

The Least
Developed
Countries

A PRIORITY
FOR
UNESCO



MID-TERM REVIEW
1996-1999



*Opposition for human
development,
Mastering solar energy*

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Developed
Countries**

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FOR
UNESCO**



**MID-TERM REVIEW
1996-1999**

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND
CULTURAL ORGANIZATION

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UNESCO
Bureau for External Relations
Section in charge of
The Least Developed Countries
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Introduction

This review of UNESCO's work for the least developed countries (LDCs) is taking place half way through the period covered by its Medium-Term Strategy. Of course the results expected fall far short of what UNESCO would like to be able to do for the LDCs and of these countries' perceived needs. But the efforts made to help the most disadvantaged countries have had some encouraging results.

Our strategy and our methods of action have been refined and are now widely recognized. For example the concept of development long affirmed by UNESCO, which sees it as progress on a broad front rather than in the strictly economic sphere, is now supported by the World Bank. The fact that the World Bank now shares this broad view of development will undoubtedly channel more financial resources towards such long-neglected key sectors for development as education, culture, democracy and a culture of peace. Conceptual and methodological innovations have been tried out and reproduced in various countries. And special projects designed specifically for LDCs have been identified and carried out in the key areas of development: education for all, solar energy and other renewable energies, democracy, culture of peace, human rights and so on.

UNESCO believes that one of the most effective ways of countering the negative effects of globalization on these countries is to encourage LDCs to be autonomous in its spheres of competence. Innovative action can be pointed to in this respect, a notable example being the broadening of partnerships which considerably increases the effects of synergy. The private sector, civil associations, churches and rural communities, for instance, are joining in the Organization's action. Many pioneering initiatives associating national actors, including civil society and local youth and women's associations, in the implementation of UNESCO projects have been tested and then applied on a wider basis. Most importantly, in order to give real substance to the concept of endogenous development, UNESCO is no longer confining its action to facilitating LDC participation in projects and programmes designed by the Organization and external partners, but is now supporting and encouraging LDCs' own development initiatives. Decentralization and the field officers have played a crucial catalytic role here and have proved invaluable in mobilizing financial resources and national actors for development.

Finally, as development also requires the mastery and assimilation of science and technology, the Organization is backing up the efforts made by LDCs to create a whole range of databases to share knowledge and know-how that could be useful to them.

During the period under consideration exceptional measures were taken to channel financial resources to LDCs. More than half of the amount of US \$6,767,597 paid to the Organization by the United Kingdom for the period from 1 July to 31 December 1997 was spent on LDCs. The rest of that amount also benefited LDCs indirectly, as it also financed regional projects. To that can be added assistance from Libya amounting to \$250 million over eight years for fellowships in Africa (two thirds of African countries are LDCs).

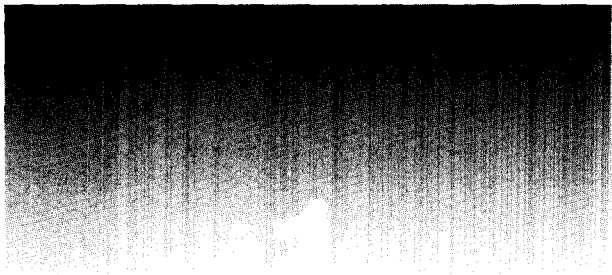
In 1998-1999 extrabudgetary funds amounted to a total of \$198.7 million and a large proportion was allocated to projects in LDCs.

UNESCO has also encouraged a diversification of the sources of funding for LDCs, undertaking an initiative in Congo (Brazzaville) which involved allocating part of the country's cancelled debt to educational projects. It should be possible to reproduce this initiative elsewhere in LDCs.

Through education, science, culture and communication UNESCO is thus helping to combat poverty at source, the aim being, through work in its own fields of competence, to allow all individuals in the LDCs to develop and fulfil their human potential.

The Organization is adopting a holistic approach in this area which covers all the various aspects of development. On the threshold of the third millennium it hopes in this way to take rigorous measures to hasten the transition from a culture of war, violence and domination to a culture of tolerance, solidarity and peace.

FEDERICO MAYOR
Director-General



OPERATIONAL ACTIONS

Sources

The information about UNESCO's activities in the LDCs in 1996-1999 has been taken from the following reports and documents:

- Field office reports
- Successive reports by the Director-General on the execution of the programme adopted by the General Conference:
Reports submitted to the Executive Board from its 150th to its 156th sessions
- Periodic evaluation reports produced by the sectors between 1996 and 1999
- Half-yearly reports on activities by the BRX/PMA Section
- Report of the Director-General for 1996-1997 (30 C/3)
- United Nations documents

A

TRANSDISCIPLINARY ACTIVITIES AND PROJECTS ON BEHALF OF THE LDCs

At a halfway point in the Medium-term Strategy (1996-1999)

1. Within the framework of its **Medium-Term Strategy for 1996-2001 (28 C/4)**, UNESCO has proceeded with the strengthening of the specific action it takes on behalf of the **LDCs** so as to contribute effectively within its fields of competence to the achievement of the relevant objectives of the United Nations Programme of Action for the **Least-Developed Countries** for the 1990s, and to the application of the corresponding recommendations made at the mid-term overall review of this ten-year programme. **For that purpose it designated the LDCs as a priority target group for its activities during the six-year period 1996-2001 and decided to devote a substantial proportion of its resources to them. Thus, since 1996, every major programme area comprises activities of direct concern to the LDCs (their cost representing about 10 per cent of the direct programme costs). In addition, projects devoted specifically to these countries and carried out in each of the Organization's broad spheres of competence have been devised in an attempt to provide practical and innovating answers to some of their particular needs.**
2. The first six months of the 1996-1997 biennium were devoted in the main to the detailed planning and launching of **LDC** development activities. **Thus, for each project a project leader was appointed with, as first duty, ensuring the cooperation of the units concerned at Headquarters and in the field and consulting interested Member States and potential partners** (United Nations agencies, financing bodies, NGOs, etc.). Besides the LDC Unit, units corresponding to other priority groups also participated in this effort in order to ensure that **the general projects and the special transdisciplinary projects** complemented each other by region and by LDC. **For each project, plans for its implementation were drawn up specifying – in addition to the short-term objectives – the timetable for the activities, the countries identified, the partners in the project, and, where appropriate, the sources of extrabudgetary financing contacted.** Finally, the **LDC Unit** was attached to the Bureau for External Relations with a strengthening of its staff and the extending of its duties to include relations with African Member States. It has now become the **Africa and LDC Section of the Bureau for External Relations (BRX/AFR/PMA)**. The main results obtained in connection with the transdisciplinary activities and projects carried out by UNESCO in the **LDCs** from 1996 to 1999 are the following.

Major Programme I Towards lifelong education for all

I.1 Basic education for all

I.1.1 Expanding access to basic education

3. UNESCO's action on behalf of education for all (EFA) entails the promotion of an integrated system which includes **early childhood education** and the teaching of literacy and life skills for adults and young people. For this purpose, support has been provided for the strengthening of primary education systems and their improvement through consultative services, technical assistance, collaboration with development partners and the adoption of an integrated approach to the solving of persistent problems, particularly in connection with the teaching of teacher education, teaching materials, learning environments and programmes for marginalized groups. In this connection, the UNESCO Office in Dakar has organized or supported the following activities: dissemination of post-literacy works in **Mauritania, Mali and Burkina Faso**; preparation, in cooperation with the Spanish Government, of literacy and post-literacy teaching materials for 11 countries including **nine LDCs (Benin, Burkina Faso, Guinea, Guinea-Bissau, Mali, Rwanda, Sierra Leone, Togo and the United Republic of Tanzania)**; in cooperation with ISESCO, a subregional seminar on the complementarity of formal and non-formal education, at the close of which the representatives of seven countries including **six LDCs (Burkina Faso, Chad, Guinea, Mali, Mauritania and Niger)** adopted a subregional cooperation programme.
4. **At the regional and subregional levels**, the following activities have been carried out: establishment of a network for the African Education Ministers and a Fellowship Bank to encourage cooperation between African universities; networking of higher educational institutions, as recommended by MINEDAF VII; aid to the OAU for the launching of the Decade of Education in Africa (Harare, March 1999); and organization, in **Zambia**, of a joint UNESCO/World Bank Seminar on Improving Learning, attended by participants from **Ethiopia, Guinea, Mali, Senegal and Uganda**, in the course of which follow-up activities were devised for application in **five African LDCs**, on the basis of the findings of national case studies. Recently, a subregional workshop was organized for educators of street and working children and social workers in countries in the south of Africa (Windhoek, Namibia, 19-21 September 1998), while another subregional training workshop was organized on preventive education against drug abuse and AIDS for children in difficult circumstances (**Guinea**, 11-21 January 1999). A brochure of statistical indicators on education in French-speaking Africa was published. Technical and financial support was provided for the organization of a regional symposium on the theme, "What education for development in Africa for the 2000s?", held by the OIEC in Nairobi (3-8 March 1997). Two studies were prepared on pockets of equity in girls' education in **Cape Verde** and Nigeria.
5. **At national level**, the UNESCO Office in Maputo also participated in the enhancement of learning and training opportunities for youth, by starting a project for providing basic training in life skills, focusing on young artisans. The project is aimed at developing a methodology for basic education curricula for youth that could be replicated at national level in other Portuguese-speaking **LDCs** in a

post-conflict situation. In cooperation with DANIDA, UNESCO organized consultations with a view to the setting up of national machinery to improve the coordination of the public and private sectors and thus facilitate the regular provision of textbooks, the preparation of basic teaching materials and training activities in **Burkina Faso, Mali, Malawi, Mozambique**, and the **United Republic of Tanzania**. In **Benin, Burundi, Rwanda** and **Zambia**, UNESCO supported activities aimed at the strengthening of the capacities of primary school teaching staff in regard to supervision and research and the preparation of curricula for teacher education. In Africa, workshops were organized on the following themes: improvement of the quality of large classes in Portuguese-speaking Africa (**Cape Verde**); preparation of a plan for the development of education (**Central African Republic**); improvement of access for vulnerable children (**Angola**); and support for the renovation of the education sector (**Liberia**). In Asia, UNESCO continued to help the countries to reach the objective of universal primary education. The Organization's assistance was concentrated on the learner and the skills developed in **Nepal**, on curricula and teaching materials for effective schooling in **Bangladesh, Bhutan, the Lao People's Democratic Republic, Maldives** and **Nepal**. In **Haiti**, efforts were directed towards the improvement of educational planning and administration through the modernization of the services of the Education Ministry. With a view to educational reform, consultative services were made available to the following countries, six of which are LDCs: **Burkina Faso, Chad, Ethiopia, Kenya, Madagascar, Mali, Mozambique**, Senegal and Zimbabwe.

6. Phase II of the "Inclusive Schools and Community Support Programme" project was launched with the participation of six countries including an LDC (Cameroon, Egypt, Ghana, **Madagascar**, Mauritius and South Africa) and the financial support of Denmark, Finland and Norway. The networking of countries was constantly encouraged for both Phases I and II. In this connection, a workshop on the development of human resources in support of "inclusive" schooling was organized in cooperation with the Ugandan National Institute of Education (Kampala, **Uganda**, 22 February-3 March 1999). As a follow-up to a regional workshop on the preparation of post-literacy materials for women held in Amman (April 1996), UNESCO supported a similar workshop organized in **Sudan** (September 1996).
7. In pursuit of 29 C/Resolution 8, which stresses **the development of early childhood education as an integral part of basic education**, fresh impetus was given to the further development of early childhood and family education in all the regions, with the involvement of new partners. Thus, in Africa, following the launching at the end of 1996 of the "Réseau africain francophone prime enfance" involving specialists from 15 African countries, an international seminar was organized in February 1998 in cooperation with the International Federation of Training Centres for the Promotion of Progressive Education (FICEMEA) and the CEMEA of Mali. On the occasion of MINEDAF VII (Durban, South Africa), the Education Ministry of **Mali** set up an EFA regional centre making available early childhood resources for French-speaking Africa. Preparations and negotiations are also under way with a view to the setting up of similar regional centres in the other regions, as well as a subregional Indian Ocean network.
8. For the "unreached", educational programmes for "children in need" and marginalized youth have been extended as a result of an increasing influx of voluntary contributions and extrabudgetary resources, particularly from bilateral donors (e.g. Finland, Germany, Netherlands, Spain). The Special Ambassador, Ms U. Ohoven, as well as a number of UNESCO Good Will Ambassadors have contributed actively to these fund-raising efforts. Mention might be made, among recent initiatives, of the financing in **Ethiopia** of a very innovating education and independent employment programme for street and working children, and the support of pilot projects designed to meet the educational needs of street and working children (Bamako, **Mali**). Also, in cooperation with the financial backers

and partners concerned, such as UNICEF, the European Union, ILO and various NGOs, training workshops were organized to strengthen the professional skills of educators working with street children, social workers, children's lawyers and police officers.

9. Furthermore, in the framework of the six-year special project "Enhancement of training and learning opportunities for marginalized youth", started in April 1996, more than 15 operational projects funded from extrabudgetary sources have been launched. Since the beginning of 1998, the project has focused on two main aspects: the use of radio in the delivery of non-formal basic education in both rural and urban areas; and the setting up of a UNESCO website to promote exchanges of information and experiences. In the **Lao PDR**, under Norwegian funding, a similar project is focused on sustainable rural development in the central part of the country.
10. UNESCO also launched a project financed from extrabudgetary funds on Inclusive Schools and Community Support Programmes with country projects in 14 countries, including LDCs. A subregional seminar for French-speaking countries in Africa participating in the project was held in Ouagadougou, **Burkina Faso** (10-13 December 1996). As a follow-up to this seminar, teacher training workshops were organized in **Guinea** in May 1997. A seminar on policy orientations for provision of special needs education was held in Maputo (**Mozambique**) (February 1997) for Portuguese-speaking countries in Africa. An assessment of early childhood education was made in **Comoros, Madagascar and the United Republic of Tanzania**. Workshops on Inclusive Schools and Community Support Programmes were organized, too, in Yaoundé, Cameroon (16-22 November 1998 and 11-18 April 1999), **Madagascar** (23 April-1 May 1999) and **Yemen** (14-17 April 1999). In this connection, activities were carried out in application of the Convention on the Rights of the Child, including the organization, jointly with the Fondation pour l'Enfance, of the First Ladies Sahel Meeting on the Rights of the Child, Education and Development, in Ouagadougou, **Burkina Faso** (17-21 February 1997).
11. **Six LDCs (Haiti, Madagascar, Mali, Sao Tome and Principe, Sudan and the United Republic of Tanzania)** benefited from the UNESCO/UNICEF project on Monitoring Learning Achievement designed to improve the quality of basic education through the strengthening of national capacities in the monitoring of learning achievement. In cooperation with the Institute of Educational Innovation, Portugal, a teacher training workshop on special needs at classroom level – the Reference Package for Teacher Education – was held in Estoril, Portugal, from 30 June to 4 July 1997. The workshop was attended by 15 participants from **Angola, Cape Verde, Guinea-Bissau, Mozambique and Sao Tome and Principe**.
12. UNESCO's action to provide the unreached with opportunities for non-formal education increased in scope with the launching of the special project, Enhancement of Learning and Training Opportunities for Marginalized Youth in April 1996. Projects are under way in **five LDCs: Eritrea, Haiti, Lao PDR, Mozambique and Rwanda**. In fact, as well as basic education, the projects are aimed at giving practical training and qualifications in all kinds of fields: weaving, dressmaking and gardening (**Lao PDR**), recycling of urban waste (**Mozambique**), renovation of buildings in the context of the restoration of heritage sites and traditional housing, and cultural tourism (**Mozambique**), introduction to management, small business practice and repair work (**Eritrea**). In **Cambodia** and the **Lao PDR**, the projects include preventive education concerning problems connected with drugs. Within the framework of the Association for the Development of African Education (ADEA), a general assembly of the national working groups on non-formal education (WGNFE) was organized in Dakar (October 1997).
13. With the support of the UNESCO Office in Bangkok, a consultation on basic education for girls and women was organized in **Nepal** (10-13 August 1997) with the participation of the permanent secretaries of the Education Ministries of four countries, including **Bangladesh and Nepal**. In

collaboration with the Asia/Pacific Cultural Centre for UNESCO (ACCU), a project was launched for the production and distribution of low-cost literacy materials by literacy resources centres for girls and women in nine countries of Asia and the Pacific, including **Bangladesh, Cambodia and Nepal**.

14. Two analytical studies were carried out in **Madagascar** in preparation for a multisectoral medium-term plan for the promotion of the education of girls in Madagascar. A situational analysis on early childhood education and training was carried out in the **United Republic of Tanzania**. A regional training of trainers meeting on the theme, "Mobilizing mothers for the education of young children", was organized in **Mali** in early February 1998. Under the UNESCO/World Food Programme (WFP Co-operative programme, UNESCO has, since October 1997, participated in six field missions for the preparation of WFP-assisted school feeding projects. Of the six countries concerned **four** are **LDCs: Benin, Ethiopia, Lesotho, Uganda**.
15. The Joint UNESCO/UNICEF Monitoring Learning Achievement (MLA) Project has given rise to four publications, two of which are of special interest to Africa and the **LDCs**: (i) *Handbook on Monitoring Learning Achievement – Towards Capacity-Building*, presenting the experience of five pilot countries, including an **LDC (Mali)**, in designing and conducting their monitoring learning achievement programmes; and (ii) the draft report on Conditions of Learning in **LDCs** and in Countries Participating in the Monitoring Learning Achievement (MLA) project. A subregional workshop on innovations in basic education was held in Bamako (**Mali**) in December 1997 in cooperation with Action Aid. Some 15 innovations from nine countries were reviewed and analysed by key actors. Two films are being made to promote these innovations, and publications have been commissioned. A joint programme on local language publishing in the Sahel countries has been launched with the German foundation for International Cooperation and Development (DSE) and the ADEA Working Group on Books and Learning Materials. Negotiations were continued to establish a second UNESCO Early Childhood Cooperating Centre in **Mali**. Three community learning centres were established in remote areas of the **Lao PDR** in particular.

I.1.2 Improving the quality and relevance of basic education

16. The UNESCO/UNICEF Project on Monitoring Learning Achievement has been continued with a view to strengthening national capacities in the improvement of learning achievement in the field of basic education. Technical and financial assistance for the elaboration of adult education and literacy teaching materials was provided both for **Guinea** and for **Sudan** within the framework of the Protocol of Cooperation between UNESCO and ISESCO. A meeting to pool experiences with regard to innovations in non-formal education in French-speaking Africa was held in Bamako (**Mali**) in October 1996. It was attended by 30 national experts from 11 French-speaking countries and resulted in the setting up of an international network of specialists. Another meeting was held in Ouagadougou (**Burkina Faso**) from 11 to 14 December 1996 to identify ongoing activities geared to promoting wider community participation in the management of selected villages in the six Sahel countries.
17. Under the Learning Without Frontiers (LWF) initiative, a programme entitled Reaching Unreached Learners in **Mozambique** was launched, in cooperation with the IIEP, with a view to working out an integrated response to the problem of unreached learners and unmet learning needs. Furthermore, in cooperation with the Communication, Information and Informatics Sector (CII) and the ITU, steps have been taken to facilitate learning by means of the effective and imaginative use of technology. An instance of this is to be seen in the Multipurpose Community Telecentres (MTC) set up as pilot projects in **Uganda**.

18. Under the International Project on Technical and Vocational Education (UNEVOC) a mission was sent to **Benin** (29 April-14 May 1997) to prepare a project for the setting up of vocational training centres and for the promotion of education in disadvantaged rural areas. Many other projects have been prepared: a National Institute of Education project for **Bhutan**; development of the Institute for Teacher Education in **Maldives**; a project for the improvement of educational facilities in the **LDCs** of Arab States, in **Djibouti, Mauritania, Somalia** and **Yemen**.

I.2 Reform of education in the perspective of education throughout life

I.2.1 Education for the Twenty-first Century

19. For the implementation of ITU/UNESCO activities relating to interactive television as a tool for training employment masters, a pre-feasibility study was carried out in **Cape Verde** (14-25 October 1996). Aid was provided, through the intermediary of the UNESCO San Jose Office, in close collaboration with the Netherlands Radio Training Centre, in order to develop and assess basic education training modules for marginalized youth. The Costarican team's experience was put to use in the development of similar teaching material in **Mozambique**. Two field trips were organised by the UNESCO Offices in Bangkok and New Delhi for educators specialised in teaching by television from 8 countries, **including two LDCs (Bangladesh, Myanmar)** (13-14 October 1997).

I.2.2 The renovation of general secondary and vocational education

20. In order to mobilise support, a regional seminar on AIDS and education within the school system was organized in Dakar (Senegal) (21-25 April 1997); around sixty education decision-makers from 13 French-speaking West African countries attended. A subregional training workshop on science and technology education was held in Lusaka (**Zambia**) (26-30 May 1997).
21. The International Project on Technical and Vocational Education (UNEVOC) allowed the organisation of a seminar on co-operation between training establishments and businesses in the field of technical and vocational education, in Ouagadougou (**Burkina Faso**) (10-14 February 1997). A number of meetings were held, including a subregional meeting of South and East African countries, of which many are **LDCs** (Definition of National Policy on Technical and Vocational Teaching – Beyond the formal sector) in Nairobi (Kenya, 15-19 September 1997).
22. As for the renovation of secondary teaching, priority was given to the project aimed at introducing new teaching and learning methods at the class level. UNESCO organized a global reform of national secondary school teaching in **Cambodia** in September 1997, leading the Asian Development Bank to re-examine the education system in that country. Follow-up action has been taken by UNESCO in co-operation with the Ministry for Education, Youth and Sports.
23. **Youth mobilizing youth against the use and abuse of drugs: International Campaign for a Twenty-first Century Free of Drugs.** An international campaign against the use and abuse of drugs was led by UNESCO, UNDP and the NGO Environnement sans frontière. During the 1998-1999 bien-

nium, an international meeting of young people for a drug-free twenty-first century took place at UNESCO on 9 February 1998. The meeting, which was widely covered in the media, brought together young people from 25 countries, including one **LDC (Togo)**, who have carried out innovative actions in the field of education for the prevention of drug use and abuse. These young people also presented the “Youth Charter for a Twenty-first Century Free of Drugs”.

I.2.3 Higher education and development

24. As regards the development of education systems, a project in **Mali** provided technical support for the formulation of programmes as well as mobilization of the external finance needed for their implementation and to strengthen national capacity for education system management. The Working Group on **Education Sector Analysis** (WGESA) of the Association for the Development of Education in Africa (ADEA), of which UNESCO is the lead agency, continued to provide technical and financial support. Numerous meetings were held within this framework: a seminar on sector analysis of education in **Burkina Faso** (November 1999) and on the organization of national studies in **Mozambique** (January 1999). Technical missions to evaluate the damage to school buildings and equipment in disaster areas and to prepare emergency plans of action were carried out in the **Democratic Republic of the Congo**. Assistance to **Nepal** in relation to education space and equipment notably concentrated on the rehabilitation of historic buildings with a view to their reuse for educational purposes.
25. The joint ILO/UNESCO seminar held in the Island States of the Pacific Region (Suva, Fiji, September 1988) culminated in a consensus between three groups of education actors – Education Ministers, Teacher organizations and Employer groups – on the practical measures to be taken in order to achieve this result. A joint recommendation for the creation of a Pacific Teachers’ Registration Board was an important achievement of “Focus on the Pacific”. A fruitful Regional Conference on Higher Education in Africa was organized with the participation of numerous **LDCs** (Dakar, 1-4 April 1996).
26. The second International Congress on **Technical and Vocational Training** was preceded by a regional preparatory conference: 24-27 November 1998. Numerous **LDCs** participated. The themes of the Seoul Congress were discussed by education specialists from the countries of the region. The six themes were: Challenges to technical and vocational education; Changing demands of the twenty-first century; Improving systems providing education and training throughout life; Innovating the education and training process; Technical and vocational education for all; Changing roles of government and other stakeholders; and Enhancing international co-operation in technical and vocational education.

I.2.4 Reform and reconstruction of education systems

27. The Advisory Committee on Regional Co-operation on Education in Africa met in Dakar (12-15 November 1996) to prepare the agenda of MINEDAF VII. The Director-General and the African field offices also participated in the joint OAU/UNESCO Committee which met in **Addis Ababa** in order to discuss the follow-up of the African Year of Education. UNESCO has continued to provide technical support to Member States, especially those in the priority group of the **least developed countries**, for the reconstruction of their education systems. Twenty-four Member States have benefited directly from the activities implemented by the Organization, including **13 LDCs**. Activities in the area of School construction continued to be implemented in five **LDCs** in Africa, Asia and Latin America and the Caribbean. The Organization also continued to assist the working group in education sector analysis in the framework of the Association for the Development of Education in Africa (ADEA).

28. UNESCO has provided advisory services and technical support to least developed countries for the development of their education systems. In **Ethiopia** and **Mali**, for example, within the framework of the United Nations Special Initiative for Africa, UNESCO participated in a joint donor effort aimed at advising the governments of the region in the preparation of their five-year educational programmes. In this respect, the creation by UNESCO of the International Institute for Capacity-Building in 1997, with its headquarters in **Addis Ababa**, is to be noted. In **Rwanda**, UNESCO co-ordinated an education sector analysis which culminated in an in-depth diagnosis of the education system and the formulation of strategies for its reconstruction. In **Myanmar**, UNESCO implemented a UNDP-funded project aimed at the development of primary education for all and basic community education in 11 townships. In this **LDC**, in co-operation with UNHCR, FAO, WHO and WFP, it is also involved in developing integrated projects focused on combating poverty and educational deprivation at the grass-roots level. In the framework of human resources training, the UNDP-funded project in **Cambodia**, "Capacity building in education and human resources sector management", was completed in 1997. A second phase was proposed. In **Mauritania**, UNESCO provided technical assistance and institutional support to the government within the framework of the human resources initiative launched by the Ministère du Plan with financial support from UNDP. UNESCO also gave its support to Mozambique for the formulation of policy relating to school buildings and supplies as well as for maintenance and the development of norms and prototypes.
29. **UNESCO International Institute for Educational Planning (IIEP)**. Together with the Association for the Development of Education in Africa (ADEA) Working Group on Finance and Education, IIEP organized in Dakar (12-14 October 1997) a Pan-African seminar on financing and financial management of education in Africa. Representatives of **LDCs** participated.

I.2.5 Reconstruction of education systems

30. UNESCO assisted Member States in the definition of sectoral and intersectoral policy and the development of plans of action. Eight **LDCs** benefited from this assistance: **Cambodia, Comoros Islands, Ethiopia, Guinea, Mali, Myanmar, Chad** and the **Democratic Republic of the Congo**. The assistance was related to the following activities: projects for national capacity-building (**Cambodia**), UNESCO intersectoral mission (**Ethiopia**), project for the elaboration of a programme for human development (**Guinea**), and the preparation of the "National Education Assembly" (**Democratic Republic of the Congo**) which was opened by the Director-General during an official visit to the country.
31. A national Conference was held in **Haiti** in January 1996 to reflect upon the education sector study prepared with financial support from the United States Agency for International Development (USAID) and with technical assistance from UNESCO. More than 800 people participated in this vast concerted effort aimed at finding a consensus on the questions raised in the text. UNESCO has already concluded a partnership agreement with UNDP for the implementation of literacy and administrative decentralization projects.
32. **Bangladesh** received emergency assistance for the reconstruction and rehabilitation of its education system. Other projects were also put into practice especially in **Cambodia** (project "Capacity-building in education and human resources sector management"), in **Chad**, (project "Framework programme: Employment related education and training"), in **Ethiopia** (project "Operationalizing Decentralization in Education"), in **Guinea, Mauritania** and **Mali** (project "Human Development Initiative"). The other principle activities recently undertaken are: International meetings and workshops; Workshop on the theme of "Changing the learning environment in **Mozambique**", in the context of the project "Reaching

Unreached Learners in Mozambique”, part of the Initiative Learning without frontiers (Maputo, **Mozambique**, 31 July-14 August 1998); National training and writing workshop for scientific and technological literacy (Dhaka, **Bangladesh**, 18-20 December 1998), organized in co-operation with UNESCO-Dhaka and the **Bangladesh** Teacher Training Institute.

33. The UNESCO Nairobi Office organized a subregional summer school (Dar es Salaam, **United Republic of Tanzania**, 6-15 October 1996) that dealt with the teaching of chemistry in African Universities, including a number of **LDCs**. Participants included 31 students and research assistants from seven African countries. UNESCO/TWAS (Third World Academy of Sciences) short-term fellowships were awarded to 21 young researchers, mainly from developing countries, to pursue advanced training in the study of human and other genomes at leading research laboratories. The Federation of African Biological Societies (FABS) was launched on the occasion of the first Pan-African Conference on Biochemistry and Molecular Biology, in conjunction with the UNESCO Molecular and Cell Biology Network (MCBN).
34. The tenth long-term training course: “Introduction to Industrial Biotechnology” and a conference on Biotechnology and its Global Impact, organized in Braunschweig, (Germany), from 26 August to 11 October 1996, were attended by over 100 alumni, mostly from **LDCs**. The focus was placed on advances in fermentation technology, environmental biotechnology and the growth of algae such as Spirulina and Chlorella.
35. The UNESCO Apia Office, in co-operation with the Microbial Resources Centre (MIRCEN) at the University of Queensland, (Brisbane, Australia), organized a one-week seminar in March 1997 on “Biotechnology for Health, Food and Energy”, with support from the American Society for Microbiology (ASM), Massey University (New Zealand) and the United Nations University. Nationals of **LDCs** participated. In addition, the Office implemented a research project at the University of the South Pacific on mushroom production (in Papua New Guinea) and on the composting of spent brewer’s grains (in **Western Samoa**).
36. The UNESCO/TWAS project on South-South co-operation in research training at centres of excellence in the South has entered its third phase. UNESCO/ICSU/TWAS short-term fellowships in basic sciences were awarded to 30 young scientists from developing countries, including a number of **LDCs**.
37. The World Solar Summit which took place in Harare, Zimbabwe, on 16 and 17 September 1996, represents a milestone in the enhanced utilization of renewable energies as a major contribution to sustainable development. National projects were presented, in particular by **Niger** and the **United Republic of Tanzania** for the electrification of rural areas and the provision of solar electricity to schools and literacy centres. Furthermore, certain member countries of the World Solar Commission, including one African **LDC**, (Austria, Georgia, **Niger**, Spain and Tunisia) took legislative action in favour of the development and use of technology based on renewable energies. Thus, in November 1998, the government of Niger created a National Solar Council. In addition, a summer school on solar electricity for French-speaking countries, **several African LDCs**, was organized in conjunction with the European Commission, the Institut de l’énergie et de l’environnement de la francophonie (Canada), the Haut Conseil de la francophonie, the French National Commission for UNESCO and the major European companies and Universities concerned.
38. Support is provided for the conception of databases, technical evaluation and education and training activities. Studies of the ecological advantages of the use of renewable energies for rural development purposes were carried out in **Benin** and **Niger**. The ninth summer school on the theme “Solar Electricity for Rural and remote Areas”, held in Paris in July 1997, was attended by 17 specialists and decision-makers from French-speaking developing countries, including several **LDCs**.

39. Research activities related to biotechnology are organized for **LDCs**. Within the framework of the MIRCEN network and the programmes of the UNESCO Biotechnology Education and Training Centres (BETCEN), a workshop on plant tissue culture techniques for the production of ornamental plants and food crops was organized in conjunction with the Pacific Regional Agricultural Program (Apia, Samoa, 5-13 June 1997). Researchers from the **Solomon Islands, Samoa** and **Vanuatu** participated. In order to enhance the capacity of Member States for repairs and maintenance of scientific equipment, workshops were organized in Freetown (**Sierra Leone**, 7-11 April 1997) and Gaborone (Botswana, 28-31 July 1997).
40. Within the framework of the projects “New Trends and Innovations in University Science Teaching” and “Chemistry for Life”, two container loads of scientific books and journals were shipped to the Universities of Namibia and **Lesotho**. A regional workshop on “Quality Assurance and Relevance of Engineering Education in Africa” was organized by the UNESCO Nairobi Office (20-21 November 1997) in partnership with the African Network of Scientific and Technological Institutions (ANSTI). Nationals of **LDCs** participated.
41. A meeting of the Executive Committee of the IUPAC (International Union of Pure and Applied Chemistry)/UNESCO International Council for Chemistry was held at UNESCO Headquarters (26 January 1998), at which actions to promote co-operation in chemistry for sustainable development were examined. The Committee also selected projects to be carried out in Africa, especially in African **LDCs**. UNESCO-MCBN continued to provide support for scientific research, seminars and workshops in the field of cell and molecular biology: 6 fellowships out of 31 were awarded to African candidates.
42. As part of the World Solar Programme-Africa (1996-2005), a Pan-African seminar “Strategies and Financing” was held in Bamako, **Mali** (25-28 March 1998), to examine funding mechanisms and inter-African co-operation on energy control in rural areas. The other main activities are as follows: Training courses, workshops and fellowships; International Institute of Theoretical and Applied Physics (IITAP) workshop on the development of science and technology in Africa (South Africa, 27-31 July 1999); international workshop on spectroscopy and its applications (Senegal, 14-18 December 1998); international training course on plant biotechnology organized by the UNESCO Biotechnology Education and Training Centre - BETCEN (Pretoria, South Africa, September 1998); 13 MIRCEN short-term fellowships were awarded as part of cost-sharing arrangements to researchers from Botswana, **China**, Mali, Nigeria, the Philippines, Senegal and Thailand, for training in South Africa, France and Kenya; regional conference on the use of computer resources in physics teaching and research (Nairobi, Kenya, 21-25 September 1998); regional conference on the Woman Engineers in Africa database (Nairobi, Kenya, 1998); African Forum “Women, science and technology” (Ouagadougou, **Burkina Faso**, 25-28 January 1999).

Major Programme II

The sciences in the service of development

II.2 Advancement, transfer and sharing of knowledge in the social and human sciences

II.2.1 Teaching, research and co-operation in the social and human sciences

43. Action was taken to revive the tradition of **UNESCO/UNEP co-operation** in the field of environmental sciences and action for environmental education and public awareness. A major initiative was their joint organization of the Pan-African Conference on Sustainable Integrated Coastal Management (Maputo, **Mozambique**, 18-24 July 1998) and follow-up meetings, especially the Conference on Co-operation for Development and Protection of the Marine and Coastal Environment in Sub-Saharan Africa (Cape Town, South Africa, 3-4 December 1998).
44. The Chair of Sheikh Anta Diop University in Dakar launched a programme of advanced University studies on "Integrated Management and Sustainable Development of Coastal Regions and Small Islands". UNESCO supported the International Conference on African Leadership held at Dar es Salaam, **United Republic of Tanzania**, from 1 to 4 December 1997. Two works were published in the collection "Human settlements and socio-cultural environment": Architecture et cultures constructives du **Burkina Faso** and Les maisons rurales de Tinos: Phaneromeni a Exomeria. All these activities on cities and architecture are to be seen in relation to the work undertaken within the framework of MOST.

II.3 Environmental sciences and sustainable development

II.3.1 Co-ordination and promotion of cross-disciplinary and inter-institutional co-operation

II.3.2 Earth sciences and natural hazards

45. A special conference bringing together 23 countries was held to mark the 25th anniversary of the International Geological Correlation Programme (IGCP). The UNESCO Nairobi Office supported the IGCP field office conferences held in **Mozambique, Eritrea, Ethiopia and Zambia**.
46. A workshop was organized in **Vanuatu** (24-28 March 1997), within the framework of the International Decade for Natural Disaster Reduction (IDNDR), on the problems raised by volcanoes in the Southwest Pacific. Courses and workshops were also set up; national courses: quaternary geology (Phnom Penh, **Cambodia**, December 1998); Geological aspects of Environmental protection (Bamako, **Mali**, 9-19 December 1998). Aid was provided to scientists from developing countries including **Bangladesh** and the **United Republic of Tanzania** so that they could attend international conferences. Activities aimed at reducing vulnerability in case of earthquakes were concentrated on the seventh regional seismological seminar for Eastern and Southern Africa (**Zambia**, 23-27 September 1996).

47. UNESCO also organized university training courses, the preparation of tectonic and metellogenic maps and roving courses on “Geological Aspects of Environmental Protection in Africa”. Two African geoscientists also received assistance to participate in field training. Support to the Commission for the Geological Map of the World (CGMW) continued for the preparation of 2/6 of the “Maquette” of the Tectonic and Metellogenic Map of Africa. A course on “Seismology and Seismic hazard Assessment” in Nairobi (5 October-8 November 1997) was organized jointly by the Nairobi regional centre of GSHAP for the sub-Saharan Africa and the GeoForschungs Zentrum, Potsdam, Germany, for 19 participants from 11 African countries, including **4 LDCs (Eritrea, Lesotho, Sudan and Zambia)**.
48. Under the National Programme “Disaster Reduction and Earthquake Engineering”, a K-2 digitized seismograph and a grant to install the equipment and train local experts in the Department of Meteorology and Hydrology was provided to the Government of the Union of Myanmar.

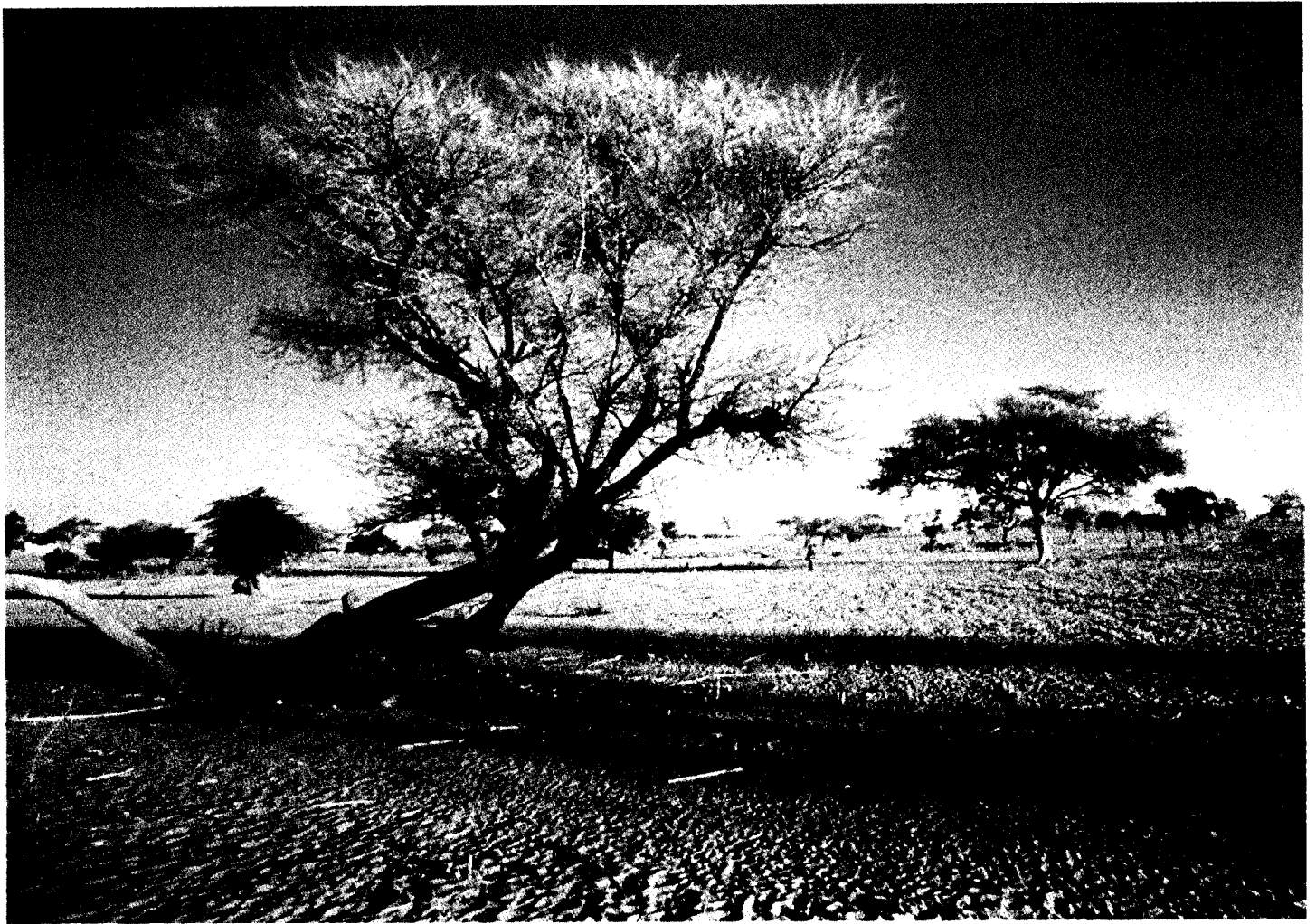
II.3.3 Environmental sciences and the Programme on Man and the Biosphere (MAB)

49. The UNESCO Offices in Dakar and Nairobi brought together 68 specialists from 26 countries, including **LDCs**, from 7 to 9 October (Senegal) to launch a new network “AfriMAB”. The People and Plants programme, financed by Norway and Denmark, set up a network of African ethnobotanists/ecologists during the fifteenth AETFAT (Association pour l’Etude de la Flore d’Afrique Tropicale) Congress in Harare, Zimbabwe (3-7 February 1997). Within the intersectoral MOST/MAB project, a beginners course for youth was organized on “Cities: management of social transformation and the environment” and an initiation to “ecojobs” related activities such as agroforestry, ecotourism and waste management and recycling (7 October-6 December 1996).
50. The third meeting of Biosphere for Biodiversity Conservation and Sustainable Development in Anglophone Africa (BRAAF) was held in Ghana (9-15 March 1997) with 20 participants from five countries including **two LDCs (United Republic of Tanzania and Uganda)**. A training course for trainers in integrated management of tropical forests, organized at **Kisangani University, Democratic Republic of the Congo** (then Zaire, 1-11 November 1996), was attended by 30 participants from African tropical countries, the majority being **LDCs**. As a consequence of this course, UNDP agreed to support the financing of preparatory assistance for the creation of the Ecole régionale en aménagement intégré des forêts tropicales (ERAIFT) [Regional School of Integrated Forest Management].
51. A joint project on Strengthening Institutional Capacities, Technology Transfer and Networking for Biosphere Reserves has been implemented with Conservation International (supported by INTEL and NEC) through the organization of four regional workshops. The last workshop was held in Dakar, Senegal (24 February-7 March 1997). The project provided intensive training on geographic information systems for ecological management and distributed updated computer equipment to the 25 participating biosphere reserves. A contribution was made to the fourth international seminar of the Association for African Mountains (**Madagascar**, end of May 1997) and to the ninth annual meeting of the Governing Board of the programme in conjunction with the Tropical Soil Biology and Fertility project (**Uganda**).
52. The Bureau of the **MAB International** Co-ordinating Council approved the establishment of new biosphere reserves in 12 countries, including **two LDCs (Cambodia, Niger)**. With the help of UNDP, progress was made toward the creation of the ERAIFT at **Kisangani University (Democratic Republic of the Congo)**. The first meeting of the **International consultative committee of ERAIFT** was held at UNESCO Headquarters (7-9 January 1998).



Mananara Biosphere Reserve – Madagascar

© UNESCO/Dominique



Earth, source of life and sustenance. Landscape in Niger

© UNESCO/P. Donat

53. The implementation of the Seville Strategy and Statutory Framework of the World Network of Biosphere Reserves, in particular Article 9 which makes provision for a periodic review of biosphere reserves designated over ten years ago, has raised the visibility of biosphere reserves in many countries. Activities of the regional biosphere reserve networks included the Regional Seminar on Biosphere Reserves in Anglophone Africa (**United Republic of Tanzania**, April 1998) with the participation of MAB National Committees from five African countries including that of **Uganda**. A regional workshop on “The role of Sacred Groves in Conservation and Management of Biological Diversity”, organized by the UNESCO New Delhi Office in Peechi, India (December 1997), was attended by numerous participants, including nationals of **Bangladesh** and the **Maldives**. The sub-programme “Ecosystem” allowed implementation of numerous projects in the following LDCs.
54. In the **Comoros**, thanks to contributions by UNDP, UNESCO implemented the second phase of the national environmental planning project; in **Madagascar**, funding from the government of Holland permitted the launch of phase II of the project for conservation of natural ecosystems; in **Mali**, UNESCO continued to support implementation of the project for enhanced management of biodiversity resources in the boucle de Baoulé reserve; in **Mauritania**, the Organization launched a new project, financed by the German government, relating to an integrated approach to the sustainable development of its desert regions. Finally, in Asia, a new subregional network, SeaBEnet, was set up in October 1998 with the aim of establishing new biosphere reserves and strengthening co-operation between the countries of the region, two of which are LDCs (**Cambodia, Lao People’s Democratic Republic**).

II.3.4 Hydrology and water resources development in a vulnerable environment

55. The University of **Dar es Salaam** organized an introductory course for the GIS (ARC/INFO) software, for participants from **Sudan** and **Ethiopia** (21 December 1996-3 January 1997). A regional seminar on water resources in semi-arid and arid zones and the exchange of cultural knowledge and practices was organized in **Mauritania** in November 1996. It was attended by representatives from the Ministries of water resources and women’s affairs from countries including **Burkina Faso, Mali, Mauritania, Djibouti, Niger, Togo** and **Chad**. A programme of exchange of know-how and factual experience was then launched amongst some countries. In 1996, scholarships in the water resources field were awarded to six students from **Chad, Sudan, Lesotho** and **Mali**. As part of the project on “Environment and development in coastal regions and in small islands” (CSI), a pilot project for integrated freshwater resources management in the South Pacific completed an inquiry concerning traditional concepts regarding climatic changes on freshwater resources in **Kiribati**.
56. In **Haiti**, a national seminar (Port-au-Prince, 10-14 December 1996) was held to evaluate, rehabilitate and properly manage the coastal environment and resources. The IOC-World Bank-SIDA-SAREC-ONE National Workshop on Integrated Coastal Area Management (ICAM) was organized in Nosy Be (**Madagascar**, 14-19 October 1996) to consider national programmes and institutional mechanisms, as well as the role of environmental research, in solving and mitigating conflicts among various sectors. The IOC Regional Workshop on Coastal Oceanography and Coastal Zone Management (Moroni, **Comoros**, 16-20 December 1996) addressed the needs of Indian Ocean Small Islands Developing States, as a follow-up to the Global Conference on the Sustainable Development of Small Islands Developing States (Barbados, April 1994), and identified the gaps and needs.

57. In conjunction with ORSTOM and EIER, a “Water Week” was organized for the FRIEND group for West Africa at Cotonou (**Benin**) from 26 to 30 May 1997, to compare results of research on variations of hydrological regimes. 40 African hydrologists attended the meeting, notably from **Benin, Togo, Chad, the Central African Republic, Mali and Burkina Faso**.
58. Within the framework of the project “Management of Water resources for Sustainable Development”: two consultancy missions were undertaken in **Chad** (26 June-7 July 1997) as part of the study of the subterranean waters of the Chari-Logone formations, Lake **Chad** basin, to discuss proposed activities with national authorities and enhance the present communication strategy.
59. **Water education: the key to sustainable resource management.** The Twelfth session of the Intergovernmental Council of the International Hydrological Programme (IHP) of UNESCO decided to give priority status to water-related education and training. The most recent example is the DWAF/UNESCO/WMO mission on “Assessment of Education and training Needs of the Water Resources Management Services of the Republic of South Africa”. South Africa has placed increased emphasis on the wise management of the country’s limited water resources by giving the highest priority to meeting the basic water needs of the population. The assessment study also developed a regional perspective, focusing primarily on the possible extension of training concepts and services to the SADC countries, some of which are **LDCs**, and subsequently to the whole sub-Saharan region. Regional workshops have thus been held: cartography of the vulnerability of subterranean waters (Ouagadougou, **Burkina Faso**, 6-8 October 1998); water resources of the Kalahari desert (Gaborone, Botswana, 3-5 November 1998); an international conference on variations in water resources in Africa in the twenty-first century was held in Abidjan, Côte d’Ivoire, (6-20 November 1998).

Project on “Environment and development in coastal regions and in small islands” (CSI)

60. Co-operative actions were continued, through pilot projects, on freshwater security in small islands and coastal urban areas. Aid was provided through the UNESCO Apia Office for a community study of aquifer restocking in **Kiribati**. A consultancy mission was sent to **Gambia** through the intermediary of the Dakar Office and the new UNESCO Chair in Integrated management of coastal regions and the protection of National Heritage (4-8 August 1997). In **Haiti**, the initiative to rehabilitate and properly manage the coastal environment was implemented.
61. The first measures were taken with a view to elaborating “**wise practices**” for sustainable coastal development. Firstly, a web-based discussion group, in which the heads of pilot projects implemented in **Haiti** and Senegal took part, was organized twice in September 1998. A workshop entitled “Wise practices for sustainable development in coastal regions and small islands” (UNESCO Headquarters, 30 November-4 December 1998) brought together, for the first time, the heads of existing pilot projects (from African, Asian and Latin American coastal States, as well as the Small Island Developing States of the Pacific, the Caribbean and the Indian Ocean) and the incumbents of UNESCO Chairs. **Other main activities are as follows:** training courses on: sustainable coastal development (University of Dakar, Senegal, January-November 1998); fisher harvesting strategies for five co-operatives and fishermen’s associations (**Haiti**, June-December 1998); workshops on the rehabilitation of degraded coastal ecosystems (Senegal, February 1998); data-collection methods for coastal management (**Togo**, February 1998); innovations in the coastal zone of Lagos (Nigeria, June-October 1998); local Creole fisher ethno-ecological knowledge in the Gulf of Gonave (**Haiti**, June and November 1998).

Subprogramme II.4.5

UNESCO Intergovernmental Oceanographic Commission

62. The following activities were implemented: regional workshop on data management for East African countries (Capetown, South Africa, 30 November-11 December 1998); provision of eight computers for Africa (South Africa, Kenya, **Madagascar**, Mauritius, **Mozambique** and the **United Republic of Tanzania**); workshop on coastal processes in West Africa (Cotonou, **Benin**, 23-25 November 1998).

II.4 Social and human sciences and social development

II.4.1 Social transformations and development (MOST)

63. As part of the MOST Ethno-Net project, a meeting was organized in Yaoundé, in collaboration with the African Association of Anthropology and CODESRIA, on ethnic and cultural conflict prevention and resolution in Africa. The Africa Ethno-Net programme, bringing together a large number of African countries including several LDCs, has received the seal and support of the MOST programme and has held a first constitutive workshop.
64. As follow-up to the World Summit for Social Development, the proceedings of the round table held during the Copenhagen Summit on “Participation of the poor in civil society” were published. MOST is participating, in cooperation with UNDP, in the elaboration of the National Anti-Poverty Strategy in **Cape Verde**. UNESCO prepared a review of the situation of employment and sustainable livelihoods in another LDC, **Mozambique**, and a detailed study of UNESCO’s contribution to promoting good governance.
65. The MOST-MAB project “Cities, management of social transformations and the environment” is being implemented in **Port-au-Prince**. A workshop was organized in 1997 in Dakar for the municipalities of West African cities on the theme “Fostering active partners between local communities and grass-roots organizations”. The objective was to produce a prototype development planning methodology for partnerships between local communities, governments and grassroots organizations to respond to identified local needs and priorities. The MOST project on “Economic and social transformations connected with drug trafficking” was held in April 1997 in close cooperation with the “Observatoire Géopolitique des Drogues”.
66. The seminar held to launch the MOST project “Cities, the environment and social relations between men and women” (Santo Domingo, 8-13 September 1997) afforded an opportunity to establish the network of researchers that will develop the project in squatter settlements on nine sites in Africa. The activities most recently conducted under this programme include the launching by the Windhoek Office of a new MOST project “Cartography of social transformations and regional integration in southern Africa”.
67. **Project on “Cities: management of social and environmental transformations”**. The example of Yeumbeul, an underprivileged district of Dakar, gives an idea of this project’s approach. The inhabitants are the prime movers of projects to improve their living conditions: sanitation, creation of productive jobs for women, youth activities, etc. The Yeumbeul site has already gone beyond the level of local action. In Port-au-Prince (Haiti) action has been taken, in partnership with the Education Sector, to train shantytown youth in water-related trades.

II.4.2 Young people and development

68. As part of the project “Rounding the Cape: tune in to the young on the eve of the third millennium”, a national seminar was organized in **Cape Verde** (11 March 1997) and a regional consultation of NGOs was held in Africa (Lomé, **Togo**, December 1996). Joint activities were proposed and initiated by young people in a concerted approach at the local, national and regional levels concerning the implementation of the UNESCO programme and the United Nations World Programme of Action for Youth to the Year 2000 and Beyond. Three hundred young people formulated several projects whose execution is the responsibility of UNESCO. Major information efforts have been made by the INFOYOUTH network, organized by INTEP which has, for example, trained those in charge of the network in Africa and youth movements in **Togo**. Support was also given to a pilot project on young people and the vote in **Mali**, including a seminar to train youth leaders and a campaign to inform and alert young people in every region of **Mali** (January-March 1997). On the theme “I love my country, I vote”, the project contributed to the success of Peace Week in **Mali** (24-28 March 1997). In cooperation with the Associated Schools Project, a fraternity meeting, consisting of sports tournaments combined with a cultural activity, was organized in **Benin, Burkina Faso and Togo**.
69. In a bid to encourage young people to participate in development, UNESCO is working with many partners. In cooperation with the African Section of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), a study was carried out in nine countries in Central and West Africa including **six LDCs (Benin, Burkina Faso, Chad, Guinea, Mali, Togo)** among young people to determine their needs and aspirations. UNESCO cooperated in the holding, in **Chad**, of a competition on the theme “Go to work, girls, to succeed in your micro-enterprise projects”. In addition, a United Nations “youth café” designed to provide information to young people and equipment for sports activities was opened in Tombouctou (**Mali**).
70. As a follow-up to resolution E/RES/1997/55, adopted by the Economic and Social Council (ECOSOC) in July 1997, UNESCO cooperated with the United Nations in mobilizing its networks of NGO youth partners in regional forums for the implementation of the World Programme of Action for Youth. Three meetings were organized, including the preparatory meeting of African youth for the World Youth Forum (Dakar, 23-27 March 1998), in cooperation with the United Nations and the Ministry of Youth of Senegal.
71. The subprogramme “Young people and social development” helped to implement several projects in **LDCs**. In **Mozambique**, thanks to funds from the Portuguese Government, a project on behalf of young people was set in train by the Sector of Social and Human Sciences.
72. Assistance was also given to Angola for the organization of a subregional seminar on “The role of youth in the culture of peace and democratic governance”; to **Benin and Cape Verde**, for the organization of a national youth seminar with a view to identifying priority needs and actions to be undertaken in the context of the “Rounding the Cape” project; and **Mali**, for the organization of the project on “Young people and the vote”, to inform and alert young people in Mali regarding the impact of youth participation and population participation on voting in the context of democratic governance.
73. Under UNESCO’s Programme for the Culture of Peace, technical and financial assistance was given to national Culture of Peace programmes in countries such as **Mali, Mozambique, Burundi, Sudan, Rwanda, Somalia and Haiti**. Financial assistance was also granted to countries such as **Burkina Faso, Cambodia, Cape Verde and Togo** for the development of sport and cultural activities.

Major Programme III

Cultural Development: the Heritage and Creativity

World Decade for Cultural Development

74. With a view to setting up a cultural information system, an expert meeting was held from 11 to 15 March 1996 in **Maputo** to define the working methods and technical parameters of the coordination units in the SADC Member States. In addition, the report on the first project meeting (**Lusaka**, June 1995) was published and disseminated.
75. The regional project entitled "Culture and environment in Asia" gave rise to a conference on "the cultural context of natural resource management in the region of the Himalayas and the Hindu-Kush" in Pokhara (**Nepal**) from 5 to 9 January 1996, with the Decade Secretariat and a Nepalese NGO, the King Mahendra Trust for Nature Conservation. A subregional seminar on the theme "culture, environment and indigenous knowledge", organized jointly by the National Commission for Nepal and the Decade Secretariat, brought together in Jombum (Mustang), in **Nepal**, from 14 to 18 May 1997, researchers who came to compare their experience taking into account local knowledge and indigenous values in community development and environmental planning.
76. A seminar on the theme "Culture, tourism and development" was held in Bamako (**Mali**) from 24 to 28 February 1997 and was attended by experts from **Burkina Faso** and **Niger**.
77. In the framework of the "African Itinerant College on Culture and Development" set up by the United Nations African Institute for Economic Development and Planning (IDEP, Dakar), a programme of action was launched with the holding of two training workshops on the themes: "Culture, population and the elimination of poverty" and "Culture, the social role of men and women in development". A regional conference on the theme "Culture and Environment in Asia", organized jointly by the National Commission for Viet Nam and the Decade Secretariat, brought together in Hanoi from 30 June to 4 July 1997 some 50 researchers from various countries in the region, including **four LDCs (Bhutan, Laos, Nepal and Cambodia)**. With a view to preserving both biological and cultural diversity while at the same time participating in the globalization process, the conference adopted a recommendation inviting Member States to take due account of both traditional knowledge and minority rights as regards the environment.
78. A work entitled "Culture – Chemin de lutte contre la pauvreté" (French only) was published in cooperation with "Présence Africaine". This book was the result of recent studies conducted by the UNESCO/NGO Group of the World Decade for Cultural Development, and presents 10 field experiments concerning the fight against exclusion conducted by NGOs taking part in the group.
79. The closing meeting of the "Culture in the Neighbourhood" Project (1988-1997), was held in **Ouagadougou** from 17 to 20 November 1997. Twenty-four participants from countries including **Benin, Mozambique** and **Togo** adopted at that meeting the **Ouagadougou Recommendation on Culture in the Neighbourhood** and discussed the implementation of the new interregional Afro-European stage of the project as planned in document 29 C/5.

III.1 Preservation and enhancement of the cultural and natural heritage

80. At its twenty-first ordinary session (23-28 June 1997) held at UNESCO's Headquarters, the World Heritage Bureau expressed concern in particular at the state of conservation of sites located in the **Democratic Republic of the Congo**, and invited other agencies in the United Nations system and NGOs to define measures to restore these sites. The Bureau also considered proposals for the inclusion of 62 sites, including those in **Myanmar**. UNESCO's action in respect of the cultural heritage continued in a number of fields, in particular in the context of international campaigns and the implementation of special projects (for example in **Cambodia**).
81. For example, as part of the preparatory work for **the International Conference on the world evaluation of the 1989 recommendation on traditional and folk culture** (Washington) from 27 to 30 June 1999, organized jointly by UNESCO and the Smithsonian Institution, a seminar was held in the Africa region (Accra, Ghana, January 1999). The Smithsonian Institution prepared a report on the implementation of the 1989 Recommendation, including statistics which will be submitted for examination by the Conference. Other major activities were conducted under this programme, in particular: an advisory meeting on the Bayon Temple (Siem Reap, **Cambodia**, December 1998); the training of African professionals in management and prevention methods in museums in Zimbabwe, Ghana, **Ethiopia** and Kenya (August and December 1998).

III.1.1 Safeguard of sites, monuments and cultural property

82. In **Mauritania**, the work of restoring the Ouata Mosque was completed in April 1996. In cooperation with the National Foundation for the Safeguarding of the Ancient Cities of Mauritania, UNESCO obtained the approval of the German Government to an important project for the hydro-agricultural development of the historic city of Ouadane.
83. In connection with the International Campaign for Safeguarding the Principal Monuments and Sites of **Ethiopia**, and with a view to follow-up action on 27 C/Resolution 20, several actions were undertaken. As part of the project to restore and safeguard the churches of Lalibela, a series of films on the Lalibela site was produced with UNESCO support. The series was awarded first prize at the Banff Festival, Canada. Thanks to collaboration with the National Commission for Switzerland, a Swiss expert was found and given a contract for a mission to evaluate the work of restoration and enhancement of the Adadi Mariam Church, which was completed in December 1997. In connection with support for the natural cultural heritage and by way of mobilizing youth on behalf of the heritage, a national restoration site was opened in **Mali** at Djenné.
84. The safeguarding of the Angkor site gave rise to a project to train future Cambodian archaeologists and architects at the Fine Arts University of **Phnom Penh**, which began in January 1997. A number of awareness-heightening operations were also carried out: an exhibition "Memories of Angkor" was mounted by UNESCO at its Headquarters from 23 January to 11 February 1997; a CD-ROM was produced covering in particular the meeting of the national museums (RMN) and Infogrammes for the exhibition "Ten Centuries of Khmer Art" held in Paris; production and publication of several cultural and scientific reviews such as *Connaissance des arts* and *Dossiers de l'archéologie*. As regards combating the illicit traffic in cultural property, UNESCO, in collaboration with ICOM, helped the **Cambodian** authorities to recover a number of illicitly exported works of art and archaeological objects.

85. International solidarity on behalf of **Madagascar**, after the fire which devastated the Rova of Antananarivo, resulted in the dispatch of two expert missions to propose measures to enhance the site in the context of the development of cultural tourism and to prepare a restoration project for which extrabudgetary funds might be sought.
86. Action on behalf of **Haiti** was strengthened by the creation of the joint **UNESCO/Haiti** Commission. In connection with the safeguarding of the Haitian cultural heritage and following on the tripartite meeting held at Port-au-Prince, the Government will make full use of the findings of the project for the "Preservation and development of historical, cultural and natural resources". The project funded by UNDP entitled "Rehabilitation of Tawila water tanks", in Aden, provided support to the efforts by the **Republic of Yemen** to safeguard this important element of the national cultural heritage. An exhibition on the Sana'a and Shibam international campaigns was highly successful.
87. So as to strengthen implementation of the 1954 Hague Convention on the Protection of Cultural Property in the Event of Armed Conflict and other UNESCO conventions for the protection of the cultural heritage, the Secretariat organized from 19 to 23 May 1997 in Kathmandu (**Nepal**), in cooperation with the International Committee of the Red Cross (ICRC), a Regional Seminar on the Implementation of International Humanitarian Law and Cultural Heritage Law for the seven SAARC countries, namely **Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan** and Sri Lanka. The Director-General launched an appeal to prevent the destruction of the Buddhist statues of Bamyán, in **Afghanistan**.
88. Cooperation with the World Bank continued in the context of the "Urban development and decentralization" project in **Mali**, including one of its component parts "Historic and cultural cities and monuments: Bandiagara, Djenné, Tombouctou", the details of which were worked out by UNESCO.
89. Work continued on the project on the preservation and development of the Palais d'Abomey (**Benin**). Funds were raised for the project on the preservation of the cultural heritage of the city of Porto-Novo, including funds from the World Bank. Funds were provided by Germany to carry out pilot projects under the programme for the rehabilitation of the cultural heritage of the city of Porto-Novo.
90. Missions were sent to Asmara, in **Eritrea**, to prepare the project for the establishment of a national museum and the restoration of the National Theatre financed by Italian funds-in-trust. Pursuant to 29 C/Resolution 21 on the preparation of an international instrument for the protection of the subaquatic cultural heritage, the Director-General convened a meeting (29 June-2 July 1998) to consider a preliminary draft convention drawn up by the Secretariat.
91. **International Programme for the Safeguarding of Angkor**. Under this programme, the ad hoc group of experts appointed by the International Coordinating Committee for Angkor (ICC) went to Angkor from 17 to 22 November 1997 to evaluate all the projects undertaken at the site. A second international symposium on the Bayon Temple, organized by the Japanese governmental team for the safeguarding of Angkor in close cooperation with UNESCO, was held at Siem Reap/Angkor on 22 and 23 November 1997, with participation by all the teams working on the site and the foremost **Angkor** specialists.
92. In cooperation with the League of Arab States, OAU and the authorities of the United Arab Emirates, UNESCO helped to organized the Afro-Arab Fair held at Sharjah (United Arab Emirates) in December 1997. An exhibition on the heritage of African countries (**Mali, Ethiopia** and **Eritrea**) and also that of Arab countries (**Mauritania** and **Yemen**) was awarded a medal.
93. In connection with the UNESCO forum "University and Heritage", an international seminar was held in Quebec, Canada (5-10 October 1997). New impetus was given at the forum to the international network set up during the seminar organized by the Polytechnic University of Valencia, Spain, in 1996.

Several cultural events took place as part of awareness-heightening activities, for example an exhibition on the Pagan heritage in **Myanmar**, organized at UNESCO Headquarters in November 1997 and an exhibition on the heritage of **Nepal** in December 1997.

94. Assistance was given to **Afghanistan** for the campaign to heighten public awareness to the damage caused to the cultural heritage and the problem of the illicit traffic in cultural property. UNESCO is participating in the projects to restore certain cultural monuments, for example in **Madagascar** for the restoration of the Palais de la Reine, and in the **United Republic of Tanzania** for the restoration of the stone city of Zanzibar.

III.1.2 The intangible heritage

95. A regional workshop of East Asian Lacquerware was held at Yangon (**Myanmar**) from 14 to 20 February 1996. Financed in part by funds-in-trust from Japan, the workshop analysed the problems arising in the production of lacquerware and the traditional transfer of skills to future generations. In **Cape Verde**, a team of specialists was set up to produce a Portuguese-Creole dictionary. The team compiled data throughout the territory and classified this information by sector of economic and socio-cultural activity.

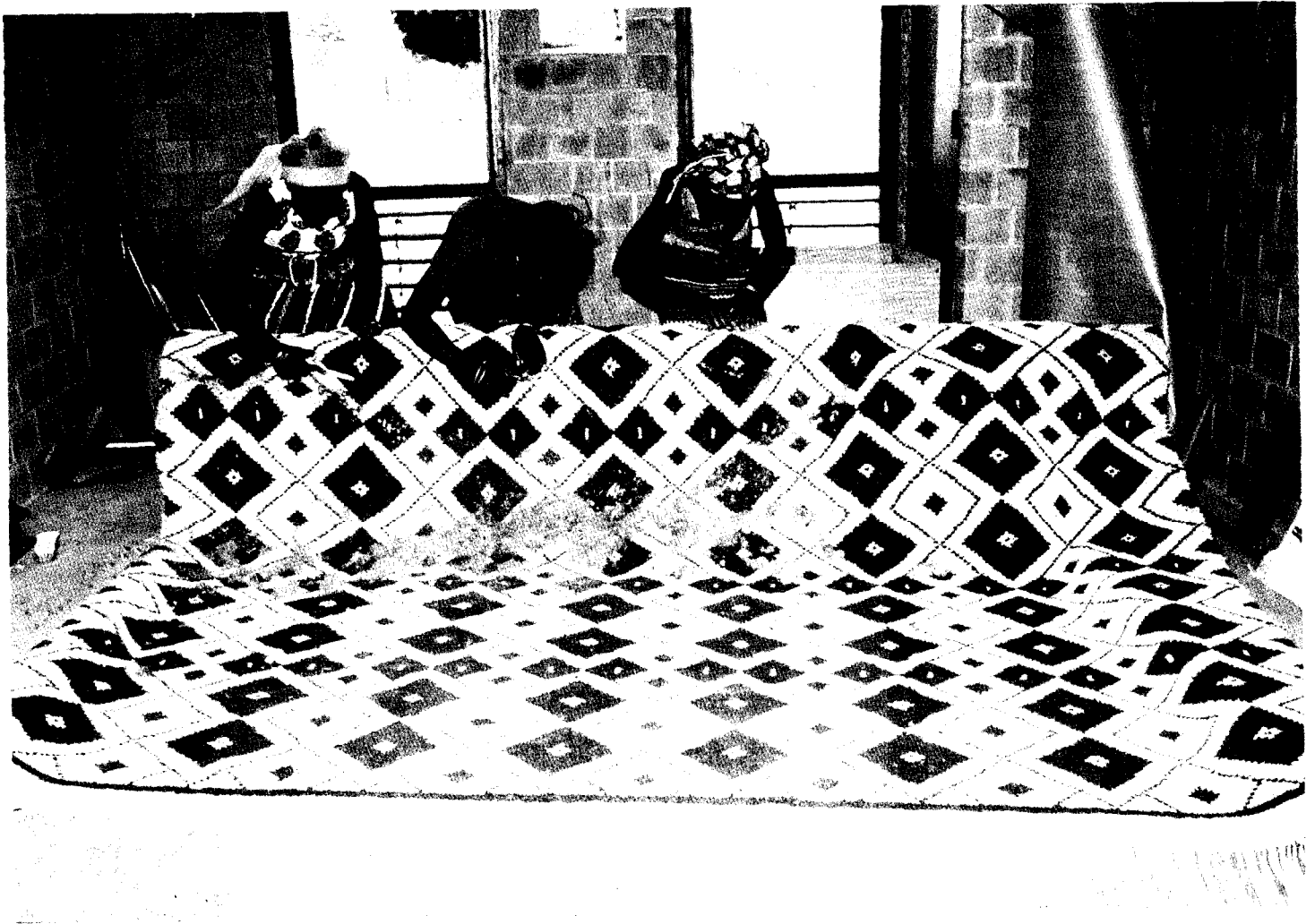
III.1.3 Promotion of living cultures

96. The closing ceremony of the **General History of Africa** project was held on 12 April in Tripoli in the presence of the Director-General, the Libyan Prime Minister Amin Mangosh, the Chairperson of the Executive Board Mr Pål Pataki, the former President of **Zambia** Kenneth Kaunda, and members of the International Scientific Committee for the General History. The History is available in three languages: Arabic, English and French, and some of its volumes have been translated into nine languages. A forum on the contribution of the General History of Africa to a culture of peace was also held in Tripoli on 12 April, when the participants adopted the *Tripoli Appeal for the establishment of a culture of peace in Africa at the dawn of the third millennium*.

III.2 Creativity and industrial cultures

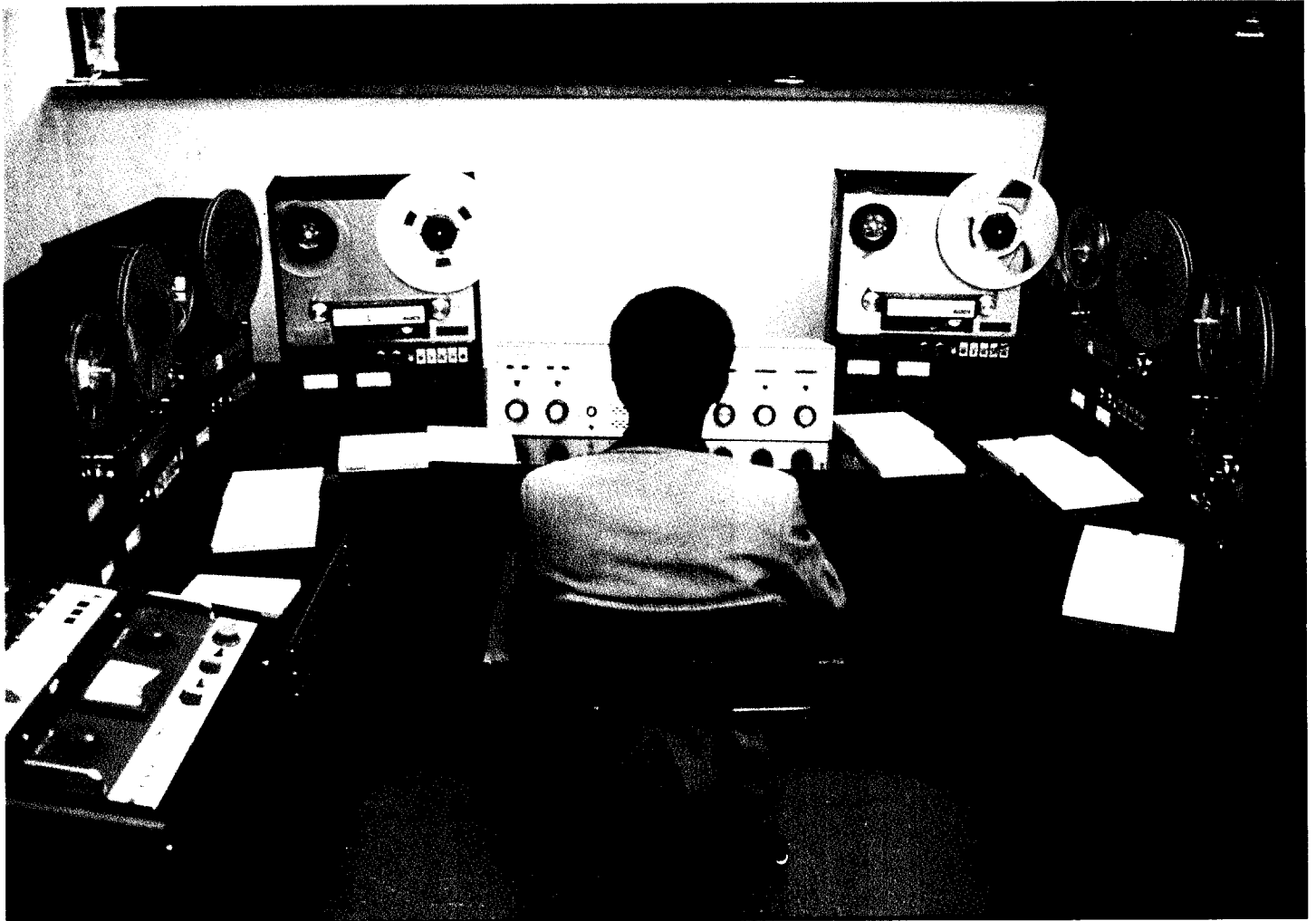
III.2.1 Artistic creation

97. The CréAction/UNESCO exhibition held in the context of the “Salon International de l’Artisanat Africain (SIAO), from 31 October to 8 November 1998, covered three types of activity: further training for a group of craftswomen (**Benin, Burkina Faso, Côte d’Ivoire, Niger and Togo**); support for the production of high-quality craftwork and the promotion of creativity. The UNESCO Prix de l’artisanat pour l’Afrique was awarded during this Salon to a cooperative of craftswomen in **Mauritania**. With technical and financial assistance from UNESCO, the first International African Fashion Festival, on the theme “Culture, peace and development”, was held in the heart of the Ténéré desert (**Niger**), from 12 to 14 November 1998.
98. The International Symposium on Crafts, organized in Manila (6-8 October 1997) in cooperation with UNCTAD and the Philippine Government, discussed the protection and promotion of craft products – in particular those in the **LDCs** – on the world market. A workshop where craftswomen met heads of textile



Women “weaving magicians”
showing the artistic creativity of craftswomen in Burkina Faso

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The world and knowledge at hand... through the mastery of informatics.
Mass media training centre. Addis Ababa – Ethiopia.

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companies in West Africa was held in Cotonou, **Benin** (24 November-3 December 1997); the participants, in particular from **Benin, Burkina Faso, Niger** and **Togo**, held exchanges of experience.

99. As part of activities designed to encourage the artistic creativity of young people and women living in underprivileged zones, a series of workshops on music, the plastic arts, photography and dance took place in the **Democratic Republic of the Congo, Sao Tome and Principe** and **Cape Verde**.

III.2.2 Creativity and copyright

100. In January 1996, by way of support for States in the elaboration of national laws, assistance was provided to the Government of **Haiti** in preparing its new national law on copyright and the organization of the collective management of rights. UNESCO joined its efforts to those of the International Trade Centre (ITC) to arrange participation by a group of 23 pilot countries, including **18 LDCs** chosen in accordance with the "Decision on Measures in Favour of Least Developed Countries" contained in the Marrakesh agreements. Other major activities were conducted under this programme, for example: a seminar on national book policy in **Bangladesh** in cooperation with ACCU and the Afro-Asian Book Council; a regional course on translation principles and techniques held in Kathmandu, **Nepal**, in cooperation with ACCU and the Afro-Asian Book Council. Under the "Music Crossroads" project, three festivals and workshops were organized in Zimbabwe and **Mozambique** with the participation of 400 young Africans in October 1998. Several UNESCO Prizes were awarded, including the UNESCO Music Prize and the Prize of the International Music Council to the singer Cézaria Evora (**Cape Verde**).

Major Programme IV

Communication, information and informatics

IV.1 Free flow of information

101. Work continued on the follow-up to the five regional seminars on promoting independent and pluralist media. The Organization continued to encourage international reflection on the role of public broadcasting, especially in **LDCs** undergoing democratization processes.

IV.1.1 Media and freedom of expression

102. The UN/UNESCO Seminar on Promoting Independent and Pluralistic Arab Media was held in Sana'a (**Yemen**) from 7 to 11 January 1996. Jointly financed by UNESCO, the Commission of the European Communities, France, DANIDA, the Ford Foundation and the Rockefeller Foundation, the seminar stressed the need to ensure media independence in order to strengthen the constitutional guarantees regarding freedom of expression and freedom of the press.
103. In **Rwanda** and **Burundi**, office and informatics equipment was supplied to the recently created Press Houses, which are now able to operate as documentation centres for journalists. A training workshop on the coverage of legal affairs, on basic concepts regarding law and judicial proceedings and on the terms of reference and procedures of the International Court of Justice was organized in **Rwanda** in

- February-March 1996 for 20 journalists. Assistance was given for a seminar on media legislation and the portrayal of women in the media in **Malawi**. A consultant mission was carried out to **Haiti** in April 1997 to assist in the elaboration of media legislation.
104. A seminar on the promotion of freedom of expression and of the press in **Haiti** was held in Port-au-Prince from 9 to 10 December 1997, thanks to a voluntary contribution by the Department of State of the United States. Organized in co-operation with the Inter-American Press Association (IAPA) and the International Federation of Journalists (IFJ), the seminar allowed Haitian journalists to discuss with experts the main concepts relating to freedom of expression and their application in **Haiti**.
 105. On 16 February 1998, the Director-General of UNESCO awarded the 1998 UNESCO/Guillermo Cano World Press Freedom Prize to the imprisoned Nigerian journalist Christina Anyanwu. In co-operation with UNAIDS a larger project for Investigative Journalism and AIDS Prevention in Africa was financed by co-sponsors.
 106. The Organization continued to support community-media development in **LDCs** as well as to promote the role of communication in fostering good governance. In this connection, training seminars were organized for journalists from LDCs, notably in Africa.
 107. In the framework of this programme, the International Freedom of Expression Exchange (IFEX) “alert” network, set up and run with UNESCO’s support, led to some important developments. The network now includes **375 members in 92 countries, most of them LDCs**. A Centre for Freedom of Expression was thus set up in **Haiti** and an independent journalism centre was reinforced in Nigeria, **in collaboration with the Western African Journalists Association**.

IV.1.2 Access to information and technology

108. The project on “Harnessing Information Technology for Development” of the United Nations System-Wide Special Initiative on Africa was launched following a co-ordination meeting in **Addis Ababa** (October 1996). UNESCO as one of the lead agencies is providing support to national information policy initiatives (**Burkina Faso**, Ghana, **Mali** and **Mozambique**) and is collaborating on the development of subproject plans in numerous fields.
109. The first regional meeting of CDS/ISIS and IDAMS distributors in Africa took place from 15 to 19 December 1997 in Addis Ababa (**Ethiopia**). It was organized and hosted by the United Nations Economic Commission for Africa (UNECA), with financial support from UNESCO. The meeting was attended by participants from **six LDCs, namely Benin, Burkina Faso, Ethiopia, Mali, Rwanda and Togo**, and by representatives of five international/regional organizations – the African Regional Organization for Standardization (ARSO); the International Centre of Insect Physiology and Ecology (ICIPE); the Institut du Sahel; the International Livestock Research Institute (ILRI); and ECA. The meeting examined the latest developments of CDS/ISIS and IDAMS packages by UNESCO.
110. UNESCO initiated the building-up of a general repository for all information of a public nature which is relevant to UNESCO’s fields of competence. The pilot applications included “**the electronic anthology of development information for the Sahel**” and “**Internet in the South containing the essential free software, training modules and documentation needed to establish and exploit the Internet in developing countries**”. These collections were conceived for dissemination free of charge to developing countries and LDCs. Other main activities under this subprogramme included participation in the British Council Information Policy Seminar for **West Africa including 11 LDCs**, in the global knowledge partnership meeting and in the **Developing Countries’** Symposium with the Internet Society’s INET Conference.

IV.2 Capacity-building in communication, information and informatics

IV.2.1 Development of communication

111. Launched in 1996, the special project on “**Improving communication training in Africa**” aims to design curricula for training communication specialists and media professionals that respond to social, economic, political and cultural development needs. It started with surveys and analyses of a sample of existing curricula from a number of African institutions, including institutions in **Uganda, Tanzania and Zambia**. There are three major types of communication training in Africa, namely:
 - practical on-the-job training, further and occasional training;
 - formal training at a polytechnic, vocational institutes and other pre-university institutions;
 - comprehensive education at university level. The project is being implemented in collaboration with the African Council for Communication Education (ACCE), Nairobi, Kenya, media training institutions, media trainers and media practitioners in West, Central, East and Southern Africa.
112. In February 1997, the Regional Communication Adviser for Asia carried out a mission to the **Maldives** to help launch atoll media production centres in Haardaalu and Gaafdhaalu Islands.
113. With the aim of producing model training material for grassroots learning programmes and development projects, a first training module on environmental management and awareness-raising for training of women was prepared in **Uganda**. Furthermore, in collaboration with ITU, emergency assistance was provided to **Haiti** for the replacement of the television transmitter covering the capital.
114. As part of UNESCO’s action to strengthen developing countries’ endogenous capacities for audiovisual production and its regional and international dissemination and in the framework of the pilot project on African Habitat, two documentaries on traditional living conditions have already been made in **Benin** and **Niger** in a series of co-productions with the International Council of French-Speaking Radio and Television (CIRTEF).
115. Thus Radio Sagaramatha in **Nepal**, equipped with UNESCO’s assistance, carried out an official test transmission on 22 May 1997. Further assistance was provided in June and July to facilitate training attachments and to acquire the Internet facilities for the Sagaramatha Community. In **Laos**, assistance was provided in June 1997 for computerisation of the National News Agency’s gathering operations.
116. In order to promote the role of communication in the practice of good governance, 22 Chadian journalists were trained through a workshop held in **N’Djamena** in June-July 1997. This national workshop was followed by a regional one, held in Yaoundé, Cameroon, in July 1997 and attended by media managers and journalists from, among other places, **Benin, Burkina Faso, Mali, Niger and Chad**. Support was given to the **Zambia** Communication Trust, a non-governmental organization, to run a workshop on journalism ethics for 35 Zambian journalists in April-May 1997. In the framework of the International Programme for the Development of Communication (IPDC), directors and editors-in-chief from 11 countries benefited from the training programmes covering legal and ethical issues in African media.
117. This programme is based on the other major objective of UNESCO’s communication strategy. It aims at strengthening capacities in communication, information and informatics in developing countries so as to enable them to participate in the international communication process and in the emerging information society. The IPDC reaffirmed its role as an important mechanism of fund-raising for

communication development by mobilizing over 3 million dollars for 1998. Thus, following an accidental fire in the Sagaramatha Community radio station in Kathmandu (**Nepal**) in December 1997, a new transmitter was provided in January 1998. Under the UNESCO-DANIDA project, consultancy services were provided to the Cambodia Communication Institute (December 1997 and January-February 1998).

118. National studies on communication for peace-building were carried out in **Burundi, Ethiopia, Liberia** and **Mali**. National workshops were held in March 1998 to review the study recommendations, draw up national plans of action and generate suggestions for project proposals to be submitted to extra-budgetary funding sources. Furthermore, extrabudgetary projects funded by UNDP were initiated in **Mozambique, Somalia** and **Uganda**. Communication development aid was also supplied to **Laos, Chad** and **Zambia**. UNESCO projects relating to community media are targeted mainly at **rural populations in LDCs**, which are particularly disadvantaged and have very limited access to socio-economic outlets, education and health care. Projects of this type were launched in the Philippines, India, **Cape Verde** etc. Particular attention was paid to **community media run by women under the special project “Women Speaking to Women”**. In this area note should also be taken of the **combination of the community radio concept with other development initiatives, such as the Grameen Bank micro-credit scheme in Bangladesh**. Other main activities under this programme include: the International Public Television Screening Conference (INPUT) organized in Stuttgart (10-16 May 1998) bringing together participants from **certain African and Arab LDCs**; support by UNESCO for the organization of an INPUT workshop in Africa held in **Burkina Faso**; supplies and assistance to various **LDCs** such as the **Solomon Islands** for the production of audiovisual programmes and information material; training workshops for the new community radio project “Women Speaking to Women” in **Malawi**; community radio projects launched or continued in **Cape Verde** and **Malawi**; support for small national radio stations in the Pacific (through the Pacific Islands Broadcasting Association – PIBA) to improve their management operations; creation of a low-power FM broadcasting station under the auspices of the Women’s Media Centre of **Cambodia** (UNESCO project “Women Speaking to Women”); and Internet sessions, internships and seminars in **Nepal** and **Laos** to discuss the relevance of existing media policies and programmes and the development of an information technology policy.

IV.2.2 Development of libraries, archives and documentation services

119. The primary goal of this programme is to provide support for the modernization of information services in order to promote development and international co-operation by helping LDCs to master the new technologies. This programme was launched initially in **Mali** and **Uganda**; and thanks to Regular Programme funds, projects in this field have been planned in **Benin** and **Tanzania**. UNESCO’s assistance serves as a support for literacy campaigns, basic education, community-development programmes and other public-service activities.
120. The training seminar on the cataloguing of Arab manuscripts organized last December by UNESCO, the BNF (National Library of France) and the French National Commission for UNESCO allowed participants coming, in particular, from **Mauritania** to examine ways to establish a Mediterranean multilingual union catalogue as a means of providing access to digitized collections.
121. The UNESCO-DANIDA project for the Reorganization of the Nepal National Library was continued in support of the library’s role in lifelong, distance and non-formal education. The project has resulted

in the development of a public library system supporting literacy, education and other government programmes.

122. Other main activities under this subprogramme included: a subregional workshop on the role of libraries in society (Serrekunda, **Gambia**, October 1998); a preservation/conservation workshop for archivists from Portuguese-speaking countries in Africa (**Cape Verde**, November 1998) and the establishment of several multi-purpose community telecentres under the project "Public and Community Libraries as gateways to information highways and in support of education in Africa". Among the activities relating to this subprogramme, note should be taken of the creation of video libraries in **Burkina Faso**.

IV.2.3 Development of informatics and telematics applications

123. The aim in this programme is to **promote education** through telematics and informatics. Pilot projects have been set up in **Uganda**. Another new initiative concerns the "virtual school" project. Several French institutions are attempting to use this method in **LCDs** by supplying them with advice and training. Attention has been paid to examining how to strengthen capacities, including the development of human resources and access to technological autonomy in the developing countries. It has also been important to make African decision-makers and managers aware of the role of informatics and network technology in the development process and to allocate appropriate funds to regional informatic networks.
124. The Bureau of the Intergovernmental Committee for the Intergovernmental Informatics Programme (IIP) held its thirteenth session from 21 to 22 July 1997 at UNESCO Headquarters. It instructed the Vice-President for Africa to prepare a strategy for promoting software development in Africa.
125. As part of UNESCO's strategy to promote electronic networking, the evaluation of the Regional Informatics Network for Africa (RINAF) was completed in January 1998. Its results were examined at a meeting of RINAF co-ordinators held in late 1998 to review progress, define strategies for regional co-operation and advise on future UNESCO action. Under the RINAF project, a subregional training workshop for French-speaking African countries was organized, in November-December 1997, by the UNESCO Nairobi Office in collaboration with and co-financing by ECA. It provided advanced-level training in information and communication technologies to 19 participants (including 4 women) from six different countries, including **five LDCs (Benin, Burkina Faso, Guinea, Mali, Mauritania)**.
126. In Asia, under three related projects of the Intergovernmental Informatics Programme (IIP), support was provided for the strengthening of the Regional Informatics Network for South and Central Asia (RINSCA). Between August and December 1997, computer equipment and software were delivered to the national computer centres of six countries including **three LCDs (Bhutan, Maldives, Nepal)**, and a VSAT-based NICNET node is being set up at the National Computer Centre in **Nepal**. Furthermore, within the framework of the Regional Informatics Network for South-East Asia and the Pacific (RINSEAP), UNESCO conducted a survey on electronic connectivity in the **Lao People's Democratic Republic**.
127. Courses on telematics application development and network engineering were organized in **Bamako, Mali** in August 1997, in co-operation with AUPELF-UREF (Agence francophone pour l'enseignement supérieur et la recherche) and ITU) and Dakar, Senegal (December 1997, in co-operation with ECA). In the current biennium, the programme of training courses is continuing in three countries, including an **LDC**, in Bulawayo (Zimbabwe) and in **Mozambique** (March 1998). Within the framework of the INFORMAFRICA Programme, a workshop on Information and Communication Technologies (ICT)

in education was organized by the UNESCO Nairobi Office in February 1998, with the collaboration and co-financing of the Government of the Netherlands, for the Southern Africa subregion. A task force was formed by the participating countries to develop at least one generic project for the subregion. The participating countries were ten in number, including **four LDCs (Lesotho, Malawi, Mozambique, Zambia)**. In Asia, the UNESCO Jakarta Office sponsored a training workshop on “Installation, Configuration and Management of Computer-based Communication Networks” organized from 29 September to 4 October 1997 by the UNESCO Regional Institute of Information Technology in Hanoi (Viet Nam). With participants from four countries, including **two LDCs (Cambodia, Lao People’s Democratic Republic)**, this workshop is an example of South-South co-operation.

128. The **Regional Informatics Network for Africa (RINAF)**, launched in 1992 with Italian funds-in-trust to reinforce connectivity and networking capacities of the academic and research sectors of African Member States, represents a major contribution to the African Information Society Initiative (AIS) and to the Harnessing Information Technologies for Development Project. Forty-one African countries have nominated focal points to co-ordinate RINAF activities which included, in the second half of 1998, a subregional workshop on the Internet techniques for Southern Africa (Bulawayo, August 1998), a national workshop on information policy in **Rwanda**, co-sponsored with ECA (Kigali, November 1998) and the initiation of a competition to select and promote the 50 best African websites in UNESCO’s areas of competence.
129. Workshops and courses on telematics application development and network engineering organized for specialists from the following **LDCs: Angola, Congo, Ethiopia, Mali, Mauritania, Niger, Central African Republic**, in co-operation with the *l’Institut africain d’information*, AUPELF-UREF, ECA, France and Italy (July 1998). CDS/ISIS training courses were organized in **Nepal** in collaboration with the UNESCO Regional Office in Bangkok.

IV.2.4 New applications of information and communication technologies

130. The intersectoral project on “Creating Learning Networks for African Teachers” aims to enhance the capacity of teachers and their institutions to promote educational reform by networking teacher-training colleges in African countries and their partners through the Internet. The Zimbabwe National Commission for UNESCO successfully concluded a pilot project in 1997 with support under the UNESCO regular programme. An expansion of activities in Zimbabwe and to other countries (in particular, **Mozambique** and **Uganda**) is planned for the 1998-1999 biennium.
131. In Africa, the concept of a sustainable Multipurpose Community Telecentre (MCT) is being promoted and tested in co-operation with ITU. UNESCO’s component, funded by DANIDA, is focused on the role of public libraries as gateways to information and education. Five countries, including **Benin, Mali, Mozambique** and **Uganda**, were identified to host pilot projects and each was encouraged by the international partners to develop a project plan taking account of the approach proposed in the generic study. The plan has been completed in **Mali** and **Uganda** where implementation started in early 1998. Within this initiative, new partnerships for national pilot projects were formed with FAO and WHO in Mali, the British Council in **Uganda** and UNDP in **Benin**. UNESCO and ITU continued collaboration on pilot projects on the “Educational Use of Interactive Television” which aims to develop improved models for teaching and learning, benefiting from the potential of this technology to create an interactive distance learning environment. **Cape Verde** has embarked on a study to plan a similar activity for which the assistance of ITU and UNESCO is foreseen. All three countries were represented

in an international training course in Israel on “Distance Learning through Interactive Television”, in November-December 1997, organized with financial support from UNESCO.

132. The UNESCO New Delhi Office supported the organization of the South Asia Forum for Distance Education (SAFDED) Workshop on Training of Professionals through Distance Education in South Asia, held from 6 to 8 October 1997 at the Indira Gandhi National Open University, New Delhi. Participants from, inter alia, **Bhutan, Maldives** and **Nepal**, discussed how resources, expertise, materials and facilities in the fields of teacher education, health education, management education and agriculture education can be shared among distance-education institutions in the region. The workshop resulted in the creation of a permanent SAFDED secretariat and of special interest groups to function as virtual-learning institutions for experience-sharing. Furthermore, in December 1997, support was provided for six study visits by leading distance educators from three countries, including **Bangladesh**.

Transdisciplinary projects and activities

► Educating for a sustainable future (environment and population education and information for development – **EPD**)

133. In continuing to draw up and apply the special work programme launched by the United Nations Sustainable Development Commission, UNESCO sought to strengthen Member States’ capacities to reorient education for a sustainable future. Attention was focused on **Benin, Burkina Faso, Mali** and **Senegal, Ethiopia, Zambia** and **Zimbabwe**. The object is to promote concrete initiatives at community level. Similar projects are visualized in certain Asian **LDCs**. In **Bangladesh**, a similar initiative is planned on the basis of the preparation of integrated teaching curricula and materials. Numerous sustainable-development projects are in progress in **LDCs** such as **Madagascar** and **Tanzania** etc. Moreover, as part of its co-operation with the United Nations Population Fund, UNESCO launched new population education projects in **Angola, Cambodia** and **Haiti**.
134. A Sub-Regional Information and Awareness Workshop for Leaders of Women’s NGOs was organized with regard to the necessity to promote participation in environment and population education as a contribution to sustainable development. Under the Planet Society Programme, an international meeting was held in Spain from 21 to 24 June 1997 to enable exchanges of experience between national co-ordinators from the following countries, including three **LDCs**: **Argentina, Ecuador, Cuba, Hungary, Spain, Italy, Egypt, France, Tunisia, Senegal, Madagascar, Mali** and **Laos**. Another regional training workshop on education for sustainability was organized by the UNESCO Office in Bangkok from 17 to 21 November 1997 in collaboration with UNEP and the Institute for the Promotion of Science and Technology Teaching in Bangkok (Thailand). It brought together twelve participants from six countries, including **Bangladesh, Bhutan** and the **Lao People’s Democratic Republic**. It led to the production of teaching/learning materials relating to water quality and waste management incorporating environmental, population and development concerns. Two lists of activities and parties

concerned with environment and population were produced by the UNESCO Office in Nairobi, one for Kenya and the other for **Uganda**.

135. In the area of the **reorientation of teacher training** from the point of view of sustainable development, it was decided to produce five “prototype manuals for training and capacity-building activities at grass-roots community levels for educating communities for sustainable development” (East Africa) and a strategic document on solid-waste management in urban communities compiled in Lusaka (**Zambia**).

► Towards a culture of peace

Unit 1: Education for peace, human rights, democracy, international understanding and tolerance

136. As regards the actions for democracy carried out by the Organization, particular stress was placed on the **DEMOS Project**. This project provides a flexible framework for carrying out an in-depth examination of the challenges posed by globalization to current democratization processes. In Africa, UNESCO organised from 2 to 4 July 1998 in **Maputo** (Mozambique) a first regional meeting on “**Africa in the face of globalization: the challenges of democracy and governance**”. Under the first theme – “Democratic principles and democratic models: the foundations of democratic governance in Africa. The construction of a national state within the framework of globalization” – participants discussed the universality of democratic principles and their connection with the experiences and values of African peoples. The debates on the other themes particularly highlighted the gap between the strength of State institutions and the relative weakness of still badly organized civil societies, **the necessity for an active policy of development and integration in the global market**. Since the beginning of the Medium-Term Strategy, UNESCO has been carrying out actions in the field of teaching textbooks and aids in respect of education for peace, human rights, democracy, tolerance and international understanding.
137. As regards higher education, the increasing role played by the UNESCO Chairs on **Peace, Human Rights, Democracy, Tolerance and the Culture of Peace** in general was highlighted at the international conference of chair holders responsible for co-ordinating the chairs’ activities. The various measures and mechanisms decided on in order to strengthen the complementarity of the UNESCO Chairs and co-operation between them appear in the three documents adopted by the conference participants: the Stadchliang Human Rights Appeal.
138. In **Mozambique**, the Culture of Peace Programme continues to develop a network of partners throughout society whose activities link peace, democracy and human rights. At the first National Conference on Culture of Peace and Human Rights held in Maputo (17 to 19 January 1996), participants including high-level government officials, leaders of opposition parties, NGOs, media representatives and parliamentarians debated the legal system, education for peace, social communication, women’s issues and traditional culture. With UNESCO’s assistance, leaders of religious organizations organized an Inter-Religion Forum for Peace and Reconciliation on 21 January 1996 in **Maputo**. In

- Tete province, the Culture of Peace Programme is taking part in peace-building activities with returning refugees who had previously fled into neighbouring countries. The Culture of Peace Programme in **Mozambique** is taking a lead in supporting organizations of demobilized soldiers.
139. Despite the difficulties caused by the unfavourable conditions now prevailing in **Burundi** the UNESCO House for the Culture of Peace continues to make a practical as well as symbolic contribution to the hopes of all the people in that country for an end to violence and a process of national reconciliation. It has hosted seminars on peace promotion and education for journalists, for training of secondary-school teachers and for training of youth leaders.
 140. A national consultation on the culture of peace was held in Kigali (**Rwanda**) in January 1996. Representatives from different social and political groups debated the problems facing the restoration of peace in **Rwanda** and recommended activities for a culture of peace, particularly activities designed to re-establish social cohesion and promote dialogue, especially among youth and through educational programmes. The network of UNESCO chairs on human rights, democracy and peace was expanded by creating a new chair at the National University of **Benin** at Cotonou.
 141. In the context of the United Nations Decade for Human Rights Education (1995-2000), in co-operation with the Inter-African Union of Human Rights, UNESCO organized a regional workshop on human rights education in Africa, which was held in Ouagadougou, **Burkina Faso** (December 1996). In accordance with the responsibilities assigned to it for the implementation of the Plan of Action for the Decade, UNESCO is continuing to produce educational publications on human rights and democracy in national languages. The Organization has accordingly provided assistance for the publication in Amharic (**Ethiopia**) of the work: *Democracy: Questions and Answers*. The first regional workshop of the SEA (Associated Schools Project Network – ASPnet) for the Pacific, which was aimed at national SEA co-ordinators, was held in Apia (**Samoa**) (24-28 February 1997) under the auspices of the UNESCO Office in that town. National SEA meetings were also held in the following countries: **Gambia, Lao People's Democratic Republic**. The 1996 UNESCO Prize for Human Rights Education was awarded to Mr Jean-Bertrand Aristide, the former president of the Republic of **Haiti**, on 10 January 1997 at UNESCO Headquarters.
 142. As part of the promotion of non-formal human rights education, financial support was granted to the African Institute for Democracy (AID). Two practical guides were published entitled *Droits de l'homme en Afrique: quelles garanties?* and *Guide de l'électeur au Sénégal*.
 143. **Four LDCs** in the Asia-Pacific region (**Bangladesh, Cambodia, Laos, Nepal**) each sent a student and a teacher to take part in the "Asian/Pacific World Youth Forum" in September 1997.

Unit 2: Promotion of human rights and democracy

144. The UNESCO/DANIDA project financed from funds-in-trust and entitled "Training Programme for Parliamentarians in **Malawi**" allowed the organization of training courses for parliamentarians from different political parties in fields covering the following questions: (a) democracy, governance, human rights and major current economic and social issues; (b) financial analysis and economic affairs; (c) relations and differences between men and women in society; (d) language skills and communication techniques, including relations with the media. The third training course took place in Zomba from 5 to 25 May 1997. This training is being provided under a partnership between the National Assembly and a multidisciplinary team from the University with active assistance from UNESCO. The University of **Togo** took part in the multi-agency programming mission of the governance sub-programme in **Togo**

(8-24 March 1997). Fortified by their participatory experience acquired in drawing up the national strategy and various national programmes, the Togolese Government and the UNDP Office in Lomé requested the assistance of a multi-agency mission of the United Nations System comprising UNDP, MDGD, UNESCO and UN-DDSMS. The aims of the mission were to develop and complete the plans of action for the “modernization of administration” components and draw up the “governance” subprogramme.

145. To encourage reflection and the pooling of information on democratic processes in Africa, financial support was also granted to the Development Policy Management Forum (DPMF) for the organization of a Conference on “Democracy, Civil Society and Governance”, which was held from 1 to 4 December 1997 in **Addis Ababa**. In addition, with a view to the holding of a regional seminar on the theme “National schools of administration in Africa and the challenges of democratic governance”, a series of studies was carried out analysing the content of the training provided in national schools of administration and formulating strategies for co-operation among them. Several Member State national commissions, particularly from **Benin** and **Togo**, were active partners and made a significant contribution to activities connected with the International Day for Tolerance.

Unit 3: Cultural pluralism and intercultural dialogue

146. Within the LINGUAPAX University Network, several meetings and workshops were held in co-operation with UNESCO, the European Union and the Member States concerned. Particular examples are the “Intergovernmental Conference on Language Policies in Africa” (Harari, Zimbabwe, 17-22 March 1997) and “Language Teaching in National Language” (Khmer) (Phnom Penh, **Cambodia**, 6-26 April 1997).
147. A new collection of “Guides pratiques LINGUAPAX” has been initiated. The first guide in the collection is entitled *L'aménagement linguistique en contexte éducatif plurilingue* (version for Africa) – *Schéma directeur pour une réforme linguistique en contexte scolaire*. Five other guides were published during 1998. These guides, designed for the Africa region, were circulated on the occasion of the LINGUAPAX workshop held in **Burkina Faso** in November 1998 and represent an important contribution to the follow-up to the Harare Conference on Language Policies in Africa (1997).
148. Under the “Slave Route” project, a scientific-research programme was entrusted to networks of institutions structured on a simultaneously regional and thematic basis, which were set up at the third session of the International Scientific Committee for the project, meeting in Cabinda (**Angola**) in November 1996.
149. The joint UNESCO/World Tourism Organization programme for cultural tourism in Africa at Yamoussoukro (June 1996) underwent important developments such as the carrying-out of the first sectoral-back up mission in **Gambia** and **Guinea**, the goals of which were to identify the main agents and partners involved in the programme in each of these countries, to draw up an initial estimate of cultural and touristic potential, to prepare the terms of reference of the programme to be implemented and to identify possible funding sources.
150. Following the meeting on oral tradition and the slave trade (**Conakry**, March 1997), a comprehensive programme for the listing of documentary sources, archives and oral traditions was launched.
151. Funding from the Norwegian Agency for Development Co-operation (NORAD) allowed the development of several intersectoral activities relating to **LDCs**, in particular the preparation of teaching kits,

- the mobilization of the Associated Schools, the use of documentary sources, archives and oral traditions and the restoration of commemorative sites and places linked to the transatlantic slave trade.
152. Under the joint UNESCO/World Tourism Organization programme for cultural tourism, sectoral-back up missions were carried out in order to identify, in each of the countries selected by African ministers for tourism, sites and buildings connected with the slave trade and their state of preservation and to make an estimate of their tourist potential. The LDCs concerned are: **Angola, Benin, Central African Republic, Congo, Ghana, Malawi, Mozambique, Nigeria, Sierra Leone, South Africa and Tanzania.**
 153. At its 29th session the UNESCO General Conference adopted Resolution 29C/40, which proclaims 23 August of every year to be International Day for Remembrance of the Slave Trade and its Abolition and requests the United Nations General Assembly to persuade its Member States to take part in the commemoration. In this context, the Slave Route project assumes particular importance. Two other resolutions were adopted at the session concerning the creation of slavery museums in Cuba and **Haiti.**
 154. The scientific-research programme entrusted to the regional and thematic networks which were established at the third session of the International Scientific Committee for the project, meeting in Cabinda (**Angola**) in November 1996, has made considerable progress despite budgetary constraints. Following three important events, including the Seminar on Oral Tradition and the Slave Trade (**Conakry**, February 1998), a comprehensive programme of documentary sources, archives and oral tradition was launched and major studies are being carried out by research teams. In this connection, Norway, with the discovery off its coast of one of the largest slave trade ships, the *Fredensborg*, has been among the architects of renewed intercultural dialogue with the countries concerned in Africa and the Antilles.
 155. The project for intercultural dialogue between the Arab world, Europe and sub-Saharan Africa and between Islam, Judaism and Christianity, entitled the “Al-Andalus Roads”, was launched in Granada, Spain, in September 1997 at the inter-regional meeting on “Al-Andalus Roads: Place of Encounter for Intercultural Dialogue”. A working meeting was held at UNESCO on 15 July 1997 between the LINGUAPAX project leader and European Union officials responsible for the PASEC project in **Cambodia**. Practical LINGUAPAX guides were circulated in **Burkina Faso, Mali and Niger.**

Unit 4: Conflict prevention and post-conflict peace-building

156. With a view to providing a gender perspective on the culture of peace project, UNESCO contributed actively to the Pan-African Conference on Peace, Gender and Development held in **Kigali** from 1 to 3 March 1997. A high-level debate on the theme “Women give peace a chance, what about men?” was also organized at Headquarters in connection with International Women’s Day. On that occasion, a film was made on a women’s initiative for peace in **Rwanda**, “The doves of **Rwanda**”.
157. Under the emergency education programme for war-stricken populations, UNESCO drew up, in February 1997, new teaching text books and teachers’ guides for Uduks refugees (Sudan-**Ethiopia** frontier). A TEP (Teacher Emergency Package) for Afar refugees was prepared and 360 TEPs were produced in **Somali** for Somali refugees in **Ethiopia** in the framework of teacher training (December 1996-February 1997).
158. Within the framework of the programme of assistance to the Rwandese media, UNESCO organized a training course on subjects such as good governance, the collection and distribution of government

- information, public administration and media ethics. Furthermore, the International Programme for the Development of Communication (IPDC) approved funding support from the United States for various communication activities being implemented by UNESCO in **Rwanda**.
159. In **Burundi**, UNESCO organized, in co-operation with the Burundi Journalists Association, a course on media ethics (November 1996) focusing on the role of journalists in peace-building. Support was provided for the establishment of a Press House in **Bujumbura** (World Press Freedom Day). In December 1996, Norway announced its support for UNESCO's communication training service activities in **Burundi**.
 160. UNESCO was represented at the regional seminar organized by GERDDES (Groupe d'études et de recherche sur la démocratie et le développement économique et social en Afrique) on the role of the armed forces in the democratic process in Africa, which was held in **Ouagadougou** (Burkina Faso, 2-July 1997). The seminar, which was opened by Mr Blaise Compaoré, the President of Burkina Faso, dealt with four topics: the foundations of a republican army; the role of African armed forces in the democratic process; the holding by military personnel of elective political office; and the role of the armed forces in development.
 161. UNESCO sponsored a project carried out by the NGO *Search for common ground* to promote peace in **Angola**, entitled "Angolan Peace Song". The project involves the production of an audio and video cassette with the participation of Angolan artists. The Organization also provided a financial contribution for the reproduction and dissemination of these audio cassettes.
 162. In the framework of UNESCO's support for the Félix Houphouët-Boigny Foundation for Peace Research, that institution's governing body held its first annual session on 2 December 1997 in Yamoussoukro (Côte d'Ivoire). The meeting was followed by an international symposium on 3 and 4 December 1997 on "Conflict Resolution – New Prevention Approaches and Strategies". On 5 December 1997, the President of the Republic of Côte d'Ivoire, Mr Henri Konan Bédié, and the UNESCO Director-General inaugurated the foundation officially in the presence of eleven African heads of state and many eminent personalities.
 163. Under the national culture of peace programme in **Burundi**, a programme of education for peace, human rights and democracy in secondary education was developed by a specialized commission, with the aim of including the concepts and themes of peace, human rights and democracy in the secondary civic education curriculum. The new civics programme, which now includes the concepts and themes of education for peace, human rights and democracy, was piloted in a number of secondary schools during the 1998-1999 academic year. A National Festival of Adults was organized at **Bujumbura** (27-30 December 1997) on the theme "Adults and the culture of peace in **Burundi**". Competitions for the awarding of Culture of Peace Prizes were held at **Bujumbura** on 2 and 3 January 1998. Five training seminars in the culture of peace for political and administrative officials were held at Bujumbura from 9 to 28 February 1998. The objective of these seminars was to train a dozen or so training officers per province. Two hundred and nine administrators and assistants of provincial governors received training in these five seminars, which lasted three days each. When they returned to their provinces, it was intended that the participants would establish peace committees at the provincial and communal levels. The latter three activities were implemented with UNDP funding.
 164. In **Mozambique**, in collaboration with the Friedrich Ebert Foundation, UNESCO organized a culture of peace workshop (**Maputo**, November 1997) for 15 trainers from non-governmental and intergovernmental organizations from three provinces: Napula, **Sofala** and **Maputo**, on the theme of civic education, especially decentralization and participation in the upcoming municipal elections. UNESCO is supporting peace-building and reconciliation activities in **Angola**. In particular,

UNESCO gave technical and financial support to the Angolan National Commission for UNESCO for the organization of a national seminar, in **Luanda**, in August 1997 on culture of peace for youth associations. The aim of this seminar was to exchange information and experiences on the role that youth can play in national reconciliation. UNESCO also provided financial support to the project “The Angolan Peace Song”, initiated and executed by the NGO “Search for Common Ground”. Angola’s top musicians from both MPLA and UNITA jointly wrote and performed the Peace Song, thereby demonstrating their readiness to overcome their misgivings and make a joint stand in favour of reconciliation. On 30 August 1997, a four-hour concert of the Angolan Peace Song was organized in **Rwanda** with the participation of six of the musicians who were involved in this project. UNESCO also provided financial assistance for the distribution and promotion of the song within **Angola** by the same NGO “Search for Common Ground”.

165. With a view to achieving the objectives set by the Pan-African Conference of UNESCO Clubs and Associations, the fourth session of the Pan-African Conference was held at Lomé, **Togo** (30 September-4 October 1997), with the technical and financial support of UNESCO. This fourth session of the Pan-African Conference, which had as its theme “The UNESCO Clubs of Africa on the threshold of the 21st century”, brought together 58 participants from 15 African countries.
166. Support was given to the national training seminar on the theme “How to become an agent for the promotion of peace and tolerance at the local and national levels”, organized by the NGO “Afrique Jeunesse” at Ouagadougou, **Burkina Faso**, from 26 to 29 January 1998. The seminar enabled representatives of 60 youth associations from various provinces to share their experience, and to acquire knowledge and skills in order to manage more effectively their activities relating to peace and tolerance at both the theoretical and technical levels.
167. An international competition for a logo symbolizing the contribution of women to a culture of peace was organized in co-operation with the International Association of Art (IAA). The Jury awarded the prize to a young Mexican artist and gave honourable mentions to artists from four countries including the **Sudan**. A mission visited the **Democratic Republic of Congo** in March 1997 to study the administrative, technical and financial ways and means of implementing the project “Support for the design of an investment programme for the education sector” on a decentralized basis. A study was also carried out in **Haiti** with a view to launching the project “Continuous monitoring of the quality of basic education programmes and quality indicators”. In addition, a formulation of the objectives, a redefinition of activities and the development of means and strategies for implementing the UNESCO/UNDP project entitled “Support for adjustment of school reform” was carried out in **Rwanda**. Furthermore, in many **LDCs** UNESCO supported the organization of training seminars and conferences on mechanisms of conflict prevention and resolution and on the pluralism of viewpoints and practices in civil society.
168. In **Burundi**, the UNESCO House of Peace Culture obtained extrabudgetary funds from UNDP in 1996 amounting to \$120,000 for the financing of training seminars on education for peace, human rights and democracy. UNESCO also prepared teaching material intended for secondary schools and organized seminars for leaders of local communities. For 1997, the following activities were carried out: study on the role of women in the transmission of traditional, ethical and social values conducive to a culture of peace; study on the ideals of peace, respect for human rights and democracy conveyed by traditional Burundese culture; organization of a National Festival of Adults (men and women of rural origin) on the theme “Adults and the culture of peace in Burundi”; provincial seminars for governors and local administrators on the culture of peace.

169. In **Rwanda**, in accordance with Resolution 5.13 adopted by the General Conference at its 28th session, which invited him to exploit all the opportunities offered by the programmes and financial resources for the current biennium in order to help the Government of the National Union of this **LDC** deal with the problems facing it, the UNESCO Director-General decided to implement a special programme to meet that country's immediate needs. The **Plan of Action on Rwanda** now being implemented consists of the following activities: training of human resources; culture of peace, governance and democracy; information and communication.
170. In **Haiti**, training activities relating to conflict resolution and the production of teaching materials were carried out in 1996. For 1997 the following activities took place: organization of a seminar of UNESCO Clubs; reproduction of the Constitution of **Haiti** in the national language; help with the organization of training seminars on conflict resolution and the production of training material. In **Mozambique**, UNESCO financed the holding of training seminars on conflict prevention and resolution mechanisms. Training activities were also carried out for parliamentarians in order to encourage the pluralism of viewpoints and practices within civil society. In **Mali**, UNESCO gave financial support to, and participated in the organization of, a National Forum on Peace Culture.

*Contribution to meeting basic needs
Poverty-eradication programme*

171. In order to help eradicate poverty in accordance with the Declaration and Programme of Action of the World Summit for Social Development in Copenhagen (1995), UNESCO undertook to support and accompany, in its areas of competence, national and regional strategies adopted by its Member States. Its actions in this field are of two kinds:
- Some actions target specific populations and are designed to improve their situation and facilitate access to basic social services: literacy campaigns, extension of primary education and lifelong learning, and activities under the "Learning Without Frontiers" initiative;
 - other activities are aimed at helping to strengthen capacities: training of researchers in social sciences and of technology specialists, consolidation of research infrastructures, creation of data banks; or at supporting research designed to identify the underlying causes of poverty in particular cultural and social contexts, and at evaluating and monitoring ongoing programmes.
172. Under its social and human science programme, the Organization plans to set up a clearing house for information on policies and experiences which have demonstrated their worth in the struggle against social exclusion and poverty in order to make knowledge of these issues accessible and facilitate the drawing up of national strategies. Likewise, through its international social-science programme – Management of Social Transformation (MOST) – the Organization is contributing to the analysis, measurement and evaluation of anti-poverty policies and thus helps in the framing of suitable policies and programmes.

Contribution to the drawing up of national poverty-eradication strategies

173. As part of its contribution to the implementation of the Agenda for Development, UNESCO supplied technical and financial assistance to the production in **Niger** and **Mali** of inexpensive teaching materials produced using local resources and enabling poor children in remote regions of those countries to have education and learning aids available in class. In 1996-1997, it devised a large-scale project to strengthen capacity for the preparation of teaching materials for the benefit of the most disadvantaged groups living in rural areas.
174. In **Malawi, Mozambique, Zambia, Tanzania, Lesotho** and **Uganda**, UNESCO is establishing, in collaboration with the Forum of African Women Educationalists (FAWE) an orientation and advisory programme to inform girls about their rights and about the opportunities available to them. The programme covers fields such as health, knowing oneself and one's rights and understanding legislation relating to women. It is sponsored by the governments concerned and receives aid from UNICEF, the Rockefeller Foundation, UNFPA and UNDP.
175. As a contribution to the reorientation of national budgets towards satisfying basic needs and following Audience Africa, UNESCO started in Congo (Brazzaville) on the preparation of a "**pilot project**" for **debt conversion on behalf of social development and particularly of educational projects**. This project, which aims at the rehabilitation of some 40 primary-school classrooms, was submitted for government approval. It started during 1996 and could be extended, after evaluation, to other countries, including **LDCs**. Other initiatives have recently been taken by certain countries such as **Bangladesh**, which has significantly increased its budget for basic education in connection with its implementation of the New Delhi Declaration adopted by all of the nine high-population countries (New Delhi, India, December 1993).

Contribution to access to productive resources

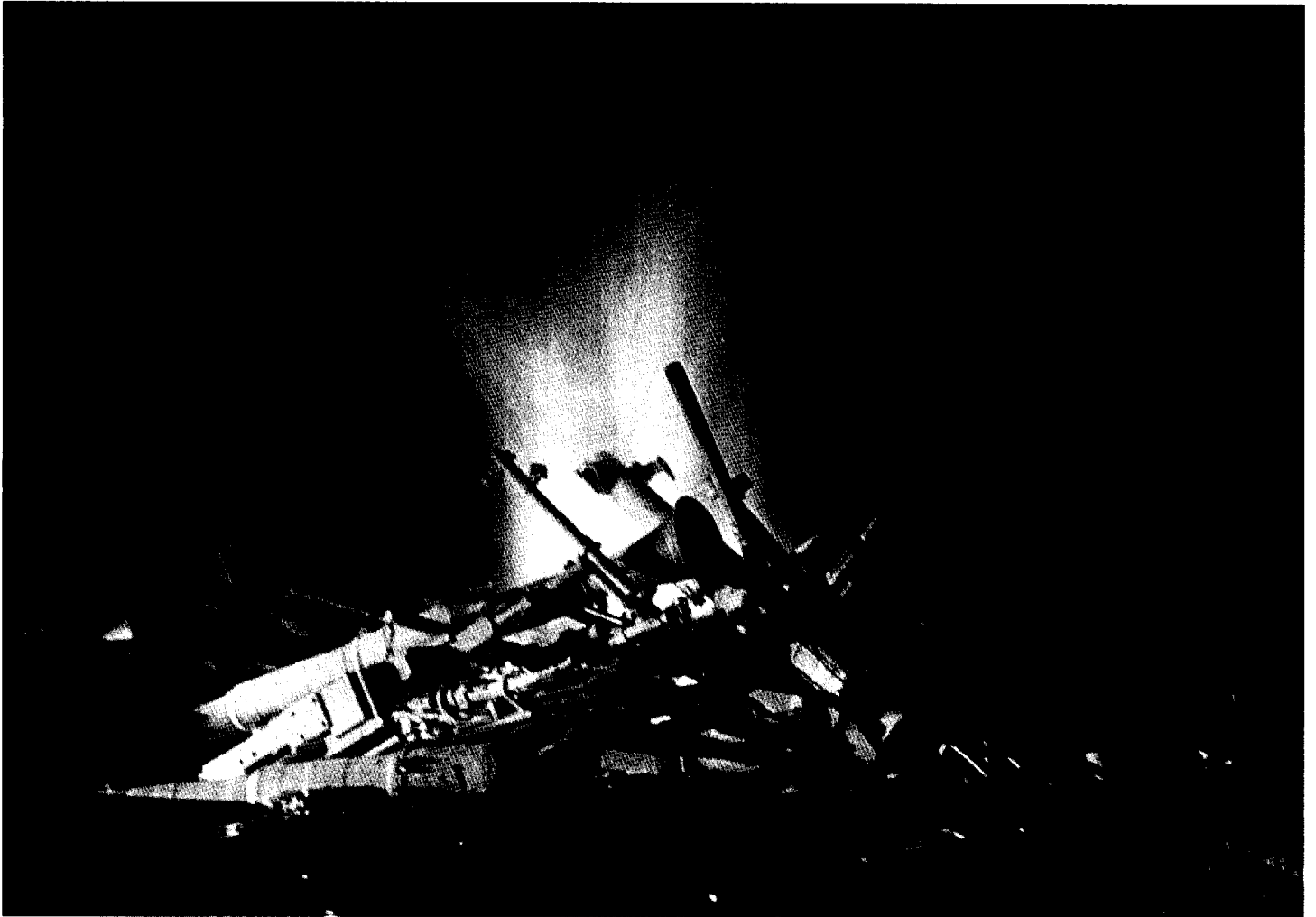
176. In the framework of its **UNISPAR-Africa Programme** (partnership between the universities, industry and science), the purpose of which is to harness the scientific expertise of African universities in order to promote the development and production of food products, water and energy so as to meet the basic needs of rural populations, UNESCO made a contribution to the International Fund for Technology Development in Africa for the financing of projects under this programme. Up to 1998, 20 projects had been submitted and selected for implementation under this programme, including projects in **Uganda, Tanzania** and **Togo**. Nearly all these projects concern technologies designed to increase production of basic foodstuffs and to improve their quality, as well as to generate jobs in rural areas.
177. Under the **World Solar Programme**, UNESCO has designed and is implementing in the **LDCs** a number of pilot projects for supplying energy to rural populations in order to demonstrate and promote the use of low-cost energy production technology by local communities. In **Burundi**, for example, the Organization has helped to promote heliothermic cryogenics, rural electrification by decentralized photovoltaic solar systems and the development of solar cookers.

Contribution to access to credit

178. From 7 to 14 February 1996 a **Joint UNESCO-Grameen Bank Programme** on the theme “**Creativity and crafts towards poverty alleviation**” was organized at UNESCO Headquarters. This programme led to the launching of activities connected with the International Year for the Eradication of Poverty. On that occasion, a round table was organized to discuss the theme “Crafts, micro-credit and development”, which gave rise to an exchange of viewpoints and experience concerning access to credit by poor people in different regions of the world. Taking as a model the Grameen Bank in **Bangladesh**, which it regards as a local success story in the struggle against poverty in association with disadvantaged people themselves, UNESCO intends to encourage other **LDCs** to start similar projects in order to resolve problems raised by poverty.

Contribution to access to information

179. UNESCO community media projects enabled, in particular, community radios and press enterprises to be set up in support of basic education in five countries of West Africa, mostly **LDCs**. Similar projects were launched in **Gambia, Mauritania** and **Nepal**.



Spectacular destruction of arms to give peace a chance.
The flame of peace. Timbuktu – Mali.

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The pleasure of learning to read and write.
Literacy training for girls and women in Burkina Faso

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B

SPECIAL PROGRAMMES AND PROJECTS ADDRESSED TO THE LEAST DEVELOPED COUNTRIES

Major Programme I Towards life-long education for all

Project: Promoting girls' and women's education in Africa

180. Following the first regional training seminar for English-speaking countries in **Malawi** (July 1996), a technical working group meeting was held in **Zambia** (November 1996) to plan the future activities, namely national workshops and institutionalization of the results. Since then, national training workshops have been held in 13 countries for trainers of trainers drawn from among teacher-trainers, non-formal educators and social workers. At the second regional training seminar in Zomba (**Malawi**, 14 July to 2 August 1997), trainers of trainers, college tutors, non-formal education instructors and social workers from, among others, **Lesotho, Malawi, Mozambique**, Namibia, **Uganda** and **Zambia** received training in policy planning, development and implementation of guidance and counselling. The regional training seminar for French-speaking countries was held in **Mali** (November 1996), and the technical working group for French-speaking countries held its first meeting in Dakar (Senegal) from 6 to 10 October 1997.
181. The media and advocacy component of the project, "Educate to empower", was launched in the **United Republic of Tanzania** (January 1997) for English-speaking countries. This included a workshop for radio producers to create gender-specific radio and post-literacy materials covering such areas as child-marriage, entrepreneurship, reducing women's work load, advocacy for women's education, rural sanitation and women's skills in gardening and marketing. Ten post-literacy booklets and eight radio programmes have since been produced and broadcast in the countries concerned. Booklets to be utilized for non-formal and post-literacy programmes were also produced, and UNESCO is exploring, with UNICEF, the possibility of printing these at country level with assistance from publishing houses. A workshop for French-speaking countries under this component was organized in Côte d'Ivoire from 1 to 14 September 1997, which produced a series of ten post-literacy reading booklets on themes responding to women's unique needs. As a sequel to the meetings in Senegal and Côte d'Ivoire, a training package has been prepared and is to be tested. A post-literacy manual, as well as a booklet for neo-literate women on environmental protection, hygiene, health and sanitation were also produced for women in Guinea.

182. Ministers of education and senior officers of the participating English-speaking countries met during the 45th session of the International Conference on Education (Geneva, October 1996) and agreed to follow up this initiative and to form a “Board of Governors of the Guidance, Counselling and Youth Development Centre for Africa”. It comprises ministers of education in East and southern Africa. The Director General addressed the first meeting of the Board of Governors (**Malawi**, 28 April 1997), which discussed ways of sustaining the programme, including plans to establish the Centre for Africa in **Malawi**. The government of **Malawi** has since allocated land for the Centre. At the second meeting of the Board of Governors in Gaborone (Botswana, July 1997), the legal document for the establishment of the Centre and the architectural drawings for its construction were reviewed. The legal document establishing the Centre was signed during the MINEDAF VII Conference (Durban, South Africa, 20-24 April 1998). The first 27 trainers from 15 English-speaking countries graduated in August 1997 from the **Malawi** Institute of Education.

The national chapters of the Forum for African Women Educationalists (FAWE) took part in preparing orientation and training materials, and FAWE held a regional training workshop for policy-makers in **Malawi** (25-26 August 1997). The results obtained by this special project have proved satisfactory and, on completion, it is anticipated that, by the end of the project, all the teacher training institutions in the participating countries will offer guidance and counselling as part of their training course.

Project: Enhancement of learning and training opportunities for youth.

183. In order to mobilise human resources to assist excluded youth, mostly in urban areas, a pragmatic approach to basic education and practical training activities of direct benefit to out-of-school youth has been developed. Upon the request of field offices and/or having collected the extra-budgetary funds intended for specific countries, a series of identification and technical support missions have been organized to launch activities in the following LDCs.
184. **Angola**: an identification mission in the autumn of 1997 led to the launching of a project targeting demobilized youth in early 1998. **Haiti**: in co-operation with local NGOs and local public institutions, a comprehensive training programme for street youth has been developed. It provides for basic education and short practical training courses in income-generating skills linked to the local non-formal economy. This project is closely related to the MOST/MAB project activities in Port-au-Prince. An evaluation mission made an assessment in December 1997 of the audio-visual training materials (in Creole and French) – including supporting booklets and posters – that had been prepared with extra-budgetary funds. **Lao People’s Democratic Republic**: a project targeted at ethnic minorities, particularly among women and youth in rural areas, was launched in March 1997 with extra-budgetary funding support to develop a multi-channel learning system to deliver non-formal basic remote education in the central region of **Laos**. The project provides functional literacy, basic knowledge on health and hygiene, skills training in weaving, sewing and gardening, and seeks to enhance the sustainability of rural development in Central Laos and thereby stem rural exodus towards urban centres. **Rwanda**: an identification mission from headquarters in July 1997, followed by a feasibility study contracted in December 1997 to a local NGO should pave the way for the opening of a youth training centre. **Mozambique** and **Eritrea**: a project to offer vocational training in a non-formal education context to some out-of-school youth commenced in October 1997, in co-operation with local youth centres. The training covers basic education, life and entrepreneurial skills and activities in the field of culture and sport, as well as the production of local radio broadcasts. This project will also enable the two

participating countries to establish close contacts and to exchange experience, resource personnel and ideas about their activities and policies for youth marginalized by war and civil violence. **Lao People's Democratic Republic:** the implementation of basic education and qualifying training projects for marginalized youth, focusing drug issues, has been entrusted to the European Union and UNESCO within the scope of an agreement signed in February 1998. This special project is making good progress, thanks to the interest shown and support extended by Member States and by multilateral and bilateral funding sources, as well as international and national NGOs.

Project: Scientific, technical and vocational education of girls in Africa.

185. In co-operation with UNESCO field offices in Africa, national surveys concerning the participation of girls and women in scientific, technical and vocational education have been achieved in 21 countries of the region including 13 LDCs (**Benin, Burundi, Chad, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Senegal, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia** and Zimbabwe). Final reports have been produced for three countries including two LDCs (Botswana, **Guinea** and **Mozambique**).
186. An advisory meeting of IGOs and NGOs on science, technology and environmental education for all was organized at UNESCO headquarters (16 to 18 September 1997) to outline the design of the new UNESCO source kit on science education, which pays special attention to the gender issue, and health and environmental education. Two summary reports have been elaborated, analysing the data from national surveys of English and French-speaking countries. Information on the project has been included in the No. 8 issue of UNEVOC INFO (August 1997) and an issue of the UNESCO international science, technology and environmental education newsletter, CONNECT. The results from the national surveys focusing specifically on gender issues will be presented in Volume VII of *Innovations in science and technology education* and published in 1999. A sub-regional workshop for English-speaking countries on scientific, technical and vocational education of girls in Africa was organized by the UNESCO Harare office, Zimbabwe (8-12 September 1997). The workshop, attended by 31 representatives from NGOs (GASAT, TWOWS, FAWE), ministries of education and universities from 14 countries including **7 LDCs (Angola, Botswana, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Swaziland, United Republic of Tanzania, Uganda, Zambia** and Zimbabwe) proposed concrete actions for making curricula, textbooks and teacher training more gender-sensitive. The meeting also proposed actions that could influence socio-cultural constraints and negative role modelling, which impeded women's access to scientific, technical and vocational education and training.

Major Programme II

The sciences in the service of development

Project: Biotechnologies for development in Africa

187. Support was provided through the MIRCEN network for the following activities: training of young researchers from **Mauritania** and **Guinea** in the application of biofertiliser technology for soil fertility at the MIRCEN laboratory in Dakar, Senegal (1st November-31 December 1997), and the award of UNESCO-MIRCEN short-term fellowships to three young researchers (two women) from **Sudan** and **Zambia** for training in biofertiliser technologies at the MIRCEN premises, University of Nairobi, Kenya (September 1997). In the area of biotechnology applied in desert environments, training was provided to researchers from **Mali**, **United Republic of Tanzania** and **Zambia** at host institutes in India (1 September-30 November 1997).
188. The UNESCO Dakar office organized an intensive six-week training course on "Biotechnology in agriculture, plants and micro-organisms", in Rehovot, Israel (September 1996) for **Researchers from Mali**. The UNESCO **Nairobi** Office fielded two expert missions to the Institut des Sciences Agronomiques du **Rwanda** (ISAR) to advise on training personnel in research and popularization activities, biological nitrogen fixation and inocula production in **Rwanda** (September 1996), and to assess the MIRCEN rhizobium programme (September 1997). The Office also continued to support the UNESCO chair on "Post-harvest food technology" at Makerere University (**Uganda**), following the visit of the Director General to the country (January 1997).

Project: Promotion of UNISPAR in Africa.

189. A total of 22 projects from eleven African countries, including some **LDCs** mainly in the area of biotechnology, renewable energy, food processing and medicinal plants have received support. The fourth UNISPAR-Africa Conference was held in Lagos (2 to 3 December 1997), with the objective of developing innovative mechanisms to stimulate interaction between university and industry and to disseminate the results of the UNESCO-UNISPAR programme in Africa. Twenty-two projects of this special development programme have been sponsored by the regular budget, private funding resources and the interests of the International Fund for the technological development of Africa. Some are beginning to yield tangible results, and the first newsletter to disseminate the results of these projects has been distributed. An external evaluation (July 1997) that included eight projects of the programme found that only one of these projects demonstrated a poor completion rate. The evaluation report was generally positive, especially with respect to the importance of the university-industry partnership in technology development in the region.

Project: Solar villages in Africa

190. The project has resulted in the setting up of a demonstration solar village in N'Gaoundere (Cameroon), as well as the production and distribution of five sets of training materials (in French) addressed to schoolchildren, technical college students and community leaders. About one hundred community leaders and representatives of women's associations have also been trained. The results of the project and the training materials have been disseminated to Cameroon, **Mali**, Morocco, **Niger**, Tunisia **United Republic of Tanzania** and Zimbabwe. Six projects on solar village development presented by these

countries (including three **LDCs**) were included in the list of high priority national projects of the World Solar Programme for 1996-2005.

191. The UNESCO Nairobi Office has ordered studies into the benefits of using renewable energy resources for rural development, more specifically in **Benin** and **Niger**. In order to promote the use of solar energy in rural development, contracts have been awarded for the establishment of demonstration centres using solar energy in **Malawi** (rural clinic) and **Niger** (adult literacy centre). With the development of the concept of solar villages in Africa from the demonstrations set up in Cameroon, a certain number of **LDCs** (**Benin, Malawi, Mali, Niger** and the **United Republic of Tanzania**, among others) have presented solar village projects. All of these projects were positively considered and included in the list of high priority national projects of the World Solar Programme, 1996 to 2005.

Project: Modernization of geodata processing in Africa

192. Expert missions and training projects were carried out in the field of bibliographical and factor analysis for geological data. A standard computer software programme was developed and presented to the 30 participating African countries including **LDCs** in order to facilitate data gathering and analysis.
193. The first three volumes of the “African geology” bibliography were published and disseminated in 1996, 1997 and 1998 respectively to African earth sciences institutions. This publication contains several thousands of bibliographical records on African geology. Pilot projects intended to facilitate the access of decision-makers, planners and industrialists to geological data for better management of resources, are being established. The third annual conference of PANGIS was held in Pretoria (South Africa) in October 1997.
194. In preparation for extending the project to Southeast Asia (Southeast Asian Network for Geological Information System – SANGIS) planned in document 29C/5, a first meeting was organized at UNESCO headquarters (1-4 December 1997) in which experts from **Cambodia**, Denmark, France, The Netherlands, Philippines, United States and Vietnam, as well as UNESCO and the International Union of Geological Sciences (IUGS) participated.
195. An external evaluation of the PANGIS factor and bibliographical data analysis system in 1998 recommended the continuation of this special project in 1998-1999 in order to complete the establishment of the network throughout Africa, to upgrade the geodata processing software and generate Geological Information Systems (GIS) applications on national resources policy development. The PANGIS network will be consolidated through modernization of data exchange infrastructures in Africa and the launching of “application projects” on the use of data for socio-economic development.

Project: Arid and semi-arid land management in Africa

196. Support was provided for the participation by African scientists specialising in the management and conservation of arid lands in an international workshop organized within the framework of the International Programme on Arid Land Crops (IPALAC) in Ber Sheva, Israel (30 March-4 April 1997). Eight development experts from five African countries attended this workshop. An orientation course for African decision-makers within the framework of appropriate dry land agriculture was organized in the Ngev Desert, Israel (31 March-4 April 1997). Nine short-term fellowships, each of three months’ duration, were awarded to nine young researchers (including one woman) from **Burkina Faso**, Ghana, **Mali**, Nigeria and Senegal for advanced training in the fields of desert crop and arid land biotechnology at the Ben-Gurion University (Ber Sheva) within the framework of IPALAC. A regional workshop entitled “Date palms for the Sahel” was held in Niamey (**Niger**) from 30 June to 2 July 1997 in order

to compile a plan for the development of date palms in the Sahel region; 40 participants from six African countries attended the workshop.

Project: Young scientists' involvement in the MAB programme.

197. Activities are focused on selection and follow-up of ten young scientists, especially from **LDCs**, selected to receive the 1997 young scientists' awards for research, and preparation for the selection of the 1998 MAB awards. A number of youth-related activities continue to be associated with the project, such as training courses in the framework of the UNESCO-Cousteau ecotechniques programme (UNCEP) and the MOST/MAB projects on cities.

Project: Women, water resource supply and youth

198. The UNESCO Dakar Office organized a forum for senior secondary schools and colleges on the role of youth in the management of natural resources, co-inciding with the World Environment Day in June 1997. UNESCO implemented several field activities recommended by the sub-Saharan arid and semi-arid African countries at the regional seminar held in Nouakchott, **Mauritania**, in November 1996. A study on water resources and women's needs in Boubou village in **Niger** was carried out, and the water quality and living conditions of women in the Gondo plain in **Burkina Faso** was evaluated in co-operation with the University of Laval, Canada. A study was made on water resources and women's needs in Gaoui village in **Chad**. A project for improving women's participation in water resources management is being implemented in Ouadane village in **Mauritania** and is funded by the French Agence Seine-Normandie. A regional training course on "women and development", with particular focus on water resources management, was organized by UNESCO in co-operation with the International Water and Sanitation Centre (IRC) in Nouakchott (**Mauritania**, October 1997), for NGOs, technicians and representatives from ministries of nine African countries dealing with water resources, environment, social affairs and the promotion of women.
199. Grants were allocated to five students from **Guinea, Niger, Kenya, Benin and Sudan** to undertake research activities in the field of water resources. A regional workshop on women's participation in water resources management was organized by UNESCO in partnership with UNICEF and the UNDP/World Bank Water and Sanitation Programme in Pretoria, South Africa (24-26 November 1997). It was patronized by the Ministry of Water Affairs and Forestry in South Africa and attended by participants from **Angola, Botswana, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius and South Africa**. As follow-up to the workshop, a regional programme for the organization of training courses, preparation of teaching materials and development of country strategies has been defined.
200. Several French-speaking African countries are now actively involved in the implementation of the recommendations of the regional seminar on "Women and water", organized by UNESCO in Nouakchott, **Mauritania** in November 1996. During the 1998-1999 biennium, this special project is co-operating with UNICEF and the UNDP/World Bank, local and international NGOs in order to implement the recommendations of the regional workshop held in Pretoria in November 1997.

**Project: Empowering women:
community development programmes in rural areas**

201. Two innovative pilot projects for community development were prepared, one in **Burkina Faso** and the other in the **Lao People's Democratic Republic**. In **Burkina Faso**, the first phase of the project involved the launching of activities on the Koko Logo site, with the support of an NGO (Co-operation 92) which provided water supply and sanitation equipment and social and occupational facilities.

**Project: An approach to social development: fostering active partnerships
between local communities and government**

202. Pilot activities have been carried out in **Cap Verde**, with the aim of establishing partnerships between local communities and public authorities in order to combat poverty and foster social integration. They focused on an evaluation of partnerships between the central Government and the various town councils as part of the process of decentralization and definition of the National Programme to Combat Poverty. Case studies were produced on policies, strategies and plans in the field of social policies (including health, education and population) from the point of view of their impact on poverty.

Major Programme III

Cultural development: the heritage and creativity

**Project: African itinerant college on culture
and development**

203. Several training workshops have been organized by UNESCO, and the focal point of the project established in the United Nations Institute for Economic Development and Planning in Africa (IDEA), Dakar. The 50 development specialists who took part in the sub-regional workshop (for eastern and southern African countries) on "Culture, population and poverty eradication" (Kampala, **Uganda**, 2-5 April 1997), recommended the launching of a regional research and training programme on the theme of the workshop with its permanent co-ordination unit in the Social Science faculty of Makerere University, **Kampala**. The 45 experts and development agents who attended the second sub-regional workshop (**Addis-Ababa**, 8-11 April 1997), focusing on the interface between "Culture, gender and development", recommended that the Centre for research, training and information for women in development (CERTWID) of the University of **Addis-Ababa** should continue to act as co-ordination unit for a regional specialization programme on culture, gender and development.
204. The third workshop on the "Cultural Dimension of Development in Africa" (Buena, Cameroon, June 1997), for 30 media practitioners and development extension workers from countries of central and western Africa (**Burkina Faso**, Cameroon, **Democratic Republic of the Congo**, Gabon, Ghana, Nigeria), focused its attention on designing a communication strategy and preparing culturally pertinent information materials so that the public would be better informed and more aware of the importance of the cultural dimension of development. The fourth workshop of the African

itinerant college on culture and development (Bamenda, Cameroon, 28 to 31 July 1997) in which 20 university professors, researchers and curriculum development specialists from Cameroon, Ghana, Kenya, Nigeria and South Africa participated, was aimed at drafting university curricula modules and an outline of an educational programme for the introduction of the culture and development component into university education in Africa. In addition, a sub-regional seminar on Senegambian culture and development (Banjul, Gambia, 12 to 17 October 1997) was attended by 30 participants from **Gambia, Guinea-Bissau, Mali, Mauritania** and Senegal. Moreover, 30 experts from **Burkina Faso**, Cameroon, Côte d'Ivoire, Gambia, Ghana, Mali, Nigeria, Senegal and **Togo** participated in an awareness-building meeting on the Cultural Dimension of Development in Africa (Dakar, Senegal, 26 to 31 October 1997).

Project: Training of craftswomen in Africa and Central America.

205. The UNESCO Dakar Office, in co-operation with the Amadou Hampaté Bâ Centre (**Mali**), has launched a study on crafts as a means for combating poverty in Africa. A workshop where craftswomen met heads of textile companies in West Africa was held in Cotonou, **Benin** (24 November-3 December 1997). The 12 participants (selected with the assistance of the National Commission of **Benin, Burkina Faso**, Côte d'Ivoire, **Niger** and **Togo**) received practical training in the following areas: research and development for new products; improvement in the quality and presentation of textile products; means of promotion at national and international levels. In view of the success of this initiative, it is planned to distribute the results widely in the form of an illustrated booklet and to promote the work created using new techniques at a UNESCO stand in the Salon de **Ouagadougou**, in October 1998.

Project: Science reading for young Africans

206. As a follow-up to the inter-regional seminar on Children's Co-publication Programmes and the economies of children's book-publishing, organized within the framework of the Pan-African Children's Book Fair (May 1996), a seminar was organized (July 1996) by the UNESCO Harare Office, and the execution of the project has been entrusted to the African Publishers Network (APNET). Seven countries including four **LDCs (Angola, Benin, Kenya, Mali, Mozambique** South Africa and Zimbabwe) are directly involved in preparing the publications in English, French and Portuguese. With the financial support of the Canadian International Development Agency (CIDA), experts from Portuguese-speaking African countries met in Maputo, **Mozambique** (December 1997) to discuss and harmonise methodology for writing. The first Writing Workshop on Renewable Energy, organized in Nairobi (February 1998), adopted a calendar of activities leading to the publication, including editorial meetings, marketing and printing.



Promotion of skills for social development and female enterprise.
Practical Training Centre for dressmaking skills, Zambia

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Disarming to break the cycle of violence.
Goma – Democratic Republic of Congo

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Major Programme IV

Communication, information and informatics

Project: Women speaking to women: woman's rural community radio in LDCs

207. A technical feasibility study to set up a women's community radio station in **Malawi** has been completed, and broadcasting and studio equipment have been purchased and delivered on site. Installation of equipment and training of 12 announcers/producers by a consultant took place in September 1997, in collaboration with technicians from the **Malawi** Broadcasting Corporation. The additional allocation obtained within the scope of the IPDC was used for further training of members of **Malawi** Media Women Association, which is a partner of this project, as well as for the reinforcement of the material capacity of the radio station to improve its coverage in the target area. Preparations are underway for the proposed community radio for **Cap Verde** to be set up and run by two women NGOs. In **Nepal**, the suburban community of Banepa and the **Nepal** Forum of Environment Journalists have been selected as the principal partners for implementing the project.

Project: Improving communication training in Africa

208. The UNESCO Offices in Nairobi, Windhoek and Yaoundé ensured the identification and commissioning of consultants to collect and analyse a sample of existing curricula in **Uganda, United Republic of Tanzania** and **Zambia**. They organized the three-day workshop on curricula for communication training in Africa held in Cape Town (South Africa), in November 1996, and attended by 80 media specialists from the region. As a follow-up to this workshop, a draft model curriculum for training communication specialists at the tertiary level has been developed.

Project: Video libraries for young people in Africa

209. Under a contract with UNESCO, the Centre of Innovation and transfer of technology at the University of Coïmbra, Portugal, carried out a feasibility study. On the basis of the study's results, contracts were established in October 1996 to create teaching materials and produce the first set of hardware and software. This was first tested in co-operation with the Instituto Superior de Educaçao of **Cap Verde** and other partners in the participating Member States. The Portuguese version of the training kit on CD ROM was prepared and distributed to institutions in the participating countries.
210. Implementation of the project has progressed as planned. Preparations have started for the implementation of the second phase (1998-1999), which focused on French-speaking countries in Africa.

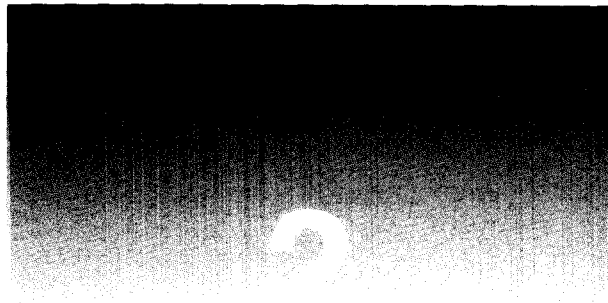
► Towards a culture of peace

Project: Promotion of the democratic process in Africa

211. In co-operation with the National Commission of Angola, a sub-regional seminar on the role of youth for a culture of peace and democratic governance was held in June 1997 in **Luanda**, with the participation of youth organizations and UNESCO clubs of Angola. An exchange of information regarding the role of youth for national reconciliation and for the strengthening of democracy for the establishment of a culture of peace took place at this meeting. Through a contract with the Union Interafricaine des Droits de l'Homme, a regional meeting on the promotion of human rights education in Africa was held in Ouagadougou, **Burkina Faso**, in August 1997. Support was given to the Ethiopian National Agency for UNESCO to publish the book *Democracy: Questions and Answers* in Amharic.
212. The other activities carried out under this project were: a workshop on democracy for student and youth organizations, in Maseru (**Lesotho**), in September 1997, and a sub-regional training workshop on questions related to tribalism, nationalism and democracy in Yaoundé, Cameroon (1-6 September 1997) organized in co-operation with the Pan-African Association of Anthropologists (PAAA). This project has been instrumental in the launching of operational projects (funded by UNDP, DANIDA and IPDC) for the promotion of human rights and democracy in southern Africa, **Cap Verde, Mozambique** and West and central Africa.

Project: Inter-cultural dialogue in everyday life

213. The sub-regional seminar-workshop for the States of central Africa (19-21 December 1996), which brought together 90 young people from six countries (**Burundi, Cameroon, Congo, Democratic Republic of the Congo, Gabon and Sao Tomé and Príncipe**) set up a follow-up committee to obtain, from the appropriate national authorities, private firms, IGOs and NGOs, the necessary means to implement the projects identified during the meeting: creation of an African network of youth NGOs and organizations for peace, newspapers for young Africans and an itinerant youth festival for the arts and culture of peace.
214. The sub-regional workshop for central and West Africa, held in Lomé, Togo (11 to 13 June 1997), on the importance of regional cultural institutions in strengthening inter-cultural dialogue, was attended by some forty people from 10 countries (**Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Mali, Niger, Nigeria, Senegal and Togo**). A national workshop on the theme of "Inter-cultural dialogue – Young people for peace and national reconciliation" (**Bangui, Central African Republic, 10-13 December 1997**), organized by the Central African National Commission for UNESCO in co-operation with headquarters and the UNESCO Bangui Office, brought together 150 participants. Following three days of discussion, the participants proposed the establishment of a young people's forum for peace to help strengthen inter-community dialogue with a view to national reconciliation and development.



CO-ORDINATION ACTIVITIES

A INTER-INSTITUTIONAL CO-ORDINATION

215. Within the framework of resolution 50/118 concerning co-operation between the United Nations and the southern African development community, for many years UNESCO has been implementing regional and sub-regional programmes in its various fields of competence. In view of strengthening and making more official this co-operation, an agreement memorandum between the Southern African Development Community (SADC) and UNESCO was signed by the Director General and the Executive Secretary of the Community on 31 January 1996. With this end in view, the Southern African Development Community requested and obtained the support of UNESCO in organising a theatre festival in **Mozambique** in 1996, a regional exhibition of art and cultural expression in Namibia in 1997 and a dance festival in **Tanzania** in 1998.
216. UNESCO took part in the Inter-Governmental Authority for Development (IGAD) summit (**Djibouti**, 25-26 November 1996), which focused on adapting its term of office to the requirements of the East Africa sub-region regarding prevention, management and resolution of the conflicts.
217. Following the recommendations of the fourth session of the joint Commission, UNESCO took part in a seminar on the establishment, within the OAU, of an early warning system for conflict prevention and resolution in Africa. This seminar, convened by the OAU, was held from 15 to 18 January 1996 in **Addis Ababa**. Within the scope of an aide memoire follow-up signed on 14 December 1995 by the Director General of UNESCO and the Secretary General of the OAU to strengthen co-operation between the two organizations, in particular through consultations in the framework of joint committees, inter-secretariat consultations on specific issues and the strengthening of co-operation mechanisms, a mission to discuss all these initiatives and projects and their implementation went to **Addis Ababa** in June 1996.
218. In the field of education, UNESCO and OAU have been actively preparing for the seventh Conference of African Ministers of Education – MINEDAF VII (Durban, South Africa, 20 to 24 April 1998). Furthermore, a tripartite agreement between OAU, UNESCO and the International Foundation for Education and Self-help (IFESH) on the Programme of Support to Educational Rehabilitation in South Africa (PROSERA) was signed on 24 July 1997. As co-leader agency with the Economic Commission for Africa (ECA) for the “harnessing information technology for development” component of the United Nations Special Initiative on Africa, UNESCO has continued to support the endeavours and initiatives of African States to take advantage of the new information technologies and telematics applications.
219. UNESCO has also continued to work as co-ordinating agency for the development and establishment of communication for peace, tolerance, governance, democracy and human rights in Africa (“Communication for peace-building”). Under this component of the Special Initiative, UNESCO held a regional consultation meeting in **Addis Ababa**, from June 23 to 25, 1997, attended by some forty representatives of United Nations system agencies, the World Bank, OAU, ECA and regional

organizations working in the field of media and peace. Other inter-secretariat meetings were held: the culture of peace and prevention of conflict in Africa (**Addis Ababa**, 25 March 1996); institutional strengthening of OAU, and joint actions for Afro-Arab co-operation (Addis Ababa, 12 June 1996); inter-institutional co-operation between the two organizations, in particular for the follow-up of the solar summit (Paris, 30 October 1996). In order to foster a closer co-operation between OAU and UNESCO, the UNESCO **Addis Ababa** Office has had its staff strengthened by three civil servants whose assignment is more particularly to assist the OAU in consolidating its institutional capacities. An inter-institutional meeting was organized at the time of the visit of a tripartite mission OAU/League of Arab States/Senegal for the preparation of the fourth Afro-Arab Trade Fair. The Fair, held in Dakar (Senegal) in April 1999, included a cultural component for promoting African and Arab cultures in all their diversity. The involvement of the Organization is part of the continuity of activities undertaken at the time of the last Trade Fair in Sharjah (United Arab Emirates) within the scope of Afro-Arab co-operation, in particular in the fields of cultural industries and heritage.

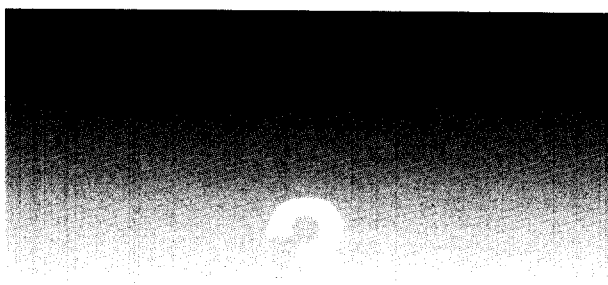
220. Following the launching of the United Nations' Special Initiative on Africa, UNESCO has intensified efforts to mobilize support for education for all, both from donors and the African governments. UNESCO was commended for its intense efforts in this respect at the information meeting organized in **Addis Ababa** on 28 January 1997. Working closely with the World Bank and in consultation with the Bureau of African Education Ministers of the Association for the Development of African Education (ADEA), UNESCO prepared a strategy paper and a protocol for the implementation of the basic education component for which both UNESCO and the World Bank are the lead agencies. An inter-agency technical consultation on the Initiative's priority sectors (education, health and water) was also organized by the ECA in **Addis Ababa** (4-5 March 1997). Moreover, following a meeting between the UNESCO Deputy Director General for Africa and the World Bank Vice President for Africa (20 March 1997), UNESCO and the World Bank have agreed to implement the basic education component of the joint strategy and to draw up, in this regard, a calendar for joint activities in selected pilot countries.
221. Co-operation between UNESCO and the OAU with the purpose of strengthening the mechanism of prevention, management and settlement of conflicts, established within the framework of the OAU in 1994, continued within the scope of a workshop held on 30 January 1997 in Addis Ababa (**Ethiopia**) with the heads of the Centre of the OAU.
222. UNESCO participated in the meeting between the Armed Forces Heads of Staff of Member States of the Agreement for Non-aggression and Defence (ANAD), held in Niamey, **Niger** (24-26 April 1997). After the meeting had been approved by acclamation, a motion was addressed to UNESCO in which the heads of staff of **Burkina Faso**, Côte d'Ivoire, **Mali**, **Mauritania**, **Niger**, Senegal and the three observer countries (**Benin**, **Gambia**, **Guinea-Bissau**) stated their commitment to promoting a culture of peace in Africa. Meeting at the headquarters of the Organization from 15 to 16 May 1998 in the presence of representatives of the OAU and various services of UNESCO, the Sixth Session of the joint OAU/UNESCO Commission made it possible to:
 - asses the present condition of co-operation between the two organizations in all fields;
 - examine the means of improving co-ordination and follow-up of joint actions;
 - revise the agreement for OAU-UNESCO co-operation for updating. This joint Commission concluded in positive results generated by the present co-operation, both parties stressing the good working relations between the two Secretariats.
223. Two meetings of the International Committee for the Follow-up of Audience Africa were held at UNESCO headquarters in 1996 and 1998. This Committee proceeded to examine the political

- evolution of the African continent since the African Audience of February 1995. A consultative inter-institutional meeting on the Communication for Peace within the scope of the United Nations Special Initiative on Africa and the UN Programme: “Democratization, peace and conflict resolution in Africa” was organized by UNESCO. The meeting was attended by representatives of the FAO, UNDP, the UIT, the World Bank and UNESCO and focused on the ways and means of action to be applied to encourage the use of media as a vector for peace. Participants addressed the questions of the plan of activities and sources of funding. More meetings are scheduled between the interested institutions of the United Nations system and the regional organizations.
224. Within the field of co-operation, in particular with the World Bank, the UNDP and regional banks, UNESCO is participating in the formulation of projects for strengthening endogenous capacities for following up programmes to combat poverty. Agreements are planned for the implementation of these activities, notably in the **Lao People’s Democratic Republic, Haiti and Benin**. Initiatives aimed at strengthening partnerships between local communities and authorities have also been implemented, in particular in the African **LDCs**.
225. The Organization contributed to the work of UNHCR for the reintegration of **Rwandan** returnee children into the national school system, in particular for the construction of school buildings. Assistance was provided to the **Rwandan Women’s Association “Collectif Pro-Femmes Twese hamwe”**, winners of the UNESCO Madanjeet Singh Prize for the promotion of tolerance and non-violence. Programmes have been developed to increase access to basic education for primary school children and to increase non-formal education opportunities for adolescents and young adults among populations in **Burundi, United Republic of Tanzania** and the **Republic of the Congo** affected by the crisis.
226. As a contribution to the inter-agency response to the crisis, a UNESCO staff member was seconded to the Office of the United Nations special representative and the OAU for the Great Lakes region of Africa for three months to ensure the Organization’s relations with UND FHA. UNESCO has provided the implementation of the activities scheduled for education and communication in the United Nations inter-agency consolidated appeal for the Great Lakes region.
227. In co-operation with the civic mission of the Organization of American States – United Nations Organizations (MICIVH), UNESCO has conducted training seminars on conflict resolution in **Haiti** and produced material on the subject. In co-operation with the Haitian National Commission, a training seminar for leaders of the UNESCO clubs was organized. UNESCO also supported the re-edition of the Constitution of Haiti in the local language.



Co-operation with Member States: Finding new partnerships with development NGOs

228. Within the scope of UNESCO's Programme for the eradication of poverty, new partners have been sought in order to explore the possibilities of co-operation in this field. Thus, on the invitation of the Forum Francophone des Affaires, UNESCO took part in the Premières Assises de la francophonie économique. During this session, several fruitful contacts were made with participants and have generated the following concrete achievements. With the Forum Francophone des Affaires (FFA) and within the scope of the UNEVOC Programme, an agreement for co-operation was signed for projects relating to the technical and vocational training in the French-speaking LDCs. Contacts were established with the Director General of the Paris association for young people, an international NGO which provides training for young people in computers and hardware for LDC youth, in particular. Joint actions are underway for schools in Mali. Canal France International (CFI), CFI has contributed to the promotion via the media of the Organization's actions for the LDCs. Close collaboration has been established with the Forum Francophone des Affaires, in particular regarding the UNEVOC Programme and a project for the development of renewable energy, for which financial co-operation could be obtained from the Caisse Française de Développement.
229. At the invitation of the Belgian Committee of the Forum Francophone des Affaires (FFA), a mission was carried out in Belgium in February 1998 with the Minister for Technical and Vocational Training in the Brussels-Capital region and FFA experts. It was agreed to conclude on a tripartite agreement covering the project of technical and vocational training to be carried out in the LDCs of Africa, Asia and Latin America.
230. A tripartite agreement between the OAU, UNESCO and the IFESH in relation to the Programme for Support and Rehabilitation of Education in Africa – PROSERA was signed on 24 July 1997. It covers the construction of primary schools and centres for vocational training in all the countries of sub-Saharan Africa. A programme for scientific research was entrusted to networks of institutions, organized both by region and by theme, which was established at the 3rd session of the International Scientific Committee of the project, convened in Cabinda (Angola) in November 1996.



ANNEXES

Annex 1: REGULAR PROGRAMME 1994-1999

Budget allocated by UNESCO for LDC priority actions.

As a priority target group, LDCs received the following funds:

1994-1995: \$ 7 752 700	of which: Major Programme: Towards lifelong education for all	2 385 900
	Major Programme: The sciences in the service of development	2 094 900
	Major Programme: Cultural development: the heritage and creativity	843 600
	Major Programme: Communication and information	942 000
	Transdisciplinary projects	1 486 300

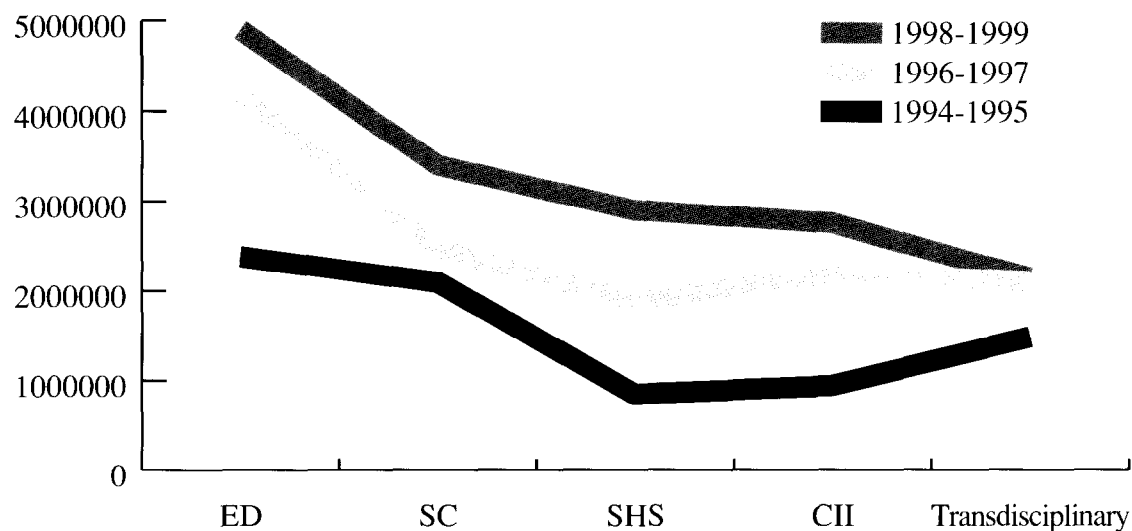
Source: 27 C/5 – Approved pages 155-159

1996-1997: \$ 12 845 100	of which: Major Programme: Towards lifelong education for all	4 180 000
	Major Programme: The sciences in the service of development	2 478 000
	Major Programme: Cultural development: the heritage and creativity	1 883 000
	Major Programme: Communication and information	2 203 000
	Transdisciplinary projects	2 101 100

Source: 28 C/INF. 11 – pages 9-13

1998-1999: \$ 16 111 400	of which: Major Programme: Towards lifelong education for all	4 900 000
	Major Programme: The sciences in the service of development	3 400 100
	Major Programme: Cultural development: the heritage and creativity	2 900 500
	Major Programme: Communication and information	2 762 300
	Transdisciplinary projects	2 148 500

Source: 29 C/5 – Appendix III



Annex 2: CHANGES IN RESOURCES OF THE PARTICIPATION PROGRAMME ALLOCATED TO THE LDCs BY REGIONS SINCE 1994

1994-1995	LDCs Africa	4 463 806
	LDCs Latin America/Car.	220 000
	LDCs Asia/Pacific	1 138 555
	LDCs Arab States	565 350
		Total priority group LDCs: 6 387 711

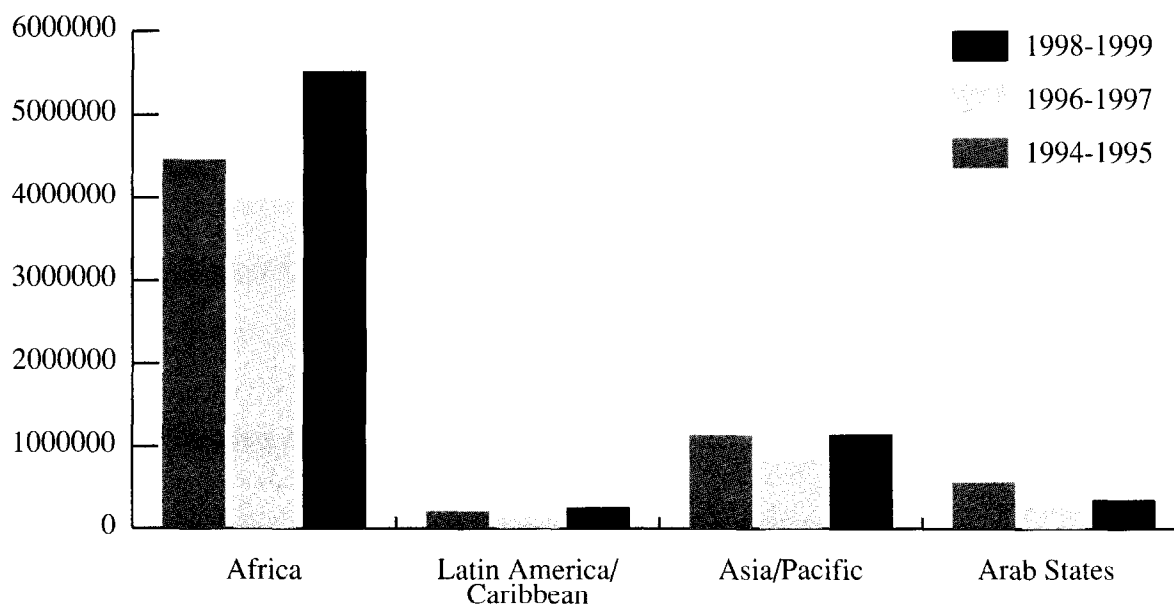
Source : BRX/PPE

1996-1997	LDCs Africa	3 987 504
	LDCs Latin America/Car.	154 890
	LDCs Asia/Pacific	822 300
	LDCs Arab States	265 300
		Total priority group LDCs: 5 229 994

Source : BRX/PPE

1998-1999	LDCs Africa	5 511 010
	LDCs Latin America/Car.	265 000
	LDCs Asia/Pacific	1 148 800
	LDCs Arab States	357 000
		Total priority group LDCs: 7 281 810

Source : BRX/PPE (at 17.08.1999)



Annex 3: EXTRABUDGETARY FUNDS 1996-1997

Resources allocated to LDCs by country and by programme sector (in thousands of \$)

COUNTRY	ED	SC	SHS	CLT	CII	OTHER	TOTAL
Afghanistan	32	-	-	-	-	BER 29 WHC 2	63
Angola	345	-	-	-	-	EPD 122	467
Bangladesh	-127	-	-	89	24	EPD 12	-2
Benin	-	-	-	114	-	-	114
Bhutan	-	-	-	121	-74	-	-
Burkina Faso	-	-	-	-	-	-	-
Burundi	-	-	-	-1	449	CAB 120	-
Cambodia	1424	-	-	-	-	EPD 181	-
Cape Verde	16	-	-	2416	-	-	-
Comoros	47	36	-	-64	-	-	83
Djibouti	-	-	-	-	-	-	-
Eritrea	300	-	-	17	70	-	387
Ethiopia	65	-	-	-	15	-	80
Gambia	982	-	-	-	-	-	982
Guinea	232	-	-	-	-	-	475
Guinea-Bissau	125	-	-	-	-	EPD 243	218
Equatorial Guinea	-	-	-	-	26	-	26
Haiti	11	-	-	105	14	IEP 110	240
Solomon Islands	-	-	-	-	-	EPD 72	72
Kiribati	-	-	-	-	-	-	-
Laos	453	-	-	248	37	-	738
Lesotho	-	49	-	-	-	-	49
Liberia	-	-	-	-	-	-	-
Madagascar	479	312	-	-	-	EPD 64	855
Malawi	-	-	49	-	-	EPD 310	359
Maldives	50	-	-	-	-	-	50
Mali	633	52	-	-	-	EPD 171	886
Mauritania	97	105	-	4	15	EPD116	322

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COUNTRY	ED	SC	SHS	CLT	CII	OTHER	TOTAL
Mozambique	216	-	135	-	-	-	351
Myanmar	1071	-5	-	3	-	-	1069
Nepal	-	-	-	15	-	EPD 22	80
Niger	44	-	-	-	43	EPD 44	88
Uganda	35	-	-	-	-	EPD 21	59
Central African Republic	-	-	-	-	3	EPD 131	131
Dem. Rep. of the Congo	-	-	-	-	-	-	-
Rwanda	228	-	-	-	91	-	319
Samoa	-	-	-	-	48	-	48
Sao Tome & Pr.	-	-	-	-	37	EPD 45	82
Sierra Leone	356	-	-	-	-	-	356
Somalia	48	-	-	-	-	-	48
Sudan	18	-	-	-	-	CAB 309	327
Tanzania	52	-	-	228	74	-	354
Chad	346	-	-	-	2	-	348
Togo	13	-	-	-	-	-	13
Tuvalu	-	-	-	-	-	-	-
Vanuatu	-	-	-	-	-	-	-
Yemen	-	-	-	328	152	EPD 88	568
Zambia	157	-	-	-	59	-	216

Source: BPE/DIT (MAKEDA)

Annex 4: EXTRABUDGETARY FUNDS 1998

Resources allocated to LDCs by country and by programme sector (in thousands of \$)

	ED	SC	CLT	CII	EPD	Total 1998
Afghanistan	146	-	59	-	-	205
Angola	254	-	98	-	210	442
Bangladesh	366	-	3	36	-	405
Benin	-	-	192	-	-	192
Bhutan	-	-	40	42	-	82
Burkina Faso	-	-	-	146	16	162
Burundi	1	-	-	26	349	376
Cambodia	747	17	650	164	624	2282
Cape Verde	-	-	26	110	-	136
Comoros						
Djibouti						
Eritrea	23	-	26	88	-	137
Ethiopia	32	-	-	-	-	32
Gambia	668	-	-	30	9	707
Guinea	49	-	-	-	73	122
Guinea Bissau	40	-	-	-	52	92
Equatorial Guinea	-	-	-	25	-	25
Haiti	416	-	-	111	365	792
Solomon Islands	-	-	-	13	-	13
Kiribati Laos	553	-	387	120	-	960
Lesotho	-	-	23	50	-	73
Liberia	477	-	-	-	-	477
Madagascar	38	507	-	68	18	621
Malawi	8	108	-	112	-	228
Maldives	-	-	-	-	34	34
Mali	909	94	-	182	4	1189
Mauritania	148	-	29	85	43	265

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	ED	SC	CLT	CII	EPD	Total 1998
Myanmar	2324	-	76	-	-	2400
Nepal	-	-	-	138	-18	120
Niger	-	-	-	-	-	-
Uganda	-	-	-	168	-	168
Central African Republic	67	-	-	-	36	104
Dem. Rep. of the Congo	327	78	-	-	-	405
Rwanda	1167	-	-	142	-	1309
Samoa	110	-	-	48	-	158
Sao Tome & Principe	-	-	-	12	67	79
Sierra Leone	72	-	-	-	-	72
Somalia	114	-	-	708	-	822
Sudan	-	-	-	-	-	-
Tanzania	-	-	5	49	-	54
Chad	501	-	-	-	-	501
Togo	-	-	-	40	-	40
Tuvalu	-	-	-	-	-	-
Vanuatu	-	-	-	60	-	60
Yemen	82	-	93	82	35	292
Zambia	238	-	-	55	-	293

Source : BPE/DIT (MAKEDA)

Annex 5: EXTRABUDGETARY FUNDS 1999

Resources allocated to LDCs by country and by programme sector (in thousands of \$)

	ED	SC	CLT	CII	EPD	Total 1999
Afghanistan	117	-	58	-	-	175
Angola	272	-	98	35	239	644
Bangladesh	672	-	-	3	-	675
Benin	-	-	192	-	-	192
Bhutan	-	-	44	4	-	48
Burkina Faso	-	-	-	49	18	67
Burundi	-	-	-	42	45	87
Cambodia	380	-	808	118	-	1206
Cape Verde	-	-	-	97	2	99
Comoros						
Djibouti						
Eritrea	18	-	8	87	-	113
Ethiopia	58	-	-	-	-	58
Gambia	228	-	-	30	9	267
Guinea	38	-	-	-	42	80
Guinea Bissau	47	-	-	-	59	106
Equatorial Guinea	-	-	-	25	-	25
Haiti	300	-	-	108	615	1023
Solomon Islands	-	-	-	9	-	9
Kiribati						
Laos	340	-	188	49	-	537
Lesotho	-	-	-	15	-	15
Liberia	308	-	-	-	-	308
Madagascar	165	432	-	49	30	621
Malawi	8	108	-	112	-	228
Maldives	-	-	-	-	34	34
Mali	613	49	-	62	-	724
Mauritania	359	-	13	85	53	510

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	ED	SC	CLT	CII	EPD	Total 1999
Mozambique	1112	105	-	584	-	1801
Myanmar	1407	-	132	-	-	1539
Nepal	-	-	13	98	-	111
Niger	-	-	-	-	-	-
Uganda	-	-	-	10	51	61
Central African Republic	67	-	-	-	77	144
Dem. Rep. of the Congo	539	457	-	-	-	946
Rwanda	659	-	-	34	-	693
Samoa	214	-	-	6	-	220
Sao Tome & Principe	-	-	-	41	21	62
Sierra Leone	72	-	-	-	-	72
Somalia	497	-	-	31	-	527
Sudan	-	-	-	-	-	-
Tanzania	-	-	5	49	-	54
Chad	862	-	-	-	-	862
Togo	-	-	-	40	-	40
Tuvalu	-	-	-	4	-	4
Vanuatu	-	-	-	60	-	60
Yemen	71	-	135	43	-	273
Zambia	132	-	-	55	-	187

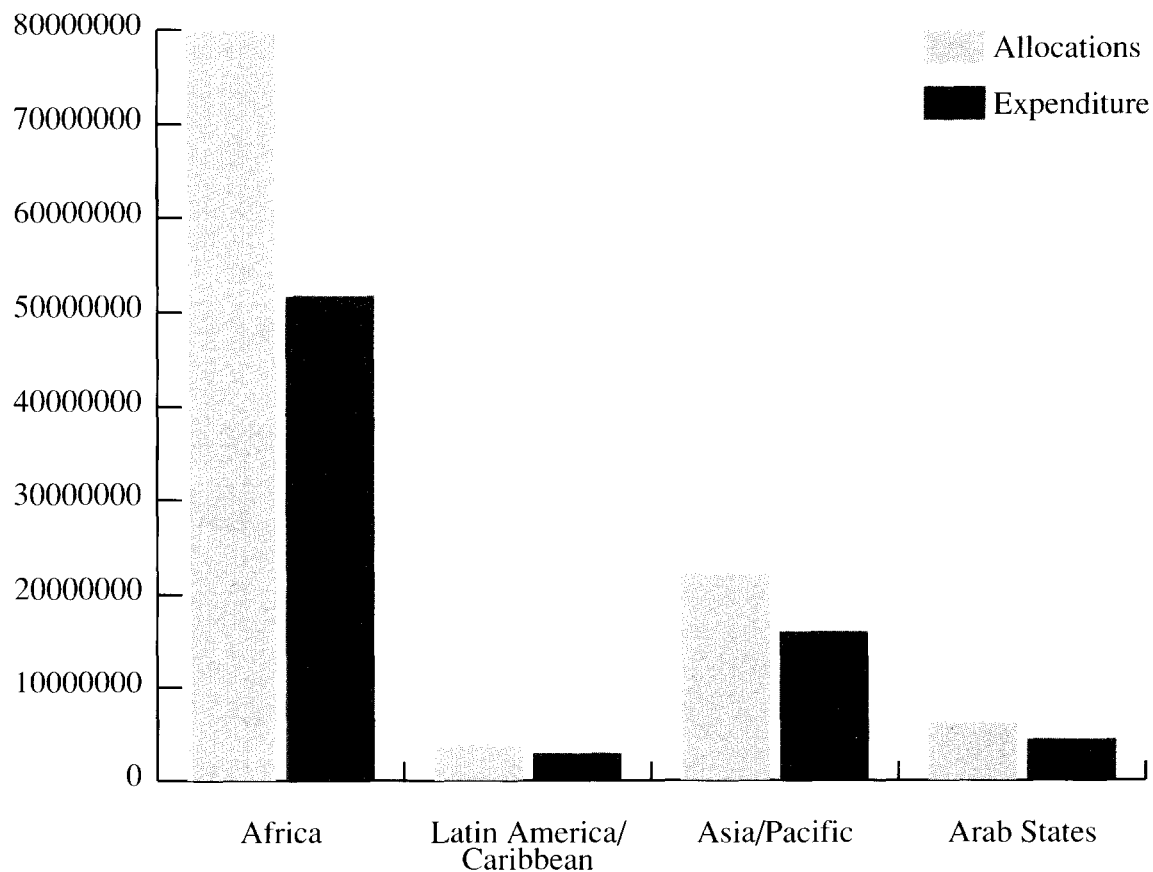
Source: BPE/DIT (MAKEDA)

Annex 6: EXTRABUDGETARY FUNDS 1998-1999: RESOURCES ALLOCATED TO LDCs by REGIONS

The allocations and expenditure of extrabudgetary funds, for the different groups in 1998 and 1999 is as follows:

REGIONAL GROUPS	ALLOCATIONS	EXPENDITURE
LDCs Africa	79 959 234	51 736 902
LDCs Latin America/Caribbean	3 875 630	2 906 722,5
LDCs Asia/Pacific	22 220 200	15 998 544
LDCs Arab States	6 296 050,9	4 470 196,1

Source : BPE/DIT (MAKEDA)



Annex 7: PARTICIPATION PROGRAMME 1998-1999

COUNTRY	ED	SC	SHS	CLT	CII	OTHER	TOTAL
Afghanistan	-	-	-	-	-	DRG 50000	50000
Angola	50000	-	-	-	-	BRX 40000 CPP 15000 DPA 15000	120000
Bangladesh	25000	-	-	65000	26000	IEP 25000 WGE 8000 DRG 30000 BRX 40000	219000
Benin	20000	-	40000	110000	-	DPA 15000	185000
Bhutan	-	-	-	45000	-	BRX 35000	80000
Burkina Faso	29000	41000	--	65000	-	DPA 15000 BRX 5000	155000
Burundi	66000	5000	-	-	-	CPP 30000 DPA 15000 BRX 30000 PSD 25000	175000
Cambodia	-	-	-	20000	-	BRX 33000 CPP 26000	79000
Cape Verde	-	-	-	-	-	DPA 15000	15000
Comoros	26000	-	-	5000	-	DPA 15000	46000
Djibouti	30000	-	-	-	-	DPA 15000 EPD 10000 BRX 15000	70000
Eritrea	37000	20000	-	40000	-	DPA 15000 BRX 12000	124000
Ethiopia	64000	26000	-	-	31000	DPA 15000 BRX 50000	186000
Gambia	26000	12000	20000	77000	30000	DPA 15000 WGE 10000	210000
Guinea	53000	-	-	30000	-	DPA 15000 BRX 15000 CPP 5000	118000
Guinea Bissau	56000	-	-	7000	-	DPA 15000	78000
Equatorial Guinea	22000	30000	-	30000	26000	DPA 15000	123000
Haiti	75000	-	50000	95000	15000	CAB 30000	265000
Solomon Islands	70000	-	-	35000	-	-	105000

COUNTRY	ED	SC	SHS	CLT	CII	OTHER	TOTAL
Kiribati	41000	25000	-	-	10000	-	76000
Laos	58800	-	-	27500	18000	IEP 30000 BRX 26000	160300
Lesotho	79000	56000	28230	-	-	DPA 15000 BRX 26000	204230
Liberia	95000	-	15000	25000	-	DPA 15000	150000
Madagascar	26000	37000	24000	-	14000	DPA 15000 DRG 30000	166000
Malawi	72000	16000	-	-	-	DPA 15000	103000
Maldives	16500	-	-	5000	10000	-	41000
Mali	107000	26000	-	70000	-	DPA 15000 BRX 20000 IEP 25000 CPP 30000	293000
Mauritania	-	-	-	-	25000	BRX 360000 DPA 15000 IEP 25000	101000
Mozambique	61000	32000	30000	18000	-	DPA 15000	156000
Myanmar	73000	26000	-	30000	-	-	129000
Nepal	37000	16000	-	6000	-	BRX 10000 IEP 30000	99000
Niger	70000	-	-	50000	-	DPA 15000	160000
Uganda	106000	20000	30000	-	-	DPA 15000 BRX 25000	196000
Central Afric. Repub.	10000	-	-	-	41000	DPA 15000 CPP 40000	146000
Dem. Rep. of the Congo	30000	26000	-	-	-	DPA 15000 BRX 15000 IEP 22000	108000
Rwanda	91200	-	-	-	13000	DPA 15000	119200
Samoa	72000	-	-	38500	-	-	110500
Sao Tome & Pr.	25000	-	-	8000	65730	DPA 15000 BRX 15000	128730
Sierra Leone	40000	-	20000	-	-	DPA 15000 BRX 10000	100000
Somalia	-	-	50000	-	-	DPA 15000	65000
Sudan	-	26000	-	-	8000	DPA 15000 IEP 25000 WGE15000	89000
Tanzania	22000	-	-	-	55000	DPA 15000 BRX 27000	119000
Chad	31000	-	21750	30000	-	DPA 15000	97750
Togo	68000	48000	-	71000	15000	DPA 15000 IEP 25000 BRX 44000	286000

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COUNTRY	ED	SC	SHS	CLT	CII	OTHER	TOTAL
Tuvalu	-	-	-	-	-	-	-
Vanuatu	-	-	20000	25000	-	BRX 35000	80000
Yemen	33000	35000	20000	41000	38000	-	167000
Zambia	48000	46000	-	14300		DPA 15000 WGE 30000 BRX 15000	168300

Source: BRX/PPE (au 17. 08. 1999)