

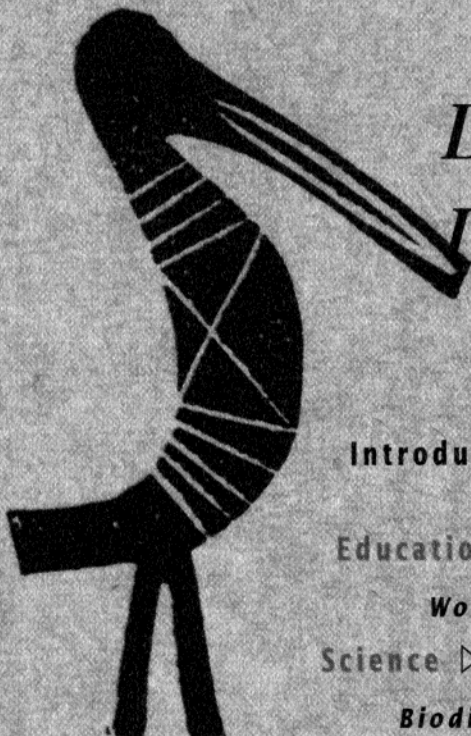


**Voices, values
and development:**

reinventing Africa

south of the Sahara






*Diversity is your common wealth.
Unity shall be your strength.*

Federico Mayor, Khartoum, April 1995

Introduction	1
<i>Audience Africa: Africans speak to Africans</i>	7
Education ▷ ▷ ▷ <i>Unlocking the treasure within</i>	8
<i>Women: the neglected resource</i>	21
Science ▷ ▷ ▷ <i>Tapping the energy within</i>	24
<i>Biodiversity: nature's own time deposit</i>	41
Social sciences ▷ ▷ ▷ <i>Transforming the person within</i>	46
<i>Water, well-being and tradition in the western Sahara</i>	58
Culture ▷ ▷ ▷ <i>Reaffirming the values within</i>	60
<i>Roads, crossroads and convergences</i>	76
Communication ▷ ▷ ▷ <i>Projecting the voice within</i>	79
<i>Towards peace... one step at a time</i>	88
UNESCO outreach	93

This publication was in press when we learned of the death of our colleague, Basile Kossou, after a short illness. He played an important part in its conception and supervision. The Director-General and I feel it is only fitting that it be dedicated to his memory.

Henri Lopes
Deputy Director-General for Africa



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VOICES, VALUES AND DEVELOPMENT: *Introduction* REINVENTING AFRICA

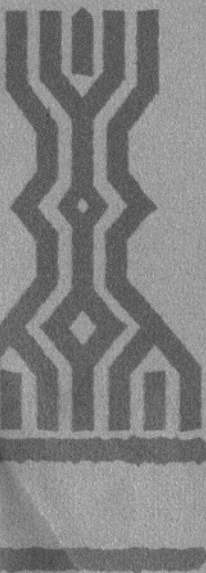
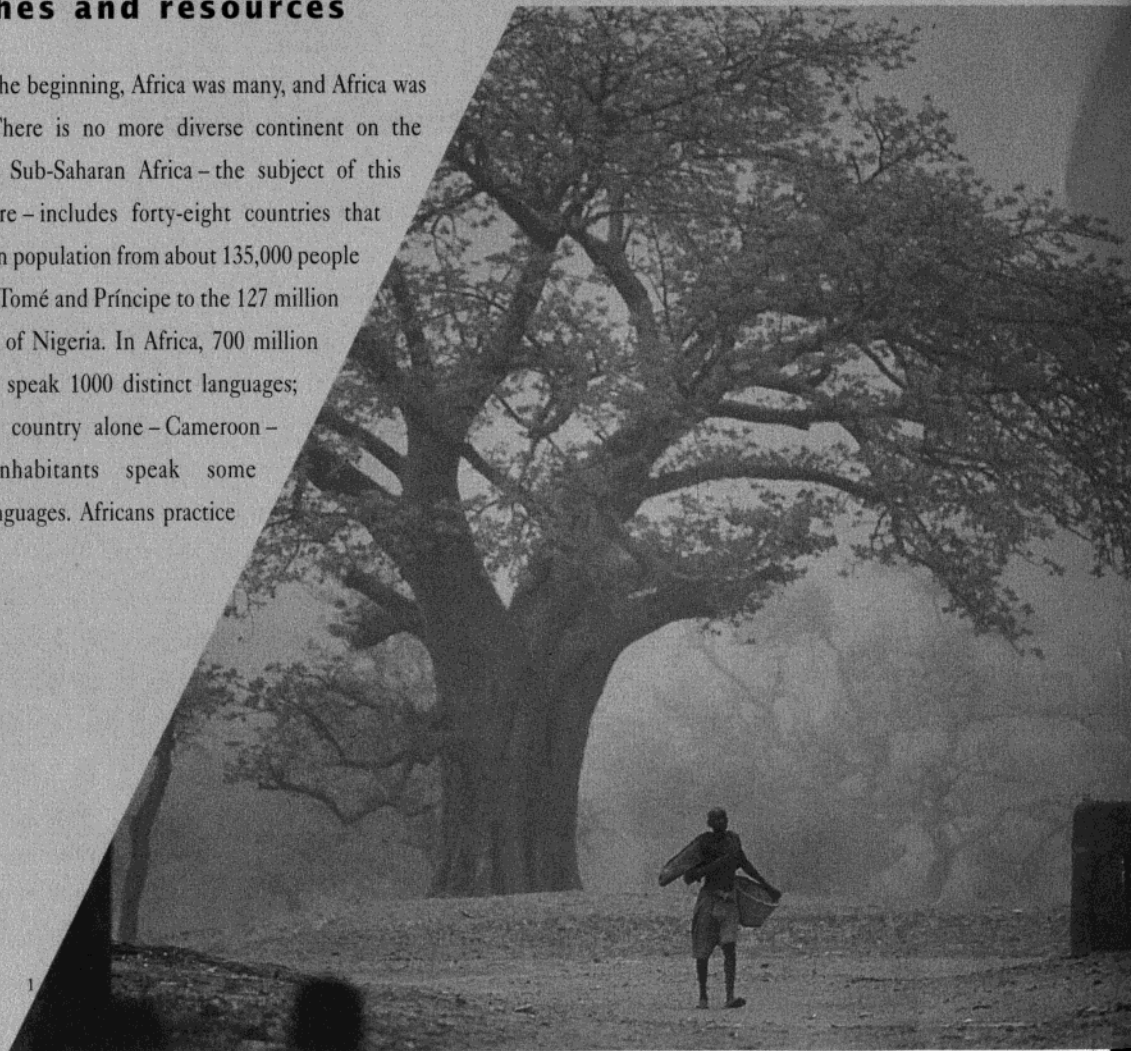
The setting

Africa . . . cradle of civilization. Sites inhabited since the dawn of humankind, culturally rich, culturally diverse. . . . Stone Age societies, rock art undisturbed for 5,000 years, casting in 9th-century Nigeria, a textile industry in 11th-century Mali, and thousand year-old rock-hewn churches in Ethiopia. During the European Dark Ages, from the 5th to 11th centuries, the empire of Ghana with its capital at Kumbi-Saleh; other empires controlling a trans-Saharan trade in gold, Kola nuts and slaves; Muslim empires flourishing to the West between 1200 and 1400. And by the late 13th century, powerful African-Arab city states like Mogadishu, Mombasa and Lamu on the shores of the Indian Ocean.

Africa . . . whose empires were finally weakened or destroyed by the early powers from Europe and Arabia that coveted their trade. The art that was removed, the minerals and genetic resources that were plundered. And finally, the shameful slave trade which uprooted so many people from their native soil.

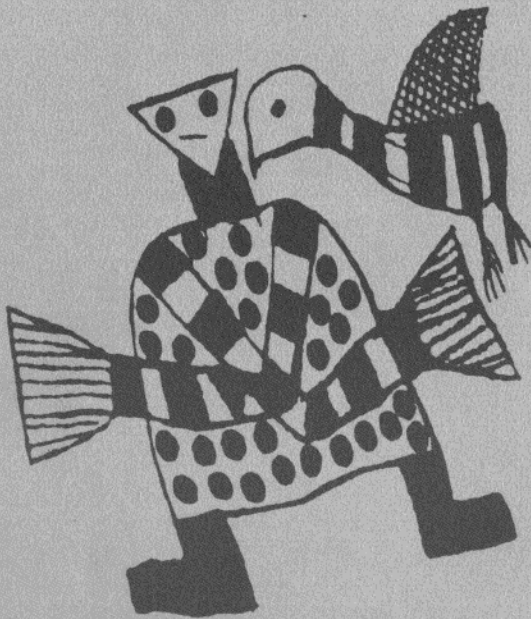
Riches and resources

From the beginning, Africa was many, and Africa was one. There is no more diverse continent on the planet. Sub-Saharan Africa – the subject of this brochure – includes forty-eight countries that range in population from about 135,000 people in São Tomé and Príncipe to the 127 million people of Nigeria. In Africa, 700 million people speak 1000 distinct languages; in one country alone – Cameroon – the inhabitants speak some 300 languages. Africans practice





2



Christianity, Islam and traditional religious beliefs; they have also assimilated various elements of Francophone, Anglophone and Lusophone cultures into their own indigenous societies. They are nomads, island people, sedentary horticulturalists, traders, seafarers and forest dwellers, as well as inhabitants of modern cities.

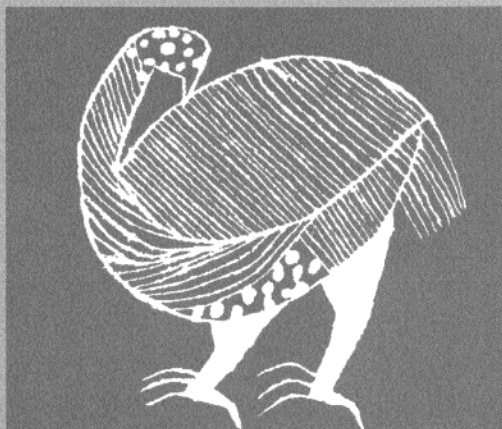
African diversity embraces the dense tropical forests of the Democratic Republic of the Congo (a larger area than Texas and Alaska combined) and the arid little Cape Verde archipelago with a land mass smaller than London. Besides its incredibly scenic grandeur, world-famous wildlife, linguistic diversity and the cultural energy generated by 250,000 village communities, sub-Saharan Africa possesses great mineral wealth: 27 per cent of the world's bauxite, 29 per cent of the world's uranium, 20 per cent of the world's copper, 66 per cent of the world's phosphorites and substantial reserves of iron ore, cobalt, platinum and

titanium. The Democratic Republic of the Congo, Botswana and South Africa produce half the world's supply of diamonds; Ghana, South Africa and Zimbabwe produce nearly half the world's gold. Nigeria, Algeria and the Libyan Arab Jamahiriya are major producers of petroleum and natural gas.

UNESCO and sub-Saharan Africa: old friends

The end of colonial rule in Africa was a time of extraordinary optimism, and from the beginning, the fledgling states were eager to assume their rightful places within the international community. UNESCO, the United Nations Educational, Scientific and Cultural Organization, was there to welcome them and has been an active partner in development ever since. Leaving behind its identity as the 'Gold Coast', Ghana was the first to achieve independence in 1957, then Guinea in 1958, then Nigeria and most other African countries in 1960. The new African elite took power, determined to carry forward a new form of democracy accompanied by a strong affirmation of national and cultural identity.

During this post-colonial period there were undeniable achievements, especially in education, literacy and health. But skills were in short supply (at independence Zambia had only two scientists), the Cold War polarized the world's nations into alien blocs, and colonialism had destroyed many vigorous and valuable older institutions without putting anything else in their place.



Things fall apart

Leaders who tried to exploit Cold War differences found themselves caught up in proxy wars. Independent governments turned into one-party states or dictatorships, and the corruption and greed of some politicians seemed unbounded. There were other problems as well: deteriorating terms of trade, fragmented markets and an increasing state of dependency as countries burdened themselves with external debt. Then towards the end of the 1970s, the total value of exports fell by half as prices of raw materials plummeted. The net result was that by the 1980s, growth had stopped. African countries were becoming poorer and poorer.

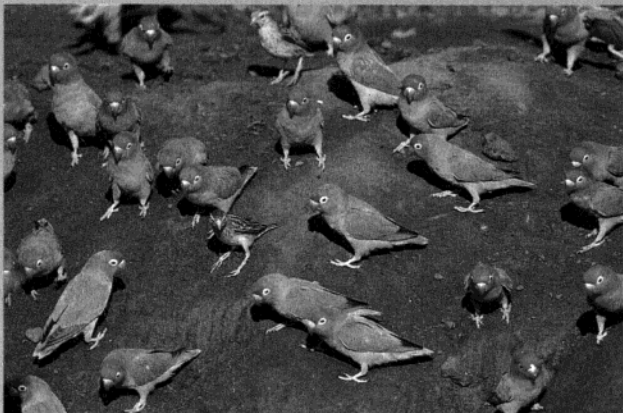
Between 1970 and 1980 per capita GDP fell, on average, by 15 per cent. Except in South Africa, foreign investment nose-dived from 4.5 per cent to 0.7 per cent of world total. By every international measure – per capita income (\$330), life expectancy (51 years), or the United National Index of Human Development (.255 compared with .317 for South Asia, the next poorest region) – Africa is the least

developed region on earth and the only one to have produced less and less food per capita over the past 20 years. With its 650 million people, Africa accounts for about 12 per cent of the world population – compared with Asia (59 per cent) and Latin America (9 per cent) – but it has the fastest growing population of any place on earth at any time in history. Only a handful of African countries are self-sufficient in food production. And according to the World Bank, it is the only region in the world where the number of poor is likely to increase during the next decade. Other Bank projections suggest the sub-Sahara will grow by an average of 3.7 per cent, compared with an average of 8.2 per cent in East Asia and 4.8 per cent for developing countries. Just three of the forty-eight sub-Saharan countries – Botswana, Mauritius and Uganda – have come anywhere near the 5 per cent growth per capita achieved in many low- and middle-income countries of Asia and Latin America.

The bitter medicine of structural adjustment during the 1980s has led many governments to reduce spending on health and education. Often, there are no books or chalk in the schools, no pay for teachers and civil servants, no drugs in the clinics, and no spare parts to repair public transport.

In a country like Mali, with a population of 10 million who eke out a living as farmers or herders on the banks of the Niger River, some 80 per cent of the women and 70 per cent of the men are illiterate. Mozambique, one of the poorest countries on earth, has suffered additional tragedies of drought and war. Today the drought has passed and the war has ended, but everything must be rebuilt from scratch. With its





4

200 people per square kilometre, Burundi is one of the most densely populated agricultural lands in Africa. Since the war, school enrolment for children has dropped from 60 per cent to 50 per cent. There is no furniture in the classrooms and no material for training teachers.

Added to all this is the scourge of AIDS. In sub-Saharan Africa, between 8 million and 12 million persons (one out of every 25 African adults) are infected with HIV. Roughly equal numbers of men and women

are affected and some estimates suggest that in the hardest hit countries, as many as 25 per cent of all children will become AIDS orphans.

Wind of change

But today a wind of change is blowing through Africa. This process of change, a kind of second African independence, carries the promise of freedom from the poverty, hunger, disease, oppression, corruption and gross misgovernance that has been the experience of most African states since decolonization. Since 1989, the pace and spread of change have been breathtaking: some three-fourths of the forty-eight countries covered in this brochure are in various stages of political and economic liberalization, however tentative, fragile or ambiguous their movements toward democracy may be.

The wind of change has brought new values and new voices to the centre of the African stage. For this generation, Africa's problems do not stem from a

shortage of resources or from cultural or technological backwardness. Rather, they are the result of failed economic policies, weakened public-sector institutions, lack of popular participation in government, corruption and bad governance. Perhaps, most of all, they are the result of having abandoned what was deepest and most authentic in African cultures in favour of inappropriate models from abroad. Africans have failed to be true to themselves.

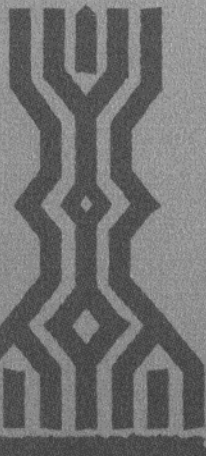
These problems are not inevitable; and they are not immutable. But to overcome the failures and redress the balance, Africa must believe in her own potential. She must look inward to her own traditions and cultural resources. In this way, Africans will discover a new well-spring of sustainable development. They will forge an identity offering scope for both development and diversity.

Audience Africa: voices of affirmation

This new sense of African responsibility and self-



5



reliance was proclaimed for all the world to hear at 'Audience Africa', an international meeting convened by UNESCO in February 1995 in Paris, on the eve of the Copenhagen World Summit for Social Development. Africa's intellectuals, representatives of government and civil leaders hammered out a set of recommendations based on shared priorities for African social development in each of UNESCO's domains of competence; and they formulated a list of Ten Convictions (presented on page 7) as the starting point for re-inventing Africa – an Africa in which Africans themselves would shape their own destinies. A follow-up committee has been established.

Since Audience Africa, a ten-year System-wide Special Initiative on Africa has been instituted by the United Nations to provide the support and framework for concerted action that will help African nations fulfill their dreams. Four main priorities have been identified:



Improving access to basic education for all of Africa's children, along with primary health care.

Promoting peace and tolerance, with special emphasis on the role of the free press and pluralistic media in nurturing democratic institutions.

Building capacity through training, better access to modern telecommunications and the application of information technology to development.

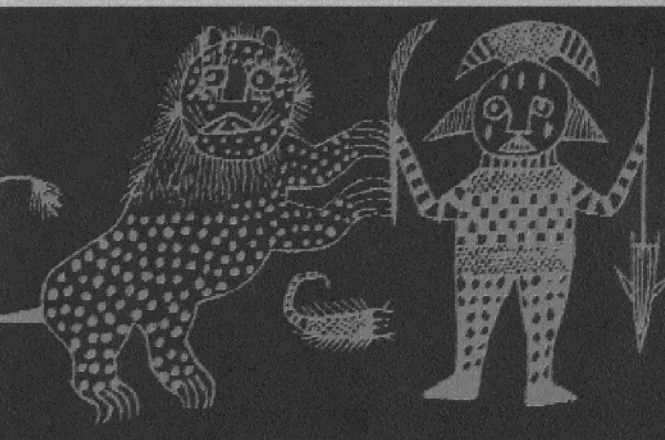
Increasing food security and access to water resources suitable for sustaining basic health, hygiene and environmental quality.

Out of the fourteen programmes adopted system-wide, UNESCO is the leading, or co-leading agency for three: Education for All, New Technologies and Communication for Peace.

Shared values, regional identities

Within these broad objectives, individual countries or sub-regional groupings of countries have chosen to emphasize certain programmes over others, in keeping with local interests and priorities. Thus, the thirty-one African countries officially designated as among the world's least-developed have banded together to lobby on behalf of their special needs. Their per capita GNP is \$300 per year, their literacy rate a mere 20 per cent and their rate of industrial development only 10 per cent.

The countries of West Africa have chosen to restructure the educational and cultural institutions of their region so as to broaden the base of participation in social development. Cultural industries, technological competence, national languages, interactive learning



and awareness about issues of population and environmental degradation will be stressed.

In the Horn of Africa, afflicted by years of civil wars, famine, separatist violence and ethnic conflict, efforts are focusing on the provision of basic services and the stabilizing of displaced populations. Figures for 1992 reveal that some 600,000 Eritreans took refuge that year in the Sudan, while 400,000 Somalis fled to Kenya.

Kenya, Uganda and the United Republic of Tanzania share a number of distinctive historical and cultural traits, including widespread use of English or Kiswahili alongside local languages. The inauguration of the East Africa Co-operation (EAC) in March 1996, that revived the former East Africa Community which was disbanded in 1977, will foster much-needed economic and trade co-operation in the region.

In central Africa, ethnic conflict and civil wars have taken their toll. The economic, social and cultural fabric of life has been irreparably damaged as whole populations have been traumatized and neighbors no longer trust each other. A whole physical infrastruc-

ture must be installed, and the region's hesitant steps towards democratic governance and reconciliation must be encouraged.

The states of Southern Africa have been electrified by the effects of a peaceful end to apartheid and the installation of a black majority rule in South Africa in 1994. At the top of their agenda is the need for economic development to keep pace with the building of democratic political institutions so that popular aspirations will be met. Initiatives to reduce poverty, create employment and open up opportunities to all have been systematized under the banner of the Southern African Development Community (SADC).

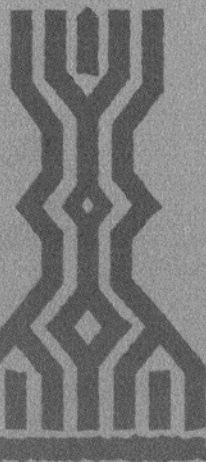


The five Portuguese-speaking countries of sub-Saharan Africa (Angola, Mozambique, Cape Verde, Guinea Bissau and São Tomé and Príncipe) are tied together by language and history, not by geography. Together with Portugal and Brazil – for a combined population of 200 million – they will strive to promote their collective welfare and to reinforce the socio-economic and cultural bonds that represent their special force.

About this brochure

This brochure on sub-Saharan Africa is the third in a series devoted to UNESCO activities in the five different regions of the world. Like those which preceded it – on Latin America and the Caribbean, and on Asia and the Pacific – it is not exhaustive. Rather, it presents a representative sampling of projects, each of which demonstrates a response to specific development needs, drawing on UNESCO experience in promoting peace and understanding through international co-operation in education, science, social sciences, culture and communication.

Further information about UNESCO or any of the activities described in these pages may be obtained from the field offices listed on the inside back cover, or from UNESCO Headquarters in Paris.



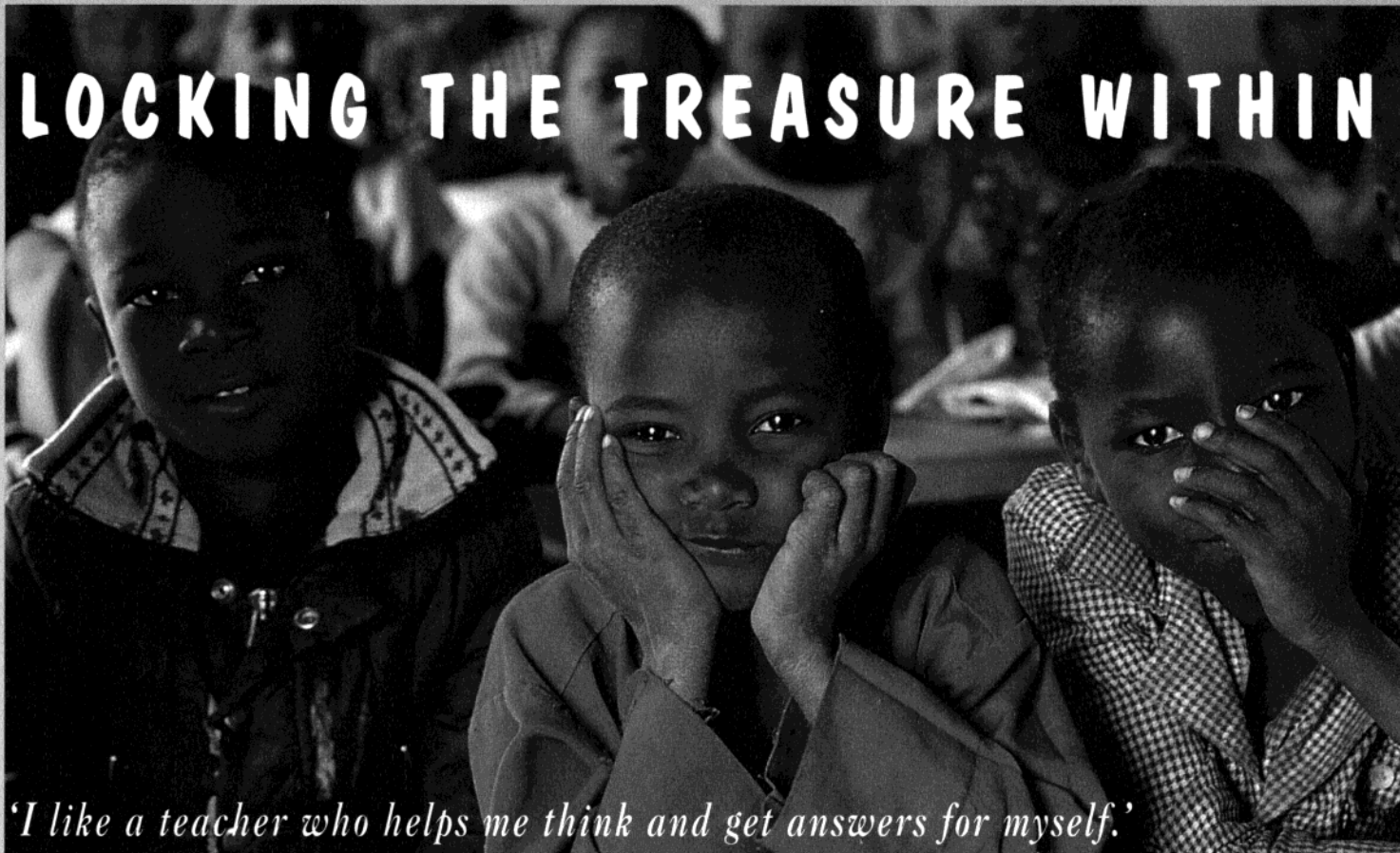
AUDIENCE AFRICA: AFRICANS SPEAK TO AFRICANS

Audience Africa was convened by UNESCO in February 1995, on the eve of the Copenhagen World Summit for Social Development. The meeting cast a critical eye over the African landscape, examining the continent's achievements and failures. While acknowledging the numerous obstacles to development, it suggested there were also many positive lessons to be gained from the African experience. In its final report, which presents the African agenda for social development, the Audience calls for a new, self-reliant policy that breaks with the past. This new approach, it proclaims, should be based on the following ten convictions:

Our Ten Convictions

- ✘ Contrary to the general view, the African continent is not poor. Africa is the most richly endowed of all the continents, which means that with competent and serious men and women, capital and know-how, it could catch up with other parts of the world very quickly, as Latin America and Asia are doing.
- ✘ Independence is not an end in itself but a means of taking oneself in hand.
- ✘ Africa will never be built by foreigners. The end purpose of assistance is to make it possible for assistance to be phased out.
- ✘ Only Africa can decide its destiny. Africans must take the initiative in solving their own problems.
- ✘ As long as Africans have no confidence in themselves, in their brothers and sisters, in their culture, in their abilities or in their values, they will never make full use of the resources of creativity and inventiveness that lie dormant within them.
- ✘ Three decades of difficulties, mistakes, hesitant experimentation, will not have been in vain if there is courage to carry out a critical assessment of the situation, and an effort to draw, with humility, all the appropriate lessons from it with a view to a new start.
- ✘ Structural adjustment plans should be superseded by genuine development programmes based on growth, full employment and justice, devised and carried out by the citizens of the countries themselves for the benefit of the most disadvantaged sections of society.
- ✘ Any centralization of power or seizure of power by a minority operating through a single party or a state party is harmful. Africa needs democracy, democracy being understood not as a model to be copied but as an objective to be attained.
- ✘ Africans need an inflexible and political will to reverse a serious and ongoing trend of political instability and war.
- ✘ Micro-states have no chance of becoming significant and credible forces unless they unite.

UNLOCKING THE TREASURE WITHIN



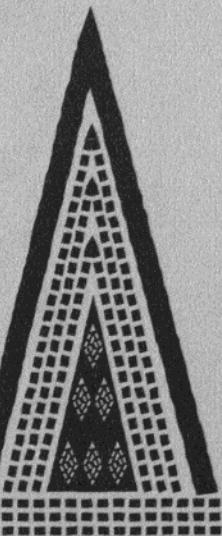
'I like a teacher who helps me think and get answers for myself.'

Bongani Sicelo, 12 years old, Zimbabwe

The commitment

- ☐ To broaden access to and improve the quality of basic education for all
- ☐ To renew, reform and diversify education in preparation for the 21st century, with emphasis on the role of the teacher, the curriculum and the learning process

educa



Turning the key

UNESCO's definition of education is broad, comprehensive and inclusive. Education is viewed as a lifelong process, a human right, appropriate for all ages and backgrounds, in formal and non-formal settings. At the same time, as societies struggle to develop the values and institutions that will foster both respect for human dignity and the ability to survive in a more competitive world, education is a crucial tool for change. This means that in addition to basic skills of reading, writing and computation, education systems – in their broadest sense – are increasingly being called upon to perform a variety of other development tasks. They must prepare young people for effective citizenship, promote cultural identity and national unity, nurture co-operative skills, self-reliance and self-confidence, reduce social inequalities, and help people learn to resolve conflict by non-violent means to build a better, more peaceful world.

In 1990, at the World Conference on 'Education for All', held in Jomtien, Thailand, 155 nations pledged to provide basic education for all children and to massively reduce adult illiteracy before the end of the decade. A mid-decade review by the International

Consultative Forum on Education for All shows significant progress in every region of the world. A large number of countries have increased school enrolment and taken steps to improve quality and learning outcomes.

In Africa, a mixed balance sheet

The good news is that the steep downward trend in enrolment experienced during the 1980s has been reversed in more than half the African countries, including some of the poorest and least developed. Many countries have indeed followed up on the pledges they made at Jomtien in 1990.

Mozambique, for example, has been able to increase primary-level enrolment by 155,000 in the last 5 years and expects to reach an estimated 1.6 million pupils by the

The pleasure of discovery.

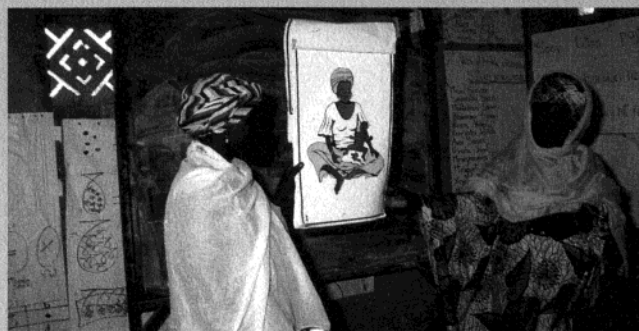


A women's cooperative in Senegal teaches literacy and family health.

year 2000. Malawi abolished all school fees in 1994 to boost enrolment. The United Republic of Tanzania has more than doubled its number of pre-school establishments from 914 in 1990 to over 2500 in 1995. And post-apartheid South Africa launched a nationwide literacy campaign in 1996 in order to reach 10,000 youths and adults in every province every year. Nigeria, one of the nine high-population countries – which, with Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, and Pakistan account for half the world's population and 70 per cent of the world's illiterates – built 2821 schools between 1990 and 1993.

But not all the news is good. The progress in enrolment has, in many countries, masked continuing problems of poor quality, poor attendance, high drop-out rates, low learning achievement, and unequal opportunities for rural children, certain minority populations and the urban poor. In addition, civil war and the resulting flight of refugees has disrupted education in a number of countries.

Despite some progress in reducing the gender gap, women and girls are still very disadvantaged: while 84 per cent of the world's men know how to read and write, only 71 per cent of women are literate. In Africa, an estimated 36 million girls will not be in school by the year 2000. Illiteracy rates for women average over 53 per cent. In certain countries the real female illiteracy rates are much higher: Burkina Faso



11

(82 per cent), Sierra Leone (79 per cent), Benin (77 per cent), Ethiopia (77 per cent), and Guinea (76 per cent).

Targeting girls

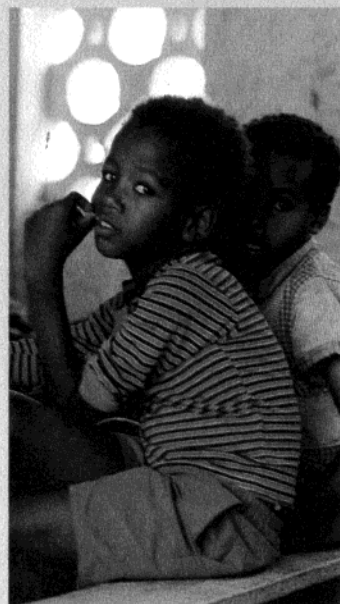
Recognizing the grave implications of these figures for development, African leaders together with UNESCO and UNICEF convened the Pan-African Conference for the Education of Girls (Ouagadougou, 1993) to build on the foundations of Jomtien and earlier efforts on behalf of education for all. Their call to action has served as a springboard for a variety of national and regional initiatives, aimed at both policy-makers and practitioners. Some examples:

Mother power: Communities, parent-teacher associations and women are being mobilized to encourage girls to stay in school in Burkina Faso, Mali and the Niger.

Safe shelter: Boarding accommodations have proved a partial answer to parental concerns over the safety of their daughters who must often travel long distances between home and school, particularly in rural areas.

Reading, writing, religion: With girls' enrolment in the Koranic schools, the governments of Mali, Kenya, Mauritania and the Gambia have encouraged the introduction of primary school curricula into the religious schools. In Guinea, religious leaders are being successfully enlisted

Dreamer or drop-out?





12

in the call for girls to be educated: in just three years, enrolment increased from 24 to 45 per cent.

Maths motivation: In Kenya, Swaziland and Nigeria, girls in single-sex schools often score higher in math than those in coeducational classrooms.

Science smarts: With positive role models, girls achieve more in scientific and technical subjects. In Madagascar, the girls at the technical school do better than the boys.

Books in a box: Village libraries and travelling book collections reach youngsters who have dropped out of school and help them to keep on reading.

Teenage mothers: Pregnant secondary school girls in Burkina Faso are now allowed to stay in school. In other countries, distance education, flexible schedules, and community support programmes that link education to

income-generating activities are bridging the gap between school and home.

A special project: A six-year effort to promote girls' and women's education will focus on the needs and aspirations of rural communities in the least-developed countries. Local leaders will be alerted to the importance of educating women and girls and will be trained to manage community education programmes. Radio and some television support will be provided.

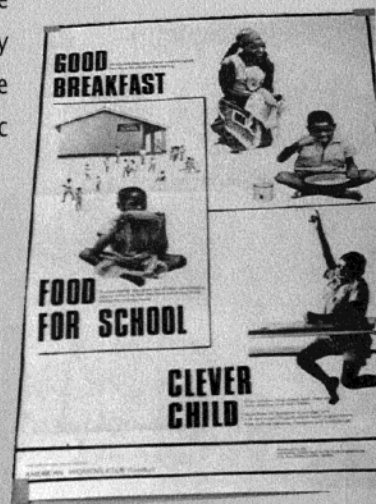
High-powered advocacy

Beyond the concept of education as a human right, a solid body of research demonstrates numerous correlations between female education levels and increased economic productivity, improvements in health, delaying marriage until a later age, lower fertility and increased social and political participation. The importance of these interrelated factors has not been lost on African leaders and decision-makers.

African Ministers of Education get together regularly to compare notes and map out regional strategies to improve education and make educational opportunities more widely available. In 1996, the Ministers explored ways to promote female education as a prerequisite for social and economic

Female teachers act as role models for women and girls.

Young minds need a good breakfast.



progress. The Seventh Conference of Ministers of Education of African Member States (MINEDAF VII), meeting in 1998, will focus on basic education.

In 1993, after the Pan-African Ouagadougou meeting, five women Education Ministers founded the Regional Forum for African Women Educationalists (FAWE) to influence education policies and resource allocation in their countries. Their goals are to:

Kee political will alive.

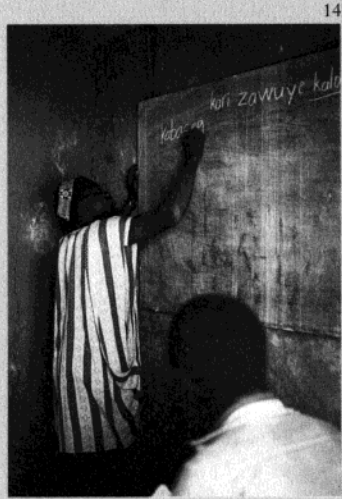
Review and assemble reliable data to help design high-impact programmes that take into account the needs of female students and teachers.

Work with other NGOs to expand Education for All (EFA) goals.

Demonstrate how various media can be used creatively to support EFA goals.

Develop suggestions for cost-shifting and cost-saving in order to expand access and improve quality.

Other partners in promoting Education for All include the Fédération des Associations de Parents d'élèves et Étudiants (FAPE) and the Association for the Development of Education in Africa (ADEA). As the lead agency for Basic Education for All African Children, within the United Nations System-wide Initiative on Africa, UNESCO also works with the Organization of African Unity (OAU) and the Office of the UN Secretary-General.



14

Literacy is important at any age.

Good office skills are always in demand.



15

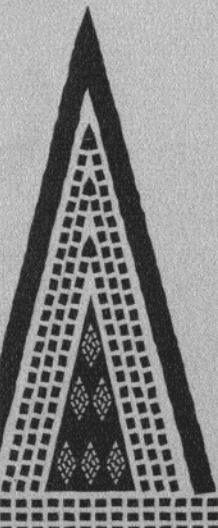
Giving everyone a chance

To meet the goal of universal primary education, the world will need nine million additional teachers by the year 2000.

Passage to the 21st century requires that no human resources be ignored or go undeveloped. UNESCO recognizes that there is no universally appropriate strategy for helping people develop the skills they need in order to advance. For this reason, in partnership with governments, community organizations, professional associations, non-governmental organizations and other agencies, it seeks to broaden the debate and maximize the number and variety of choices available to people from every walk of life. What are some of these development initiatives?

☒ **Caravans for learning and living:** From a modest beginning at UNESCO's regional office in Dakar, these resource centres are now mobilizing communities in rural areas of Senegal, Cameroon, the Gambia, Burkina Faso, Cape Verde, Mali and Mauritania on behalf of literacy, cultural development and peace. They serve as meeting places and information exchanges for all those involved in training, and they encourage innovative approaches to developing low-cost materials for literacy and education for all.

education



❖ *Palavers:* High-level roundtable discussions to focus attention and develop national plans to promote education for all have been held in the Congo, Côte d'Ivoire, Guinea, Guinea Bissau, Kenya, the Democratic Republic of the Congo, Senegal and Cape Verde. National forums to build consensus and awareness have been organized in Mali, the Niger, Burkina Faso, Chad, the Central African Republic, Cameroon, the Gambia, Sierra Leone and the Comores.

❖ *Tongue twisters:* Making materials for study and information available in local languages encourages learning. The Gambia is producing literacy materials in the national languages, while Kiswahili primers are now available in east Africa for teachers and literacy groups alike. A project called 'Arab Alphabet' is promoting reading in countries such as Guinea, the Gambia, Mali and the Niger. Several countries are stimulating interest by giving prizes for the best works written in national languages for new literates: Burkina Faso, Mali, Mauritania and Senegal.

❖ *Literacy and life skills:* When learning to read and write can be seen to confer real-life benefits on people, a great boost is given to learning, especially for adults. Zanzibar fishermen have primers that help them improve their productivity and accounts management while learning to read in Kiswahili. Other primers provide youth and young adults with ideas about responsible parenthood

and human rights. Women can learn about health, hygiene, civic responsibility and income-producing activities while honing their skills in the three Rs. In Sierra Leone, the United Republic of Tanzania and Ethiopia they are gaining a civics education.

❖ *Making science fun:* Teachers, trainers, and curriculum advisors are discovering new ways to make science more fun and interesting at minimum cost by using the local environment as a laboratory. There are science clinics in Ghana, a science road show in Botswana and science schools in Nigeria.

Aid from the World Food Programme helps teachers and students stay alert.



Poverty

Poverty, oh! Poverty!

Your letters themselves are sadly spelt!

distress and sorrow

waking up in the morning I see your face.

When I see you before going to bed, I have a sleepless night

Sleeping on my bed, I groan and cry

Dear children whom I carried

are in the process of dying

before my helpless eyes

My kids are all bones

They shiver and groan when they see some food

the younger one lies beside me

So very pale:

Repeating 'I am hungry!, I am hungry!'

Oh! I see the hands of death coming

to take my child.

But all I can say is

Poverty, oh Poverty, why are you treating me so?

Ubong Jonathan Okan, Nigeria

The poem is in a box. Just below it appear the following questions:

What is the poem's message?

What characteristics does the author identify with poverty?

What is your definition of poverty?

Can you identify some of the causes of poverty?

What can be done to reduce poverty?

What can you do to help?

These questions are part of a sample lesson plan drawn from

A Practical Guide for the Development of Instructional Materials for EPD in Africa South of the Sahara.

The module helps teachers and learners understand the causes of poverty and its effects on human beings and the environment, all part of an inter-agency effort to create curriculum materials reflecting an integrated approach to global problems.

Simply reading between the lines of a poem like this one can help build awareness that the environment, population and development are interrelated parts of a larger picture.

Getting off to a good start

Because the early years of childhood are so important for shaping what comes later, UNESCO works with national authorities in sub-Saharan Africa to develop capacity while improving the quality and content of programmes for infants and children. Sample activities include:

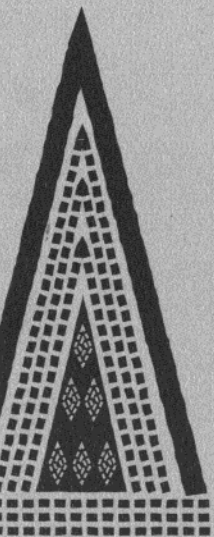
Who, what, where: National inventories are being set up to identify resources and practitioners that can help those concerned with the welfare of young children.

Burkina Faso's Ministry of Social Affairs was the first, followed by Gabon, Kenya, Mali, the Niger, Togo and Zimbabwe.

Kits for training: In co-operation with French-language training centres, UNESCO and UNICEF, African authorities are designing training modules and mounting refresher courses to help child development staff increase their skills and understanding. They encourage networking for sharing ideas and information.

Children have rights too: Integrated programmes for family life education, AIDS prevention and instruction about children's rights are a natural extension of early childhood education.

Food for thought: A partnership between UNESCO and the World Food Programme helps keep young minds



alert and ensures that pupils can actually benefit from the education they are offered. Workers who build a new school, add classrooms to an existing one, construct teachers' houses or install latrines and wells can also be paid in food rations. Food aid helps countries face emergencies: in Somalia, food aid has nourished both students and teachers. In Mozambique, food aid is helping to reconstruct primary schools and staff houses destroyed during the war. In Kenya, school meals during a recent drought enabled students to stay in class rather than drop out to look for food. Some countries are experimenting with food aid to encourage girls' education. In the Niger, for instance, the provision of food rations depends upon the number of girls enrolled in the school.

Developing sound minds and bodies is one part of Africa's strategy for preparing the future. Many countries are also concerned with providing an environment conducive to growing and learning. International support is helping local architects and artisans to build safe, comfortable, low-cost classrooms out of readily available materials and to equip them with student-friendly furniture. Both French-speaking and English-speaking countries have come together periodically to see how their meager resources might best be used to develop infrastructure and course materials needed to provide education for all.

Crafts workshops often include training in management and accounting.

Rethinking the teacher's role

'... improving the quality and motivation of teachers must be a priority in all countries. Teachers must adapt their relationship with learners ... shifting the emphasis from dispensing information to helping learners seek, organize and manage knowledge, guiding them rather than molding them.'

J. Delors et al., *Learning: The Treasure Within*.
Report to UNESCO of the International Commission on Education for the Twenty-First Century. Paris, UNESCO, 1996.

Paradoxically, the global crusade to universalize basic education and improve its quality has coincided with a global deterioration of teaching and teachers' conditions. Standards have been lowered and teacher education continues to be viewed in isolation, disconnected from other factors that shape the role and performance of teachers, such as recruitment procedures, salary, work conditions, and opportunities for overall professional development. At the same time, efforts to reform the educational process have often followed conventional lines, without regard for the importance of the teachers' own knowledge, experience and active participation in making reform a success.

With support from UNESCO and other partners, the countries of sub-Saharan Africa are working to make lifelong education a reality and to transform their education systems so they will be more responsive to the challenges of the 21st century. Their diverse actions reflect the multidimensional needs and different priorities of each country or sub-region. What are some of these initiatives?

☒ **Shared treasure:** Through training and research, UNESCO's International Institute for Educational Planning (IIEP) helps countries upgrade their ability to manage and administer education. Participants gain specific skills: preparing a budget, evaluating and monitoring, using indicators in educational planning, and working with modern,



18

Effective teachers help students think for themselves.

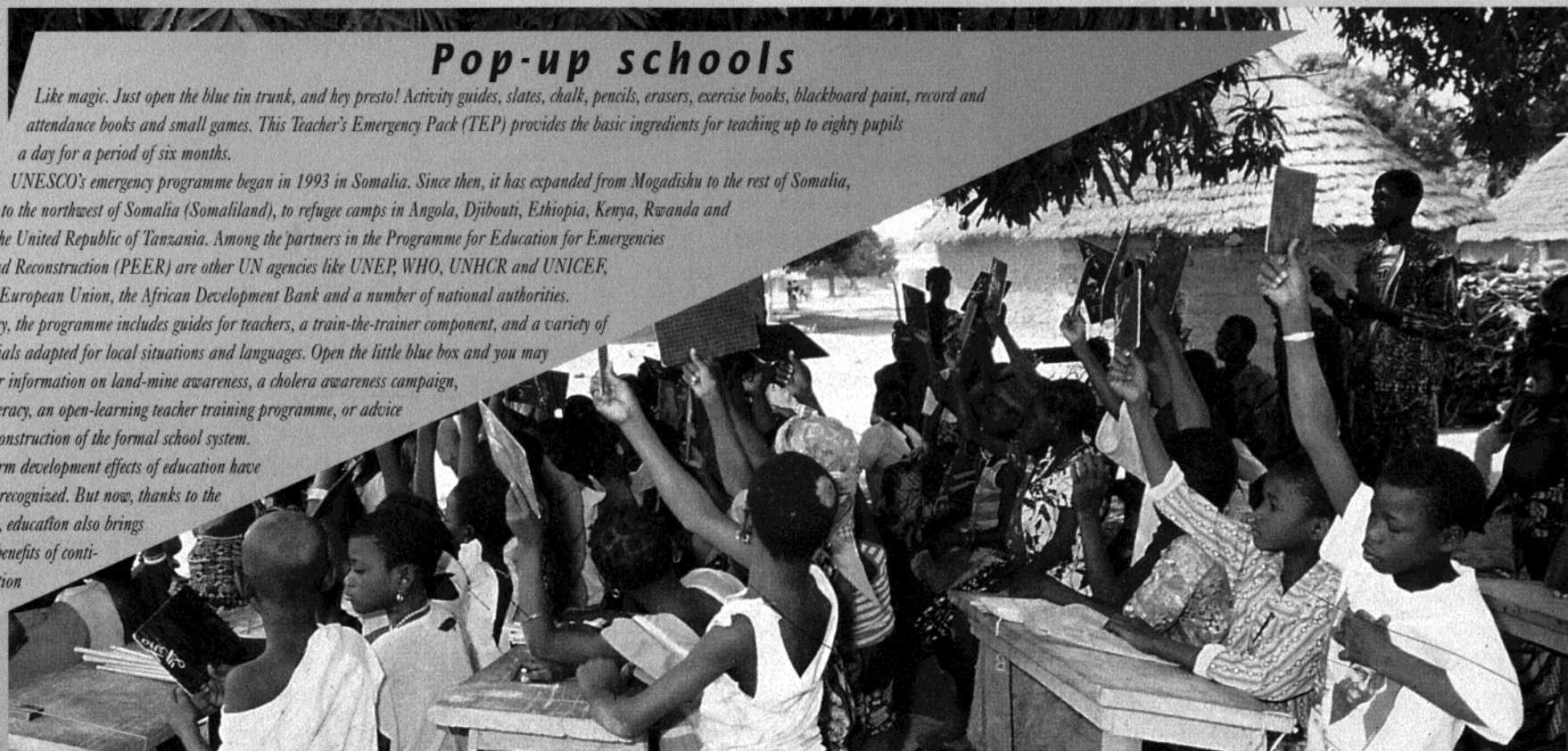
Pop-up schools

Like magic. Just open the blue tin trunk, and hey presto! Activity guides, slates, chalk, pencils, erasers, exercise books, blackboard paint, record and attendance books and small games. This Teacher's Emergency Pack (TEP) provides the basic ingredients for teaching up to eighty pupils a day for a period of six months.

UNESCO's emergency programme began in 1993 in Somalia. Since then, it has expanded from Mogadishu to the rest of Somalia, to the northwest of Somalia (Somaliland), to refugee camps in Angola, Djibouti, Ethiopia, Kenya, Rwanda and the United Republic of Tanzania. Among the partners in the Programme for Education for Emergencies and Reconstruction (PEER) are other UN agencies like UNEP, WHO, UNHCR and UNICEF, the European Union, the African Development Bank and a number of national authorities.

Today, the programme includes guides for teachers, a train-the-trainer component, and a variety of materials adapted for local situations and languages. Open the little blue box and you may discover information on land-mine awareness, a cholera awareness campaign, adult literacy, an open-learning teacher training programme, or advice for the reconstruction of the formal school system.

The long-term development effects of education have always been recognised. But now, thanks to the blue tin trunk, education also brings the immediate benefits of continuity, rehabilitation and stability.



19

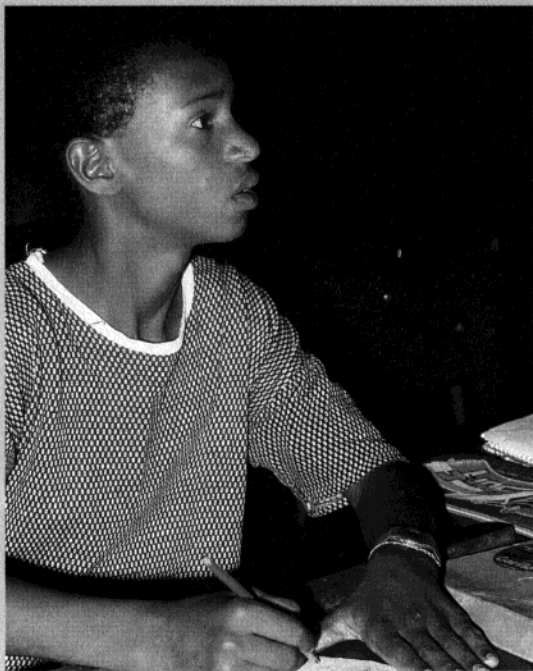
computer-based finance techniques. Specialized libraries and documentation centres in thirty-seven African countries are serving as depositories for all IIEP publications.

☒ **Action plans:** At least fourteen countries so far have mounted national action plans to map out policy and strategies for improving their education systems.

☒ **Aid for AIDS education:** Since 1995, UNESCO has conducted regional seminars for high-level decision-makers from Ministries of Education and Health and NGOs from twenty-five African countries. These seminars are meant to encourage the formulation of national action plans for the co-ordinated integration of preventive education against HIV-AIDS in the school curriculum. The seminar

for English speaking countries met in Harare, Zimbabwe, in February 1995. The one for French speaking countries was held in Dakar, Senegal, in April 1997. Representatives of teachers' organizations from thirty African countries also participated in the joint 'Education International/UNESCO/

Interactive learning is a UNESCO priority.



20

Few students ever get beyond secondary school.

WHO International Conference on School Health Education and HIV/AIDS Prevention', which met in Harare in July 1995.

☒ **Debt forgiveness:** UNESCO is assisting the Congolese Government to see how its debt repayments might be converted into educational development.

☒ **Petri dishes and decentralization:** Burkina Faso is getting laboratory equipment for its technical university, support for creating

a teacher training college, and funds to allow staff at the University of Ouagadougou to pursue additional courses. Other boosts to capacity-building include the provision of training and computer equipment for administrators at the University of Mali; transforming the Rural Institute at Katibougou, also in Mali, into a regional centre of excellence for applied research on integrated development of the Sahel; and computerizing the University of the Niger as part of a plan to establish professional standards within

the school and institute a policy of close collaboration between education and industry.

☒ **Teaching tolerance:** Teachers in South Africa are using their influence to promote cultural understanding, tolerance and respect for human rights. Their role in working for peace is described in a monograph produced with assistance from Education International and UNESCO.

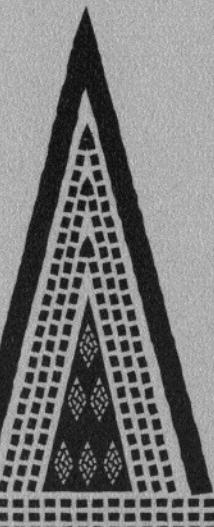
☒ **On-line services:** Modern information software and training in how to use it is a major component of current programmes to improve education. Burundi, for instance, has requested assistance in installing computerware that will help its General Inspection Unit monitor national developments in teaching.

The medium is the message

In a continent where multilingualism is an everyday fact of life, linguistic diversity itself becomes a resource for change.

Building on the experience of polyglot societies in Europe, Asia and Latin America, UNESCO's LINGUAPAX project is now being extended to Africa. The project seeks to foster language learning as a medium for the cultivation of intercultural understanding, tolerance and peace.

A variety of training materials are being produced for teacher training centres throughout Africa. They offer ideas, methodologies and examples of how the teaching of languages can be used to nurture the values of peaceful coexistence and respect for others. Language is the medium and the message.



☒ **Jobs and gender on the line:** With its emphasis on passive learning and theoretical approaches, African education is often ill-equipped to prepare its students for real-world situations. UNEVOC, the International Project on Technical and Vocational Education, tries to strengthen the links between classroom learning and employment and to promote policies that encourage girls' participation in technical, scientific and vocational education.

☒ **Help for small schools:** Single-teacher schools and multigrade classes exist in all countries, whatever their level of economic or cultural development. Yet the special nature of these schools is rarely recognized in national legislation or in the training and salaries of teachers. UNESCO has implemented a programme to improve the situation and make these schools more effective. In 1996, an interregional workshop in Norway looked at pedagogical approaches and management issues. A comparative study of fourteen countries will provide a basis for drawing up policy guidelines. Among the participating countries are Burkina Faso, Lesotho, Mali, the United Republic of Tanzania and the Democratic Republic of the Congo.

☒ **Resources for teachers too:** How to honour teachers and help them develop the skills needed to promote interactive learning in their classrooms and

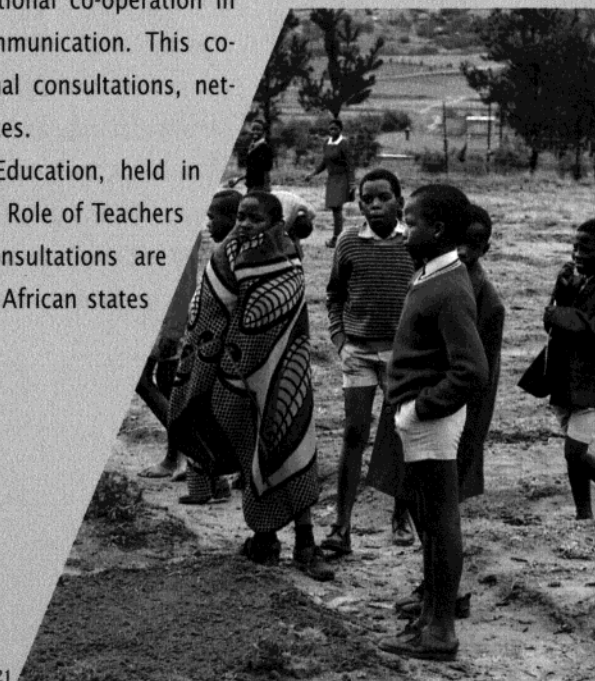
communities? One response is *UNESCO's Reference Package for Teacher Education at the Primary Level*. Inside this shiny green box is a self-contained set of training materials, learning modules, ideas for games and science experiments, suggested readings and a video giving background information about the implications of Education for All. This expanded vision of basic education is organized around three subject areas: the teaching of science, concern for the global environment and prevention of AIDS and sexually-transmitted diseases (STD). The Reference Package goes to the heart of today's educational reforms: it stresses the personal development and responsibility of both learners and educational personnel.

Together we conquer, divided we fall

At its founding in 1945, UNESCO was charged with building peace in the world through international co-operation in education, science, culture and communication. This co-operation takes many forms: regional consultations, networking, and seminars and conferences.

The International Conference on Education, held in 1996, was devoted to 'The Changing Role of Teachers in a Changing World'. Regional consultations are always held beforehand. In this way African states

In this Lesotho school students keep a vegetable garden.

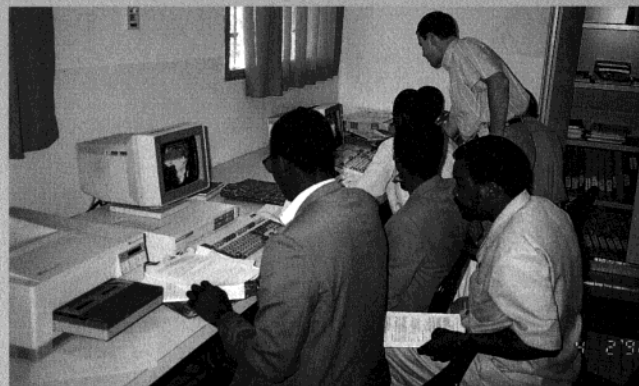


*Computer skills are
a necessity in today's world.*

contribute a single agenda to the world debate, ensuring that the region's voice is heard among all the others.

In education, like everywhere else, associations of like-minded institutions and individuals are gaining strength. In this movement, whether they are governmental or private, they are aided by the growth of modern telecommunications and electronic facilities for exchanging data and ideas. As examples one could cite the Association of Commonwealth Universities, the Association of African Universities, the two associations of French-language universities (AUPELF and UREF), the Association of Lusophone Universities, the Council of Higher Education in Africa and Madagascar, the Association of University Rectors and the Conferences of Ministers. Each group organizes its own activities for teacher training, academic exchange and research, often using the common languages of English, French and Portuguese to define the geo-cultural framework. One outcome of such co-operation is the Arusha Convention, initiated by UNESCO in 1981 and now managed by a regional committee. The agreement recognizes comparabilities for certain diplomas and courses throughout Africa.

Another actor in improving the quality and scope of higher education is UNESCO's International Bureau of Education based in Geneva. In co-operation with member countries, its mandate spans the training of senior level documentalists in



23

computer-based techniques; arranging meetings on information services and reform; supporting research into violence and bullying in the schools, or citizenship education; and the publication of research results by African scholars. *Prospects*, UNESCO's renowned journal of comparative education, is published quarterly by IBE.

Probably the best-known recent initiative in higher education is the UNESCO Chair and university exchange programme known as UNITWIN. This ambitious scheme, which cuts across all UNESCO's spheres of competence, is hoping to endow some thirty-nine Chairs in Africa alone. As of now, seven university-based networks and fifteen Chairs are in place.

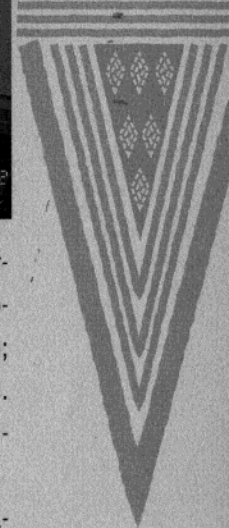
Treasure for tomorrow

The countries of Africa may be poor in material culture, but they are rich in human capital and diversity. Having voiced their willingness to invest in education – a long-term commitment requiring vigilance and sacrifice – they have taken a big step forward. With perseverance, and with encouragement from the international community, they are ready to turn the key and unlock the treasure within.

22



*Pilot schools allow teachers
to experiment with
new techniques.*



Women: the neglected resource

'Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.'

Preamble to the *Universal Declaration of Human Rights*, 1948

Muffled voices

Women are not a homogeneous group. They speak with many voices. Like men, they are differently endowed with talents, intelligence, beauty and ambition, and they too reflect and interact with the myriad cultures and expectations of the world around them. They also share certain social and economic perspectives. This could be their most valuable contribution to development. Women represent more than half the human race. They ensure that values and traditions are passed from one generation to the next, along with life itself. Yet when women speak, they are often not heard.

By constitutional mandate, UNESCO seeks to extend the principles of equality, freedom and peaceful development to all human beings. The Organization has always condemned every form of discrimination. Now, when the world is in ferment and the future itself in doubt, it is intolerable that women be excluded from contributing their vision and experience to the common good, simply because they are women.

Most countries of sub-Saharan Africa subscribe to the principle of equality and have signed the 1979



24

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). They also understand that full participation of women is essential for economic development and social advancement. Yet the challenge remains to translate these national expressions of intent into reality.

Unfortunately, economic decline, recurring crises and structural adjustment have led governments to favour economic rationality over public welfare. Thus, programmes for social development, especially those targeting girls and women, are often the first casualties of budget-cutting.

Images of African women.

Moving things forward

There is no simple solution, no single answer as to how to give women the voice – and the visibility – they deserve. It is necessary to advance on all fronts. UNESCO's role is to work with governments, institutions, non-governmental organizations and



25



26



27

committed individuals in a creative partnership to keep things moving.

This takes many forms: devising standard-setting instruments like international conventions or declarations, initiating training programmes and research projects, literacy campaigns, pilot projects and scholarships, conferences, seminars, the gathering of data and statistics, the dissemination of information and publications – whatever is needed.

Here are a few examples of projects that illustrate the range and variety of initiatives being taken to develop sub-Saharan Africa's most neglected resource, women.

■ ***A sympathetic ear and wise counsel:***

Many African girls never get beyond a primary education. With its emphasis on rote learning, this schooling leaves girls seriously deficient in problem-



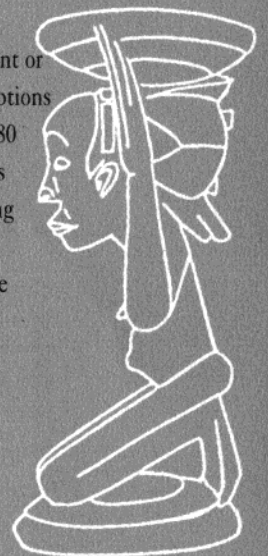
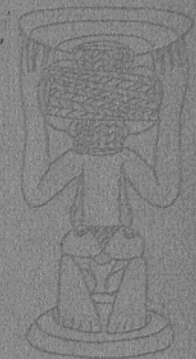
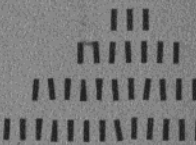
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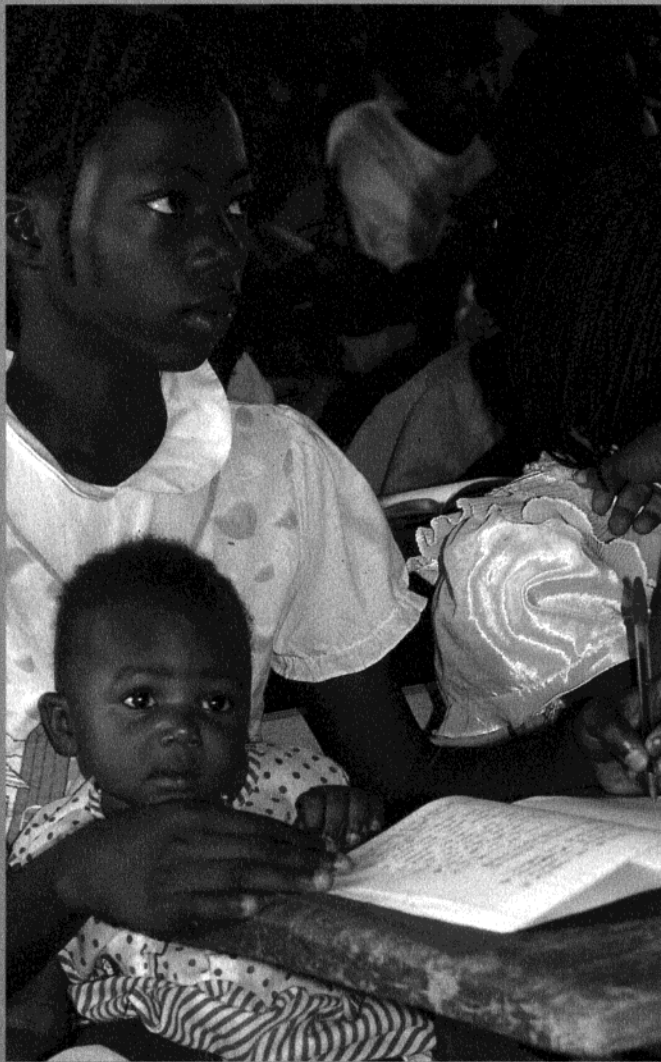
Zambian women meeting to organize a self-help project.

solving ability. To counteract the pressures and special obstacles that girls face, whether in or out of school, twelve countries in southern and eastern Africa are establishing counselling programmes. Through a regional training centre located in Malawi these programmes will help local teachers and social workers develop the guidance skills needed to make a difference. Seven training modules have already been produced, covering gender issues, adolescent reproductive health, teenage pregnancy, drug abuse, HIV/AIDS, civic responsibility, entrepreneurship and education for life.

■ ***Role models count:*** Compared with other regions, Africa has the lowest proportion of female teachers, and girls are thus deprived of role models. At the bottom of the list are Chad (6 per cent), Burundi (21 per cent), Guinea (12 per cent), and Sierra Leone (18 per cent), followed by thirteen countries in which females account for 30 per cent or less of the primary teaching staff. The two exceptions to this picture are Botswana and Lesotho (both 80 per cent). UNESCO is just one of many partners associated with efforts to provide a more enabling environment for girls by recruiting and training female teachers equipped to provide the positive image that is lacking.

Time out.





29

■ **Recognizing women as peacemakers:**

After the April 1994 massacres in Rwanda, a group of courageous and enterprising women spoke out together on behalf of peace and tolerance. They rehabilitated broken families, helped widows and orphans, supported rural development projects, and generally fostered a climate of healing and non-violence. Today, their voices have been recognized: Pro-femmes Twese Hamwe, now an association of thirty-two women's groups, whose name means 'all together', has been awarded the first UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence.

■ **Speaking up, speaking out:** The right to be heard, to participate and be represented are basic tenets of democracy. Yet in sub-Saharan Africa – as in most parts of the world – women are under-represented in the political and economic arenas where decisions are taken. Now twelve countries of Southern Africa, through a region-wide working group of men and women parliamentarians, have drawn up an ambitious programme to promote gender equality and upgrade the knowledge and performance of members of parliament. An annual training session will address such practical matters

as confidence building, parliamentary procedures, speaking techniques, media relations, gender issues, communication with constituencies, rural areas and women's organizations.

■ **Emerging voices:** The Radio Listening Club allows people in rural areas of Zimbabwe to combine learning and social awareness. Club members gather each week to listen to a national educational broadcast on development issues affecting them, and to exchange ideas and remarks about the programme. These discussions are recorded and retransmitted to the other forty-five clubs around the country. Since women represent about 60 per cent of the rural population, but have little say in local affairs, the Radio Listening Club gives them a voice of their own.

Everyone has a right to education.



30

Post-natal care and regular checkups at a local clinic mean better health for the whole family.

Housekeeping with style.



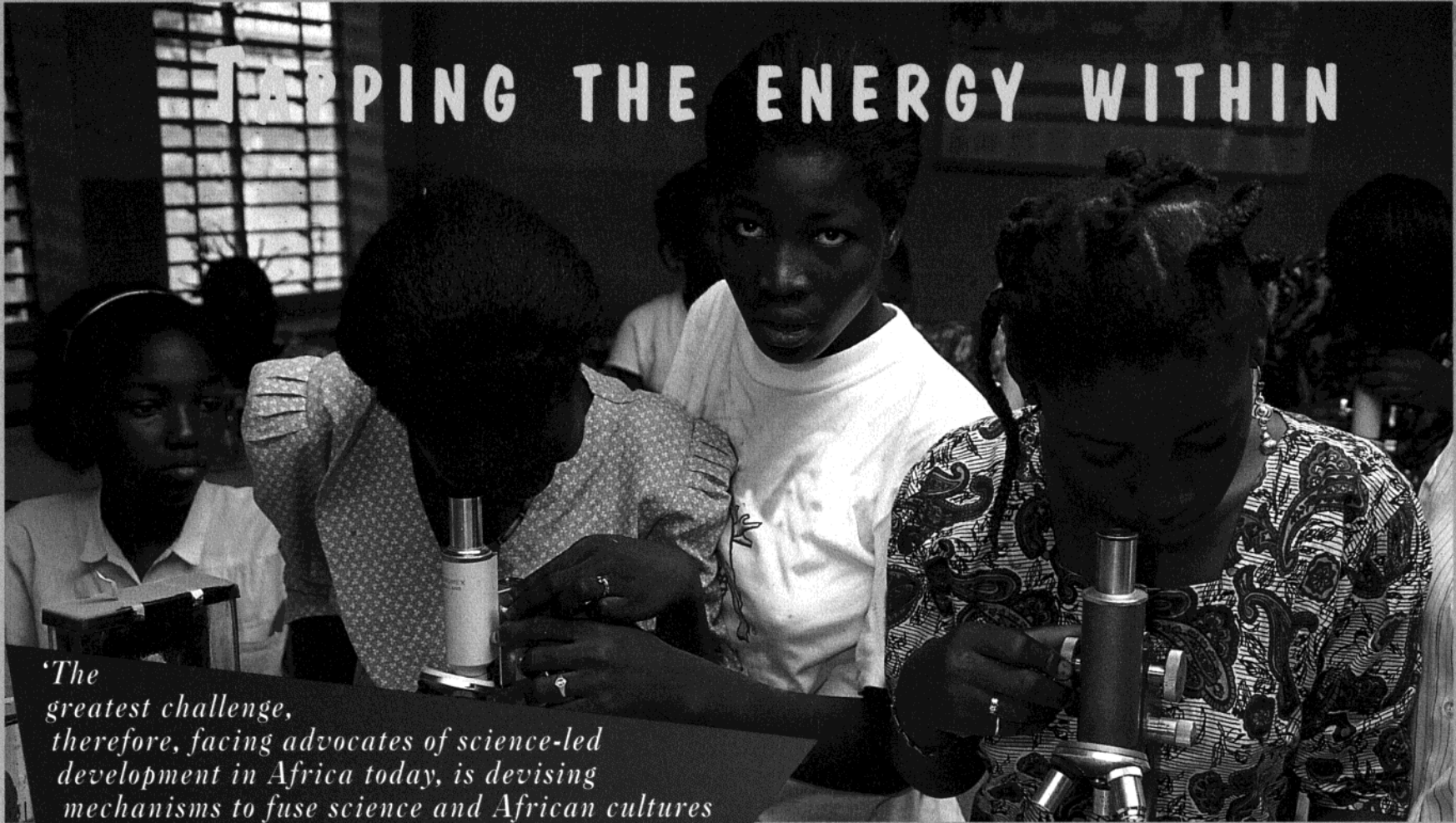
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TAPPING THE ENERGY WITHIN

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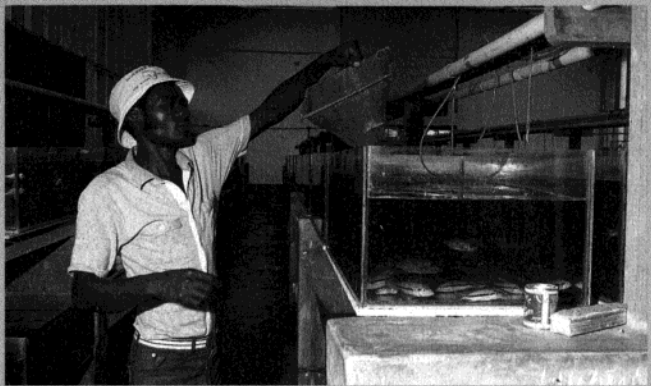
'The greatest challenge, therefore, facing advocates of science-led development in Africa today, is devising mechanisms to fuse science and African cultures in such a way that science becomes a driving force for the improvement of the overall quality of life of all people.'

Lydia P. Makhubu, former Vice-Chancellor,
University of Swaziland,
and President of the Third World Organization
for Women in Science (TWOWS)
in UNESCO's *World Science Report 1996*

The commitment

- ☐ To advance science and technology by improving the quality of education and high-level research
- ☐ To apply the fruits of science and technology to real-world problems; to link sustainable development to integrated approaches to environmental management

32



33

Getting ready for science-led development

Science and technology are powerful engines for change. Their mastery ensures that societies have the capacity to move away from ground-level subsistence toward a self-propelled capacity to generate and sustain continuous social and economic transformation. Scientific research, like technological development, means mobilizing the skills of a wide range of professionals, from public policy experts, university scholars and scientists, to entrepreneurs, engineers and technicians.

The fusion of science and culture as a way of life is most associated with the European industrial revolution in the 17th century, when science became institutionalized and independent of philosophy or theology. But, long before any European state, China and the Islamic world had also organized the production of scientific knowledge – that process we now call research and development (R&D). There is no reason why the nations of sub-Saharan Africa – or any other developing countries – should not benefit from science too, but the social climate must be right.

Knowledge-based production and economic development have become the norm the world over, yet Africa lags behind. Government support for R&D in the sub-Saharan is the lowest of any region. African countries spend only one-tenth of the percentage of gross domestic product devoted by industrialized countries to R&D, and have not yet been able to develop that critical mass of enterprising specialists needed to spearhead scientific research and other vital aspects of science-led development.

Assembling the ingredients

The effort will be long, but encouraged by the determination of Africans themselves, UNESCO is renewing its commitment to work with the sub-Saharan countries on behalf of a better future for all. The recipe requires the following elements: training people to do basic and applied research; building institutional capacity by creating bonds between science and industry; promoting networks for the exchange of data and experience; establishing centres of excellence to draw the best students and teachers while counteracting 'brain drain'; supporting women in scientific and technical fields; and fostering approaches to development that respect the environment.

Fish farming and modern processing have opened up new markets.

Applied research improves crop yields.



34

The carmine bee-eater.

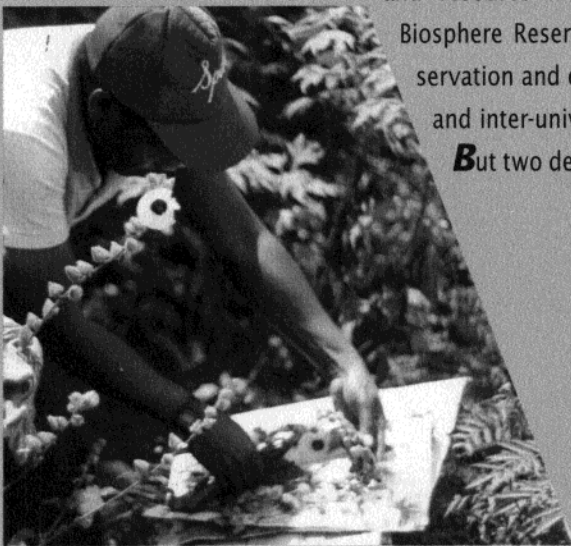
Only by developing its human resources and infrastructure will sub-Saharan Africa gradually acquire the technical skills needed to become self-sufficient in science and technology. It is the creation of human capital able to serve the region's growing social and economic needs that will allow Africa to compete in the modern world and redefine its future.

Building and rebuilding in the basic and engineering sciences

With its unique mandate for science, UNESCO has already played an important role in expanding knowledge and developing research in Africa. Among its accomplishments are the training of hundreds of scientists and engineers; the establishment of regional centres or networks in biology, chemistry, mathematics and physics, as well as new ones in biotechnology, the chemistry of natural products, brain and cell research, geosciences, remote sensing, nitrogen fixing, the human genome, solar energy and engineering education; the implementation of a well-integrated water sciences and resource management programme; a network of Biosphere Reserves that serves as laboratories for conservation and experiments in sustainable development; and inter-university exchange programmes.

But two decades of negative economic growth com-

*Taking inventories and
mapping biological resources.*



35



36

bined with structural adjustment policies have taken a heavy toll. Efforts must be intensified if the region is to tap its great potential. Some examples of joint actions:

Ex-cathedra: UNESCO Chairs are being set up in trans-disciplinary subjects, such as environmental management and biotechnologies, that are not currently available in African universities. They should act as magnets, drawing on the expertise of the whole region, while also upgrading the quality of teaching and research.

Networking for people power: The African Network of Scientific and Technological Institutions (ANSTI), founded in 1980, now links eighty-seven faculties in thirty-two sub-Saharan countries for co-operative activities in engineering or basic sciences. The training and information exchanges cover everything from renewable energy, reinforcement of local building materials and the maintenance of scientific equipment, to improved technologies for rural areas and the production of academic materials. ANSTI has responded to the region-wide shortages of teaching materials by publishing its own textbooks on mechanics, physics and engineering subjects.

Partners for life: Experience in other regions shows that close ties between university and industry can fuel innovation. The UNISPAR programme, backed by UNESCO's International Fund for the Technological Development of

Africa (IFTDA), offers grants for research projects that show promising commercial applications in food production and processing, health, renewable energy and low-cost materials. Projects in the pipeline include a preservative for cassava, a major food staple in Ghana, and another for plantain, in Côte d'Ivoire; in Nigeria, an environmentally friendly brake pad lining made from sawdust rather than asbestos; production of candy bars and jams from sweet potatoes in Uganda; development of a low-cost egg incubator in Malawi; and technology for producing essential oils in Togo and Benin.

Bio-fixes for development: Advanced training in microbial and plant biotechnologies could open the way for important applications in agriculture, nutrition, animal health and energy production. Through the African Biosciences Network (ABN), for example, researchers are working on fish management, bio-gas technology, mangrove ecosystems, pest control, nitrogen-fixing, endemic diseases and plant breeding. The Microbial Resources Centres (MIRCENs) are more specialized: they collect, preserve, test and distribute microbial cultures on behalf of farm and research institutes throughout East and West Africa.

Solar energy for development: With the meeting of the World Solar Summit in Harare (Zimbabwe) in September 1996, the international community launched its

decade-long programme on behalf of alternative energy sources. Some 104 countries, UN agencies and numerous intergovernmental bodies were present, including the European Union and the Organization of African Unity (OAU). The World Solar Commission is being chaired by Zimbabwe's President Robert Mugabe, while the responsibility for constituting an African Solar Commission has been assumed by Senegal's President Abdou Diouf. During preparatory meetings which preceded Summit, some 300 regional projects were identified; of these, about 100 are specific to Africa and fall within the four priorities identified for the continent within the framework of the African Solar Programme: education, training and information; rural electrification; human resource development and capacity building; and rational use of biomass resources.

Looking for groundwater in Kenya using geomagnetic survey techniques.



Environment and development: two faces of a common future

The United Nations Conference on Environment and Development (UNCED 1992) gave new impetus to the idea that human development is ultimately dependent on the wise and sustainable use of natural resources. The resulting plan of action, Agenda 21, calls on countries to reorient their environmental programmes toward interdisciplinary approaches and applications which also take full account of social and cultural factors. Implementation of Agenda 21 is the joint responsibility of countries, grass-roots associations, non-governmental organizations, UNESCO and all the other agencies of the United Nations system.

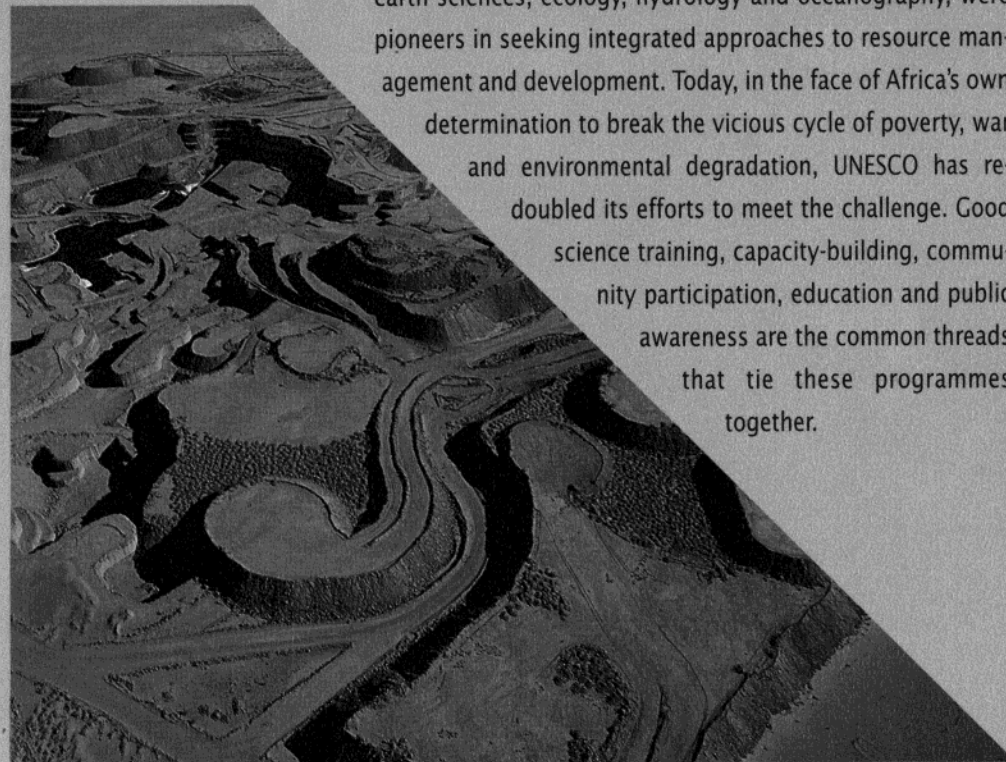
UNESCO's four intergovernmental science programmes, in earth sciences, ecology, hydrology and oceanography, were pioneers in seeking integrated approaches to resource management and development. Today, in the face of Africa's own determination to break the vicious cycle of poverty, war and environmental degradation, UNESCO has redoubled its efforts to meet the challenge. Good science training, capacity-building, community participation, education and public awareness are the common threads that tie these programmes together.

Earth sciences: development from the ground up

UNESCO'S earth science programmes increase our understanding of the geological processes that have shaped the human and natural environment. In sub-Saharan Africa, exploration for mineral resources and groundwater, modelling of climate change and desertification processes, and efforts to assess how to minimize the effects of natural hazards like volcanic eruptions or earthquakes have a direct impact on development.

✧ **Gold diggers:** An ancient mountain chain called the 'Kibaran Belt' – after the Kibara Mountains in the Democratic Republic of the Congo – stretches across central Africa from southern Uganda, through Rwanda, Burundi and the Democratic Republic of the Congo, into Angola. Inside are important deposits of tin, tungsten, beryllium, lithium, tantalum and gold. Although currently unexploited, these resources could fuel economic development throughout the region. The International Geological Correlation Programme (IGCP), an operation run by UNESCO in co-operation with the International Union of Geological Science and other partners, is co-ordinating a research effort that pairs geoscientists from Africa with counterparts who have access to well-equipped laboratories in developed countries, for everyone's benefit.

*Aerial view
of a uranium mine
in Mali.*





Transporting salt on Senegal's Lac Rose.

Geological mapping is their first priority, to be followed, they hope, by investment initiatives in a stable political climate.

✧ **Reading the runes:** By looking backwards across time and space, scientists can learn much about how our present world came to be, and can often model projections about the future. An IGCP project on the evolution of deserts, and another on climate change over the past 150,000 years, are investigating alternating patterns of warming and cooling, and dry and wet spells, as these have affected the Sahel. Only 6000 to 9000 years ago, it seems, the Sahara region was a semi-aquatic environment consisting of freshwater lakes and swamps. Today, the scarcity of water is a major concern. Such projects are interdisciplinary, involving marine scientists, paleontologists and others specialized in 'reading' crustal movements, sea level change, wind force and currents.

✧ **Visual Esperanto:** Map-making could not exist without international co-operation. Geological formations have never respected political frontiers, and information collected from many different sources must be compiled according to pre-established international standards and presented in a consistent manner. Through co-operation between UNESCO and the International Commission for the Geological Map of the World, cartographers have been

Africa is rich in mineral resources. Here, a gold mine.



Damage due to coastal erosion.

mapping Africa's treasures. Thus far they have produced four maps on geology, mineral deposits, tectonics and the quaternary of northwest Africa. Good maps have the power to synthesize information in a universal language. In this case they should also help African decision makers and land-use planners make a more accurate assessment of energy, water and mineral resources.

✧ **Damage control:** Natural hazards are integral features of the environment, and can strike anywhere, anytime. But the extent of their damage is largely determined by decisions made or not made in the development process: concentration of populations in urban areas, unsafe buildings, unstable foundations, lack of zoning restrictions, inadequate early-warning systems and poor public-information programmes. The greatest burden falls on poor countries with vulnerable populations. UNESCO's contribution to the International Decade for Natural Hazard Reduction (1990-2000) has been to help countries devise integrated approaches to disaster mitigation that mix scientific, educational, cultural and communication components. The countries of sub-Saharan Africa are particularly concerned about drought, floods, landslides, locust infestations and fragile coastal areas.

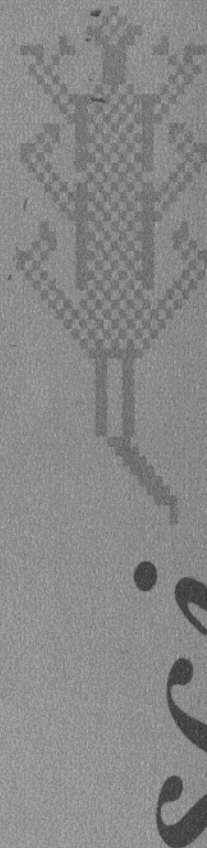


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✧ **Data on the desktop:** Data collection and handling techniques are often outmoded in developing countries. The Pan-African Network for a Geological Information System (PANGIS) should remedy this situation. UNESCO and partners in France and Belgium are working to modernize geological surveys and to train people in the use and exchange of computerized information. Thus far eighteen African countries have participated. Other modern tools for management and research are being introduced through GARS, a programme for extending the geological applications of remote sensing. Learning packages, computer simulations, short courses and twinning arrangements are all part of the effort to make environmental management and monitoring a desktop convenience.

Traditional societies have developed methods for sustainable resource management.

41





43

Ecological sciences: living things in context

For twenty-five years, the intergovernmental Man and Biosphere (MAB) Programme has served as UNESCO's main vehicle for combining the natural and social sciences. Its landmark studies – on arid lands, humid tropics, mountains, islands and urban systems – have now been synthesized for publication. They constitute a foundation of knowledge on which a whole new generation of programmes devoted to the conservation of biological diversity and sustainable development is taking shape.

The Biosphere Reserves Network in sub-Saharan Africa, comprising about fifty sites, is developing within the framework of the Seville Strategy and the Statutory Framework of the World Network of Biosphere Reserves. The MAB African Network (AfriMAB) was established in Dakar (Senegal) in October 1996 to reinforce the MAB National committees and promote regional co-operation for sustainable use and conservation of resources.

The countries of sub-Saharan Africa have suffered great environmental stress. The adverse effects of climate, social upheaval, political instability, population pressures, food insecurity, overgrazing, deforestation and widespread poverty have created serious imbalances. The continent is rich in resources, but poor in its ability to manage and preserve an

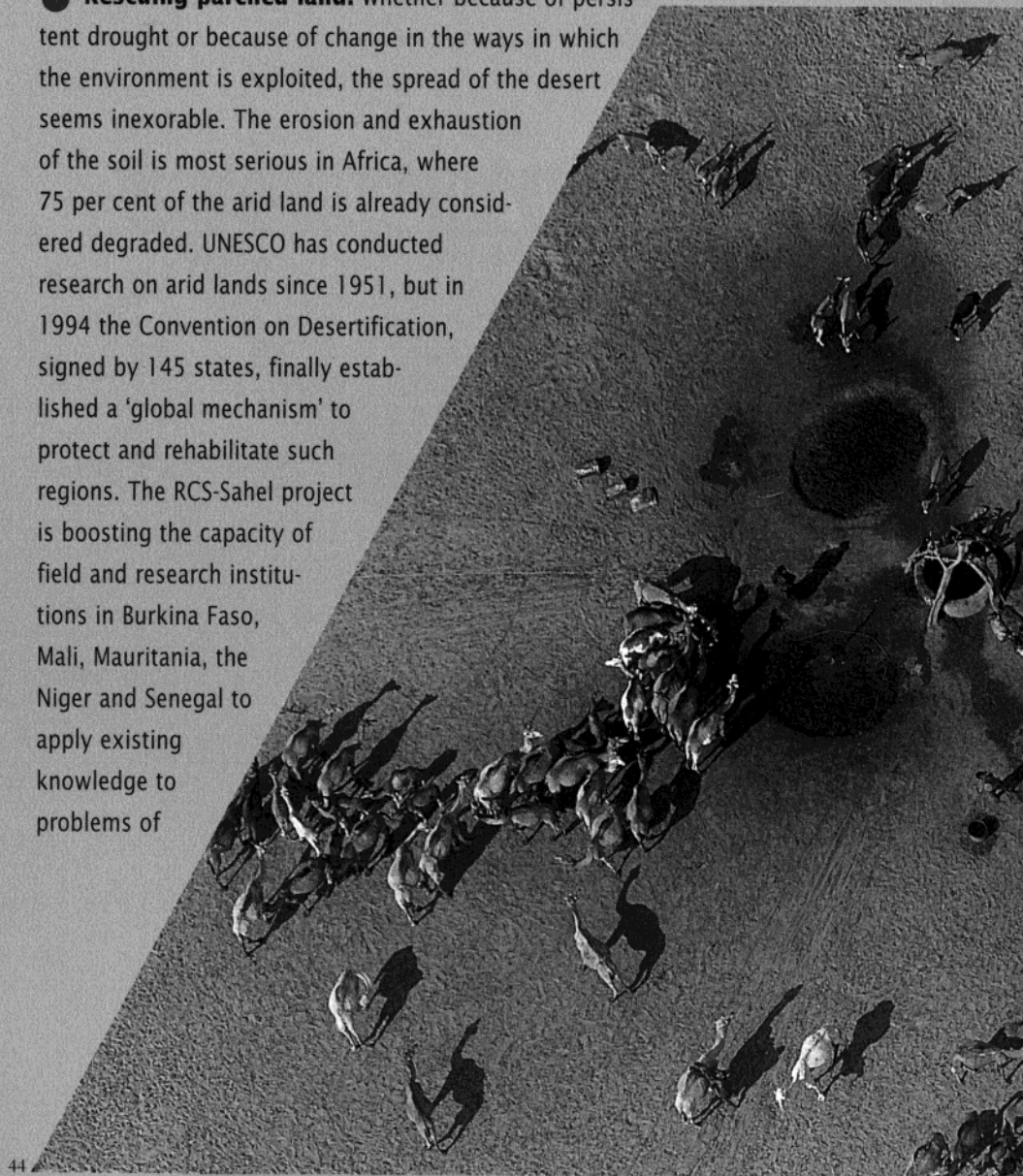
increasingly fragile environment. UNESCO and its various partners are seeking ways to restore harmony to a situation that puts both social development and nature at risk.

Some examples:

● **Rescuing parched land:** Whether because of persistent drought or because of change in the ways in which the environment is exploited, the spread of the desert seems inexorable. The erosion and exhaustion of the soil is most serious in Africa, where 75 per cent of the arid land is already considered degraded. UNESCO has conducted research on arid lands since 1951, but in 1994 the Convention on Desertification, signed by 145 states, finally established a 'global mechanism' to protect and rehabilitate such regions. The RCS-Sahel project is boosting the capacity of field and research institutions in Burkina Faso, Mali, Mauritania, the Niger and Senegal to apply existing knowledge to problems of

High mountain landscape (4000 m) in Uganda.

Around a desert watering hole.



44

Many tropical flowers have medicinal properties.

agro-sylvo-pastoral development. Pluridisciplinary teams are in place, and local centres like the Rural Polytechnic of Katibougou, in Mali, are being upgraded to serve the greater community. A similar training programme for southern and eastern Africa is reaching agricultural practitioners in Botswana, Kenya, Lesotho, Malawi, Namibia, the United Republic of Tanzania and Zimbabwe.

Let there be light!

Each morning before dawn, Yabata Cissé travels several kilometres from her village compound in search of wood for the cooking fire. As a result of deforestation and drought, the distance she must walk gets longer and longer. By the time she returns and awakens her children for school, she is already exhausted.

In most of rural Africa, it is the women who fetch the firewood, bearing their burden on head and shoulder. This chore adds several additional hours to each day's household chores. When Yabata's two boys get home from school, it is already dusk. If there is enough wood, they may be able to finish their homework after supper, by firelight. If not, they will just have to explain to the teacher . . . again.

It is estimated that 40 per cent of the earth's population – about 2.4 billion people – live without electricity. Yet solar and other renewable energies are by far the most convenient way to generate electricity in rural and remote areas. Women, especially, would benefit from the introduction of alternative technologies: solar water pumps, solar-powered stoves and electric generators would free them to devote more time to their education and children.

The World Solar Programme 1996-2005 was initiated by UNESCO to boost research and development in all fields of renewable energy. At the World Solar Summit, hosted by Zimbabwe in September 1996, the international community committed itself to lighting the way for sustainable energy use and a cleaner environment before the year 2005.



Detail, Fante Asafo flag from Ghana.

© Adler, P. and Barnard, N. *Asafo! African Flags of the Fante*, Thames and Hudson Ltd, London, 1992. By permission.

● Tropical treasure: The

forests of the humid tropics are home to more species than any other ecosystem. However, as forests are cleared for agriculture, as social conflicts erupt in sensitive areas, and as resources are exploited in an unsustainable manner, the treasury is dwindling. In the Democratic Republic of the Congo, following a MAB programme initiative, a joint project with the Ministry of Education and the United Nations

45



Development Programme is underway to set up a Regional School for the training of specialists in integrated management of tropical forests in Kisangani. In Madagascar, a South-South initiative for environmentally sound socio-economic development is reinforcing regional capacity to share experience and build upon collaborative research and training. Participants are studying strategies for development, democratic management practices, traditional knowledge, and ways to rehabilitate degraded landscapes, including mangroves and inland forests.

● **Sacred remnants:** Despite widespread environmental degradation, there are pockets of ecosystems containing species that have otherwise disappeared from the cultivated land nearby. These remnants of an earlier era are often sacred groves, protected and sustained since time immemorial by local communities because of their powerful religious and cultural association. A project in northern Ghana made an inventory of the biological riches found in the many small, but widespread, sacred forests that are scattered throughout the countryside. By understanding the dynamic interactions within these ecosystems, and between the community and its resources, it may be possible to restore degraded environments in other parts of the savanna.



46

● **Organic gardening:** In much of tropical Africa, soil erosion and loss of nutrients are a major cause of poor harvests. Through its Tropical Soil Biology and Fertility (TSBF) Programme, UNESCO is working with smallholder farmers to improve yields using biological techniques that are environmentally friendly. Composting, mulching, intercropping and boundary tree planting are just a few of the applications. A culturally-friendly input is provided in the form of performance education: popular theatre, songs, dancing and story-telling are used to reinforce the message of sound agricultural practices and to engage the whole community in the drama of life.

Freshwater resources and hydrology: an integrated approach

Before developing management practices that conserve and use water resources in a sustainable manner, it is first necessary to understand the hydrological cycle. Good science – knowledge of the processes that underlie the natural water cycle, from rainfall to runoff, and knowledge about the impact of climate change and land-use patterns – is a UNESCO priority. At the same time, new approaches are needed that can help managers apply this knowledge and make informed decisions about resources. The main vehicle

for co-operative research, training and information-sharing is the International Hydrological Programme (IHP). Some of its activities are of special interest to sub-Saharan Africa.

River flow: Surface water management plans need a good knowledge of river flow regimes. However, for many African rivers, only insufficient data are available. To help African hydrologists, the FRIEND project (Flow Regimes from International Experimental and Network Data), launched in Europe in 1985, has been extended to Western, Central and Southern Africa. Through co-operative research activities at regional levels, as well as training in the use of modern methodologies and the introduction of new software, the project expects to improve the knowledge of floods, sediment transport, water quality and the impact of human activities and climatic variability on river flow regimes.

Rivers and lakes: *Discharge of Selected Rivers of Africa* (UNESCO, 1995) presents monthly discharge measurements for 270 rivers from 38 African countries. *Limnology and Hydrology of Lake Victoria* (UNESCO, 1995) is part of a series on African Rift Valley Lakes that describes similarities and differences between the formations. African scientists meeting in Entebbe (Uganda) in 1994 were able to assess the state of knowledge of the continent's great lakes and identify needs for further research.

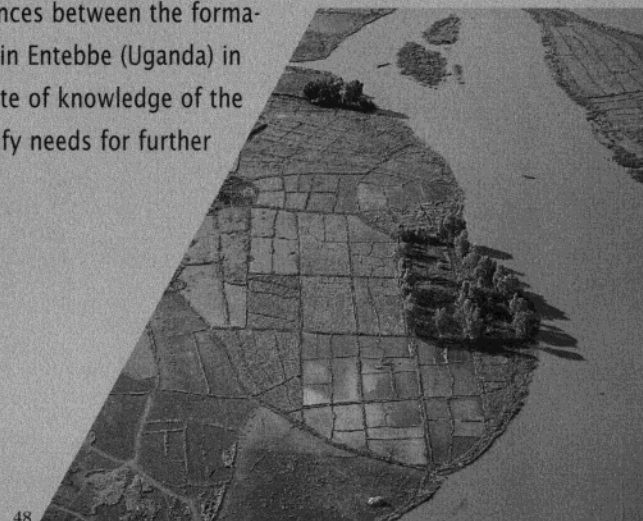
Looking across Bwindi Impenetrable Forest in Uganda.

Accurate measurement and good note-taking are basic scientific skills.



47

The intricate pattern of these fields reveals a complex land-use system.



48

*Have you seen my hands?
They are hands that are sturdy.
The cord I use to get the water has made
them hard.
This interminable cord I must pull to take the water from the well.
I go to look for water at the bottom of the well.
Have you seen my feet?
They have been cracked and hurt.
The thorns along the way have spoiled
them.
These unbearable merciless thorns
that constantly hurt me on my
interminable road to go to the well.
Have you seen my arms?
They are heavy and suffering from the
weight of the water from the well.
They are tired and weary
from this heavy bucket that I have
to bring up
from the bottom of the well.*

Aminata Traoré
Water and Sanitation Expert, Mali



49



50



51

Watercolours: The distribution of African water resources has been mapped and published by UNESCO in its *Atlas of World Water Balance*. Since water is an increasingly scarce resource in much of sub-Saharan Africa, all schemes for water development must begin with factual information about where, and how much, water exists.

Waterworks: Two projects aiming at the rehabilitation and management of small earth dams to cover the irrigation and water needs of rural populations have been implemented in Mauritania and Burkina Faso. African engineers and technicians are being trained to work with multi-disciplinary teams in rehabilitating the hundreds of small dams found throughout the region.

Critical mass: Institutional capacity-building through networking and training are IHP objectives. The Institute of Hydrology in Kaduna, northern Nigeria, the Chair in water culture in Malawi, the African Hydrologists Association and the *International Journal of African Hydrology* have been established to improve regional co-operation in water sciences. Some twenty years of post-graduate training at universities in Dar es Salaam, Ouagadougou and Nairobi have begun to create a critical mass of engineers and water practitioners.

Tropical waters: By the year 2000, one-third of the world's people will be living in the tropics. UNESCO's

Opposite:

Communal water supply in a shantytown.

Watering the fields in Senegal.

Women carrying bundles of grass for mat weaving.

special interdisciplinary project on the humid tropics is investigating the implications of this situation for the environment. A newly-established West African Steering Committee is to oversee studies in Ghana (the hydrological impacts of tropical forest conversion); in Nigeria (integrated drainage basin management); in Benin (management of freshwater coastal lagoons); and in Côte d'Ivoire and Chad (groundwater recharge and contamination).

Women, water, work

The recognition and greater involvement of women in water projects, especially at grass-roots level, was one achievement of the International Decade for Drinking Water Supply and Sanitation (1981-1990). As the benefits of this participation become obvious, the emphasis is changing from merely recognizing the role of women to acknowledging that their active presence is essential to the success of community projects. The IHP is promoting women's involvement in all its activities.

■ **Access and association:** As a follow-up to the Action Plan of the 4th World Conference on Women (Beijing 1995), a special project on the role of women in the supply and use of water resources targets communities in arid regions of sub-Saharan Africa. Partners include the

International Labour Organization (ILO), the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW), the United National Development Fund for Women (UNIFEM), and many women's associations and non-governmental organizations.

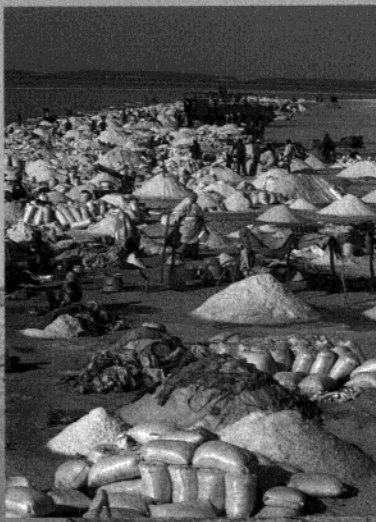
■ **Female brainpower:** Thanks to fellowships, women scientists have been honing research skills through advanced study at the Universities of Mauritius, Lesotho, Namibia, the Niger and Chad. Pilot projects aimed at increasing participation by women in resource management are operating in Kenya, Mauritania and Burkina Faso.

■ **Thinking ahead:** Representatives from ministries in seven countries (Burkina Faso, Chad, Mauritania, Mali, the Niger, Senegal and Togo) are already planning activities for the year 2000 to involve more women in water development. Their programmes include South-South co-operation, network building, and a fund-raising campaign.

Bearing her crown of baskets like a queen.



*Salt – still traded
after a thousand years.*



*Village in the middle
of the Niger River, near Gao.*

*Smoking fish
for market.*

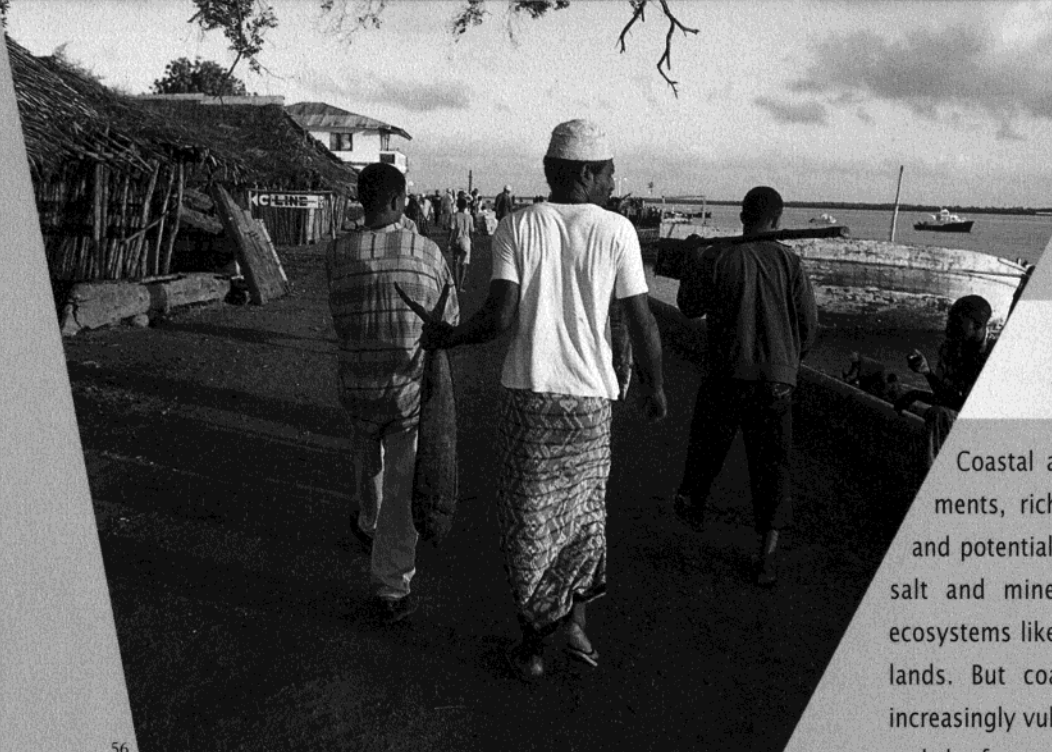


Ocean-climate interactions: understanding change

The International Oceanographic Commission (IOC) has been present in Africa for several decades, working to develop scientific capacity, conduct research and establish regional networks for training and information exchange. With support from Sweden, Belgium, UNDP and other partners, some 300 men and women have been trained, electronic communication established, and a number of pioneering projects carried out on coastal productivity, the continental shelf, lagoons, harmful algal blooms, and climate change. In the Western Indian Ocean a dynamic network (WIOMSA) now links marine scientists from nine countries: the Comoros, La Réunion (France), Kenya, Madagascar, Mauritius, Mozambique, Seychelles, Somalia and the United Republic of Tanzania.

Although the precise causes are not always clear, changes in the ocean's storage and transport of heat are an integral part of climate variations. Our ability to understand and predict such variations could have significant implications for agriculture, fish stocks, the health of the marine environment and the security of populations living in coastal regions. For this reason, the IOC gives priority to reducing

37



56

uncertainties about the role of the oceans in climate change and to developing tools for more accurate forecasting and modeling. Its most important programme is the Global Ocean Observing System (GOOS), launched in 1992 in collaboration with the World Meteorological Organization (WMO), the United Nations Environmental Programme (UNEP) and the International Council of Scientific Unions (ICSU).

Many of Africa's resource management problems are related to ocean-climate interactions. To address these multidimensional problems, the IOC and MAB are organizing jointly with the Mozambican Ministry for the Environment a Pan-African Conference on 'Sustainable Integrated Coastal Management'. It will be held in Maputo (Mozambique) in early summer 1998. African recommendations for the implementation of wise management practices will be drawn up and presented a few months later in Lisbon, when

the United Nations celebrates the International Year of the Oceans.

Sea, land and people: finding the right balance

By the year 2010, 80 per cent of the world's population will live within 100 km of the shore.

Coastal areas are exceptionally productive environments, rich in natural resources, biological diversity and potential for commercial activity. In addition to fish, salt and minerals, marine resources include complex ecosystems like mangroves, coral reefs, estuaries and wetlands. But coastal areas – in Africa as elsewhere – are increasingly vulnerable to stress from both human activities and the forces of nature. In the face of conflicting uses of coastal regions, the best solutions often come from taking an integrated management approach.

Already some 60 per cent of the world's population lives in the coastal belt, and by the year 2010, some 80 per cent will live within 100 km of the shore. Three-quarters of the earth's megacities are located next to the sea. Population pressures, combined with natural processes, expose these environments to multiple forms of pollution, erosion and

Coastal towns like this port on the Indian Ocean must accommodate a variety of interests and activities.

Coral reefs are increasingly vulnerable to pollution and tourists.



57

In coastal areas an integrated approach is needed to achieve development without destruction of the resource base.

sea-level change. Along the Gulf of Benin, for instance, large stretches have been washed away, carrying with them villages, sacred sites, all-weather roads, tourist hotels and resorts. Along the east coast, beaches in the vicinity of Dar es Salaam, Mombasa and Malindi have also receded.

Until the end of 1995, UNESCO's Coastal Marine Project (COMAR) worked in nearly all African coastal states to develop scientific and management capacity.

The first all-continent mangrove inventory was published in 1993. That same year, African specialists joined a global network for coastal remote-sensing and contributed to the development of distance-learning modules in this domain.

Vision overcomes division in vulnerable coastal regions

In 1996, UNESCO launched its transdisciplinary project for Environment and Development in Coastal Regions and Small Islands (CSI). While benefiting from earlier achievements, this cross-sectoral initiative draws on the expertise of all UNESCO's intergovernmental and international programmes in the environmental and social sciences, as well as education, culture and communication. By integrating the different actors and elements within a single vision, the project seeks to minimize divisions and contradictory development approaches.

As a follow-up to the global directives of UNCED, the CSI co-operative platform aims at improving the management of resources in coastal regions made vulnerable by urbanization and tourism development, erosion, dredging, flooding and other effects resulting from human actions or natural processes. Thus, it contributes to the implementation of Agenda 21 and related Conventions, including the Convention on Biological Diversity. Here are some of its activities:

☉ **Social awareness and coastal erosion in East**

Africa: Every year, local populations in Kenya, the United Republic of Tanzania and the island of Zanzibar suffer big losses of land and property through coastal erosion. A pilot project has now set out to engage all levels of society in a debate on the importance of reducing liabilities in coastal zones. Public awareness campaigns using techniques from distance education and 'learning without frontiers' will lay the groundwork for a high-profile national seminar. Follow-up initiatives will target teachers at primary and secondary levels.

☉ **Chair with a view:** A UNESCO Chair in Integrated Coastal Management and Sustainable Development at Dakar University (Senegal), will provide a regional focal point for academic research and training, and a 'first' for Africa.

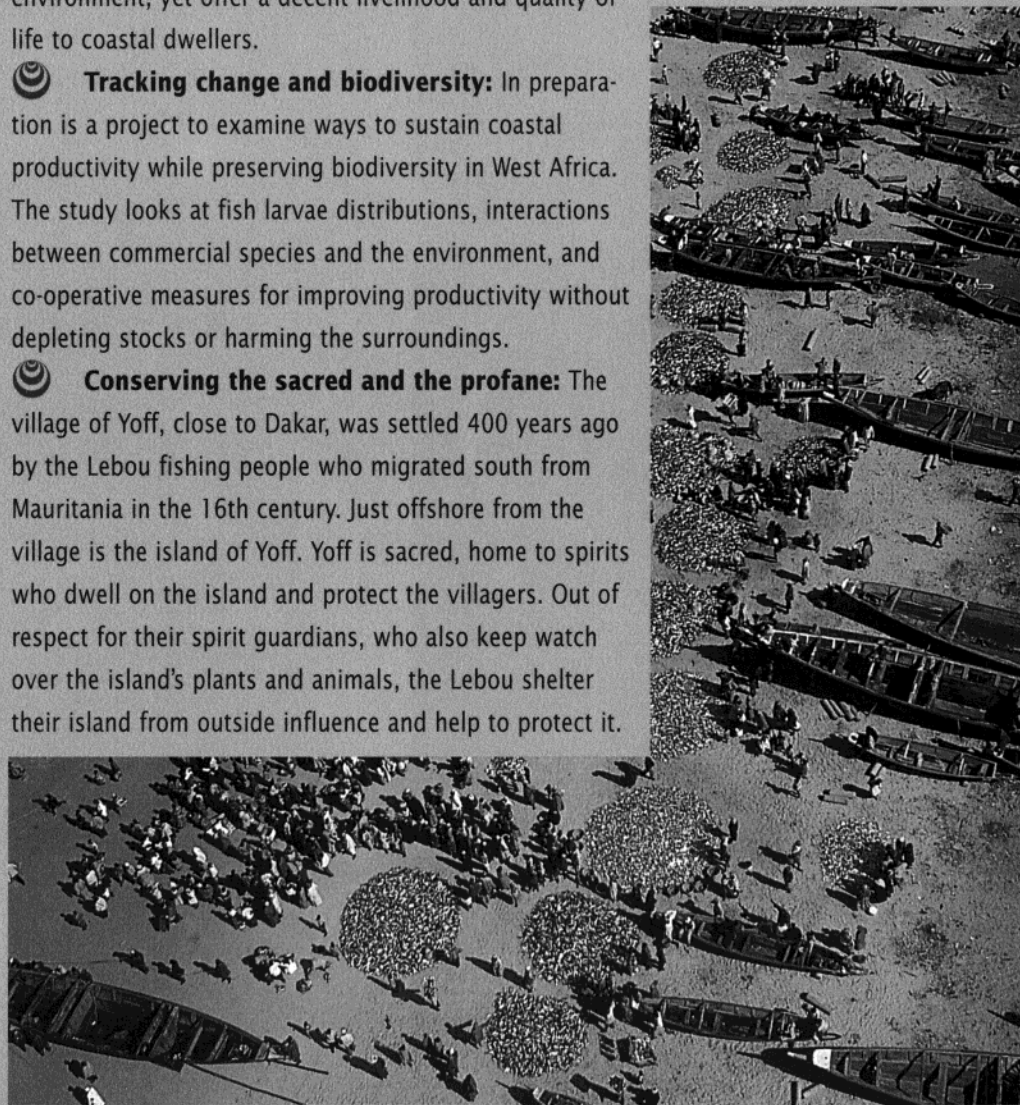
☉ **Sand, sediment and Saloum:** In February 1987, a storm breached the sandspit of Sangomar that separates the dark cold waters of the Atlantic Ocean from the warm currents of the Saloum River estuary, some 200 km south of Dakar. One year after, the opening was 1 km wide. Ten years later, in 1997, it measures 4 km across. A large fish processing plant has had to close, defeated by incursions of sand and sea. The inhabitants of Djiffère keep moving their village inland as the sea advances, but not fast or far

enough to prevent the sea reclaiming their houses and fishing gear. All around the lagoon, erosion is isolating the island populations and depriving them of movement except at high tide. With UNESCO's support, a transdisciplinary team for the study of coastal ecosystems (EPEEC) is working with the local population, Senegalese authorities, scientists and engineers to find solutions that respect the environment, yet offer a decent livelihood and quality of life to coastal dwellers.

☉ **Tracking change and biodiversity:** In preparation is a project to examine ways to sustain coastal productivity while preserving biodiversity in West Africa. The study looks at fish larvae distributions, interactions between commercial species and the environment, and co-operative measures for improving productivity without depleting stocks or harming the surroundings.

☉ **Conserving the sacred and the profane:** The village of Yoff, close to Dakar, was settled 400 years ago by the Lebou fishing people who migrated south from Mauritania in the 16th century. Just offshore from the village is the island of Yoff. Yoff is sacred, home to spirits who dwell on the island and protect the villagers. Out of respect for their spirit guardians, who also keep watch over the island's plants and animals, the Lebou shelter their island from outside influence and help to protect it.

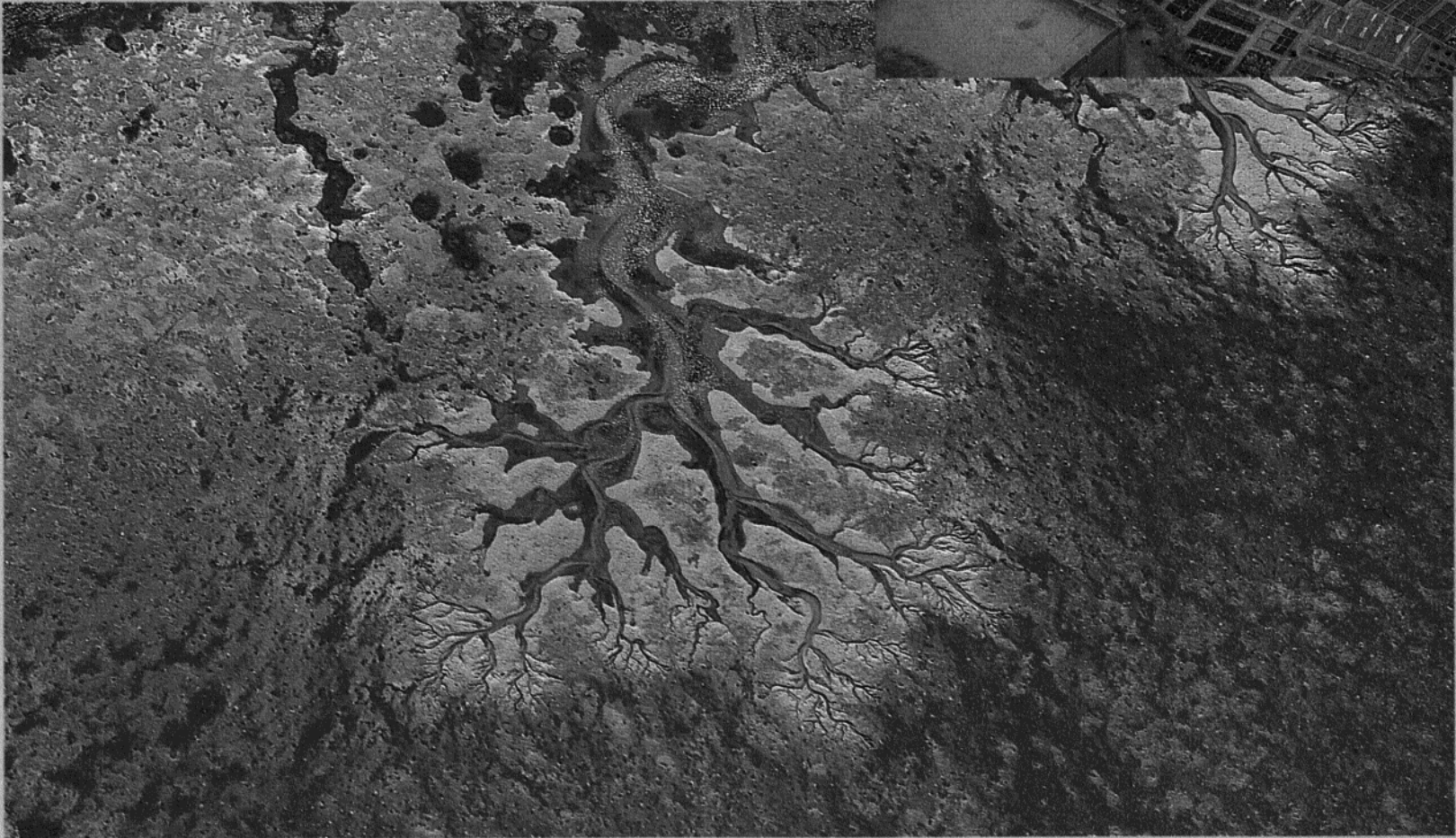
Fishermen on the coast of west Africa.

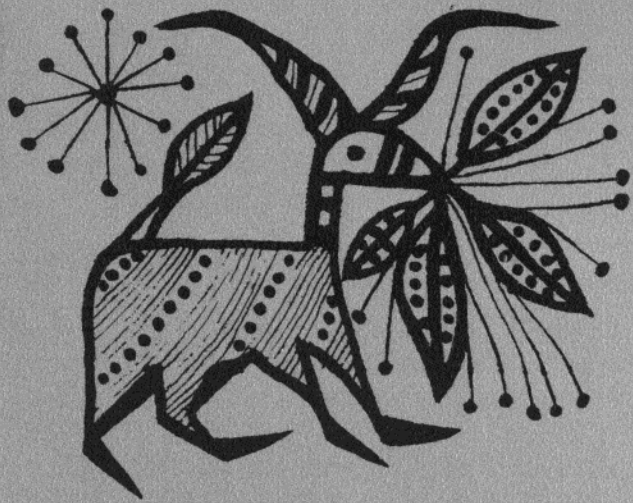


Careful water management allows the desert to bloom.

A study involving village people and undertaken by a local youth association suggests that the Yoff community, with government support, would like their island and the adjacent mainland shore to be nominated for Biosphere Reserve status. This would allow the drawing up of a master plan for the conservation of Lebou cultural traditions and sites, as well as local biodiversity.

Mauritania's Banc d'Arguin is on the World Heritage List of wetlands. It contains one of Africa's most productive ecosystems and shelters many migrating birds.





Biodiversity: nature's own time deposit

Lost opportunities

Genetic variation and biological diversity among plants, animals and all living things provide the raw material of evolution. Should these reserves be depleted or destroyed, as they are when species become extinct, then our planet loses some of its most precious resources. People in every society benefit from biodiversity, for many foods, medicines, fuels, textiles and building materials are derived directly from nature.

The best way to conserve biological diversity is through *in situ* protection such as national parks. Unfortunately, few areas of the world can protect themselves entirely from the mounting pressure of the populations that surround the protected areas. Their goal is to exploit rather than conserve biological resources. This is especially true in Africa, where socio-economic conditions often force local people to compromise long-term sustainability for the satisfaction of immediate demands.

A new approach

UNESCO's Biosphere Reserves, first initiated in 1974 under the Man and Biosphere (MAB) Programme, were conceived as laboratories in which to experiment with ways of reconciling the apparently conflicting goals of environmental conservation, cultural integrity and economic development. In a Biosphere Reserve, a fully protected core area is surrounded by a buffer zone in which human activities that do not compromise conservation goals are actively promoted. Beyond the buffer zone lies a transition area, in which a variety of land uses may coexist. A key objective of Biosphere Reserves is that the local communities actively participate in the management of the site and directly benefit from its presence. In 1992, the United Nations Conference on Environment and Development (UNCED) brought



62

Human beings and climate change both mark the environment.



63



64

■ *Anglophone ties:* Five Biosphere Reserves in five English-speaking countries are taking part in a regional experiment to strengthen conservation and development through involving local people in the management of natural resources. Common activities include standardized approaches to data collection and inventories of species; training workshops at both grass-roots and management levels; support for income-generating activities; and publication of research results. Within the general framework there is great diversity:

Bia Biosphere Reserve (Ghana). Rare virgin forests, valuable timber, many mammals and 600 species of vascular plants abound. Cocoa farms and cash crops are now encroaching. Agro-forestry must be carefully managed to benefit everyone. *Omo Biosphere Reserve (Nigeria).* A new road to Benin may threaten an undisturbed core area. This area is home to elephant, antelope, warthog and the red-bellied monkey, but plantations are beginning to replace the rainforest.

Amboseli Biosphere Reserve (Kenya). Some 56 species of mammals and over 425 bird species inhabit this site, built within the Amboseli National Park, near the border with the United Republic of Tanzania. Masai ranches raise about 40,000 cattle and 30,000 sheep and goats in the buffer zone, which is surrounded by areas of mixed land use: pastoralism, agriculture, mining and wildlife tourism. *Lake Manyara Biosphere Reserve (the United Republic of Tanzania).* A rift landscape here comprises spectacular river gorges, swampland, woodland and alkaline grasslands. All the big mammals are present. Despite good co-operation between park management and local inhabitants – and minimal poaching – the reserve is too small to be viable. *Queen Elizabeth (Rwanzori) Biosphere Reserve (Uganda).* This reserve straddles the equator between Lakes Edward and George on the border of the Democratic Republic of the Congo and exhibits a great range of ecosystems: volcanic craters, salt lakes, tropical high forest, undulating grasslands, acacia

42

Jakob Bandusya, a Batma pygmy, is using his traditional knowledge to document forest resources.

the importance of conservation issues to the attention of the world community. Three conventions, on Climate Change, Desertification and Biological Diversity, put forward the notion of sustainable development which would incorporate care of the environment with living from the interest, but without depleting the capital of nature, ensuring greater social equity and respecting rural communities and their accumulated knowledge. From this perspective, Biosphere Reserves are both a concept and a tool for sustainable development.

As of February 1997, there were thirty-six Biosphere Reserves in twenty-one countries of sub-Saharan Africa. The network contains the full range of African ecosystems: arid and semi-arid zones, humid tropics, mountains and coastal and island systems. Some examples:



Victoria Falls, an outstanding natural environment.

65



Biosphere reserves involve local people in planning and managing protected areas.

savannas, swamps and tundra. Population increases are putting pressure on the reserve through poaching, fires, grazing and overfishing. East Africa's oldest ecological research station, the Uganda Institute of Ecology, lies inside the park and houses five permanent researchers.

■ *Dryland riches:* Biosphere Reserves in Burkina Faso, Kenya, Mali, the Niger and Senegal are the focus of conservation activities that include technical training, environmental awareness programmes, data collection and pilot projects to develop income-generating projects for local populations.

Ethnobotany and indigenous culture

The Convention on Biological Diversity singles out the role of traditional knowledge in conservation and development. Since 1992, UNESCO, the World-Wide Fund for Nature (WWF), and the Kew Royal Botanic Gardens (UK), have been collaborating in the People and Plants initiative, which promotes the equitable and sustainable use of wild plant resources. In Africa, the keepers of traditional wisdom include healers, midwives, crafts people and elders. Sample projects:

■ *Taking stock:* In Cameroon and Madagascar, tests on the domestication of *Prunus africana* could save this much-prized tree from overexploitation and also provide a source of income for locals. In Mozambique, an inventory of the most common medicinal plants being used in primary care in Maputo is underway, along with an analysis of trade routes and market destinations for herbs.

■ *Carvings and conservation:* In Kenya and the United Republic of Tanzania, wood carvings are a

major source of income. Studies are assessing the impact of this trade on sustainability and identifying other strategies for managing timber resources.

■ *Pygmy power:* In the Bwindi Impenetrable Forest of Uganda, a 72-year-old Batwa pygmy named Jakob Bandusya is helping to record local people's names and uses of forest plants and insects, including knowledge of stingless bees and pollination ecology.

The dilemma

Throughout Africa native plants gathered in the wild are the main constituent of traditional medicine. Some 70 to 80 per cent of the populations rely on traditional systems for their health care, and these pressures are unlikely to decrease. At the same time, deforestation, commercial interests and expanded agriculture mean that the traditional gatherers have ever more competition for dwindling resources. There will be no solution unless a new balance can be struck between biological conservation and development needs.

67



As population pressures increase, more forests end up as charcoal for cooking.

Sites inscribed on the World Heritage List

Cultural

Benin

Royal Palaces of Abomey

Ethiopia

Rock-hewn Churches, Lalibela

Fasil Ghebbi, Gondar Region

Lower Valley of the Awash

Tiya

Aksum

Lower Valley of the Omo

Ghana

Forts and Castles, Volta Greater Accra,

Central and Western Regions

Ashanti Traditional Buildings

Mali

Old Towns of Djenné

Timbuktu

Mauritania

Ancient *ksour* of Ouadane, Chinguetti,

Tichitt and Oualata

Mozambique

Island of Mozambique

Senegal

Island of Gorée

United Republic of Tanzania

Ruins of Kilwa Kisiwani and Ruins of

Songo Mnara

Zimbabwe

Great Zimbabwe National Monument

Khami Ruins National Monument

Mixed

Mali

Cliff of Bandiagara (Land of the Dogons)

Natural

Cameroon

Dja Faunal Reserve

Central African Republic

Manovo-Gounda St Floris National Park

Côte d'Ivoire

Taï National Park

Comoé National Park

Mount Nimba Strict Nature Reserve

Democratic Republic of the Congo

Virunga National Park

Garamba National Park

Kahuzi-Biega National Park

Salonga National Park

Okapi Wildlife Reserve

Ethiopia

Simen National Park

Guinea

Mount Nimba Strict Nature Reserve

Madagascar

Tsingy de Bemaraha Strict Nature Reserve

Malawi

Lake Malawi National Park

Mauritania

Banc d'Arguin National Park

Niger

Air and Ténéré Natural Reserves

W National Park of Niger

Senegal

Niokolo-Koba National Park

Djoudj National Bird Sanctuary

Seychelles

Aldabra Atoll

Vallée de Mai Nature Reserve

Uganda

Bwindi Impenetrable National Park

Rwenzori Mountains National Park

United Republic of Tanzania

Ngorongoro Conservation Area

Serengeti National Park

Selous Game Reserve

Kilimanjaro National Park

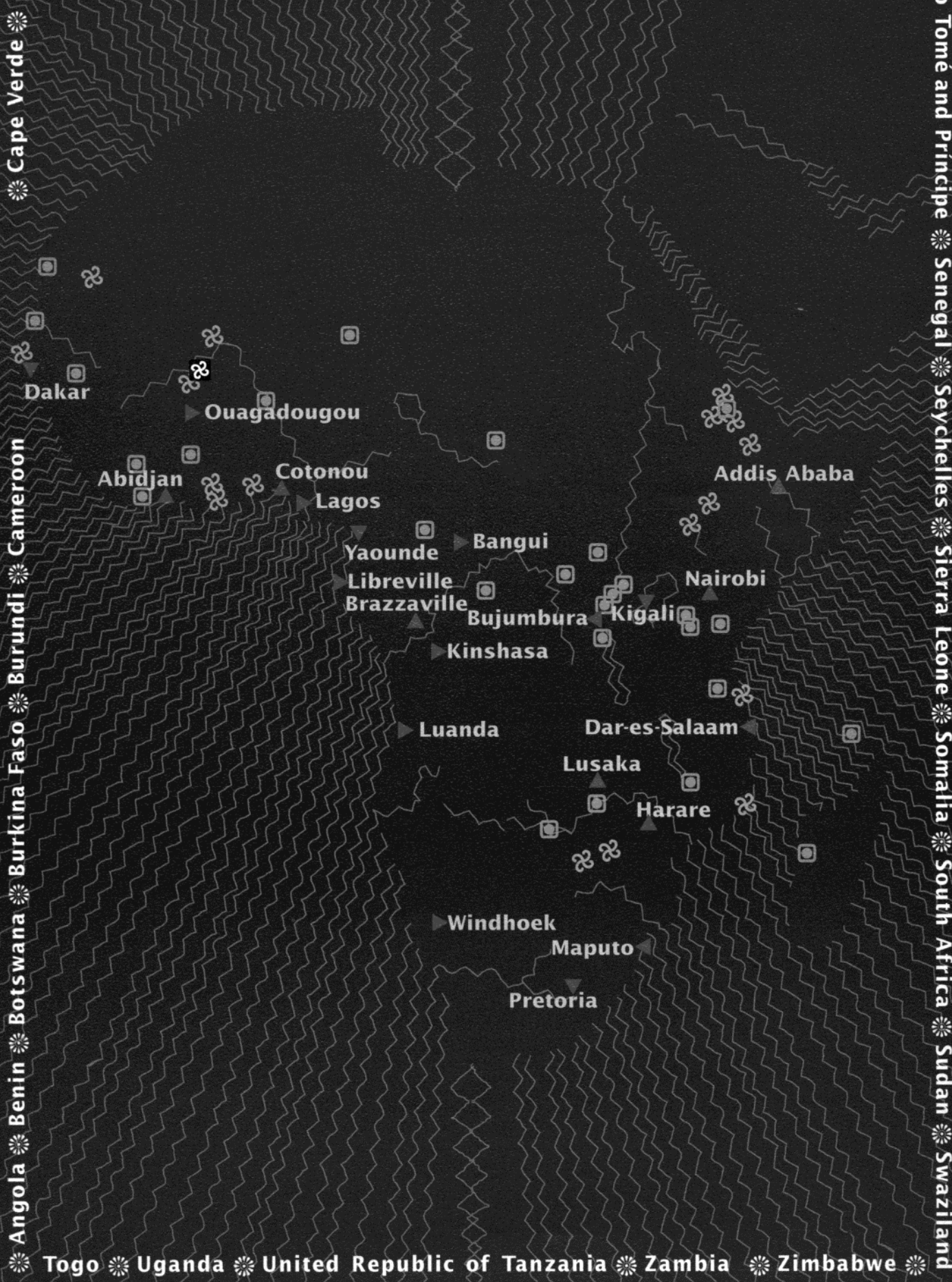
Zambia

Victoria Falls

Zimbabwe

Victoria Falls

Mana Pools National Park, Sapi and Chewore Safari Areas



TRANSFORMING THE PERSON WITHIN



'... only a radically new approach to development policy can allow the eradication of poverty and social exclusion, the incorporation of people into more productive roles and the control of explosive population growth and associated deterioration of the natural resource base.'

Federico Mayor,
World Summit for Social Development

The commitment

- ☐ To strengthen research and training in the social sciences
- ☐ To encourage the use of research findings in the formulation of social policy that fosters democratic and non-violent change





Like a tightrope act

Change is painful, yet in today's increasingly uncertain world, change may be the only constant. Survival itself often depends on the ability of both individuals and communities to accept change, and to respond to it in a positive manner. Because change disrupts the status quo, it creates an environment in which alienation, civil strife, mistrust and violence can flourish – especially in societies where large numbers of people suffer from poverty and injustice. Under such conditions, the transformation of cultural, social and political institutions becomes a tricky balancing act – like walking a tightrope. One false step and the whole experiment can end in disaster.

UNESCO's role is to encourage change that promotes human well-being through peaceful development. This requires that it reduce the economic and political inequities that are so often the root cause of discord. These transformations mean a simultaneous effort to reduce poverty, end discrimination, improve access to mainstream education and cultural institutions, and increase participation by all members of the community in democratic decision-making.

When the sub-Saharan states met at UNESCO in early

1995 to prepare their collective agenda for the World Summit for Social Development, Audience Africa identified each of these issues as a priority. Informed by these expressions of international concern, UNESCO's social science programmes are now implementing the recommendations of Audience Africa within the framework of the World Summit for Social Development.

Channels for action

The main channel for social science research affecting policy and real-world problems is the intergovernmental programme, Management of Social Transformations (MOST), launched in 1994. Like its counterparts in the natural sciences, MOST also relies on research, training and information to bridge the gap between theory and practice. It works with MAB, the IHP, and the IGCP to ensure integrated approaches to development.

Under a global umbrella, MOST seeks comparative results and expects each region to define its own priorities. A number of projects have been especially designed to meet African specifications and needs. Some examples include:

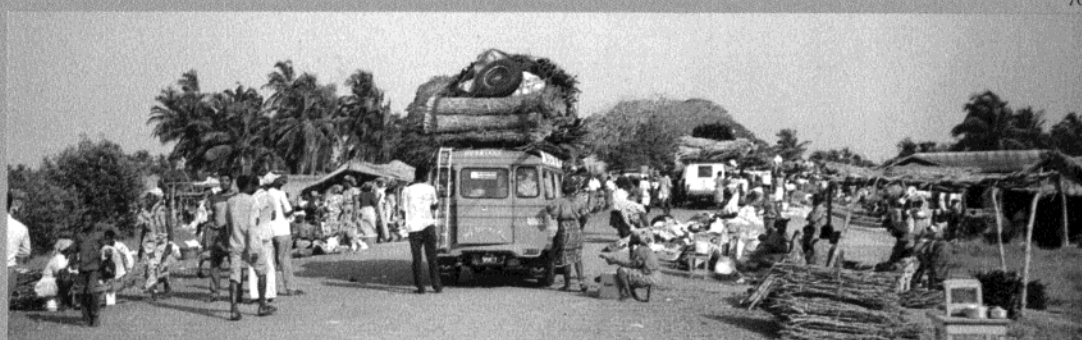
Gender and cities: Medium-sized cities in Benin, Burkina Faso, Mali and Senegal are the object of research on the different ways that men and women may see and relate to

Urban areas often lack an adequate water supply.



69

Stacks of firewood for sale along a bus route.



70

Rural communities offer social stability but little economic opportunity.

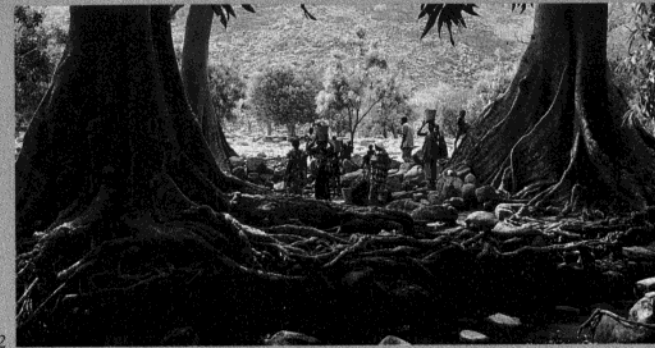
the urban environment. Once the research phase is finished, participating countries will develop university seminars and educational materials to raise awareness of gender issues in urban affairs.

Speaking of cities: The words and images people use to describe life and space in a city are the basis for a comparative linguistic analysis. Arabic, English, French and Portuguese are the languages most relevant for Africa.

Forewarned is forearmed: Combining an early warning system with scholarship, the Ethno-Net is creating a Pan-African network of scholars and institutions interested in monitoring and learning more about ethnic conflict through social science disciplines. Participants are from Botswana, Cameroon, the Democratic Republic of the Congo, Kenya, Malawi, Nigeria, Rwanda, Senegal and South Africa.

Traffic conditions: A study of social and economic transformation in relation to drug production, consumption and trafficking is underway in Nigeria. After results are in, an international colloquium and publications programme will help broaden the discussion.

Informal approach: In Africa's big cities, large numbers of men and women live and work outside the mainstream institutions of society. They are both vulnerable to exploitation and without a voice in the community. Following a meeting in Kenya on women in the informal

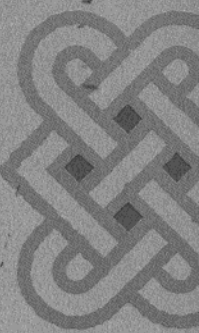


72

sector, social scientists are beginning to collect information about the informal sector throughout Africa. Their regional analysis will become part of a worldwide comparative study. Many programmes aimed at improving the condition of women are already in place. These concentrate on skills-training and income generating activities, better access to credit and markets, and legal assistance. But the question remains: to what extent do these measures succeed in raising incomes and living standards for the poor? Through MOST, researchers may find some answers.

Civics and civility: How can African social scientists help strengthen the institutions of civil society? How can they help counter intolerance and autocratic rule? How can they help make the transformation from rural to urban society less stressful and disruptive? How can values and behaviour be changed to favour sustainable development? These questions were on the agenda of the MOST Regional meeting for Africa, which met in Nairobi in September 1995.

Lessons from history: *Agricultural Production and Industrialization* is the first volume of comparative results springing from the work of the History and Observation of Social Transformations (HOST) network. The book presents a historical analysis of development patterns in eight countries, including Benin and Madagascar. Benin, a country



Cities are growing faster than their infrastructure.

71



Roadside market in Mozambique.

with many ethnic groups and porous borders, has never been turned in upon itself. Nevertheless, despite its commercial skills and material growth, Benin has so far proved incapable of building its own industrial infrastructure. The study analyses some of the reasons. Madagascar's case is quite different: recent economic difficulties may have reduced the island to a state of extreme poverty, but they also reveal the existence of a parallel economy – the informal sector – that shows great vitality. Studies of this kind help planners understand that there are many different models of development, and no single model should prevail.

Incomes and outcomes for women: A pilot project in Burkina Faso, one of Africa's least-developed countries, will evaluate how micro-credit schemes and income-generating activities aimed at women contribute to community development as a whole. If results are positive, the project will be extended.

Summit power

In recent years, there have been a number of major United Nations conferences bearing upon social issues, resources, poverty, gender and development. They include:

Human Settlements – Habitat II (Istanbul, 1996)

Social Development (Copenhagen, 1995)

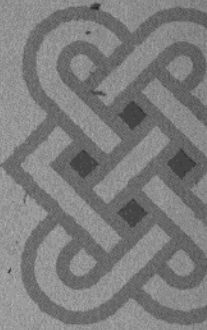
Women (Beijing, 1995)

Population (Cairo, 1994)

Environment and Development (Rio de Janeiro, 1992)




In traditional villages, everyone finds a place.



Partnerships for participation and peace

With UNESCO's 50th anniversary celebrations just ended, the mandate to build a better and more peaceful world has never seemed more timely: everywhere there are signs of intercultural conflict, intolerance, discrimination and exclusion. At the same time, however, as events in Africa reveal, there is impatience with the old and corrupt ways of doing things. However halting their steps, however muffled their voices, people are trying to move towards more open societies. They want to live in a world where differences are respected and valued, where all people have rights and dignity.

Democratic reforms can take root only in an environment that shelters and nurtures the fledgeling institutions on which democracy is based. That is why human rights education is a priority, with the ultimate goal being to install a comprehensive system of human rights teaching and education for all citizens and populations that extends from primary to university level and out-of-school education. The concept of human rights is all-embracing: it includes the right to basic education and literacy, the right to information and the benefits of science and technology, the right to health and freedom from want, the right to self-expression and a cultural identity, the right to live without violence.



Chairs for reaching, not for sitting

The 'Oliver Tambo' Chair of Human Rights is but one of many UNESCO Chairs in Africa. Located at the University of Fort Hare in South Africa's Eastern Cape area, it sits in one of the poorest and most populous of South Africa's nine provinces. With the end of apartheid and the establishment of a democratic society based on pluralism and non-racial criteria, the presence of the Oliver Tambo Chair on a campus serving disadvantaged black communities assumes its full significance. It is the tangible expression of South Africa's aspirations and a reminder that respect for human rights must play a central role in building a better future for all.

The Oliver Tambo Chair, like most UNESCO Chairs, performs a variety of tasks – from setting an example to organizing courses and stimulating outreach activities – that can have a snowball effect throughout the country. It has already organized human rights workshops for senior training personnel from the police and the judiciary services; it has sponsored Human Rights Day events; it is establishing a resource and documentation centre and is networking with all twenty-one South African universities. It is helping the faculties in law, education, agriculture, science, economics, arts, social sciences and theology to appropriate human rights materials into their teaching curricula; and it is working with traditional leaders, youth groups, women and non-governmental organizations to raise awareness among local people about their rights and responsibilities.

The UNESCO Chairs programme and its complement UNITWIN are now a continent-wide reality. Chairs for human rights, peace and democracy exist in the following sub-Saharan countries: Benin, Cameroon, Ethiopia, Madagascar, Namibia and Senegal, and the network is growing.

UNESCO Chairs remind people what it is they are reaching for. By their presence and example, they give both the university and the broader community a leg up.



76

These are all different aspects of the fundamental freedoms upheld as human rights in the preamble to UNESCO'S constitution.

In co-operation with a wide range of partners in all its domains of competence, the Organization is helping to create an environment in which non-violence and participatory democracy may someday flourish. Here are some sample activities:

Human rights in every tongue: *The Universal Declaration of Human Rights* is being translated into six of South Africa's languages: Xhosa, northern Sotho/Pedi, Zulu, western Sotho, southern Sotho/Sesotho and Swazi/Swati. Others should follow.

Countries in review: As part of its contribution to the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004), UNESCO has carried out several country surveys on the status of human rights education. These include Kenya and the Gambia. UNESCO is co-operating with the Union inter-africaine des droits de l'homme for the organization in Burkina Faso of a regional conference on human rights education in Africa. Mozambique is the subject of an inter-agency study on *Employment and Sustainable Livelihoods*. The final report will recommend how best to co-ordinate

international support to this war-damaged nation. It will be followed by a workshop for national leaders and the donor community.

Blue ribbon support: Since December 1994, a twelve-member Advisory Committee on Education for Peace, Human Rights and Democracy has been acting at national and regional levels. Two of the distinguished members are from Mali and Morocco.

Civics at the local level: A number of projects focus on training and the production of educational materials suitable for people involved in local government and associations. In Cape Verde, the effort targets youth groups, civil servants, municipal workers, farmers and small businesses. In Ethiopia the programme will complement a national campaign to decentralize the administrative system and teach good citizenship. In Senegal, where decentralization is also underway, efforts will focus on local leaders, civil servants and non-governmental organizations. In the Democratic Republic of the Congo, national universities will begin to introduce a special curriculum to educate students about human rights and democracy. In Malawi, parliamentarians will sharpen their political, economic and communication skills and learn how to interact more effectively with their respective constituencies.

Vegetable gardens provide food and income.

Examples of African languages.

	ka	ks	ke
Vai (1849)	𐎎	𐎎𐎍	𐎎𐎍𐎎
(1962)	𐎎	𐎎𐎍	𐎎𐎍𐎎
Mende	𐎎	𐎎𐎍	𐎎𐎍𐎎
Loma	𐎎	𐎎𐎍	𐎎𐎍𐎎
Kpelle	𐎎	𐎎𐎍	𐎎𐎍𐎎
Bassa	𐎎	𐎎𐎍	𐎎𐎍𐎎
Bamum (1906)	𐎎	𐎎𐎍	𐎎𐎍𐎎
(1916)	𐎎	𐎎𐎍	𐎎𐎍𐎎
Oberi Okaimz	𐎎	𐎎𐎍	𐎎𐎍𐎎
Djuka	𐎎	𐎎𐎍	𐎎𐎍𐎎
Manding	𐎎	𐎎𐎍	𐎎𐎍𐎎
Wolof	𐎎	𐎎𐎍	𐎎𐎍𐎎
Fula Diia	𐎎	𐎎𐎍	𐎎𐎍𐎎



Entrepreneurial skills are encouraged.



Preparing meals is a social activity.

Other dimensions: International meetings are looking at social and cultural dimensions of democracy in Africa and especially the role of women in constructing democracy. CODESRIA, an African social science research council, is undertaking a major state-of-the-art assessment of African democracy.

After Beijing: As part of the follow-up to the 4th World Conference on Women, three high-level African women have been appointed to advise UNESCO and co-ordinate activities with the international follow-up committee for Audience Africa. The advisors come from the Congo, Cape Verde and the United Republic of Tanzania.

Refugee movements: Four countries with large populations of displaced persons – Kenya, Mozambique, South Africa and the United Republic of Tanzania – have created a network on 'forced migration' under the aegis of the UNITWIN Refugee Studies Programme at Oxford University.

Plugging in to power: Several of Africa's least-developed countries will serve as testing areas for the idea that the

sum is greater than its parts. Local communities will be invited to propose development activities in such areas as basic education, rural water supply, housing or



79

income generation. The process by which they arrive at consensus will be studied, as will the opportunities for matching these needs with partners in government, regional NGOs or international agencies. The results should demonstrate the power of joining forces for the achievement of common development goals.

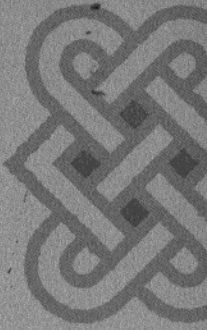
Spreading the word: Electronic information-sharing through electronic mail, database searches, CD-ROM archives, and the Internet's world wide web of networks are becoming increasingly common. Nevertheless, the electronic and telecommunication media have not displaced conventional publishing as a preferred means of exchanging information and research results. News about UNESCO-related activities or sub-Saharan Africa is available in such familiar outlets as the *International Social Science Journal*, *Nature and Resources*, *The MOST Newsletter*, *InfoMab* and *Connexion*, as well as a variety of on-line databases.

Keeping watch: The Great Lakes Region of central Africa, where Burundi, the Democratic Republic of the Congo and Rwanda converge, is like a cauldron boiling over. Genocide, economic and political crises and massive movements of refugees have combined to create an unstable and highly volatile social mix. Throughout the decade, press wars of hate, dissemination of false information and

Large refugee populations add to social instability.



78





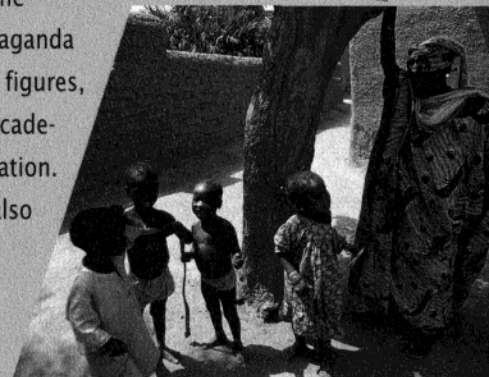
manipulation of the local populations have only worsened the climate of fear and tension. Since January 1996, however, in co-operation with Swiss authorities, UNESCO has been able to set up an Economic, Social and Political Observatory to monitor the regional situation and collect reliable information on what is happening here. The Observatory will provide a counterweight to propaganda machines and be available to journalists, political figures, aid agencies, humanitarian groups, researchers, academics and others interested in unbiased documentation. Uganda and the United Republic of Tanzania are also to be included.

View of Dakar, Senegal.

It's their future: young people and change

Young people are among the most innocent victims of the world's injustices. At the same time it is they who will inherit the legacies of misery and violence that characterize so much of the planet's ills on the eve of the 21st century. What can be done to rescue these young people from the wars

What kind of world will they inherit?



80

81

Getting cities involved

'Give cities a human face' was UNESCO's message to the United Nations Conference on Human Settlements - Habitat II - held in Istanbul, Turkey, during June 1996. Estimates show that in the year 2000, about 75 per cent of the population of the industrialized countries and 45 per cent of the population of developing countries will live in urban areas. Even in sub-Saharan Africa, where most of the population is still rural, the trend towards urbanization is striking. UNESCO is helping to implement the Habitat Global Plan of Action through each of its fields of competence. It has initiated programmes for renewable energies, vernacular architecture, drug-free living, conservation and rehabilitation of historic centres, risk reduction, street children, AIDS education, waste recycling, World Heritage Towns, improving the environment, and strengthening civic society through dialogue, training and the media.

A Mayors for Peace Prize has been established. It will honour municipal teams in each region of the world which improve living conditions, promote active citizenship and respect for cultural diversity, and generally encourage a sense of urban well-being. As we cross over into the 3rd millennium, it is the cities that are on the front line of action. Although they can breed poverty, disease, pollution, alienation and violence, they have also inspired many of the world's great civilizations. The very density and diversity of people found in urban culture is itself a source of creative energy and community identity. The time has come to develop this potential.



Pollution undermines health and well-being.

In Yeumbeul, small actions carry big weight

Like shanty towns the world over, Yeumbeul is an area that simply grew too fast for amenities to keep pace. What was once a quiet traditional village surrounded by farm plots in the center of a peninsula is now an extension of greater Dakar. Its 7000 households have few services: transport is far away, there are few schools and dispensaries, no individual water supplies, no provision for sewage or waste water disposal, and no garbage pickup in the teeming alleyways that make up the town center. Additional wells have been dug, but the water comes up green and foul, the result of contamination from organic matter and nitrates infiltrating the sandy soil. Lack of amenities has kept all industry and formal sector offices away from Yeumbeul, leaving the local population to survive as best they can in precarious informal-sector jobs which they themselves create. Large numbers of young people 'hang out' with little to do. They are vulnerable to delinquency, drugs, street violence and AIDS.

With a little help from its friends

Despite the hardships, most people in Yeumbeul are resourceful and determined. The community is a beehive of locally-initiated activities: market gardens, small crafts artisans, clean-up campaigns, construction of alternative classrooms for literacy training, water projects and cultural events like street theatre. All Yeumbeul needs to transform this energy into better surroundings and quality of life is a little help from its friends. Fortunately, the town has many friends.

Through its cross-sectoral project on 'Cities: Management of Social Transformation and the Environment', UNESCO is part of a concerted effort to help Yeumbeul. The joint programme includes social, cultural and scientific components, economic empowerment of women, development activities for youth, health education and water resource management. The project's starting point was a study of ground water contamination carried out by Dakar University. This was followed by an exercise to map out where water and sanitation facilities should be located to minimize pollution and health risks. Now UNESCO is working with ENDA, a Senegalese NGO, with youth associations, municipal authorities, womens' groups, the Union des Frères de Yeumbeul and other local actors to mobilize the whole community in self-help.

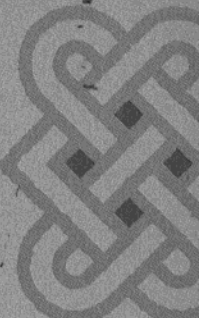
Social transformation may be painful, but the experience of Yeumbeul seems to suggest that even small actions, if based on community participation and partnership, can make a big impact for the better on people's lives.



and hatreds that rob them of childhood and serve as negative models of human behaviour? What can be done to lead them from war to peace, to encourage them to make positive choices in their lives? What can be done to tap the wonderful imagination and vitality of youth so that all may benefit from their creativity and energy?

These are questions which UNESCO is addressing. In sub-Saharan Africa, the region of the world with the largest percentage of young people under the age of 25, the questions are of critical importance. The future of the planet may depend on the ability of these youth to make the transition to a culture of peace in which respect for human lives and differences, for nature and for sustainable development will supplant the culture of conflict and intolerance. Listening to the young people of the world and giving them a chance to participate in building this uncertain world of the future are UNESCO priorities. Here are some examples of activities for youth in Africa:

☒ **Rowing together:** African river towns have friends in Italy. Under UNESCO's International Fund for the Development of Physical Education and Sports, the Italian river towns of Mira and Padua along the Brenta River have sponsored a series of rowing, biking and cultural events to



social



84

raise money to provide athletic facilities for their young friends in Africa. They were joined in Canada by the Thousand Islands Festival which contributed both money and humour to the twinning project by sponsoring a 'Formula 1 Duck Race' on the St Lawrence River outside Montreal. In this way, young men and women in the riverside cities of Bamako (Mali), Banjul (the Gambia) and Nyahuru (Kenya) are now assured the right to enjoy the same sports as their counterparts elsewhere.

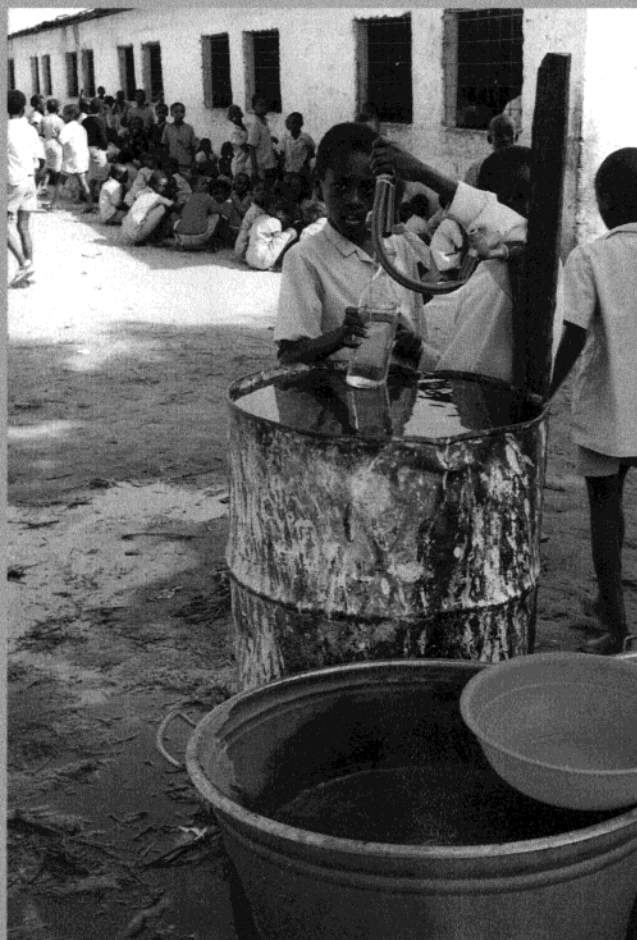
☒ **Trekking and tee-shirts:** Bush playing-fields need balls and goal posts too. Through international solidarity, youngsters in Angola, Burkina Faso, Burundi, Côte d'Ivoire, the Democratic Republic of the Congo, Ethiopia, Mali, Mauritania, Senegal and Zambia now know the joys of kicking a round ball between the posts at the end of the field or hooking a shot through the little string basket. Each year in February, the International Council for Military Sports (CISM) sponsors a hike up Mount Cameroon. Participants receive tee-shirts, balls, basketball nets, shoes and sports equipment.

☒ **Entrepreneurial zip:** In Mozambique, 'Empresa Joven' is targeting demobilized soldiers and young women

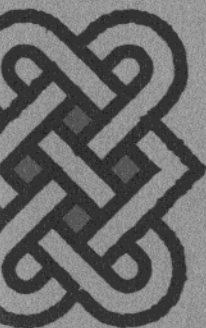
with vocational training in crafts and small trades. Successful reintegration of marginalized groups into civil society could have great impact on national development.

☒ **Junior Peace Olympics:** Organized for the first time in 1995, the UNESCO Peace Games bring together youngsters aged 10 to 18 for four days of friendly competition in spelling, choral singing and relay races. The 1996 games were held in Togo and included race batons sculpted with doves or wrapped with peace messages written by school-children from many countries and songs for peace.

Happy and healthy in Mozambique.



Waiting for the teacher in Gambia.



❑ **Living history:** Namibia may be Africa's youngest independent nation, but it is serious about preserving its historical sites. The Old Location Cemetery, just outside Windhoek, is the place where the independence struggle began in 1959 when the African population was driven out so as not to be 'too near' the houses of the whites. With support from UNESCO and the Namibian authorities, a volunteer youth work project is repairing damaged tombstones, planting trees and developing the site. For many of the volunteers, who came from Angola, South Africa, Zambia, Zimbabwe and Mozambique as well as Namibia, this was their first exposure to heritage issues in an inter-cultural setting. Experience shows that many of these young people may go on to leadership positions.

❑ **Computer literacy:** First the teachers, then the students and the local community will have the chance to hone their skills in a new computer lab in the town of Tshiame, South Africa. The pilot project is supported by UNESCO and Shell.

❑ **Travel is broadening:** Travel grants administered each year through the Co-ordinating Committee for International Voluntary Service (CCIVS), allow youth leaders to share experiences with partner organizations in other countries. During 1996, a



87

teacher from Sierra Leone travelled to Kenya, Uganda and the United Republic of Tanzania, and a young woman from Togo visited Senegal and Mali to learn more about cultural exchanges.

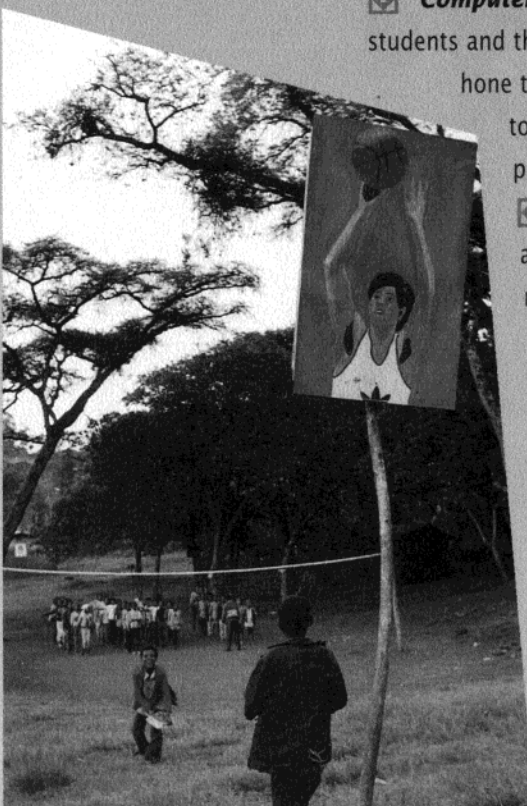
❑ **Waste not, want not:** Mali, Togo and Guinea have each hosted regional workshops to train leaders from the ministries in how to develop youth-oriented projects in basic education, health and quality of life. One successful activity engages young people in a community effort to collect and recycle waste and grow vegetables for market.

❑ **National policies:** At their request, Ethiopia, Eritrea, Mozambique and São Tomé and Príncipe have all received technical assistance to help them develop country-wide policies for youth physical education.

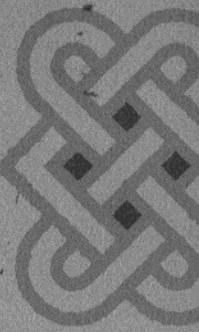
❑ **Ten ideas:** Since 1995, young people all over the world have been invited to celebrate International Day for Tolerance. The Associated Schools Project (ASP), UNESCO Clubs, municipal organizations and the media are each doing their part to develop special events to make everyone more aware of the importance of tolerance and non-violence in building a better world. Projects range from the creation of stories, songs, posters and photographs to pen-pal campaigns and community debate.

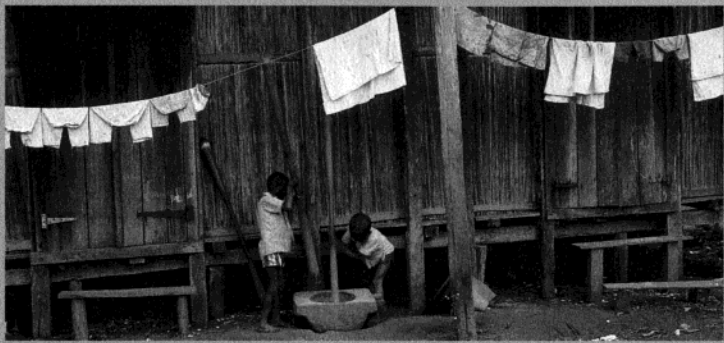
❑ **Bulletin board:** 'Afrique jeunesse' is the name chosen for the first African regional network of

86



Sports encourage team spirit.





88

INFOYOUTH. The network will exchange information about training opportunities and jobs for young people.

☒ **Value added:** With little formal education and few technical skills, many of Zimbabwe's youth are totally marginalized. A programme combining technical skills and simple business management training hopes to improve their chances for employment.

☒ **Tuning in to young voices:** With the aim of opening up a channel to young people and increasing their participation in decisions concerning social development, the international community has set up 'Rounding the Cape: tune in to the young on the eve of the third millennium'. So far, eight African states have mobilized: Benin, Burkina Faso, Cameroon, Cape Verde, Ethiopia, Kenya, Mali and Mozambique. The data they collect on the attitudes and aspirations of youth will be part of a worldwide survey.

Philosophy and ethics: many questions, few answers

By promoting international co-operation and fostering a climate of mutual respect, understanding and non-violence in each field of competence, UNESCO strives to prevent violent conflict and to build a world-wide culture of peace. Yet even as human rights and democracy are acknowledged as universal principles, there is no single model for achieving



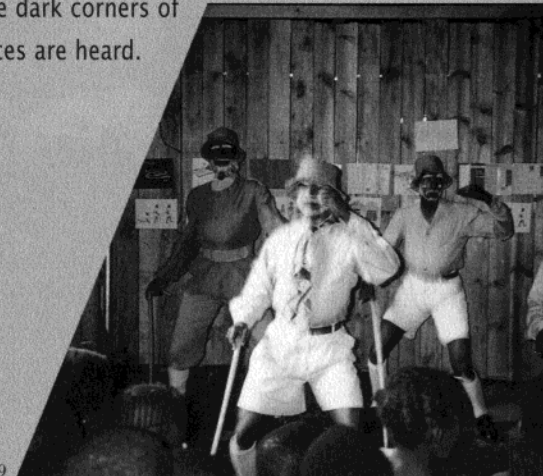
them. As with development, it is up to each society to define its own path forward in the light of values, cultural traditions, aspirations and needs specific unto itself.

Some of the most perplexing ethical and philosophical questions have been raised by recent advances in the life sciences, biotechnology and medicine, especially with regard to genetic engineering and protection of the human genome. An International Bioethics Committee established in 1993 is now exploring the issues from ethical, cultural and judicial perspectives. Eight of the sixty members come from Africa, of whom five are from the sub-Saharan countries of Benin, Gabon, Mali, Senegal and South Africa. Since 1995, a series of meetings with the World Health Organization (WHO), the Organization of African Unity (OAU) and UNESCO have been held in Cameroon to set an African agenda. Three priorities have been identified: to develop normative standards and legislation concerning bioethical issues; to develop public information and educational materials and to encourage the formation of national bioethics committees. The second International Bioethics Days were celebrated in Yaoundé in February 1997.

UNESCO's task is to encourage international debate on these complex issues, thus illuminating the dark corners of human existence and ensuring that all voices are heard.

Respect and cooperation are first learned at home.

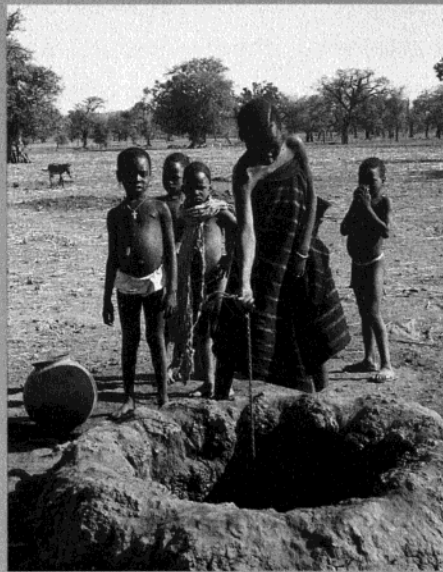
Dressed as colonials, the Zanalewa dancers use humour to teach a young audience about HIV-AIDS prevention.



89



Water is life.



90

*Water is women's
responsibility.*

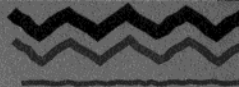
Water, well-being and tradition in the western Sahara

91

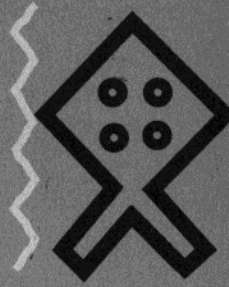


For nearly 800 years, caravans and traders, plying between Mediterranean ports and the southern edge of the Sahara Desert, have passed through the oasis towns of Ouadane, Chinguetti, Tichitt and Oualata. Gold, cloth, salt, dates and saddlery were among the items exchanged. With their earnings, the traders established Koranic libraries and fine stone mosques to mark the major cross-roads in the barren landscape of jumbled rock, cliff-edged mesas and wind-driven dunes.

These settlements once rated as some of Islam's holiest cities, and in present day Mauritania they are still venerated. Their narrow rows of patio houses clustered around a central mosque are living testimony to the existence of a refined urban community. But they were not isolated. Like the goods that were traded, ideas, institutions and different cultural practices were also transported along these ancient routes. The oasis towns drew their life blood from this contact and exchange with the nomad populations of the western Sahara. Today, however, beset by drought, economic decline and environmental changes, Ouadane is dying. The oasis is being swallowed up by the sands and has shrunk by half during the last decade. Without a regular water supply, without a livelihood, Ouadane's menfolk have headed north to work in the mines or have emigrated to the cities, leaving the women behind.



58





Splish, splash!

92

In 1981, when UNESCO launched its campaign to save the 'ksours' of Mauritania, its focus was mainly cultural and architectural. Today the priority is to tackle the root of the problem rather than its consequences – and the approach is integrated. The endeavour brings together UNESCO, the Mauritanian National Foundation for the Safeguard of Ancient Cities (F.N.S.V.A.) and backing from German development authorities. The aim is to supply enough water to revive production and trade, and with these to recapture people's pride in their heritage. The driving force is the women of Ouadane.

Building on tradition

Through co-operatives, the women are already active in farming, crafts production, education and running the existing water supply system. They are well organized in providing for their families' needs. The pilot project is installing a drill and pumps that can go deeper than the town's traditional wells. This should make it possible to increase both the volume and regularity of the water supply. Traditional wells dry up when rain is scarce, which affects both irrigation and drinking water. They are also easily contaminated by human and animal sources. The new system, to be managed collectively by the women, will improve sanitation and provide more efficient ways to irrigate the palm groves. With a network of canals and reservoirs and a reliable supply of water, Ouadane's agriculture could flourish again. Dates will continue to be the main crop, while vegetable gardens and a special wheat called *achilal* which can be harvested twice a year might help diversify the economy. The women are also eager to expand into tourism.

An improved water supply could help revive Mauritania's oasis towns.



93

They are receiving training in hotel management and small businesses as part of the project package.

If Ouadane succeeds, Chinguetti, Tichitt and Oualata may follow suit. The caravan routes are unlikely to return, but thanks to water, solidarity and pride in a unique heritage, the oases of Mauritania are discovering that the link between past, present and future is just a crossroads away.

Taking pride in one's home and surroundings.



94



59

REAFFIRMING THE VALUES WITHIN

*He who rejects his traditions
may find himself being deceived
by other traditions.*

Wolof proverb

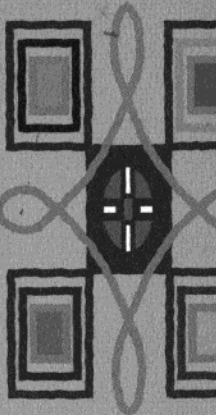


95

The commitment

- ☐ To preserve, safeguard and revitalize the world's cultural and natural heritage
- ☐ To promote creativity in every domain of human development

60



Cult

From the inside out

Since its foundation, UNESCO has recognized that education, science, the social sciences and communication are interconnected facets of culture. Each has its own potential for helping to build a world of peace through international co-operation, intercultural dialogue and creative activity. Each is useful and relevant, each capable of unlocking secrets and resources or revealing some truth about the human spirit. For human beings are complex creatures who both shape and are shaped by the myriad cultures, languages, values, traditions and circumstances found across the planet. For this reason, development requires an interdisciplinary approach that respects the specific social and cultural contexts in which human beings live and act.

In other words, development is a cultural process. It cannot be imposed from outside, but must be generated from within, according to the values and identity of each people. There are many models of development – as there are of democracy – and they vary according to time and circumstance. UNESCO's role is to promote respect for this great diversity of cultural values and cultural expressions in the world, for diversity is a treasure. In sub-Saharan Africa, cultural diversity, like bio-

logical diversity, is one of the region's greatest riches. It is the result of Africa's long history, and the potential source of inspiration and guidance for Africa's development in the 21st century.

The World Decade for Culture and Development: a new appreciation of diversity

The World Decade for Cultural Development (1988-1997) was launched by UNESCO and the United Nations with the principal objective of promoting cultural awareness and fostering a deeper understanding of the relationship between culture and development. What has become abundantly clear is the extent to which various development initiatives have failed because they did not take into account the social context, cultural values and practices that define human

Cultural diversity is one of Africa's greatest riches.



existence in different societies.

The decision to celebrate a World Day for Cultural Development on 21 May every year, linked to a specific theme, has helped to focus debate throughout the Decade. Numerous studies have been commissioned and workshops and seminars have taken place in many countries, including the Central African Republic, Malawi, Senegal, Swaziland, Togo, Zambia and Zimbabwe. Topics have highlighted the cultural dimensions of education and work, the environment, agriculture, gender, health, technology, management and the process of development itself. Of the ninety project proposals submitted, some fifty were given financial support. They address the full range of concerns reflected in the *Final Report of Audience Africa*. Some examples:

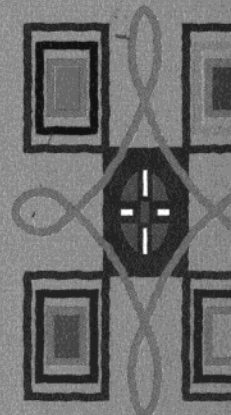
Cultural networking: With the setting-up of the Southern

African Cultural Information System (SACIS), it will be possible to build a region-wide network of cultural resources to benefit all the countries of southern Africa. A data-base on African handicrafts (SIAO), another held by the Institut des peuples noir (IPN) in Ouagadougou and various national information services will now be linked within a single computerized data-bank.

Cultural industries: By stimulating the development of indigenous handicrafts, audiovisual media such as radio and television, textbook production and cultural enterprises generally, Africa could become a major player in the global market-place. Pan-African festivals of arts and culture, international book fairs like the one held in Harare in 1996, the Ouagadougou international film festival – are all helping to stimulate awareness of Africa's unique cultural identity and its ability to compete in the bigger markets – provided that countries join forces.

Cultural awareness: The African Itinerant College for Culture and Development is an ambitious interagency programme to encourage development with an African soul. Through emphasis on culturally-sensitive approaches to sustainable development, it will strengthen local capacity for designing and implementing programmes that take full account of social and cultural dimensions in their planning. The College is based in the UN Institute for

Like Timbuktu, its sister to the north, Djenné (Mali) has been a centre of trade and learning since the 13th century.



CULTURE

Economic Development and Planning (IDEP) in Dakar, and is currently organizing a series of seminars in Douala (for journalists), Kampala (on culture and population), Addis Ababa (on development planning), and Yaoundé (on teaching modules). Chairs in the field of Culture and Development are being established in Senegal and Cameroon.

Cultural tourism: How to develop a tourism industry that is economically viable yet also environmentally friendly and respectful of cultural traditions and heritage – these are some the questions being addressed by a regional group on cultural tourism. São Tomé and Príncipe is looking at ways to integrate its rich architectural heritage, traditional lifestyle, varied landscape and seaside location into a national tourism strategy. Mali would like its local communities to participate as both caretakers of special sites and economic beneficiaries of tourism. In both countries, preliminary studies suggest that communications and hospitality infrastructures will need upgrading, that security and environmental safeguards should be reinforced, and that training for guides, villagers and tourism personnel should be completed before any campaigns begin. Following its national study, Mali hosted a regional seminar to exchange ideas with other interested countries.



Tourism offers new outlets for traditional crafts.

A beautiful carved door in Dogon country, Mali.

Attending were:
Burkina Faso, Côte
d'Ivoire, Ghana, Tunisia,
the Niger, Senegal, the
United Republic of
Tanzania, Tunisia, and
Zimbabwe.





100

Preparing an exhibition.

Moving culture to centre stage

In its report, entitled Our Creative Diversity, the Independent World Commission on Culture and Development has moved culture onto centre stage. The Commission has defined development as the enlargement of human choices and opportunities, not just as having access to goods and services. It sees cultures as different ways of living together. You cannot have one without the other, for culture is what gives meaning to life, a source of change and energy, and it provides the social basis for development. Implicit in this view is the right of individuals and societies to define their own needs and aspirations, and to be able to make their own choices. Thus cultural diversity is an asset because diversity provides the raw material from which human beings can shape their future.

An international agenda

Having been asked to develop policy-oriented results, the Commission has put forth a wealth of recommendations in the ten analytical chapters of its report published in 1996. It also proposed an International Agenda and a call to action. A summary of the ten actions is presented below.

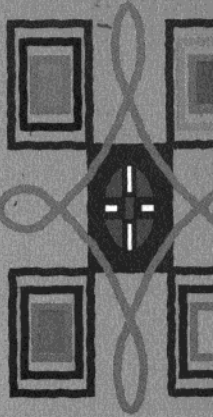
▶ Create a regular report on world culture and development issues across the world, *based on hard data and new initiatives;*

BEGINNINGS

'All of our recommendations should be seen as a series of beginnings, not as a series of ends.'

Javier Pérez de Cuéllar, President,
World Commission on Culture and Development

- ▶ Prepare new culturally sensitive development strategies *that preserve and enrich cultural values and heritage, rather than destroying them;*
- ▶ Mobilize an international corps of cultural heritage volunteers *to help bridge the gap between means and ends in safeguarding the shared world heritage;*
- ▶ Make gender equality a worldwide reality *by strengthening women's participation in all fields, particularly culture;*
- ▶ Promote competition, access and diversity of expression among the media, *to ensure that many voices and many points of view will be heard;*
- ▶ Encourage discussion and reflection among media professionals *on such questions as violence and pornography in games, video, television and other media;*
- ▶ Give cultural rights the same protection as human rights – *for journalists, artists, teachers, scholars and members of religious and minority ethnic groups;*
- ▶ Establish a global standard of ethics *based on principles of democracy, transparency, accountability and human rights;*
- ▶ Develop a people-centred United Nations, *one that ensures the widest possible participation of civil society, if possible through a UN World People's Assembly;*
- ▶ Rediscover a human vision for the 21st century, *by holding a Global Summit on Culture and Development that would bring together heads of government as well as eminent thinkers, cultural leaders and artists.*



CULTURE

Monolithic church at Lalibela, Ethiopia.



101

Our common heritage: unity through cultural and biological diversity

Culture is now defined as the total human environment in which human beings live and function. It includes the man-made but also the natural world, the tangible but also the intangible universe of music, dance and stories; it includes behaviour patterns, value systems and beliefs; it looks as much to the present and future as it does to the past. To safeguard this wealth of cultural diversity and resources is one of UNESCO's principal missions.

The World Heritage Convention was established by UNESCO in 1972 to provide an instrument for international co-operation. Its most original feature is in giving equal treatment to cultural and natural properties. In this way it reminds us of the ways in which people interact with nature and of the fundamental need to preserve the balance between the two. The Convention identifies those monuments and sites deemed to be of 'outstanding universal interest and value' and therefore worthy of inclusion on a single World Heritage List.

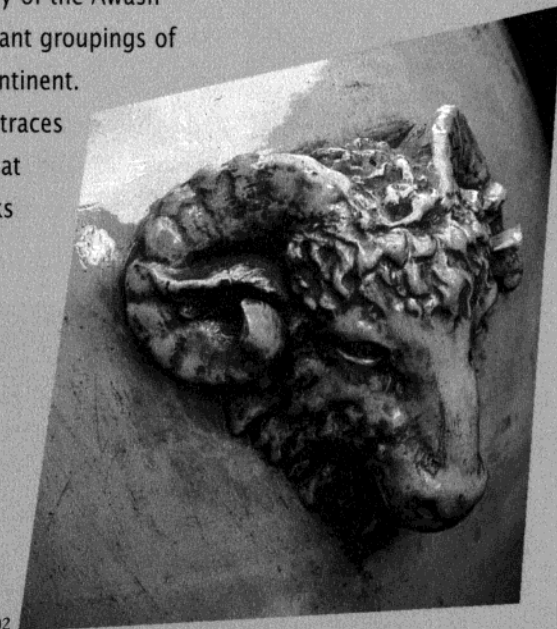
As of April 1997, a total of seventy properties were inscribed for Africa, of which fifty-one sites are located in countries covered in this brochure. This number reflects but

a part of the great richness and diversity of African history and culture. A new and broadened definition of cultural landscape has encouraged recognition of many more sites where sacred tradition, spiritual values, symbolic power and economic institutions converge as living culture. In Africa such merging of past and present is a striking feature of many heritage properties. Here are some examples drawn from different categories, with their date of inscription.

Dense forest in Cameroon: The Dja Faunal Reserve (1978) is one of the largest and best protected humid forests in Africa. Almost completely surrounded by the Dja River, which forms its natural boundary, the reserve is noted for its biodiversity and a wide variety of primates.

Rock-hewn churches, obelisks and archaeology in Ethiopia: In a mountainous region in the heart of the country are the eleven medieval monolithic rock-hewn churches of Lalibela (1978). This 13th-century 'New Jerusalem' was carved out of rock near a traditional village with circular dwellings. The Lower Valley of the Awash (1980) contains one of the most important groupings of palaeontological sites on the African continent. Evidence points to some of the earliest traces of human existence. The massive ruins at Aksum (1980) are dominated by obelisks and enormous stelae. The Kingdom of

Ram's head from the royal palace of Abomey, Benin.



102

Photo opportunity!

Aksum became the equal of Persia, Byzantium and China after its founding in the 1st century AD. It was Christianized during the 4th century and has been a centre of religious influence to the present day.

Military architecture in Ghana: A series of forts and castles built along the Atlantic coast from Senegal to Benin are witness to European ambition for control of the seas and the lucrative West African markets. The fortified trading posts in Ghana (1979), founded between 1482 and 1786, are the remains of the great trading routes established by the Portuguese all over the world during their era of maritime exploration.

Evolutionary tales in Malawi: Against a mountainous backdrop, the clear, deep waters of Lake Malawi contain many hundreds of species of fish, nearly all endemic. For the study of evolution, Lake Malawi National Park (1984) ranks with the Galapagos Islands and its populations of finches.

Lemurs and limestone in Madagascar: Tsingy de Bernaraha Strict Nature Reserve (1990) is made up of surprising landscapes of limestone peaks and needles, the spectacular canyon of the Nanambolo River, uplands and rolling hills. The undisturbed forests, lakes and mangrove swamps are the habitat for rare and endangered lemurs and birds.



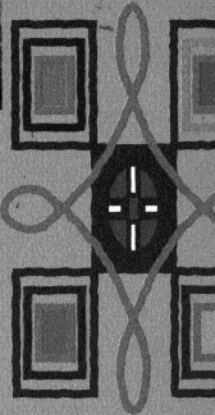
105

Architecture and landscape in Mali: The Cliff of Bandiagara (1989), home of the Dogon people since the 13th century, is at present the only 'mixed' World Heritage site in Africa recognized for both its outstanding natural and cultural value. Protected by the high cliffs, the Dogon houses, granaries, altars and *togu na* meeting place form an architectural entity that seem in perfect harmony with their environment and a traditional world view.

Tortoises and giant seeds in the Seychelles: The isolated Aldabra Atoll (1982), a group of four coral islands surrounded by a coral reef, is a refuge for 152,000 giant tortoises, the world's largest population of this reptile. On the small island of Praslin is the Vallée de Mai Nature Reserve (1983) which shelters the vestiges of a nearly undisturbed natural palm forest. The famous *coco de mer* palm bears the largest seed in the plant kingdom.

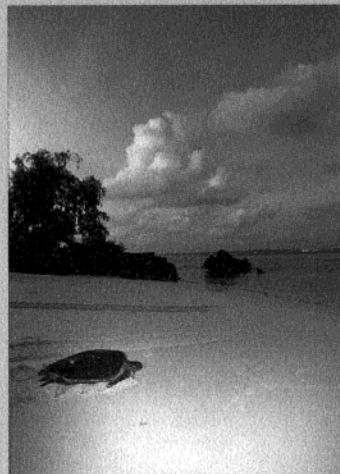
Volcanos and wildebeests in the United Republic of Tanzania: Serengeti National Park (1981), with its 1.5 million hectares of savannah and immense herds of animals, is one of the most impressive parks in the world. Kilimanjaro National Park (1987) is on the slopes of Africa's highest mountain. The volcanic peak, just short of 6000 metres high, is always snow covered and stands in splendid isolation above the surrounding plain.

66



CULTURE

Islands like the Seychelles are vulnerable to climate change and the effects of unplanned development.



103



104

The tortoises of Aldabra are a protected species.



106

Whitewater in Zambia/Zimbabwe: Victoria Falls (1989) ranks among the world's most spectacular waterfalls.

Located on the border between two countries, the Zambesi River, more than two kilometres wide, plunges over the edge of a series of dark volcanic rock gorges before disappearing. A rainbow-hued mist is visible more than 20 kilometres away.

Trade routes and legends in Zimbabwe: The ruins of Great Zimbabwe (1986) are a unique testimony to the Bantu civilization of the Shona which flourished between the 11th and 15th centuries. Much earlier, according to legend, this may have been the Old Testament capital of the Queen of Sheba. Khami Ruins National Monument (1986) was founded during the 16th century.

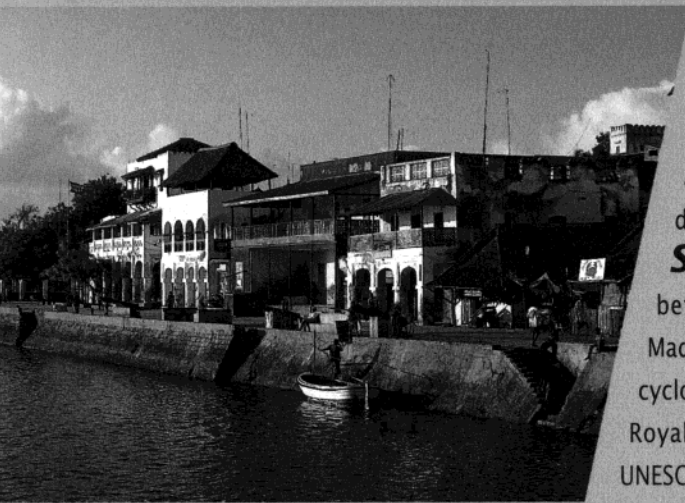
Archaeological finds have revealed its importance as a centre of trade with China and Europe.

Danger signals and emergencies

Natural disasters and armed conflict pose equal threats to some World Heritage sites.

The World Heritage Centre, established at UNESCO in 1992 to promote the implementation of the Convention for the Protection of the World Cultural and Natural Heritage, is also responsible for monitoring the condition of inscribed properties. When threats from deterioration, natural disasters, armed conflict or development projects are deemed serious enough to warrant special intervention, the site is placed on the List of World Heritage in Danger. Technical help, training and emergency aid can be provided as needed.

At present, seven African sites are listed as endangered. The most recent addition is Virunga National Park (1979) near Goma in the eastern Democratic Republic of the Congo where rebel forces, poachers and refugees have been slaughtering animals and deforesting an area covering 78 square kilometres. The park, which shares borders with Rwanda and Uganda, is also home to one of the last surviving populations of mountain gorillas. Another critical site involves Simien Mountain National Park (1978) in Ethiopia. This spectacular region of jagged mountain peaks, deep valleys and sharp precipices is under increasing environmental stress. Pressure from cultivation, livestock grazing and wood- and grass-cutting have combined with fragile soils and massive erosion to degrade both the landscape and its



107

Buildings along the waterfront of Lamu reveal the distinctive architecture of Swahili culture found in Kenya and Tanzania.

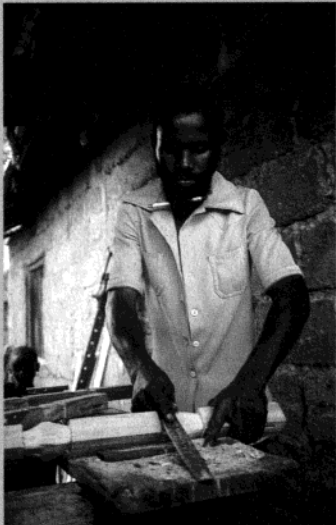
resources. Concerned partners are working with local authorities to develop a management plan for sustainable development.

Sometimes there is no warning before disaster strikes. In Madagascar, for instance, first a cyclone and then a fire struck the Royal Palace in Antananarivo. UNESCO intervened immediately to evaluate the damage and mount a

restoration campaign. Technical assistance was provided by ICCROM, the International Council on Conservation and Restoration of Monuments. The World Heritage Division coordinates any emergency response.

When armed conflicts occur, UNESCO appeals to all parties to respect the principles of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict, which is the only world-wide agreement of its kind. Cultural property may be threatened for other reasons as well. Art-world trends, the marketplace, open borders and political insecurity increasingly take their toll through the pillaging of sites and the illicit traffic of objects. These are matters of particular concern to African countries, which

108



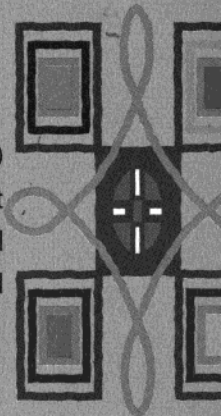
Local artisans are trained in preserving cultural heritage.

often lack the resources to protect their heritage. The 1970 UNESCO Convention on the Means of Prohibiting the Illicit Import, Export and Transfer of Ownership of Cultural Property was designed to bring international attention and pressures to bear in the matter of cultural theft.

Developing a critical mass of expertise

A number of important African workshops have been organized by the International Council on Museums (ICOM), to raise awareness of the issues involved: the United Republic of Tanzania (1993), Mali (1994) and the Democratic Republic of the Congo (1996). In each case, the meetings brought together museum personnel, customs officials and police, lawyers, journalists, teachers and curators for foreign African collections, who discussed both national concerns and measures for international co-operation in restricting illicit traffic. ICOM and UNESCO have since published a book entitled *100 Lost Objects: the Pillage of African Art*. As a result, many objects have been traced and returned, including the valuable Sakalava statuette from Madagascar, and a Bété statuette taken from the National Museum of Abidjan in Côte d'Ivoire.

Training museum personnel and developing technical competence is a priority in sub-Saharan Africa. The special



A Dogon village (Mali) carved in the cliff and descending to the valley floor.

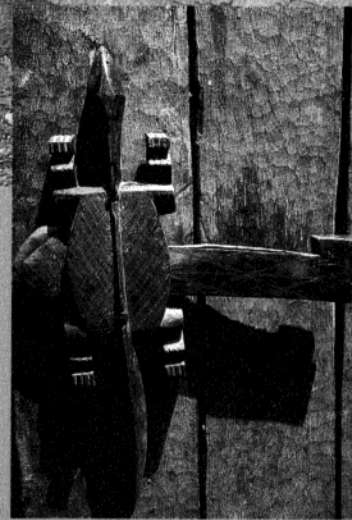
courses for technicians, curators and restorers (PREMA) organized by the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) have been encouraged by UNESCO's Cultural Heritage Division since 1986. The long-term goal of the operation, the first of its kind in sub-Saharan Africa, is to form a network of African professionals who will ensure the training needed to preserve their own cultural heritage. For this reason, PREMA courses have been consistently decentralized since 1993.

The museum in Jos, Nigeria, is now a regional centre of museum studies that serves all the English-speaking countries of Africa. A course in Madagascar brought together participants from the Comoros, Réunion, and the Seychelles in a common effort to centralize documentation about all the museums in the region. The University of Malawi, with support from UNESCO and the International Federation of Landscape Architects (IFLA), has now created a regional training centre for landscape gardeners.

Other projects may be related to specific sites of cultural importance. Where possible, the projects begin with an inventory of traditional crafts and building techniques, so that these may be integrated into any restoration efforts. Cultural practices are also observed. Among those countries benefiting are Senegal, Benin, Ethiopia, Lesotho, Mali,

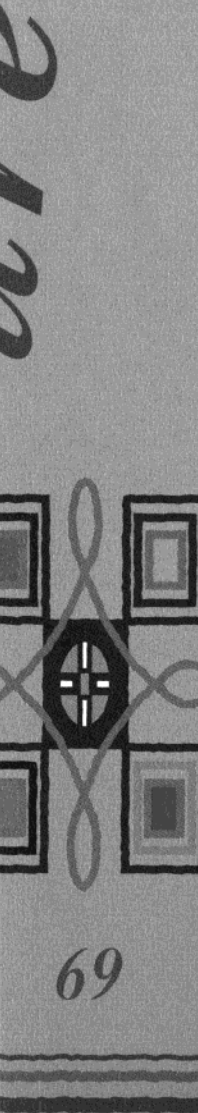


109



110

Many stolen artefacts end up in European markets.



Mauritania, Senegal, the United Republic of Tanzania (Zanzibar), and Zimbabwe. Eritrea, a new nation that achieved its independence in 1993, is struggling to establish a cultural heritage policy and plan of action.

Intangible heritage: our living memory

*'In Africa, when an old man dies,
a library disappears.'*

Amadou Hâmpaté Ba

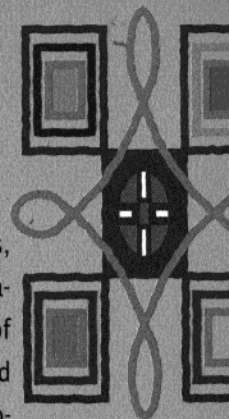
Just as genetic diversity is the basis for evolution in nature, allowing each plant and animal to find its niche in the planetary scheme of things, so cultural diversity is a fabulous human resource, allowing individuals and communities to develop their potential through creative adaptation and innovation. The most obvious expression of cultural diversity is language, for every human language is a precious reservoir of knowledge and relationships that encompasses a worldview. Communication by language is the human being's defining characteristic.

*In Africa, oral tradition is generally
more important than material culture.
Here, a storyteller.*

The spoken word

In Africa there are thousands of languages and dialects, each one with its own structure, vocabulary, imagery, narrative power and music. But as change accelerates, many of these are dying out or have vanished already. Concerned about this loss, UNESCO launched its first ten-year programme to study oral traditions and linguistic culture in Africa in 1972. The goal was to inventory and record as many languages as possible. Out of this emerged a number of pioneering institutions: the Ahmed Baba Centre of Timbuktu for the collection of manuscripts from the Sahel; and sub-regional centres on oral tradition and African languages in Niamey, Yaoundé and Zanzibar.

At the same time, UNESCO created its book series on *Introduction to African Culture* and developed a project to publish rural newspapers in local languages. More recently it has helped create software that allows any characters from the African Reference Alphabet to be reproduced by computer. In 1995 it published an *Atlas of the World's Languages in Danger of Disappearing*, which includes many African tongues. Many small languages are under pressure from large neighbouring languages, from lingua franca or official languages. The recent debates on bilingual education, literacy and multi-ethnic societies are a direct result of



*A red-billed
hornbill.*



112

concern about what happens to cultural identities and minority rights if languages are allowed to die. In March 1997, Zimbabwe hosted an intergovernmental conference to examine African languages in a multi-lingual context.

The chanted word

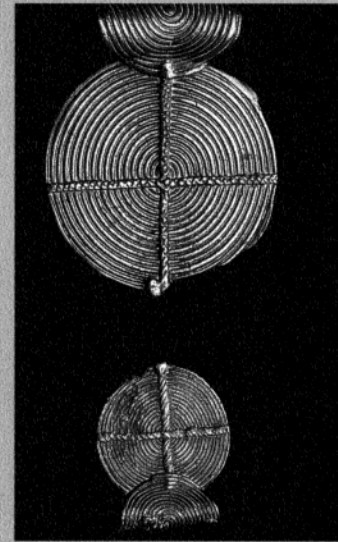
Just as important as the oral tradition in Africa is the continent's musical heritage. Music, dance, gestural rituals and narrative forms specific to life's important events are part of each society's collective memory. They accompany people through life, they transmit the experience and knowledge of one generation to the next, and they bind communities together through time and space. With the advent of modern communications technology and inexpensive audio-visual media, young people all over the world have discovered that traditional music is a rich source of inspiration and pleasure. Even in remote areas, cassettes can be as ubiquitous as blue jeans. The market for traditional performances 'enhanced' by high-tech studio back-up, and for hybrid music in which jazz, rap and different popular traditions are woven together, is a global phenomenon.

UNESCO's recorded collections of the traditional music of the world have received numerous prizes. Some seventy-five titles have appeared, including the reissuing of old vinyl

records as compact disks. Among the offerings are nine disks of traditional African music: ceremonial music from the Bariba and Somba people of Benin; Baka pygmy music from Cameroon; Baoulé vocal improvisation from Côte d'Ivoire; funerary chants from the Senoufo-Fodonon of Côte d'Ivoire; flute melodies from the nomadic Peuls and Fulani of the Niger and northern Benin; songs accompanied by lyre and gourds from the Blue Nile province of the Sudan; and Aka pygmy rhythms and Banda polyphonic music from the Central African Republic. Music from Malawi is in preparation.

The written word

Many of the same criteria used to identify cultural monuments also serve the written word. Books, journals and electronic media are just another kind of cultural landscape.



114

*Evidence of early
metalworking.*

An artist in his studio.



113

CONNECTIONS

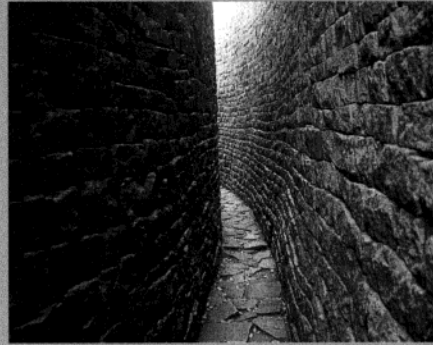
In a world that is changing so rapidly, where societies are transformed overnight and the future is increasingly uncertain, it is hard for people to find meaning and continuity in their lives. In such times, how to bring the young and old together? How to bridge the space between past and present, so that time is compressed? How to build a future that is rooted in the inspirational soil of shared experience? This is the role of culture and heritage.

The restoration and safeguarding of heritage helps people appreciate the value and resourcefulness of the human imagination. Each site, each culture may have its own specificity, yet each reflects those universal needs and aspirations that define the human condition. To participate in a heritage project is to connect with the past, to discover or affirm a cultural identity, and to feel part of the great chain of humanity.

The recent emphasis on living culture – cultural practices and artifacts seen in their social context – has opened up some exciting new avenues of cultural development. The projects not only involve local people, religious leaders and traditional artisans in the restoration effort, but actually depend on local support to achieve heritage goals. Here are three different examples of projects based on participatory approaches and the incorporation of traditional wisdom.

Zanzibar. Stretching along the shores of the Indian Ocean in East Africa are the Swahili peoples, who have integrated many Indian and

Arab architectural and cultural features into their own traditions. Written records trace their origins to the 1st century AD, but trade reached its peak in the 15th century. Nonetheless, the great Swahili towns of Mogadiscio, Lamu, Mombasa, Dar es Salaam and Zanzibar are still inhabited. In the Stone Town of Zanzibar, UNESCO has been working with local authorities, ICCROM and the Aga Khan Trust for Culture (AKTC) to restore the Old Customs House and establish it as a Centre for Building Conservation. A corps of local artisan-entrepreneurs skilled in traditional building crafts has been learning about modern restoration techniques, construction management and small business administration. With their



Detail of the inner walls.

Souvenir vendor placed strategically before the massive wall of a fort built by the Portuguese.

An artist's imagined reconstruction of the site known as Great Zimbabwe, probably built by Bantu peoples in the early 12th century.



116

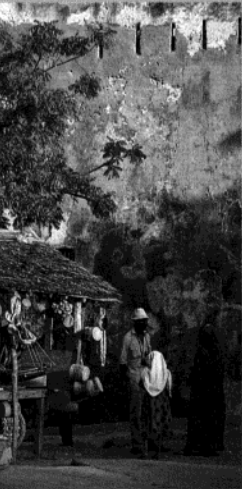
blending of old and new knowledge, they provide a foundation for Zanzibar's new capacity to solve its own problems of urban development and conservation.

Timbuktu. Towards the end of the 11th century, Tuareg herders discovered a small oasis on the north bank of the Niger River (Mali) and set up camp there. Strategically located to catch river traffic and the passing salt caravans, Timbuktu developed rapidly. The earliest mosque, the Djingareyber, was built in 1327 by an Andalusian architect named El Saheli. By the 15th century, possessed of the prestigious Koranic University of Sankore and numerous medersas and mosques, the town had become one of Islam's intellectual and spiritual capitals. Today, however, Timbuktu's three great mosques are threatened: sand, poor drainage and limited resources have taken their toll. The good news is that community support for the mosques is alive and well. With the assistance of UNESCO's heritage experts, the masons, the guardians of the mosques, the imams and other local leaders devised a plan that combined traditional know-how and modern expertise. Using local materials, they redesigned the gargoyle drain spouts, reinforced the walls and set up a programme of preventive maintenance. Even the women, who traditionally have no role in maintaining the mosques, were asked to plant trees around the structures and to tend them. This is the meaning of living heritage.

Abomey. From the 17th century until the French arrived in 1892, Abomey was the capital of the powerful kingdom of Danxome (Dahomey), known today as Benin. Of the twelve palaces, only two survive with their structures intact. The others have been seriously damaged or restored. Nevertheless, the people of Abomey continue to celebrate the memory of their kings with ceremonies inside the palaces. The court artisans still make bas-reliefs depicting royal deeds, sew their crests on tapestries and paint voodoo images on the temples. Clearly, these fragile adobe structures are not monuments to a lost past, but living social spaces and a gift to the present generation. International recognition of this social dimension has provided the people of

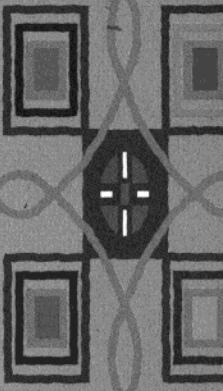
Benin with a new appreciation of their past and with fresh motivation to preserve their living heritage.

117



115

72



CULTURE



An exuberant mural painted as an expression of gratitude.

118

They may document an intellectual voyage, stimulate debate, foster creativity and scholarship, or channel curiosity about the world into new domains of learning. Like face to face encounters, they too enrich our experience, they too bring us closer together. Here are some of UNESCO's publishing activities:

Chapter and verse: Somali proverbs into English; African poetry translated into French from Swahili, Hausa, Yoruba, Wolof, pidgin English, and Afrikaans; Shakespeare into Urdu; a Mandinka hunter's tale into English and Aristotle into Arabic – these are just a few of the offerings covered by the UNESCO Collection of Representative Works. Founded in 1948 to bring the world literary heritage to readers in many languages, it now includes more than 800 titles translated from 70 languages.

Bestsellers: British crime writer Agatha Christie tops the list as the world's most translated author. Among children's book authors, Jules Verne takes the prize for 2206 translations since 1979. The Bible has been translated 2517 times during the same period. Among countries, Germany gets a 'first' for having published the greatest number of 'foreign' books – nearly 100,000 since 1979, followed by Russia (80,000), Spain (75,000) and France (50,000). These and similar nuggets of information can all be found in Unesco's international bibliography of transla-

tions, *Index Translationum*, updated annually and available on CD-ROM.

Bound memory: The 8-volume *General History of Africa*, now nearing completion, may be one of UNESCO's – and Africa's – crowning achievements, the result of thirty years of international co-operation and scholarship. It has spawned a series of more specialized studies as well as setting the example for other large-scale regional histories covering Latin America, Central Asia, the Caribbean and Islamic culture.

Reading matters: Encouraging the reading habit is a priority in sub-Saharan Africa. The Science for Africa Project is working to develop local scientific publishing capacity able to meet the needs of young readers.

Dance, music and linguistic diversity are part of Africa's intangible heritage.



119

Carpet from Burkina Faso.

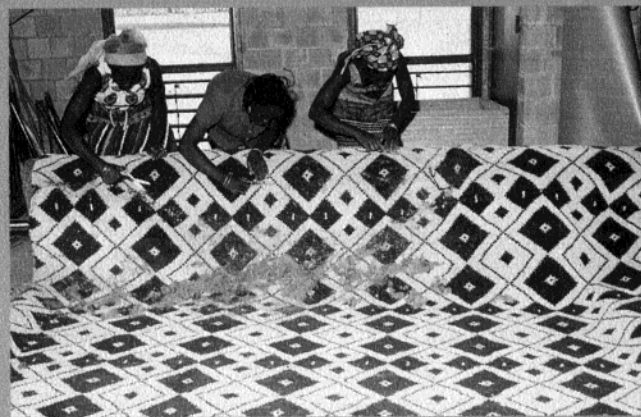
Workshops for writers, illustrators and publishers are being organized in English, French and Portuguese by the African Publishers' Network, the Finnish Government, the Canadian Government, the Council for the Promotion of Children's Science Publications in Africa (CHISCI) and UNESCO offices in Harare and Luanda. Participating countries include Angola, Benin, Kenya, Mali, Mozambique, South Africa and Zimbabwe. The project is part of a broader effort to encourage national policies that promote co-publication partnerships, general reading, libraries and publishing enterprises.

Copycats beware: Creation and copyright may be two faces of the same coin, but in many countries there is no tradition of either promoting or protecting intellectual and artistic output. However, in the face of increased competition and global markets, African countries are eager to learn how to protect their home-grown creators and

All the colours and diversity of Africa in a single gathering.



120

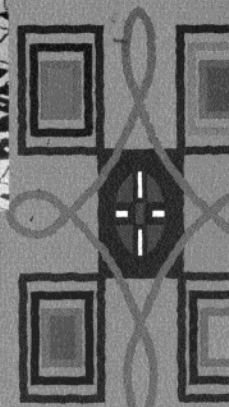


creations. A manual for teaching about copyright at the university level is being distributed, and workshops are being organized to raise awareness among such key players as journalists, translators, librarians, media professionals, audio-visual producers, artists and graphic designers. UNESCO's quarterly journal, *Copyright Bulletin*, is distributed in English, French, Russian and Spanish editions.

People-centred development

All human beings and societies have creative ability. By restoring people to the centre stage of development, UNESCO reaffirms its faith in cultural identity and social values as the basis of change towards a better world. Africa's greatest resource is its cultural diversity. This treasure must be cherished and preserved. At the same time, culture is a never-ending process of change and adaptation and renewal. By finding the right balance between tradition and change, Africa will succeed in defining a future in which cultural differences are a source of common purpose.

121



Joining hands

'In our souls we must stress that World Heritage belongs to us, not to say it, but to do it, not just today but for the next years and even centuries. This is our responsibility as a young generation.'

Ramesh Tripath, 15 years old, Kathmandu, Nepal

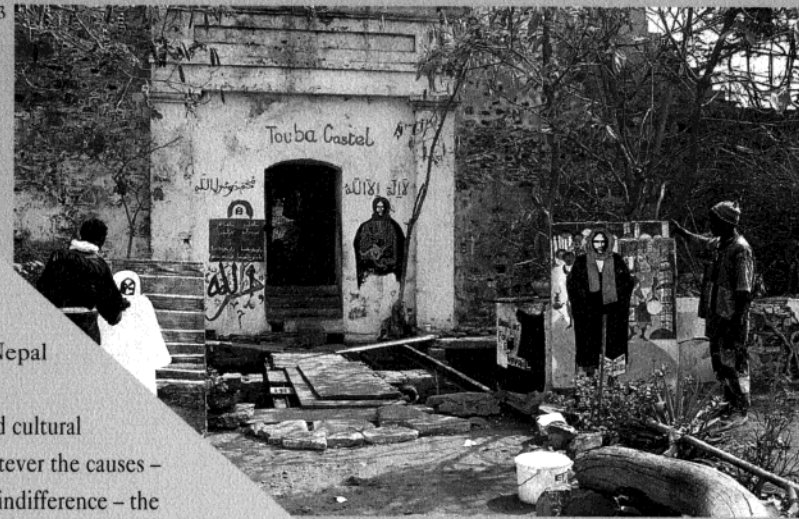
Species are threatened; buildings and landscapes are deteriorating; and cultural traditions, some of them thousands of years old, are dying out. Whatever the causes – time, war, pollution, mass tourism, uncontrolled development or indifference – the world is losing its diversity and its heritage.

The world may be indifferent, but young people like Ramesh are not. They are concerned for the Earth's future and want to do something positive about it. A new project is tapping this youthful energy and idealism. Through the UNESCO Associated Schools Project (ASP), a network of more than 3800 schools in 131 countries devoted to intercultural understanding, students will begin to learn about world heritage in their classrooms. With the enthusiastic support of innovative teachers in 25 test countries, an interactive education kit is being developed. Heritage issues will be integrated into the secondary curriculum so that students see their relevance to history, geography, science and social studies.

Also through ASP, the first World Heritage Youth Forum was organized in Norway in 1995. Hundreds of young people and teachers from different countries came together to share ideas, express their concerns about the future, and learn about each others' traditions and values. Heritage questions were on the agenda. Since then, one regional forum has been held in Croatia (May 1996) and another in Zimbabwe (September 1996), with more to come.

The involvement of young people in the preservation of cultural and natural heritage creates a link between past and future. In this way, young and old join hands for a better world.

The heritage includes landscapes and environmental features.



Getting ready for business.

Roads, crossroads and convergences

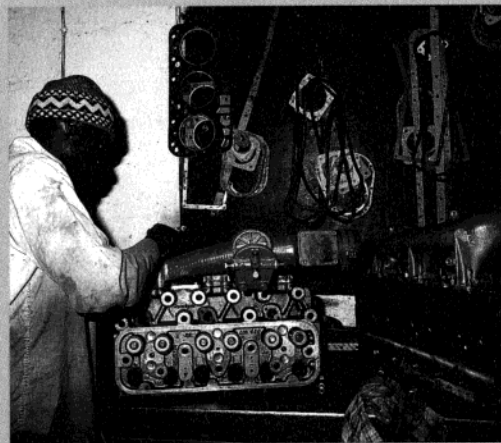
Cultural identity, like culture itself, is a kaleidoscope of changing colours and shapes. What intrigues is the process of change and interaction, the subtle ways that people and societies are influenced by their exposure to other cultures and practices. UNESCO has adopted the symbol of 'roads' and 'encounters' as the basis for a whole series of activities highlighting the significance of the movement of people, ideas, values and goods in the process of intercultural dialogue and exchange. Often when people of different backgrounds mingle, they create a new and enriched hybrid culture.

In Africa south of the Sahara, two projects are of special interest: the 'Iron Roads of Africa' which traces the impact of smelting and metal-working technologies on African societies beginning in ancient times; and the 'Slave Route' which, barbaric as it was, altered the course of history and laid the foundation for new civilizations in the Caribbean and the Americas.

*The garage mechanic
has replaced the camel driver.*

Iron Roads

Scholars now believe that iron-working was invented independently in Africa, not brought in from Asia Minor. The Taruga mine in Nigeria was probably first exploited as early as 2500 BC, and archaeological digs in the Niger reveal smelting activity dating from the same time. Takrur, a Senegal River Valley state from the 3rd to the 8th centuries, was founded by a dynasty of blacksmiths whose power was built on their control of iron. And there were also the Sosso, whose most famous blacksmith king, Soumaouro Kante, dominated Mandé in what was 13th century Mali. Although Africa's iron production has declined since the 15th century, when new technologies fired the European industrial revolution, most African soci-



125



124

*Two-and four-wheeled vehicles are
the transport of choice for most young Africans.*

eties have continued to revere the iron-men among them.

The UNESCO project, which is coordinated by an international scientific committee consisting of African and international scholars and the Organization of African Unity (OAU), expects to promote interdisciplinary research and build awareness of this endogenous technology. Activities include:

Preparation of inventories of disappearing metallurgy techniques.

Bibliographies of research in technology, extraction, refining and manufacture of agricultural implements.

Educational programmes for schools and the media. Support for institutional networks that promote African culture and history.

In rural Africa, the local forge continues to serve community needs and play an important economic and cultural role. The blacksmith still recycles, makes and repairs most basic equipment. Such a valuable resource could provide an alternative to expensive imported technology, and be one that would grow from Africa's own traditions.



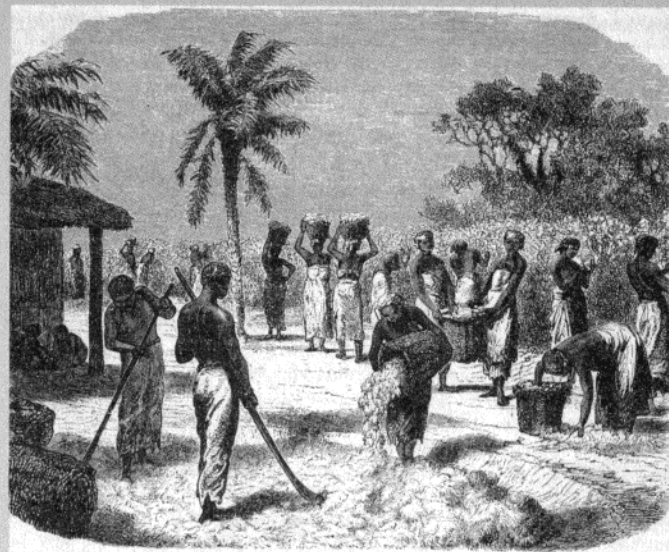
The Slave Route

To illuminate the dark recesses of human history; to break the silence and keep the memory alive; to begin a dialogue that opens the way to intercultural understanding and equality: these are the reasons that UNESCO launched its Slave Route project in 1994.

The project seeks to analyse the roots of slavery and to shed light on the human interactions and institutional impact of this commerce in human beings. Slavery was Africa's 'Holocaust', yet the collective memory of this terrible experience contains the seeds of Africa's present mobilization in favour of development, peace and the establishment of democratic rule and societies based on tolerance. Nor should one underestimate the profound effect of the African diaspora on Europe and the New World. The contributions include liberation politics, civil rights movements, religion, music and great cultural vitality. Africa's resilience and diversity are everywhere evident in the range of activities and research spawned by the Slave Route project. Some examples:

- ✘ **Oral traditions and the slave trade:** An intercultural seminar to mount a world research effort based on oral accounts of slavery in Africa, the Americas and the Caribbean.
- ✘ **Visiting is believing:** Promotion and restoration of sites, monuments and intangible heritage linked to slave trade history in Angola, Benin, the Central African Republic, the Congo, the Gambia, Ghana, Guinea, Malawi, Mozambique, Nigeria, the United Republic of Tanzania, Senegal and Sierra Leone.
- ✘ **Documenting memory:** Establishment of 'places of remembrance' associated with a specific architecture found on the three continents.
- ✘ **Inventories and archives:** Production of documentary films, heritage inventories and research publications.

Old print showing slaves farming in Brazil.



- ✘ **Involving the young:** Participation by the Scouts and UNESCO Club members in work crews to restore the Gorée Island World Heritage site in Senegal. During their visits they planted trees, repaired a retaining wall along the seafront, rehabilitated a music kiosk in the middle of the public forum and learned about the importance of heritage and environment conservation.
- ✘ **Language tales:** Comparative studies of Creole languages in the African diaspora, such as Kwyyol, Sranan Tonga, Jamaica Talk, Papiamentu and others.

Roads and crossroads are appropriate metaphors for intercultural dialogue. They allow people to travel, to change directions and to broaden their horizons. In these projects, UNESCO pays tribute to the encounters and convergences that are our common history.



126

Throughout Africa the blacksmith is a revered figure.

PROJECTING THE VOICE WITHIN

'The role of communication in the development process is to make people conscious of the reality of their situation and make them aware that they have the power to change their social realities. It assumes that people are equal, that they have a right to knowledge and culture, and that they can criticize their situation and act on it. . . .'

Ed Moyo, Director-General, Zimbabwe Broadcasting Corporation

The commitment

- ☐ To extend the principle of 'free flow' to all forms of information and expression
- ☐ To develop the infrastructures and the human resources needed to adapt and manage the concepts, institutions and technologies associated with modern communications and information systems in democratic societies



The power to change

If modern communication technologies are put to work on behalf of education, science, culture and development in Africa, their capacity may help to transform the continent. At the same time, these tools are like a two-edged sword, for they have the power to destroy as well as to create. Today, as Africans aspire to greater equity, democratic participation and self-reliance in their daily lives, it is more necessary than ever that the technological revolution be accompanied by respect for press freedom, media independence and pluralism. The foundations must be in place if Africa is to leapfrog into the 21st century in a climate of security and trust.

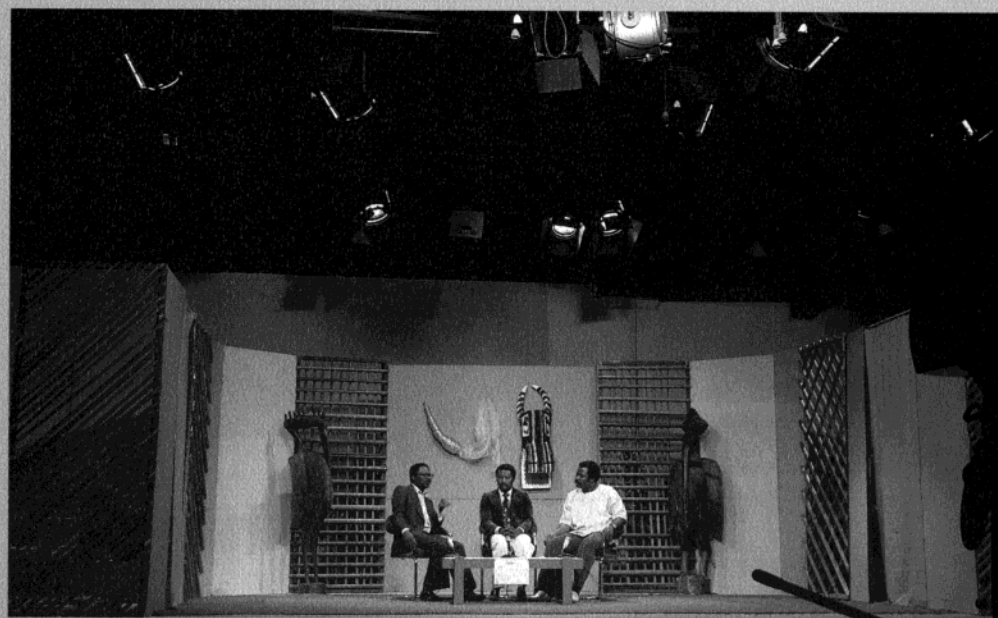
UNESCO's role in assisting African countries to meet their needs in communication is based on the new communication strategy adopted by the General Conference in October-November 1989. The strategy calls upon UNESCO to work for the development of free, independent and pluralist media in both the private and public sectors. It urges the Organization and its Member States to facilitate and guarantee for journalists the freedom to report and to have the fullest possible access to information, and to ensure that

public and private media in the developing countries are provided with the conditions necessary to consolidate their independence. UNESCO contributes by reinforcing communication infrastructures and by helping to upgrade and strengthen the professional skills and knowledge of those who work in or manage media institutions. In doing so, it works in close collaboration with a number of donor countries and funding institutions as well as with regional and international professional organizations involved or interested in communication development in Africa.

What are some typical actions?

Good news: About forty national news agencies have been strengthened in their capacity to deliver professional, high-quality reporting through regional news agency

The market for African television is growing.



Opening doors to new markets

A number of actions are designed to encourage the production and marketing of audio-visual products 'made in Africa'. The continent must become competitive in the global marketplace if it is not to be left behind, and it must develop regional strategies for pooling resources so as to reduce costs and take advantage of certain economies of scale.

A modern post-production unit was inaugurated in Cotonou, Benin, in April 1995 by the International Council of French-Speaking Radio and Television (CIRTEF) and UNESCO. The unit will ensure a sophisticated quality of sound and images that conforms to standards prevailing in industrialized countries. This should open doors to international television audiences for African producers whose production facilities were not up to par.

The first series, broadcast to viewers in Africa, Europe and North America, devoted eight 30-minute films to *Traditional Habitat in Africa*. Audiences discovered the three medieval cities of Ouadane, Chinguetti and Oualata in Mauritania, the Dogon people of Mali, the lakeside village of Ganvie in Benin, the Bourounsi settlements in Burkina Faso, cave dwellings in Tunisia, three sister cities of Mopti, Djenné and Timbuktu in Mali, Morocco's mountain villages and Cameroon traditional dwellings. The next series features traditional living conditions in Benin, Cameroon, Chad, the Congo, and Côte d'Ivoire, Gabon and the Niger.

Building capacity in radio and television production is a complex affair. It takes time to develop the writing, editing, broadcasting, and production skills needed to put programmes together, and it requires similar patience to build expertise in management, finance and marketing. But through projects like these, Africa is opening the door to its own future.

development projects: WANAD in West Africa, SEANAD in Southern and East Africa and CANAD in Central Africa. The programmes included training for journalists, editors and managers, as well as installation of modern information and communications technology.

Strength through solidarity: Workshops on democracy, economic survival and the independent press have led to the creation of an Eastern Africa Media Institute. This professional association, including members from Ethiopia, Kenya, Madagascar, Mauritius, Seychelles, the United Republic of Tanzania and Uganda, will work to protect journalists from political pressures, and will provide special training for women. The Media Institute of Southern Africa offers practical workshops on desktop publishing and news-room management, while at the same time it serves as a watchdog protecting journalists' rights.

129



Communication
through pictures.



130



131

Street children sharing a comic book.

20-year-old Berlinda Sturman who broadcasts over Katutura Community Radio. UNESCO donated equipment, the BBC lent technical assistance, and young volunteers are receiving on-the-job training from guest producers and broadcasters. The station is determined to become self-sustaining and to contribute both to community development and media pluralism.

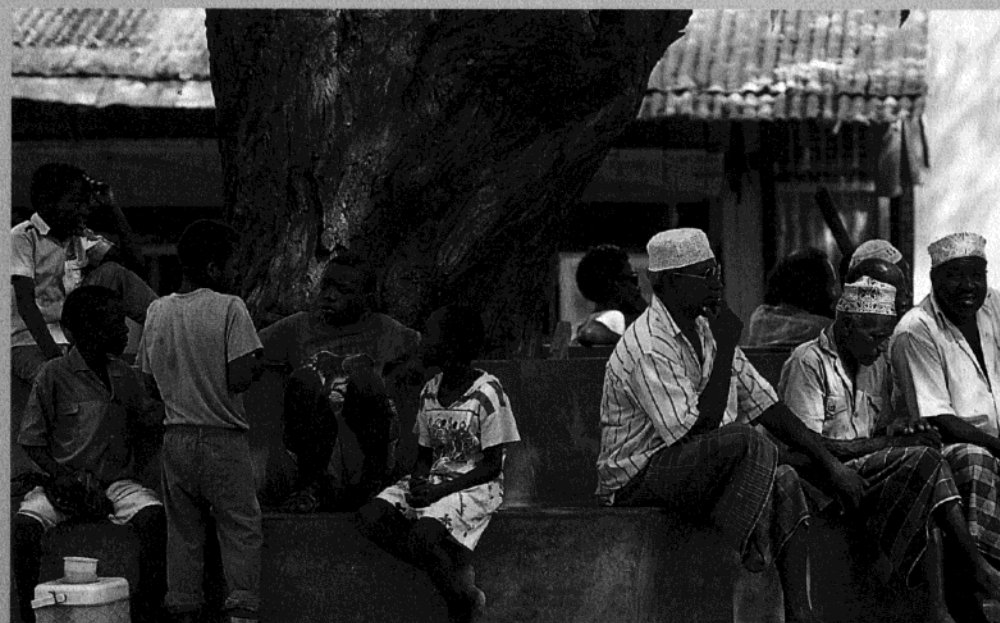
Gender dimensions: Radio production workshops hosted by the Mauritius College of the Air are focusing on women's issues and training needs in the region.

From the ground up: In Ethiopia, UNESCO is involved in building a mass media training centre. Practicing journalists will be reoriented for nation-building in the context of civil governance and media pluralism; new recruits will receive basic training in radio and television production, or specialized training for work as sound and picture technicians.

Under the tree, where stories are told and re-told.

Ex cathedra: The network of UNESCO Chairs in Communication (ORBICOM) has been extended to Burkina Faso and Côte d'Ivoire. At the same time, the curriculum for training communication practitioners in Africa is being updated to include sections on human rights, ethics, democratic governance, tolerance, rural communication and managing independent media. Proposals to establish two high-level regional training institutions – one for English-speaking African countries, the other for French-language countries – are in preparation.

Good morning Katutura: Each day, the young people of Katutura and Khomasdal, two townships north of Windhoek, Namibia, are greeted by the smooth voice of



132



133

Walls offer space for news and advertising.

Self-expression through movement and gesture.

Tools, technology, training: getting up to speed

The International Programme for Development of Communication (IPDC) has been entrusted since 1993 with responsibility for a regional project to develop an independent and pluralistic press in Africa. To date, more than one hundred journalists and publishers, including thirty-three women from twenty-two countries of Central and West Africa, have received advanced training. Topics range from creating and managing a newspaper, professional ethics, improving photographic and editorial reporting, forming professional associations, legal considerations and distribution to marketing and new technologies.

Other projects proposed or underway include:

© **Reference help:** *A Legal Guide for the African Press* is being prepared to help interested professional organizations and regulatory bodies develop coherent legislation and a code of

ethics. An *Entrepreneurs' Guide* will provide future publishers with all the information needed to establish a newspaper as a commercial business venture and plan for its expansion.

© **Where does all the money go?** Extremely high printing and distribution costs and difficulties collecting money for copies sold are among the major problems dogging the African press. The IPDC will conduct feasibility studies to see if publishers should perhaps manage their own distribution companies as a possible solution. The pilot projects concern: Burkina Faso, the Comoros, Cameroon and Mali.

© **Equipment needed:** Sustaining a publishing activity



134

Broadcasting for peace

In Africa, radio is the principal means of mass communication. In the 1950s, the number of sets was estimated at 360,000; by the 1990s, the number had grown to over 100 million. For people in remote areas or those living in conflict zones, radio may be the only link with the outside world. Because it reaches the unreached, and because public or state-owned stations often cover the entire geographic area of a country, radio is the natural medium for promoting a culture of peace in tandem with development.

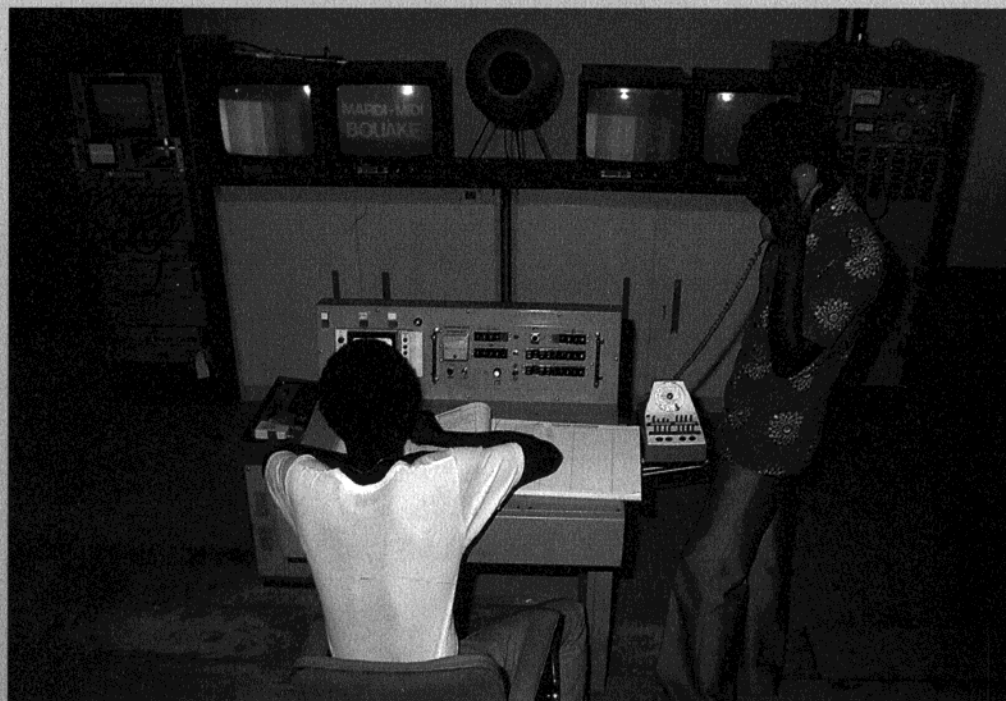
UNESCO is the lead agency for the UN System-wide Special Initiative on Africa, 'Communications for Peace-building'. The project will stress training of local media professionals, provision of technical services, development of infrastructure and local capacity in twelve target countries. And it will oversee the production and broadcasting of programmes that encourage tolerance, respect for human rights and other behaviour conducive to democratic processes and peace.

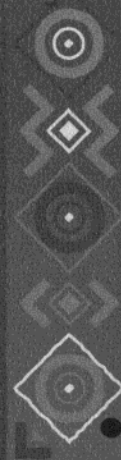
These activities are an extension of media projects already in place in Burundi, Mozambique, South Africa and Rwanda. UNESCO will build on this experience to increase access to reliable information on issues of critical importance and to broaden the range of opinions that are aired.

Radio is a powerful agent for change.

presupposes access to equipment and knowledge of how to use it. Four countries will receive computer equipment, photographic materials, and training in operation and maintenance: the Central African Republic, Cape Verde, Guinea-Bissau and Togo. Institutes for the continuing education of journalists will be established in Cape Verde, Mali, Sierra Leone and Togo.

© **Entrepreneurial women:** An enterprising group of women in Mali is getting a boost in establishing their own newspaper. In Cameroon, the IPDC made it possible to





136

House decoration.

*Practice makes perfect:
democratic discourse must
be learned.*

establish a pilot publishing centre just for women publishers.

© **The view from abroad:** The government of Israel, together with the IPDC, is offering advanced-level courses for African journalists who wish to learn how to manage a publishing business.

© **Better and cheaper:** The Zimbabwe Mobile Cinema Unit, which screens films to rural audiences, and the Zimbabwe Film Project, will get help switching to the less expensive medium of video; and Radio Malawi's newsroom is to be computerized.

Giving people a voice

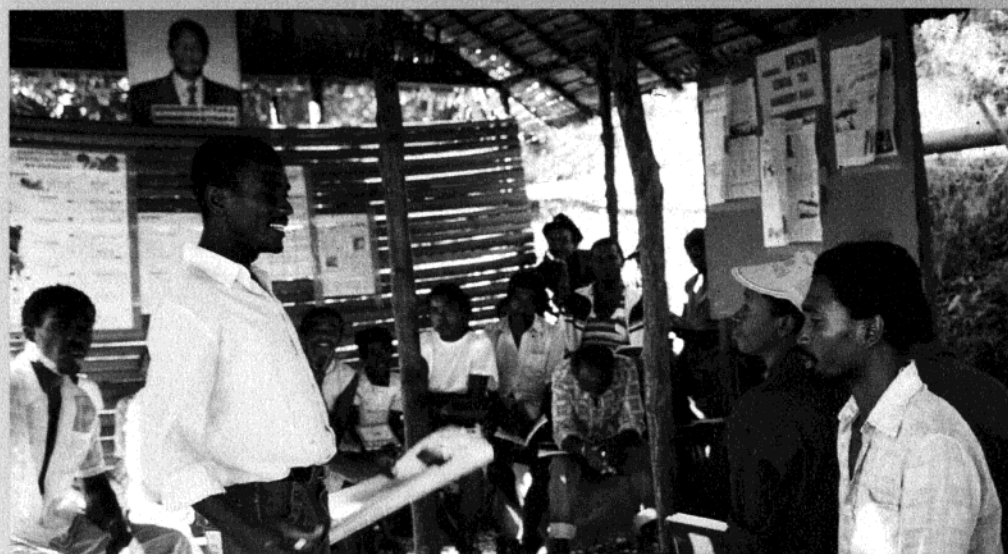
The desire of African people to have a greater say about their lives and preoccupations goes back a long time. As early as 1979 the Kenyan Government had established the Kenya Rural Press Project with assistance from the Federal Republic of Germany and UNESCO. Eleven rural newspapers

were created. Through these grass-roots institutions, local people in rural communities found a voice for their concerns about health, education and culture, and were able to participate directly in the national development effort.

In the United Republic of Tanzania, UNESCO helped nine villages to implement the Community Media for Rural Development Project between 1987 and 1993. The project promoted the role of information in rural development and set up a community-based system of modern communication. This was managed by the villagers themselves.

In Uganda, community radio was selected as the best means to enable rural populations to participate in socio-economic development. With UNESCO's help, a development plan for Uganda National Radio has been formulated. The purchase of FM radio relay transmitters will permit six disadvantaged rural communities to broadcast and receive information related to development issues.

In Cape Verde, Cameroon and Malawi, a series of rural radio stations is being set up to be managed by women for women. Programmes will provide practical advice on health, child care, agriculture, vocational training, job opportunities and the role of women in the implementation of local development actions. In addition to providing an outlet for women's voices, the project will develop media skills in rural areas.



137



Highways, by-ways and the Web: virtually anything goes

The new information technologies hold great promise for sub-Saharan Africa. They can cover enormous distances at little cost and would permit even the most isolated individuals and groups to participate in 'virtual communities' of education, science and culture anywhere in the world. Opportunities for accessing and sharing information through the Internet are tremendous, while satellite transmission of words and images opens up new worlds in education, training, intercultural understanding, research and marketing. These same communication technologies also



138

create many new professions – in computer fields and multimedia – or new adaptations of traditional professions such as those of archivist, librarian, data processor and documentalist.

In co-operation with African countries and partner organizations, UNESCO has mounted a multi-pronged effort to advise on policies that will benefit everyone through inclusive approaches to cultural industries, the media and electronic networking. Many of these strategies are an extension of work begun by the General Information Programme (PGI) and the Intergovernmental Informatics Programme (IIP). They now continue in a new technological context and are targeted to the priority needs of Africa. What are some of the activities that will help steer Africa onto the information highway?

On-line learning in Portuguese: A computer-based package, complete with CD-ROM, user's manual, teachers' notes and Internet-like pages accessed with a World Wide Web browser will initiate students in basic communications and multimedia. The six-year project covers Angola, Cape Verde, Guinea Bissau, Mozambique and São Tomé and Príncipe.

Vocational guinea pigs: Selected schools in Malawi are testing new methodologies for introducing computer technologies into technical and vocational education. Teachers,



Today's libraries provide both books and electronic information.



People like cities because they are culturally diverse.

The market potential for African-produced cultural products is enormous.

administrators and policy-makers are also involved in the pilot project.

Nodes for networking: The IIP Regional Informatics Network for Africa (RINAF) project, initiated in 1992, has created nuclei of regional connectivity and competence based on five centres: Algeria, Kenya, Nigeria, Senegal and Zambia. Thus far, the Italian government has trained nineteen specialists in ten African countries to use Internet services. The next stage will link thirteen additional countries.

Know what you need: An integrated approach to planning, development and use of telematics services in the public sector is being promoted in a pilot project in Ghana. The project requires a survey of demand, national policy recommendations, setting up of a users' association and a national demonstration and training centre. It is supported by the International Telecommunication Union (ITU), the United Nations Development Programme (UNDP) and UNESCO.

Try the library: How can public libraries be made more responsive to community needs and serve as multi-purpose community information and communication



141

centres? Pilot projects in Benin, Mali, Mozambique, the United Republic of Tanzania and Uganda will help establish centres that provide library services, information support for literacy campaigns, basic and non-formal education and information on government programmes – as well as tele-services such as phone, fax and Internet access.

Links for teachers: Teachers at training colleges in twenty African countries could soon be linked via Internet. Zimbabwe is the lead country and is testing the ability of electronic networking to encourage discussion, promote educational reform, help teachers share educational materials and learn about the new information technologies.

Support in high places: Close co-operation among the United Nations Economic Commission for Africa (ECA), the ITU, the International Development Research Centre (IDRC) of Canada and UNESCO has resulted in the African Networking Initiative (ANI). The first ANI activity was the landmark African Regional Symposium on Telematics for Development (Addis Ababa, April 1995) which was attended by two hundred participants from thirty-nine African countries and twenty development organizations. A number of top-level meetings have followed, and in May 1996 the regional African Information Society Initiative

Sandwich board advertising gets the message across.



140



(AISI) was launched with other United Nations Agencies. Their common concern is the potential role of information, communication and knowledge in accelerating development in Africa, and they have targeted decision makers in all sectors, including telecommunications, economic development, law, health, education, trade, tourism, environment and transport.

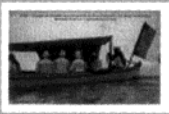
Dusting off the archives: The Portuguese-speaking countries are to benefit from a major housekeeping effort for their national archives. New legislation will be devised and plans drawn up for modernizing archive structures and storage.

Conclusion

Creating an independent and pluralistic press, training women and men to develop communication skills, encouraging communities and individuals to speak out on issues important to them and building institutions that tolerate free expression – these are the ways that UNESCO is working with African partners to help the continent regain its voice. But once regained, only Africa can project that voice with the vigour and confidence needed to be heard in the years ahead.



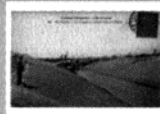
Greetings from...



Pictures of markets, jungles, women in starched head-dresses, steam engines, uniformed schoolchildren, herb vendors, missionaries, festivals, group portraits, forts, tribal chiefs, caravans, river transport, and 'great white hunters' in pith helmet and knee socks. These are just a few of the treasures found on a CD-ROM presenting 3000 old picture postcards of West Africa, 1890 to 1960.

The idea to collect the cards belongs to a French association called 'Images and Memories'. Its members have combed attics, old trunks, flea markets, catalogues, photo archives, family correspondence and travellers' records in search of African postcards. As serious collectors, they have applied the same rigorous methods to these images as to any other kind of archive, and the result is stunning. Now they want to restore the images to their point of origin, so that Africans may become aware of the richness and diversity of this overlooked record of their past, and may add to it.

'Old Picture Postcards of West Africa' is a contribution to UNESCO's Memory of the World programme, which safeguards and promotes the reconstitution of endangered documentary heritage. In this way, today's technologies ensure that cultural memory is accessible to anyone and can be transmitted to future generations.



Towards peace... one step

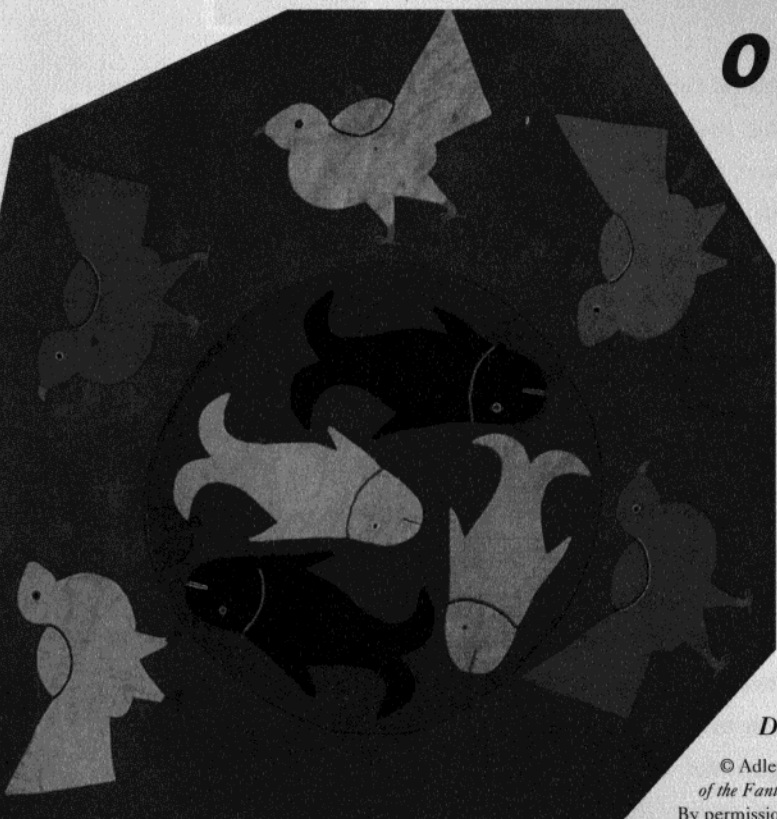
at a time

'Haba na haba hujaza kibaba'

(Little by little fills the grain store)

Kiswahili proverb

together. Each of these actions is but a 'small step', yet added together they define the path the journey will take. A journey of hope. A journey towards peace. The first step in the process of reconciliation and reconstruction is to establish a dialogue and restore confidence. Participation should be broadly based, all voices should be heard, and all actors in the drama – whatever their past affiliations or differences – should be fully committed to salving the wounds of war with the balm of peace. The individual programmes and priorities vary from country to country, according to cultural tradition and circumstance, but the ground rules and general approaches outlined above are common to all.

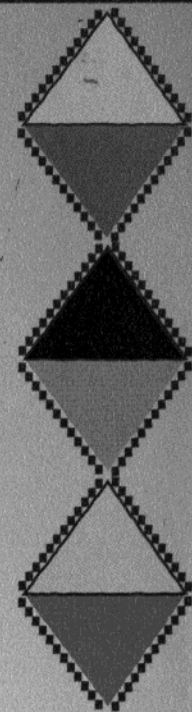


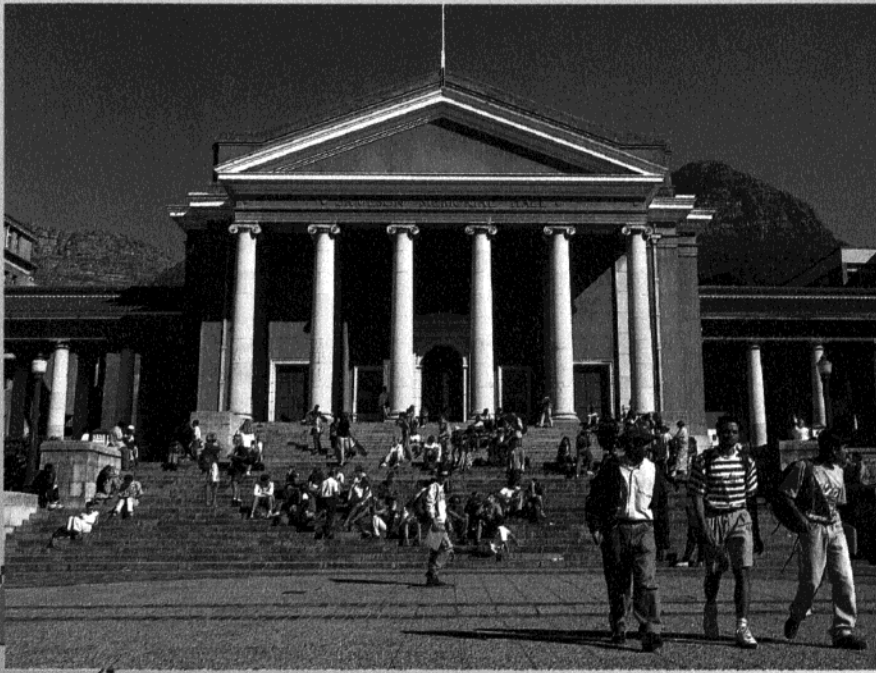
Detail from a Fante Asafo flag.

© Adler, P. and Barnard, N. *Asafo! African Flags of the Fante*, Thames and Hudson Ltd, London, 1992.
By permission.

It is said that peace is like a journey, a never-ending process requiring commitment, patience and vigilance. Sometimes there are great bounds forward, but mostly the advances are made by small steps taken one at a time. For even in the best of times, peace-building is a long and arduous task. And in the worst of times, when distrust turns to hatred, and clashes turn to war, it may seem futile. Yet if we abandon hope, if we abandon each other, then we deny our humanity and we have nothing.

Today, on the threshold of the year 2000, the proliferation of local conflicts gives new urgency to UNESCO's mission: to promote international co-operation, to foster a climate of mutual respect and tolerance, to advance the common welfare through education, science, culture and communication. In post-conflict areas of sub-Saharan Africa, a number of projects have been designed specifically to prevent new violence and to begin the process of rebuilding a sense of security, of community and a common future





This university in South Africa is a place where people from different backgrounds now share a common purpose.

and ruptures in the social, economic, political and cultural systems of the country. Although the economy is essentially rural, the cities are crowded with refugees. Services are inadequate and insecurity reigns. The young people of Mozambique cannot even remember a time without war.

❁ **STORY-TELLING:** The Mozambican Association of Writers and the National Commission are collecting and publishing traditional and contemporary stories of reconciliation and peace-building. Aro Juvenil, an organization of young writers, held a contest on the theme of peace and reconciliation.

❁ **NEW HARMONIES:** The Mozambican Association of Musicians has given concerts in outlying areas and has recorded songs of peace.

❁ **GETTING THE WORD OUT:** Whether through print or broadcasting, the media are a powerful ally in building consensus and solidarity. UNESCO and its partners are supporting the reinstallation of community radio in rural areas, the training of journalists, and the preparation of audiovisual materials, including posters, for mass distribution. Most people in Mozambique speak local languages, not Portuguese; to get the message out, training manuals must take this into account. The Archives of Patrimonial Heritage and Culture is also broadcasting in seven local languages.

❁ **PEACE PROMOTERS:** Most traditional societies in Mozambique offer an array of measures and institutions for defusing situations of conflict. A unique feature of the UNESCO Culture of Peace

MOZAMBIQUE: *a spontaneous movement*

UNESCO's peace efforts in Mozambique are based upon the spontaneous process of peace and reconciliation which the people of Mozambique have undertaken since the Rome Peace Agreement of 1992. The projects have grown out of the expressed needs of the people themselves. They work with grass-roots organizations that already exist, strengthening the services they deliver and developing new partnerships. Three target audiences have been identified: women, youth and demobilized soldiers. Twenty-five years of armed struggle have resulted in the destruction of millions of lives, mass population movements and dislocation, the collapse of food production in rural areas,

What are some of the peace-building activities?

❁ **WORKING WOMEN:** MULEIDE (Women for Law and Development) has organized a series of training seminars on elections and conflict resolution for women activists. They helped produce materials on civic education which have been widely broadcast over the radio in three local languages. Women have been especially active in the peace effort; they draw on traditional ways of resolving conflict and encourage family rituals that help people to accept one another.

❁ **LEARNING FROM OTHERS:** Mozambican parliamentarians went on a study tour to Malawi and South Africa to examine a wide range of legislative and constitutional models.

Programme is the training and creation of a network of peace-promoters who work with each project and represent the link with traditional means of conflict resolution.

SOMALIA: *opening the dialogue*

Paris, Sana'a and, in June 1996, Addis Ababa. Three meetings between Somali intellectuals and the international community, three opportunities to create an atmosphere conducive to dialogue and mediation among all segments of Somali society. Participants called for the empowerment of civil society and for the role of women, youth, elders and religious leaders to be extended. They identified two priority areas for action:

☸ **PEACE EDUCATION:** Developing a curriculum for introducing peace issues into formal education and teacher training programmes; developing initiatives to reach unemployed youth and militia; income-generating activities and conflict resolution workshops for women; promoting awareness of the

principles of good governance and human rights among elders, traditional and religious leaders; engaging artists in conveying messages of peace.

☸ **COMMUNICATION FOR PEACE:** Producing materials for radio and newspapers that reinforce these peace messages and civic education at the community level; engaging artists, writers, musicians and sports figures in actively supporting the peace process; upgrading journalists' skills, introducing a code of ethics for journalists and involving private sector media.

THE SUDAN *promoting a culture of peace*

How to address the fundamental problems of the Sudan? How to integrate humanitarian assistance through relief operations, conflict resolution and the necessary reconstruction and development that must follow any period of conflict? These concerns were the basis for two symposia held in Barcelona (1995) and the Netherlands (1996). The meetings gave all participants an opportunity to debate in an open

atmosphere and to freely express their views on some of the critical issues concerning peace and development in the Sudan. The participants urged UNESCO and its partners to continue the process initiated in Barcelona and in the resulting Barcelona Declaration reaffirmed their commitment to peace and dialogue.

THE CONGO *sustaining the will for peace*

Faced with a national crisis and a stagnation of the democratic process, the Congolese Government, in co-operation with UNESCO, held a National Forum in Brazzaville in December 1994. The theme was 'Intercommunity dialogue for peace, democracy and sustainable development', and participants laboured long and hard to elucidate the interdependence of these three factors. The Forum was considered a critical moment in the political life of the country, marking the beginning of a process of reflection and collective action for peace and development. The participants recognized the need to take urgent measures to sustain the will for peace and endorsed an immediate

When the fighting is over, the long process of peace-building begins.



Preventive diplomacy begins in the classroom

At the top of the exam paper was a quote from Woodrow Wilson about the First World War, dated January 1917. Eighty years later, in January 1997, honours students at the University of Durban-Westville in South Africa were being asked to write an essay exam of 15 to 20 pages, in which they would draw on knowledge gained from readings and discussions during a semester-long course in political science and comment on Wilson's observations. They were to discuss the role of nuclear deterrence since 1945, the effectiveness of the United Nations as a collective security regime, and the appropriateness for countries in the Southern African Development Community (SADC) of adopting a similar framework for security.

The course on Preventive Diplomacy is being offered under the UNESCO Chairs/UNITWIN programme. Located within the African Centre for the Constructive Resolution of Disputes (ACCORD) of the University of Durban-Westville, the Centre reaches out to students, diplomats and others from the NGO community.

The learning begins in the classroom, but the lessons will be carried beyond these walls to a world that desperately needs leaders who can see events from a historical perspective and know how to resolve conflict in a peaceful and orderly manner. Preventive diplomacy is a critical skill.



144

Give them a chance for peace.

*Youth reflecting on the nature
of conflict and intolerance.*



145

action programme to reorganize the armed forces and police, to disarm paramilitary forces and to rehabilitate the judicial services of the country.

Adding their weight to these important decisions were Heads of State and Government from the neighbouring countries of Central Africa. They came from Burundi, Cameroon, Chad, Gabon, Equatorial Guinea, the Central African Republic, Rwanda and São Tomé and Príncipe. They too signed a Communiqué in which they affirmed their commitment to dialogue and consensus in making the transition to democratic governance and security for all.

BURUNDI *A house where everyone is welcome*

After the events that followed the assassination of Burundi's President in 1993, UNESCO was asked by the Government of Burundi to organize a National Colloquium on the Culture of Peace. Representatives



The Felix Houphouët-Boigny Peace Prize, established in 1989, honours individuals or institutions that promote peace. Here, UNESCO Director-General Federico Mayor (left) and Jury Vice-President Misael Pastrana Borrero (far right) award the 1996 Prize to Alvaro Arzu Irigoyen, President of Guatemala, and to Rolando Moran, head of Unidad Revolucionaria Nacional Guatemalteca.

of all sectors of civil society attended this meeting, held in Bujumbura in December 1994. They were united in their will for peace and determined to act upon it. One of the main results was the creation of a 'House of a Culture of Peace' and a national programme which focuses mainly on the promotion of education for peace, human rights and democracy in formal and non-formal settings.

Staffed by a multi-ethnic team, the House is both the symbolic expression of the national desire for peace and a physical structure where people from every walk of life may find a welcome. At the same time, the House of a Culture of Peace is taking an active role in implementing a wide variety of activities that

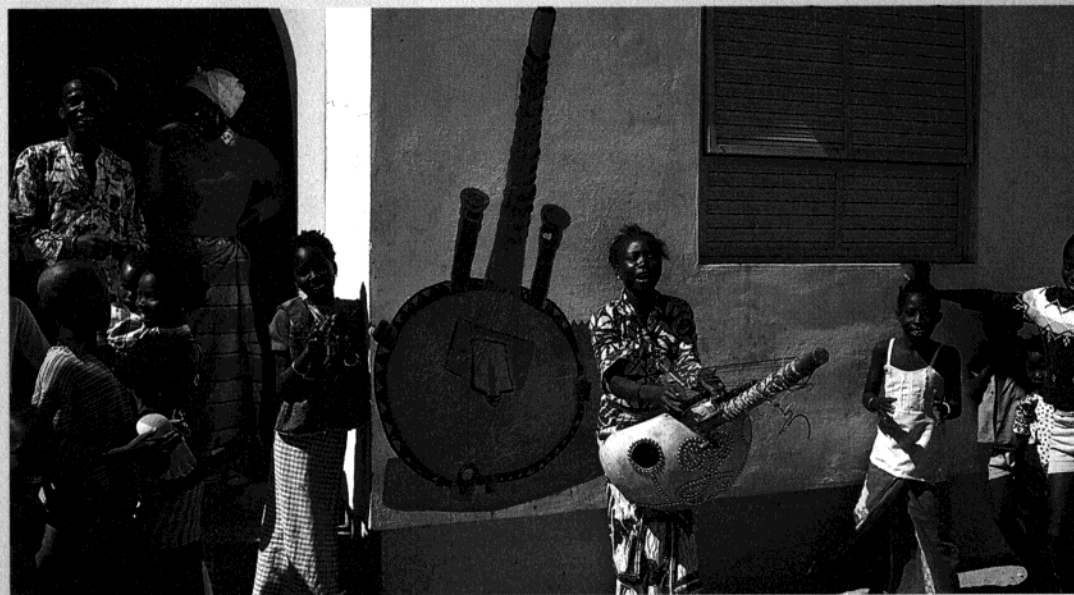
help people reject the destructive force of intolerance and to enlist their support and participation in building a new society. These activities fall within UNESCO's fields of competence and seek with many small stitches to repair the torn fabric of society. Some examples:

- Assistance in rebuilding and re-equipping schools.
- Special training on education for peace, human rights and democracy for trainers in the field of non-formal and adult education and for teachers from vocational centres.
- Culture of Peace workshops for youth counselors and support to youth associations.
- Research among youth aged 18 to 22 to elicit what values from traditional and contemporary

life are most conducive to attitudes of tolerance and respect for others.

- Pedagogical training for university professors on education for peace, human rights and democracy.
- Development of biotechnology and renewable energy resources.
- Editorial and management training to upgrade the skills of media professionals.
- Encouragement of independent media, whether print or radio.
- With UNICEF, a comprehensive analysis of Burundi's educational system.
- Youth festivals for young people of all ethnic groups who come together under the same roof for fun, games, music, discussion and the sharing of experiences.

Joyful and open to the world.

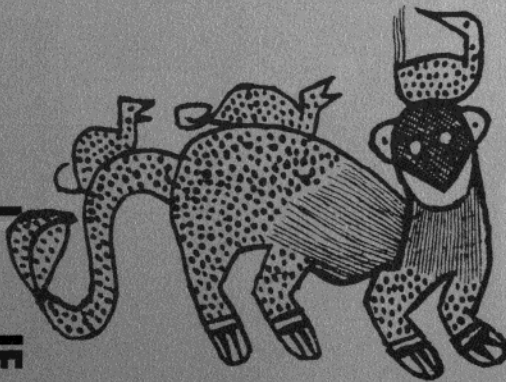
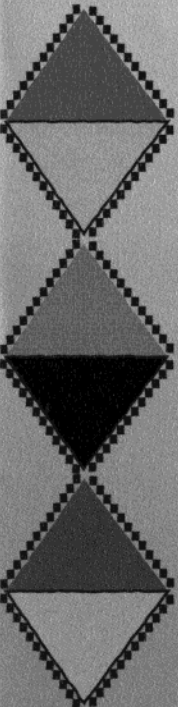


One step at a time

Peace and tolerance are not something that can be grafted onto a society and expected to flower. They must come from inside a people and their culture, nurtured by attitudes, values, behaviour and institutions that favour non-violence over conflict. In Burundi, there is already a long history of shared language and culture, however frayed the fabric has become.

Another hopeful element is found in the traditional institution known as 'ubushingantahe'. This institution existed in the countryside of Burundi, and consisted of elders who were elected by each 'colline' on the basis of their absolute integrity and skill in resolving disputes. Although modern administrative structures have largely supplanted the former, all citizens of Burundi recognize the value of having such impartial mediators, and the institution could be revitalized.

Whatever the course of action, the existence of the UNESCO House of a Culture of Peace is proof of a growing national will to move forward beyond the divisions and destructions of the past. This is an important step in the long journey toward peace.



UNESCO outreach

Joining forces

In pursuing its mission, UNESCO promotes the exchange of information and encourages partnerships with individuals, institutions and communities. It welcomes all alliances that advance international co-operation in education, science, culture, social sciences and communication. In recent years these partnerships have taken on increasing importance, giving new impetus to the development process.

National Commissions. Composed of members of the intellectual and scientific community in each country, they are the link between these communities, the national governments and UNESCO. With decentralization and the demand for greater involvement at local and regional levels, the National Commissions are assuming ever more responsibility for initiating, planning and carrying out projects.

NGOs and foundations. UNESCO maintains relations with a large number of NGOs that represent all segments of society and advance the cause of educators, scientists, authors, librarians, artists, journalists, editors, and youth and

human rights advocates. With the recent reform of its arrangements for co-operation with NGOs, more emphasis is now being given to operational action, flexibility and efficiency. UNESCO is encouraging the development and consolidation of grassroots associations, especially in developing countries. The Organization has good working contacts with a number of regional African NGOs, and is actively seeking new partnerships and new relationships at the national level. It is reinforcing co-operation among NGOs, UNESCO field offices and UNESCO National Commissions as a basis for sub-regional and regional networking.

Associated Schools. In Africa, some 30 countries and a total of 740 schools are members of UNESCO's Associated Schools Project (ASP), a network of schools throughout the world committed to the ideals of UNESCO. These schools promote education for international and intercultural understanding in order to prepare children and young people to meet the challenges of today's world. Programmes are designed to have a multiplier effect at the national level when ASP innovations are incorporated into the mainstream of the education system. At the international level, ASP results are disseminated for the benefit of all.

UNESCO Clubs. In sub-Saharan Africa there are close to 2000 Clubs, most of which are based in school and youth groups. They promote education for international understanding, human rights, women, the environment, AIDS, literacy and culture of peace. The most active UNESCO Clubs in the sub-Saharan region are in Burkina Faso, Benin, Cote d'Ivoire, Gabon, Togo, Uganda and the Democratic Republic of the Congo. In 1996, on International Literacy Day, the King Sejong Literacy Prize was awarded to the UNESCO Club Dibaba in the Democratic Republic of the Congo. The Club has been active in combating illiteracy since 1982, providing schooling for over 52,000 children and young people in densely populated areas to the east of Kinshasa.

Co-action. This Programme selects small-scale projects presented by NGOs, local community groups and institutions and brings them to the attention of potential donors. To be selected, the projects must fall within UNESCO's mandate and support is usually limited to the purchase of supplies and equipment for projects that have already been launched. African projects include: literacy programme for women in Brazzaville's shanty towns (the Congo); construction and refurbishing of classrooms in the United Republic of Tanzania; literacy campaign for women in the Lake Katwe district (Uganda); school supplies and agricultural tools for refugees from Rwanda and Burundi in the Democratic Republic of the Congo; home-craft centre in Zambia; support for Educational Resources centres in sub-Saharan Africa; digging a village well in Benin; new water pipes for a girl's school in Burkina Faso; extension of a village school in Mali; a school for a desert community in Mauritania;

education for orphans and street children in Rwanda; equipment for a women's centre in Senegal; support for a school for physically disabled children in South Africa; books for school libraries in Swaziland; sewing workshops and co-operative in the United Republic of Tanzania; building a village primary school in Togo; repairing a war-damaged school in Uganda; and building and equipping three classrooms in Zimbabwe. These projects share the common goal of promoting development through self-reliance and must be seen to contribute, however modestly, to improving the living conditions of the local people.

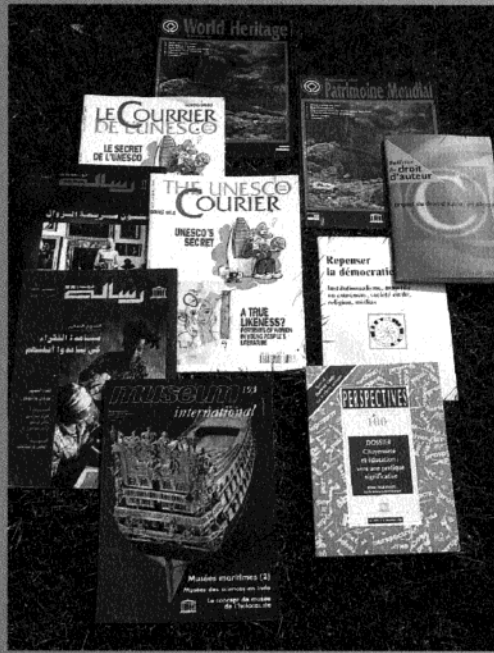
Spreading the word

UNESCO uses many technologies both to promote international understanding and to expand the capacity of Member States to exchange, store and use information. Books, periodicals and publications of all kinds are a staple, but new products exist on CD-ROM, video, and the Internet. A variety of platforms and media outlets are also used to engage the public's interest and support for UNESCO activities. A sampling appears below:

Books

Several thousand books are in print, from small monographs on literacy and mass media to reference books, teachers' guides, reports on scientific research, poetry anthologies, case-studies and illustrated 'coffee table' books on cultural subjects. Many of UNESCO's field offices also produce publi-





149

cations and information materials. A catalogue is available upon request.

Representative Works

This collection promotes appreciation of the world's literary heritage through a translation and publishing programme that now includes nearly one thousand titles. Among the African works are selections of poetry, sacred texts, novels, epics, folktales and oral traditions from Angola, Cape Verde, the Gambia, Ghana, Senegal, Somalia, South Africa and Uganda, as well as anthologies covering a whole region. The original languages include Somali, Achola, Mongo, Peul, Kiswahili, Ewe, Arabic and Portuguese.

Periodicals

Most of UNESCO's major journals and newsletters exist in English, French and Spanish editions, with several also appearing in Russian, Arabic and Chinese.

The UNESCO Courier treats a different theme of universal interest each month. In addition to its thirty language editions, it publishes a quarterly selection in Braille.

Prospects: Quarterly Review of Comparative Education keeps its readers up to date on issues, innovations and research in education in more than 150 countries.

Nature and Resources explores multidisciplinary aspects of the environment and sustainable development.

The International Social Science Journal invites specialists from many disciplines to exchange ideas in their rapidly changing fields.

Museum International caters to professionals who wish to broaden their vision and keep abreast of development in museology around the world.

Copyright Bulletin informs specialists, authors, jurists and teachers about international instruments and national legislation for the protection of literary, artistic and scientific works.

UNESCO Sources, published monthly, offers readers news about current UNESCO activities, along with interviews, short features and announcements. It can be consulted on the Internet.

Maps and atlases

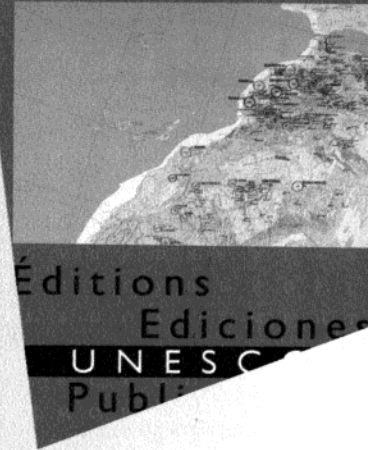
Reflecting the full range of UNESCO's scientific concerns, these unique maps cover geology, hydrology, vegetation, the oceans, climate, tectonic zones, soils, biological resources and land use. Catalogue available.

Radio and video

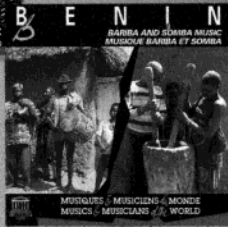
Programmes produced by UNESCO have been well received by English-language radio audiences in Africa. Recent broadcasts have included 'Airwaves of Freedom', a look at community radio in South Africa, and 'AIDS: The Unfinished Story of a Virus' which interviewed specialists from Uganda and Zambia. In French-speaking African countries, UNESCO is seeking to diversify its partnerships. Projects include a series of twenty 60-minute programmes co-produced with Radio France International and African stations; a series of co-productions with RFI and URTI (Université Radiophonique et Télévisuelle Internationale) for UNESCO's 50th anniversary illustrating the Organization's ideals and objectives through its action in Africa; and close collaboration with the very popular Africa No.1. UNESCO is also working to identify, support and co-operate with the growing number of independent media throughout the region.

1995

Scientific maps and atlases
Cartes et atlas scientifiques
Mapas y atlas científicos



Éditions
Ediciones
UNESCO
Publications

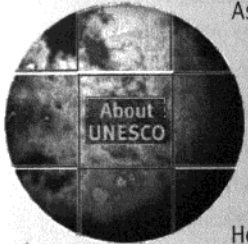


Music

Recordings of traditional and popular music are available on either compact disk or cassette. Many African countries and performers are represented. List available.

Electronic services

<http://www.unesco.org>



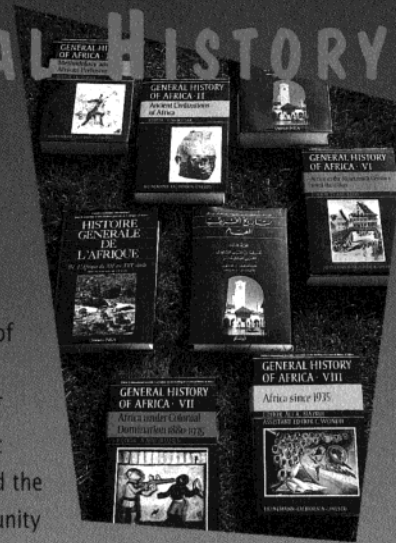
As a clearinghouse for information, UNESCO databases span the entire spectrum of the Organization's interests and research: bibliographic references, statistics, institutional resources, World Heritage sites, manuscript collections, women and development, educational innovations, renewable energy, and special-interest networks. These are now accessible on CDs or online via the Internet.

Public information

UNESCO's message reaches the outside world through many channels. A press service dispatches news and feature articles around the globe – but there are also stamps, commemorative medals, posters, photographs, prizes and public information brochures.

A crowning achievement

GENERAL HISTORY OF AFRICA



With the publication of its eight-volume *General History of Africa*, the world scientific community in general, and the African intellectual community in particular, may take pride in a singular accomplishment.

After thirty years of international co-operation and scholarship involving nearly 350 authors, they have produced a definitive work that spans the continent's history from the dawn of human civilization to modern times.

The full edition is published in English, French and Arabic, while an abridged version intended for students and the general public is being prepared in English, French, Hausa and Swahili. At the request of specific countries, individual volumes have also been translated into Spanish, Portuguese, Chinese, Italian and Japanese. A complete Portuguese edition is in preparation, and other African language editions such as Mandingo, Lingala and Yoruba are foreseen.

150

The breakdown by volume is as follows:

1. *Methodology and African Prehistory*
2. *Ancient Civilizations of Africa*
3. *Africa from the Seventh to the Eleventh Century*
4. *Africa from the Twelfth to the Sixteenth Century*
5. *Africa from the Sixteenth to the Eighteenth Century*
6. *Africa in the Nineteenth Century until the 1880s*
7. *Africa under Colonial Domination 1880-1935*
8. *Africa since 1935*

Within the covers of this eight-volume series is the unfolding story of a continent whose voices, cultural traditions and diversity are among the planet's greatest treasures. It seems clear from this *History* that Africa, by releasing the energies, creativity and ingenuity so inherent in its indigenous cultures, could empower its people and its societies to shape a future in which peace and development would lie within everyone's reach.

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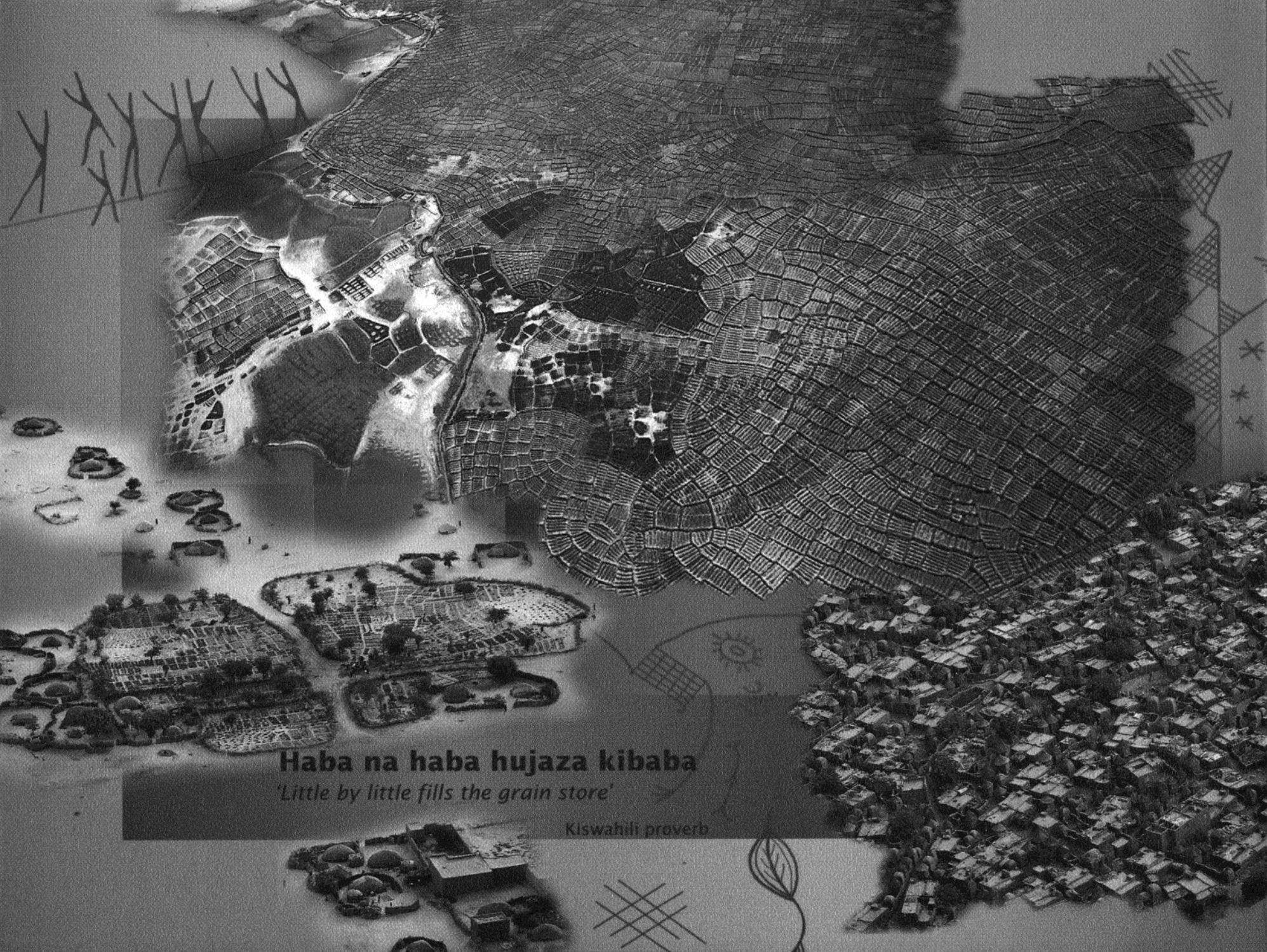
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Haba na haba hujaza kibaba
'Little by little fills the grain store'

Kiswahili proverb