultural Heritage Institute focusing on active participation of young people in the 3 communities and ensuring inter-generational transmission of ICH elements such as traditional medicine, rituals and food processing techniques;
- Financial and technical assistance to update Cabo Verde's tentative list and expand options for Cabo Verde to nominate new properties, natural sites in particular;
- Publication of the minutes of the 2013-14 Ministerial Conference on Youth Employment on the Creative Economy;
- Financial and technical support to the organization of the International Scientific Committee of the Slave Route Project (November 2015).

Gambia

Launching a broad country needs assessment for safeguarding Intangible Heritage and supporting World Heritage property management

- Launching a broad country wide needs assessment in Intangible Heritage in 2015 that will inform a project fund raising for priority activities;
- New Management Plan for the Kunta Kinteh Island and related World Heritage sites which was possible thanks to UNESCO financial and technical assistance, which also supported the successful submission of a new Tentative List for WH.



Guinea Bissau

Strengthening heritage protection and promotion

- A new generation of culture professionals has been trained at the request of the State Minister. Training opportunities were provided for public service staff (15 persons) both on World Heritage conservation and management as well as on the safeguarding of intangible heritage and underwater heritage;
- Implementing South-South Cooperation among PALOP countries in Intangible Cultural Heritage projects.



Mali

Reconstruction of Malian cultural heritage

- UNESCO Bamako, in collaboration with the Ministry of Culture, Handicrafts and Tourism, worked for a better recognition of the role of culture in sustainable development, rehabilitation and safeguarding of cultural heritage in damaged regions of northern Mali, the implementation of the international assistance project for the city of Djenné and monitored the project on participatory inventories of intangible cultural heritage and evaluation needs;
- In addition, UNESCO Bamako raised awareness among regular military, police and civilian personnel of the MINUSMA on the importance of the protection and respect of Mali's cultural heritage. To promote the integration and synergy between the UN agencies and the Government of Mali, UNESCO also contributes to the implementation of the UNDAF + 2015-2019, through Axis 1 - Peace, security and reconciliation;
- The reconstruction of destroyed holy shrines of Timbuktu, a priority action completed in September 2015;
- Following numerous missions carried out by international and national experts, efforts were made between June 2013 and March 2014 to bring together all existing documentation (documents, photos, drawings, etc.), to improve the status of knowledge about the mausoleums of saints;
- Consultations with communities and sensitization, training workshops with traditional masons, were also conducted to define the reconstruction strategy and decide on construction details to be used in reconstruction projects;
- The reconstruction of Timbuktu's mausoleums, the oldest dating back to the 13th century, was an architectural and technical challenge. The first phase of work, launched in March 2014, served as a pilot site. The second phase, undertaken in February 2015, is about to be completed;
- Remarkable financial and technical support has been made by the international community, but it appears to be still insufficient to ensure full implementation of the joint programme of UNESCO and the Malian government for the rehabilitation of damaged cultural heritage. The overall cost of the program planned for 4 years until 2017 is estimated to an amount of nearly 5.5 billion CFA francs; but, at the moment, only 1.5 billion have been mobilized and about 3.5 billion CFA francs have to be found;





Director-General, Irina Bokova, visits Timbuktu, Mali. Photo: UNESCO/B. Ahmed

- The Director General of UNESCO, Irina Bokova, visited, July 18th 2015, Timbuktu where most of the tombs destroyed in 2012 by armed groups are now rebuilt. She especially praised the local communities for without them the reconstruction would not have been possible;
- She also praised the work of Timbuktu's masons whose mobilization and expertise were instrumental in the reconstruction of wrecked buildings.

Niger

Supporting heritage inventoring

- 3 community based Intangible Heritage inventories were carried out through to the technical and financial assistance (ICH Fund) to the Direction of National Heritage: policy advice to safeguarding intangible cultural heritage and capacity building with a particular focus on the revision of policies and legislation;
- Thanks to this project, which came to a close in 2015, Niger has built capacities and intensified safeguarding efforts. Participating communities received a booklet recording the highlights of the elements of ICH inventoried. An exhibition and videos were produced and shared with stakeholders in partnership with CISP Niger.



Senegal

Promoting Senegal's World Heritage, enhancing site management and supporting the implementation of policies for creativity

- Branding and building notoriety of Senegal's outstanding World Heritage sites through photo exhibitions, press journeys and radio programmes and the organization of National Heritage Days;
- Supporting Gorée Island in developing its first management plan since 1978 and





Coastal houses at Gorée Island. Photo: CC-BY Manu25



Warthog at Niokolo Koba National Park, Senegal. Photo: CC-BY Niels Broekzitter

in carrying out emergency repair works due to coastal erosion;

- Supporting Island of St Louis in implementing its Safeguard Plan (PSMV) strengthening site management capacities and fostering donor coordination through round tables and technical assistance missions;
- Supporting the Niokolo Koba National Park in improving approaches to large fauna counting and site management. Technical and financial assistance launched in April 2015 with the support of the WH Fund and other donors;
- Supporting the consolidation of two new interpretation centres in the Delta de Saloum and Bassari;
- Provided technical and financial assistance and policy advice to safeguarding intangible cultural heritage through an inventory project and ensured monitoring of the project for the inventory of music traditions;
- Dakar was the only African City to join the UNESCO of Creative Cities Network in 2014. Technical assistance was provided to the municipality;
- Supporting inter-ministerial dialogue (Finances, Tourism, and Culture) and dialogue between public, private and non profit organisations to promote investments in the Senegalese creative sector.



COMMUNICATION AND INFORMATION

Promoting freedom of expression
and strengthening access to
information and knowledge

Context: From the transition to digital broadcasting to conducting peaceful elections

The media landscape changed dramatically in 2015 in West Africa as most countries of the region migrated to digital broadcasting in June. The rapid growth of mobile technology and affordability of internet access and the increasing use of social media by citizen journalists is starting to have an impact on the traditional media landscape. Yet much of the population is still rural and basic issues of media access remain central.

Several countries of the region including Burkina Faso, Cabo Verde, Niger, Guinea Bissau or Cabo Verde prepared government elections and underwent some political unsteadiness. Social instability and heightened security issues pose increasing challenges to journalists and the practice of journalism.

The circumstances unique to West Africa's media landscape required targeted UNESCO interventions and activities focused on training journalists, media professionals and students, campaigning and advocating for press freedom, and supporting organizational development of community radios. Likewise UNESCO re-engaged with issues related to women, media and gender and developed new joint approaches in partnerships with the UN Office of the High Commissioner for Human Rights, UNOWA and the international NGO "Article 19".

Over 75 professional journalists from countries in the cluster took part in capacity building and training activities.

Supporting the media to promote and conduct peaceful electoral processes in West Africa

Jointly with the United Nations Regional Office for West Africa and the Sahel (UNOWAS) and in partnership with the Office of the High Commissioner for Human Rights' West Africa Office (OHCHR-WAO), the United Nations Information Centre, the Organisation Internationale de la Francophonie, and UNESCO hosted a 3 day regional workshop for top West African media leaders (29 and 30 September 2015). As several countries were getting ready for elections in the 2015-16 period, the workshop was designed to support media in election coverage situations. Twenty heads of media in West Africa, TV directors from Guinea-Bissau and Mauritania, chief editors from Burkina Faso and Guinea, journalists from Ivory Coast and the Gambia, took part and exchanged on issues encountered during the coverage of elections, international instruments relating to elections, legal frameworks, issues relating to gender and vulnerable groups (minorities, persons with disabilities, etc.), and the collaboration between international, regional, national and local media. UNESCO Resources and reference manuals were distributed for consultation and reference.

Focusing on the national level, two other trainings were held in Burkina Faso and Niger. To reinforce the capacity of young Burkinabè journalists in reporting and managing of the information during the election period, over 30 male and female journalists –mostly from radio- were trained by seasoned media figures, including the Director of the national TV channel on objective and constructive election reporting. This activity was implemented in partnership with the National Commission for UNESCO.

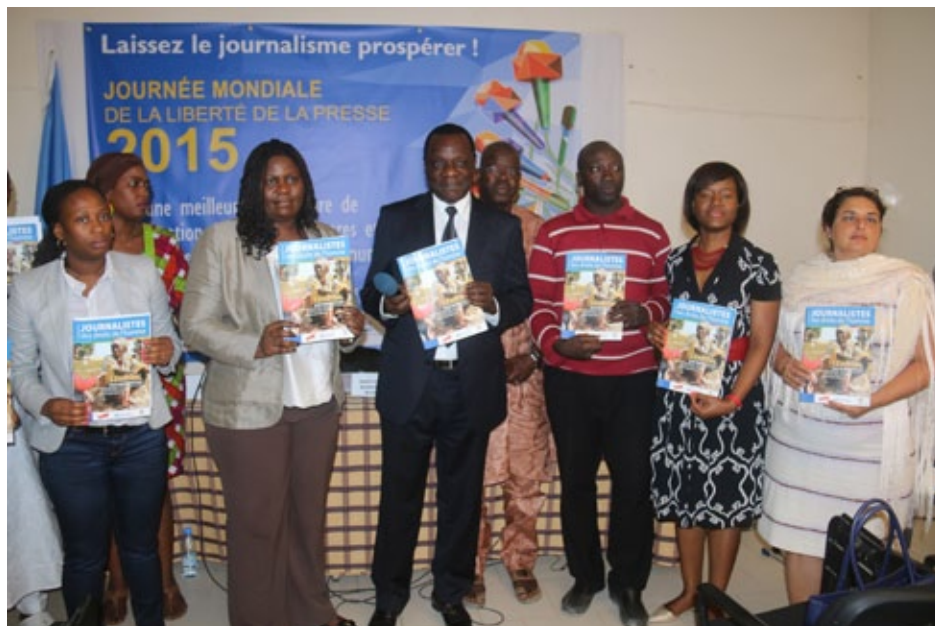
Supporting security and safety for media professionals

In cooperation with the Supreme Council of Communication (CSC) and the National Commission of Niger to UNESCO, several training and sensitization events were organized during October 2015 in Niamey to engage dialogue and raise awareness on the existing international instruments on the protection of journalists in conflict situations. 70 senior military and security officials took part on a one day Conference focusing on key principles of the Geneva Convention with its protocols, Universal Declaration of Human Rights, international humanitarian laws, African charter on human rights and other texts on the safety of journalists and discussed the most recent evolutions. This Conference was followed by a two-day training workshop for 25 journalists focusing on the role of journalists in conflicts, their safety and highlighted the need to develop more opportunities for dialogue between security actors, political and media professionals. This was considered particularly important to address some of the challenges associated with covering conflicts especially in polarized contexts.

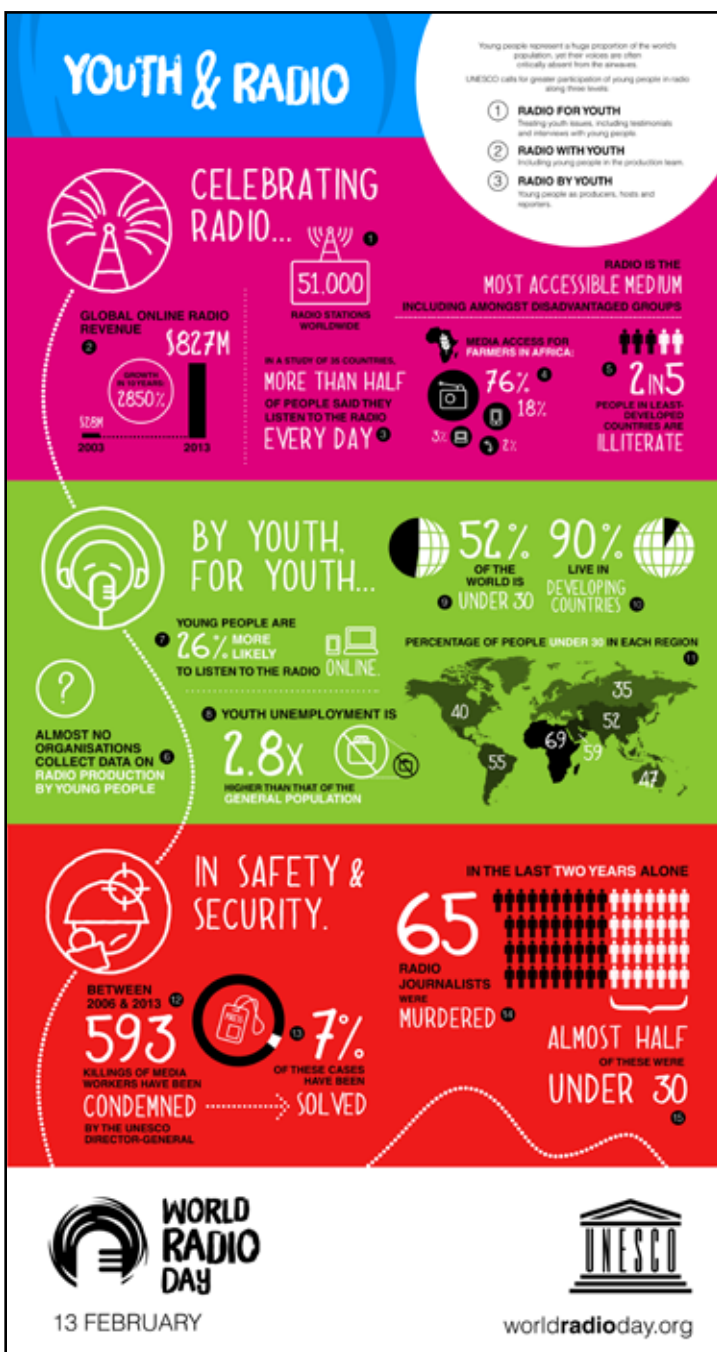
Campaigning

World Press Freedom Day celebrations in 2015 were organized in Burkina Faso and Senegal, among other countries. In Ouagadougou, the CNP-NZ a coalition of publishers' organizations, journalists' associations and trade unions presented a Study on press freedom in Burkina Faso. In Senegal, over 100 journalists attended the celebrations held in collaboration with the UN Office of the High Commissioner for Human Rights, Article 19,

and the Union of Information and Communication Professionals of Senegal (SYNPICS) which underscored human rights approaches in journalism and launched the “Journalists for Human Rights” magazine. This publication compiled published articles by 17 young media professionals who took part in training on how to treat information from a human rights perspective and covered issues such as the silent suffering of albinos in the Tambacounda region, the difficulty of “casted” life in Fouta, access to water around Lake Guiers, or child



World Press Freedom Day in Dakar. Photo: UNESCO



labor on panning for gold in the Kedougou region. This operation was conducted jointly by UNESCO, OHCHR and ARTICLE 19 and over 1000 copies were produced on the occasion.

“Youth and Innovation in Radio” was the theme of celebrations of **World Radio Day** in 2015. In partnership with the World Association of Community Radio Broadcasters (AMARC) Section-Africa, the African Union of Broadcasting and Television (UAR), the National Commission for Senegal, the School of Journalism CESTI/Dakar, students in Journalism, Crafts Internet and Communication (E-jicom) and Advanced Studies in Communication and Information (HEIC), local and youth Radios such as Afia FM, Oxy-Jeunes and Manoré FM, several activities were organized, including a debate on the “future of radio” at the University Cheikh Anta Diop of Dakar, an interactive radio program with young people from UNESCO Associated Schools at Afia Fm, Oxy-Jeunes and Manoré fm Radios as well as a radio contest.

Improving operating conditions of community radios

Bandafassi FM Radio was recently created in the framework of a UN Senegal Joint Programme (MDGF) led by UNESCO (2008-13). Thanks to IPDC support during 2015, capacities of the community radio were strengthened promoting a more participatory approach to the production of radio programs, sensitive to ethnic diversity issues in the Bassari Region (Southeast Senegal). Hosted by the Bandafassi interpretation center of the Pays Bassari World Heritage Site, this community Radio was confronted with a number of problems including lack of electric supply, adequate studio isolation and

lack of core equipment as well as of strategic planning. The project had 3 components, including improvement of studio facilities. Partitions have been built, the studio has been isolated and solar panels and batteries have been installed, allowing for some broadcasting autonomy. Technical equipment, computers, chairs and tables were acquired. Training sessions for radio animators and producers were also organized, focusing on the collecting and treatment of information, technical use of radio facilities, administrative and financial management of the community radio and good governance;

Over 23 trainees followed these four training sessions. Finally and to reach the different constituencies, a tour of the 17 villages was organized to reach out, raise awareness among local communities of the Bandafassi FM Radio and identify topics they are interested in so as to elaborate future programs on them. Overall this activity contributed to consolidate a young community radio. The fact that the radio facilities are hosted by a World Heritage Site interpretation Center, ensures that a certain continuity of capacity building and maintenance activities will be ensured in the future.

Getting women into the picture

During 2015 efforts were made to highlight the role of women in the media and create room for women's voices in West Africa.

Building capacity of women journalists in Community Radios

Gender sensitive guidelines for community media were shared in two sets of trainings for community radio journalists / chief editors on gender based violence, human rights and social inclusion. Delivered for the most part in Wolof, training was led by the West Africa Women community radio network RIF jointly with the SHS Sector as well as UNWOMEN and delivered in two regions of Senegal (Saly and Kaolack) in August 2015 involving over 70 participants with a mix of profiles and decision making capacity within their respective radios. Over two weeks, training promoted dialogue and mobilized reflection and participatory analysis of actual or potential situations that underline the denial of human rights and legitimize gender based violence through radio emissions, equipping journalists from over 50 community radios to better understand the concept of gender based violence, human rights and social inclusion and put different perspectives at the core of social communication.

Women in African History

As part of efforts to ensure that profiles of West African women are included in the UNESCO Women in African History e-learning tool and the overall pedagogical use

of the General history of Africa, two modules including biographies and pedagogical units in English and French for Aoua Keita (Mali) and Mariama Ba (Senegal) were produced in 2015. A team of national and international specialists and historians developed research and new material on these two prominent women and role models that will be incorporated in the UNESCO E-learning tool in 2016. The African project promotes a more gendered and balanced version of history while supporting access, preservation, creation and sharing of educational, scientific and cultural content.

Regional study on the perception and representation of women in media

In a joint operation with OHCHR and the International Federation of Journalists, UNESCO Dakar launched in 2015 a regional study on the perception and representation of women in public media in Burkina Faso, Gambia, Niger and Senegal. Based on a common survey, the study aims to provide a comparative analysis on how women are portrayed, identify key messages conveying harmful gender stereotypes, and draw recommendations on how women's participation in and access to all forms of media can be increased.

UNESCO Mali Communication and Information

The communication and information sector led activities in capacity building for leaders of community radios and efforts to promote youth participation in media. To do this, during 2015, the Sector has implemented: the project "Journalism and Citizenship" implemented by Bèlèkan community radio which had the objective of promoting social cohesion by involving young people and their immediate environment to defend the principles of citizenship and human rights through the use of ICTs and the manual presentation workshop "Bringing generations through the radio", in order to help radio professionals to develop programs focused on youth, and strengthening youth skills in radio reporting and production, with their active participation. This workshop resulted in the translation of the guide in the national language.

UNESCO Dakar 2015 financial report

UNESCO spending has been overall (regular and extra budgetary combined) comparable to that of 2014.

The UNESCO Dakar 2015 allocation as per the regular budget was USD 1.44 million of which USD 1.41 million were executed, resulting in an execution rate of 97 percent.

The total 2015 regular programme expenditure was USD 1.41 million out of which USD 921,000 were dedicated to programme activities. The balance (USD 491,000) went to administration to cover overhead and administrative costs. Extra budgetary resources executed during the year amounted to USD 5.27 millions which represents 85 percent of the budget available for programme activities.

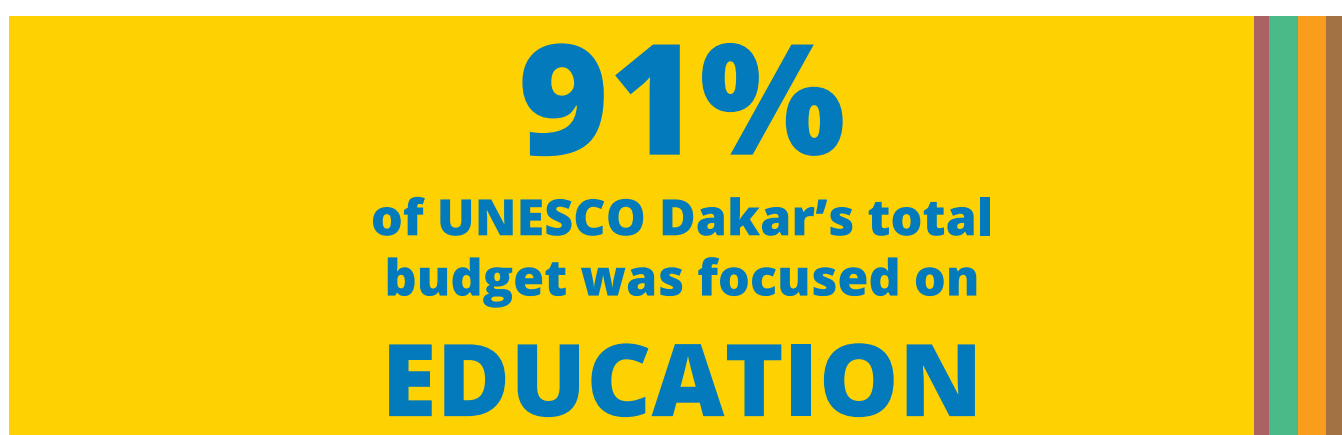
The table below synthesizes the total revenue per sector, the share of each revenue source within the sector, as well as each sector's weight relative to the total expenditure of the office.

The status of UNESCO Dakar expenditure in 2015:

	Expenditure under Regular budget (RP) (USD)	Expenditure under extra-budgetary projects (USD)	Total expenditures (USD)	Share of Regular Budget (%)	Share of extrabudgetary projects (%)	Sector weight (%)
CI	61 315	22022	83 337	74	26	1
CLT	102 568		102 568	100	0	2
ED	439 529	5 221 515	5 661 044	8	92	91
SC	181 229		181 229	100	0	3
SHS	137 148	34 718	171 866	79	21	3
Total	921 789	5 278 255	6 200 044			100

The education sector has a relative weight of 91% of UNESCO Dakar's total budget for 2015, which reflects UNESCO's decentralization patterns by sectors in terms of programme and budget, especially with regard to extrabudgetary projects.

It is however important to note that direct contributions that partners provided to cover costs of joint activities are not captured by the UNESCO financial reporting system.





Education
Natural Sciences
Social and Human Sciences
Culture
Communication and Information