THE CORRELATION BETWEEN THE NEEDS,
CHALLENGES AND PRIORITIES OF THE MEMBER
STATES IN AFRICA AS EXPRESSED IN THE
30C/VERBATIMS, 30C/5 DRAFT RESOLUTIONS AND
PARTICIPATION PROGRAMME REQUESTS IN 2000-2001

AFRICA DEPARTMENT
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WALK THE TALK!

This analytical study may not be exhaustive, but it offers a systematized comparative perspective on the 30C/verbatims, 30C/Draft Resolutions and Participation Programme priorities as expressed by the Member States in sub-Saharan Africa. The Member States from Africa during the 30th session of the General Conference highlighted their needs, aspirations, priorities and expectations in the policy debate (Verbatim) and through 30C/5 Draft Resolutions. Although some of the draft resolutions were not approved by the general conference, their presentation by the Member States gives an idea on the way Africa perceives her challenges and aspirations in the fields of the organisation's work.

Following the report of the Director-General on the functioning and implementation of the Participation Programme and emergency assistance (159 EX/27 and Add and 159 EX/43), discussed under point 6.10 of the agenda, the 159th session of the Executive Board invited the Director-General to provide it at its 160th session, a detailed list of projects approved for the Participation Programme and emergency assistance during the first half of the current biennium.

In response to the Executive Board request, the Director-General prepared Document s 160EX/29 and 160/29.Add, which were updated in 1February, 2001. These documents have been analysed in order to determine, as far as Africa is concerned, the correlation between the Member State's priorities expressed in the Participation Programme requests, the 30C/Verbatim, 30C/5 Draft Resolutions.

The purpose of the study of the 30C/Verbatims, 30C/5 Draft Resolutions and Participation Programme requests submitted to UNESCO during the 2000-2001 biennium, by the Member States in Africa and approved by 1February 2001, is to determine where Africa stands in regard to its stated priorities, aspirations and expectations

Furthermore, the international meetings organized by UNESCO, the United Nations and the OAU to which representatives of the Member States in Africa made references in their written speeches were also opportunities to learn about the concerns challenges, aspirations and priorities of the Member States in Africa.

The co-ordination of national and international programmes issued from the recommendations and decisions adopted at the General Conference and other major meetings regarding Africa, the context of the prevailing era of globalisation and, ensuring that none is left behind, requires coherence, effective co-operation, knowing where we are and remaining focused.

*While this document, which is **Volume I,** in the series of our studies dwells on the correlation between the priorities expressed by the Member States in Africa in 30C/Verbatims, 30C/5 Draft Resolutions and Participation Programme requests,*

Volume II, entitled *"UNESCO in Africa, 2000-2001" is focused on what UNESCO has been able to achieve in Africa within the limits of its approved programme and budget for the current biennium.*

Therefore, it is my hope that the two publications will complement each other in providing coherent information on the expressed priorities and aspirations of the African Member States and what has been achievable through UNESCO's programmes in Africa so far. Wisdom teaches us that the limit of our ambitions and aspirations may be the sky, but the financial means available may limits the horizon of our priorities.

Koichiro MATSUURA,
Director-General of UNESCO

I.   INTRODUCTION

I.1.   WHY A STUDY OF THE 30C/5 DRAFT RESOLUTIONS, 30C/VERBATIMS AND PARTICIPATION PROGRAMME REQUESTS FROM AFRICA WAS UNDERTAKEN ?

"When you are cutting a path in the bush, it is the person behind you who can tell you whether it is straight or crooked " so goes an African saying.

In accordance with this popular African wisdom and in accordance with the Director-General's policy of transparency, the African Department has undertaken a review of the 30C/Verbatim, 30C/5 Draft Resolutions and Participation Programme requests from Member States in Africa during the 2000-2001 biennium, with the view to find out where Africa stands in regard to its stated priorities, aspirations and hopes, as well as UNESCO programmes and project implementation.

The plenary policy debate (VRs), the Draft Resolution (DRs), which are discussed and adopted in the Commissions and the Participation Programme (PP) requests, which are submitted to UNESCO by Member States are three ways through which Member States in Africa speak to each other and to UNESCO.

As indicated in the 30C/5 approved, the principal task of the Africa Department during the biennium is "to strengthen co-operation with African Member States, by encouraging future-oriented studies and the elaboration of innovative development strategies within UNESCO's fields of competence; to promote regional and sub-regional co-operation, in particular in the fields of education and literacy, solar energy, communication and the promotion of peace as part of follow-up to major United Nations and OAU conferences and initiatives, and to that end, mobilise all partners, in particular inter-governmental, non governmental organisations and multilateral and bilateral co-operation mechanisms" [1].

In the context of the work of the Department, the objectives of the study on the 30C/VRs, 30C/5 Draft Resolutions and the Participation Programme requests from Africa during the 2000-2001 biennium are to:

(i)   determine the correlation between the priorities highlighted by the Member States in 30C/VRs, 30C/5 Draft Resolutions and the approved Participation Programme requests

(ii)   identify common and specific priorities in order to best assist Member States in defining and ensuring coherence in priorities

(iii)   determine any convergence or divergence in needs, priorities and challenges in Africa

(iv)   to determine the correlation between the priorities of the Member States and the conclusions of major UN and UNESCO international conferences evoked by the member States in the 30C/VRs.

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[1] 30C/5 , p.194-195, para 09301 and para 09302.

(v)   to publish and diffuse to all Member States in Africa the findings of the study.

The analysis of the 30C/5 Draft resolutions, 30C/Verbatim and the Participation Programme requests approved by UNESCO by September 2000 is expected to provide elements for
(i)   effective co-ordination of UNESCO programmes implementation and the follow up of recommendations of international conferences regarding Africa,

(ii)   answering questions such as how many Member States have particular or shared concerns? What is the nature of the national and regional priorities? How many Member States consider communication and information technology as vital in the promotion of quality education, capacity-building, consolidation of democracy, sustainable peace and social and economic development? How many Member States have fully implemented the recommendations and plans for action adopted at international meetings organised by UNESCO on education, science, culture and communication? How many Member States have ensured increased access to education and how many have achieved free compulsory universal basic education in Africa.

The study may not be exhaustive but it is expected to provide insights for further dialogue between UNESCO and its Member States in Africa. It is also hoped that the Member States in Africa will find the document useful and will at least benefit those Member States, who for reasons of limited resources are unable to be adequately represented in international meetings organised by UNESCO, including at the UNESCO Secretariat.

I.2.   WHY ANALYSIS OF THE 30C/5 DRAFT RESOLUTIONS, 30C/VERBATIM, PARTICIPATION PROGRAMME REQUESTS FROM AFRICA IS VITAL FOR FORECASTING

The 30C/5 Draft Resolutions, the 30C/VRs and the Participation Programme requests submitted to UNESCO during the current biennium represent three channels through which Member States in Africa have expressed their priorities, challenges, aspirations and expectations.

UNESCO and its partners are expected to formulate strategies to respond to the concrete demands of the Member States. The comparative analysis of the 30C/5 Draft Resolutions, 30C/VRs and Participation Programme requests are important because they provide information on persistent and new problems, which must constitute the basis of innovative thinking and perspectives for the future.

Listening to the Member States in Africa is also taking into account what they expressed in the 30C/VRs, 30C/DRs and priorities in the Participation Programme requests they submitted to UNESCO. In this context, the role of the Africa Department must be understood as that of ensuring coherence in priorities and follow up. Articulating UNESCO's strategies with those of the Member States, assisting member States in defining needs and priorities and resolving challenges all require a clear understanding of

the resources available. The initiatives and projects undertaken by the Member States,

IGOs and NGOs, whether short or long-term seek to respond to different problems and as such require strong international and intra-African solidarity and co-operation.

The concerns expressed in the 30C/VRs have revealed the social, economic, political and cultural dimensions of challenges facing Africa; poverty, illiteracy, ignorance, unemployment, environmental degradation, exclusion and violent conflicts. Finding solutions to these problems require a comprehensive, interdisciplinary approaches and common platform for action as well as genuine co-operation between UNESCO and all its partners involved in Africa.

For example, overcoming the challenges highlighted in the verbatim, according to the speakers (Member States), require knowledge and skills to solve social, economic and political problems, cope with the consequences of globalization, resolve confrontation between cultures, religions and civilizations, use science to develop societies and to achieve sustainable peace. These are matters of urgent educational concern, but not limited to basic, higher or technical and professional training. They also relate to integrated human and structural potential development through action-oriented research, analysis and forecasting. Using UNESCO's terminology, integrated lifelong education is implied.[2].

Effective implementation of priorities in order to solve social, economic and political challenges, especially violent conflicts in Africa require an ongoing assessment of the impact of declarations, recommendations, platform and plans of action adopted at international conferences on UNESCO programmes and the initiatives of Member States in Africa. This means combining all efforts to strengthen partnerships, ensuring continuity in action between UNESCO's partners, using an integrated framework for the implementation of international recommendations, declarations and decisions. The actions undertaken by International, Regional and national partners must respond to problems in the areas of education, culture, sciences, new technology and environment.

A comparative analysis of the 30C/VRs and 30C/5 DRS and Participation Programme requests reveal some information on the manner in which priorities have been affirmed by the Member States in Africa. For example, in 1999, during the 30th session of the General Conference, 38 heads of national delegations from Africa spoke during the general policy debate, but 26 Member States submitted or supported written Draft Resolutions. Twenty-two representatives of African Member States during the general policy debate underlined education as national priority and 31 representatives emphasized peace and conflict resolution in Africa as a major challenge and priority. Twenty-six African Member States submitted or supported DRs and only 7 DRs were in the area of education. Concerning the Participation Programme, 41 African Member States submitted requests by September 2000 and the requests approved by this date were mainly in the area of education (48 projects) followed by culture (24 projects) communication and information (18 projects) and Relation with Member States, National Commissions (17 projects).

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[2] As defined in the International Commission on Education for the 21st century , Chaired by Jacques Delors, Final Report

Ensuring coherence in priorities and programme implementation in Africa requires a clear understanding of the correlation between the 30C/VR, 30C/5DRs and PP projects and follow-up. In this sense the analysis of the VRs, DRs and PP requests is an important aspect of listening to the Member States in Africa and taking into account what they are saying and in defining UNESCO programmes and formulation of strategies.

I.3.   HOW THE DOCUMENT IS ORGANIZED

The information included in this document is based on the UNESCO general archives documentation, the Participation Programme records and the General Conference documents. For the purpose of the study three sources have been explored, (i) the 30C/Verbatims, (ii) the 30C/5Draft Resolutions and (iii) the Participation Programme requests submitted to UNESCO between 1999 and 2000 by the Member States in Africa.

(i).The Verbatims (VRs) are records of speeches of the heads of national delegations to the 30th session of the UNESCO General Conference (30C/VR), they highlight needs, priorities and challenges of the Member States in sub-Saharan Africa and how these needs are relevant to UNESCO' s programmes.

(ii).The 30C/5 Draft Resolutions submitted or supported by Member States in Africa, indicate priority problem areas and the Major Programme Areas concerned.

(iii).The Participation Program requests submitted by the Member States are by definition national or regional priorities. Concerning sub-Saharan Africa, during the 2000 and 2001 biennum a minimum of 2 and a maximum of 6 requests were approved by September 2000. The Member States submitted requests to UNESCO, indicating their priorites, but the latter are sometimes modified by the Secretariat during the approval process.

The needs, challenges and priorities of the Member States expressed in the Verbatims, Draft Resolutions and Participation Programme requests between 1999 and 2001, and the relevant Major Programme Areas have been summarized in the tables 1, 2 and 3 in Part IV of the document.

PART 1   DETERMINING THE CORRELATIONS BETWEEN THE
30C/VERBATIMS, DRAFT RESOLUTION AND PARTICIPATION
PROGRAMME REQUESTS

1.1 Presentation and Analysis of the 30C/VRS Regarding Africa

A table indicating common needs, priorities and challenges of Member States in sub-
Saharan Africa

The common needs, priorities, challenges and aspirations of the Member States in Africa	Member States	Number of Member States
Education: -Basic education, learning to read and writer, -quality education -Secondary and tertiary education -Adult education -Teacher education and training -Technical, vocational and professional education -Lifelong education Educational development	Gabon, Uganda, Kenya, Mauritius, Madagascar, Nigeria, Seychelles, Senegal, Gambia, Benin, Lesotho, Guinea, Zambia, Ethiopia, Angola, Cameroon, Chad, Comoro, Republic of Congo, Djibouti, Mali, Botswana,	22
OAU Decade for Education in Africa, Paolo Freire's philosophy of education, MINEDAF VII and World commission on Education -the ethical, spiritual, physical dimensions of education -Learning to be, to know, to do and to co-operate.	Mauritius, Uganda, Guinea, Eritrea	4
Peace understood as -the respect and exercise of human rights, democracy, freedom, good governance and political stability -the emergence of the State of Law, justice, public authority, dialogue and confrontation of ideas -tolerance, security and dialogue among cultures and civilisations Conflict resolution and stability	Angola, Burundi, Chad, Benin, Republic of Congo, Cameroon, Central African Republic Djibouti, Eritrea, Ethiopia, Gabon, Guinea, Lesotho, Togo, Sudan, Mali, Nigeria, Rwanda, Mauritius, Liberia, Guinea Equatorial, Guinea Bissau, Swaziland, Uganda, Zimbabwe, Namibia, South Africa. Mozambique, Senegal, Seychelles, Madagascar	31

Year of a Culture of Peace and the UN Decade for the promotion of a culture of peace and non-violence for the benefit of children of the world		
Preservation and development of natural and cultural heritage	Angola, Djibouti, Nigeria, Seychelles, Eritrea, Gabon, Ethiopia	7
Sciences at the service of development Technology and communication (CIPDC)	Angola, Seychelles, Mauritius, Nigeria, Sudan, Uganda	6
Poverty: alleviation of underdevelopment and poverty within and between Nations	Cameroon, Ethiopia, Ghana, Benin, Madagascar, Mali, Mauritius	7
HIV/AIDS	Botswana, Chad, Uganda, Gabon, Zimbabwe	5
The World Solar Programme	Madagascar, Sudan, Uganda, Zimbabwe	4
Convention on World Cultural and Natural Heritage	Eritrea, Senegal	2
Dialogue among, cultures and civilisations, cultural diversity and slave route project	Eritrea, Gabon, Senegal Angola, Comoro	5

Maintenance culture centre	Tanzania, Uganda, Kenya, Namibia, South Africa	5
Fellowship/Study grant	Lesotho, Togo,	2
Emergency humanitarian assistance	Guinea Bissau, Guinea	3
Establishment and upkeep of UNESCO Chairs	Lesotho, Senegal, Togo, Uganda, Nigeria	5
Strengthen National Commission's capacity	Lesotho, Guinea, Uganda, Angola	4
Globalisation: The consequences for economic, social, cultural and technological development	Benin, Gabon, Guinea, Guinea Equatorial, Mauritius, Tanzania, Zimbabwe, Ghana	8
Participation Programme	Uganda, Angola	2
Strengthen UNESCO Field Offices	Lesotho, Uganda	2
Regional and international co-operation with COPAX, ECOWAS, SADC, IGAD, COMECA, Maghreb Union, OAU,	Gabon, Lesotho, Zimbabwe	3
Women and girls, youth, handicap people, and street children as priority groups	Ethiopia, Gambia, Togo, Uganda, Namibia Swaziland, Benin,	9
Africa Department and co-ordination of UN and UNESCO programmes in Africa	Togo, Cameroon, Benin, Central Africa, Ethiopia, Zimbabwe, Eritrea, Djibouti, Comoro	9
Mission of UNESCO -Moral -intellectual, laboratory of ideas and to assist Member States in determining priorities	Cameroon, Benin, Mali, Mauritius, Senegal, Cameroon, Central Africa, Guinea Equatorial, ·	8
Follow-up of the recommendations of major international meetings	Benin, Central African Republic, Uganda, Madagascar, Namibia	5

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During the 30th session of the General Conference policy debate 44 representatives of Member States from sub-Saharan Africa delivered speeches in the plenary. They highlighted the general and specific concerns, challenges and priorities of the Member States.

Some common words and phrases were used to characterize the situations in Africa, including the eradication of poverty, illiteracy, ignorance, exclusion, discrimination, racism, environmental degradation, insecurity, instability, peace, co-operation, dialogue, globalization, science and technology, economic and social development, culture and civilization, linguistic and cultural diversity, culture of peace, human rights, democracy on the other.

The common concerns and challenges include access to relevant and quality education, human and institutional capacity building, vocational and technical education, teacher-education, poverty eradication, the role of science and information technology in development, peace and stable societies. The agreed priority target groups for activities at the level of the Member States are youth, women and girls, handicap people, street and refugee children and in the context of international co-operation are the Least Developed Countries and Africa.

1.1.2 The Correlation between the 30C/VRs and the Programme Areas and Transverse Activities

Education (Major Programme Area I): In the field of Education, all the heads of delegations from Africa evoked the important role of education in the development of individuals and society. As indicated in the tables on pages 9-11, twenty-two Member States defined the general and specific education needs in Africa, in terms of access to education, eradication of illiteracy, relevance and quality of education, secondary and tertiary education, adult education, teacher education and training, technical, vocational and professional education, lifelong education, citing the recommendations of related international conferences, which have been organised by UNESCO during the last ten years.

Four Member States made explicit references to the OAU decade for education in Africa, the Paolo Freire's philosophy of education, MINEDAF VII and the final report of the World Commission of Education.

Through the speeches the member States affirmed that the capacity to provide free basic (primary) education depends on several crucial factors, including the economic status of the Member States. But they all aspire to increasing the access to education and providing universal free primary education for all school age-children.

Heads of delegations from Sudan, Lesotho, Ethiopia, Cameroon, Namibia, Senegal, Zambia, Seychelles, Nigeria, Djibouti, Rwanda, Botswana, Chad, Zambia and Swaziland evoked the Declaration on "Free Universal Basic Education (Jomtien, 1991) and the OAU decade for education in Africa and the International Conference on Adult Education (1999), indicating basic education to be a need and priority.

The majority of the Member States indicated an increase in access to education but very few provide free primary education. Mauritius and Uganda (since 1997) are among the few countries that provide free primary school education, Senegal expects to do so by the year 2007.

With references made to the World Conference on Higher Education (Paris, 1998) and the 2nd International Congress on technical and Professional Education, the heads of delegations from Cameroon, Republic of Congo, Madagascar, Namibia, Togo, Nigeria, Swaziland, Uganda, Sudan, Central Africa, Guinea Seychelles, Zambia, Gabon, Kenya, Lesotho, Mauritius, and Senegal, highlighted the needs and challenges of basic education, teachers training, tertiary, technical, professional and vocational education and educational development

The representatives of the Member States, in their oral speeches proposed themes for reflection and invited UNESCO to provide spaces for further discussions:

(i). Education, as right and nectar of life with focus on basic education to read and write, adult education, higher education, technical and professional education, teacher education and training.
(ii). The challenges and dilemmas of national education priorities.
(iii). Education for peace, tolerance, citizenship and democracy and human rights.
(iv). The role of education in human resources development and socio-economic development.
Sciences (Major programme area II): With references to the World Conference on Science (Budapest 1999, the heads of delegations from Cameroon, Ethiopia, Benin, Guinea, Central Africa, Gabon, Lesotho, Kenya, Namibia, Swaziland and Uganda highlighted the need and challenges of science and technology in Africa.

The social, economic, cultural consequences of globalization of science and technology in Africa were also underlined by Ghana, Guinea Equatorial, Gambia, Tanzania, Mauritius, Zimbabwe.

The representatives from Madagascar, Sudan, Uganda and Zimbabwe also made references to the World Solar Summit in Harare (1996) and consider the continued implementation of the Solar Programme in Africa to be a priority.

The representatives from Angola, Seychelles, Mauritius, Nigeria, Sudan and Uganda evoked the role of sciences in development and highlighted the work of CIPDC in promoting science and technology in Africa.

The representatives from Botswana, Chad, Uganda, Gabon and Zimbabwe underlined the challenges of HIV/AIDS and consider mobilization against its spread in Africa to be an important common responsibility of all partners concerned.

The alleviation of poverty and underdevelopment within States and between Nations was evoked by the heads of delegations from Ghana, Cameroon, Ethiopia, Benin, Mali, Madagascar and Mauritius among others.

Audience Africa, Demos Africa in the context of democratization and peace as priorities in Africa, as well as the implementation of the recommendations of these meetings.

Co-operation: The heads of delegations from Lesotho and Gabon underlined the importance of co-operation at the level of Member States, regional and with international organizations such as COPAX, ECOWAS, SADC, IGAD, OAU in project implementation.

National Commission and Field Offices: Concerning the co-operation between UNESCO and Member States in Africa, the heads of delegations from six countries urged UNESCO to strengthen the National Commissions and Field Offices.

Expectations of UNESCO : On the role of UNESCO in the 21st century, the representatives from Cameroon, Ethiopia, Benin, Mali, Mauritius, Senegal, Central Africa and Guinea Equatorial emphasized the ethical and intellectual mission of UNESCO. UNESCO is invited to act as a laboratory of ideas, to assist member States in mobilizing the necessary funds for achieve universal access to basic education for all and adult literacy; to assist Member States in translating recommendations of major international conferences into national policies and the use the recommendations, conclusions and action plans adopted at international conferences to strengthen programmes in Member States in Africa and to promote human resources development, training, and capacity building

With references to ongoing UNESCO Chairs in Africa, the heads of delegations from Lesotho, Senegal, Togo, Nigeria and Uganda requested for the establishment of UNESCO Chairs in their countries. A list of existing UNESCO Chairs in Africa has been included in Annex V for easy references.

Culture (Major Programme Area III): With references to the Convention on World Cultural and Natural Heritage and the conclusions of the Intergovernmental Conference on Cultural Policies for Development, heads of delegations from Eritrea, Nigeria, Ethiopia, Seychelles, Gabon, Senegal, Benin, Comoro, Angola and Madagascar highlighted the need and priority of preservation of the natural cultural heritage, the slave route project, cultural diversity, dialogue among cultures and civilizations.

The dimension of culture in development, the globalization as a cultural challenge, linguistic and cultural pluralism, and the Creole Festival in the Indian Ocean and beyond were evoked as important themes further reflections and actions.

On the culture of maintenance, the head of delegation from Tanzania underlined the importance of the Maintenance Centre, which is a common project with Uganda, Namibia, Kenya, South Africa and Zimbabwe.

In this context, the World Heritage List in Danger regarding sites in Africa has been included in Annex VI.

Concerning peace and conflict resolution in Africa, thirty-one Member States emphasized the need for co-operative approach to solving problems of conflict within States and regions in Africa. Peace, is defined in terms of respect and exercise of human rights, democracy, freedom, good governance, the emergence of the State of law, justice, public authority, dialogue among cultures, civilisations and the confrontation of ideas, tolerance, security civilisations, non-violent conflict resolution and political stability. In this context, the importance of the participation of the Member States in the celebrations to mark the International Year of a Culture of Peace and the UN Decade for the promotion of a culture of peace and non-violence for the benefit of children of the world was emphasized.

1.2   PRESENTATION AND ANALYSIS OF THE 30C/5 DRAFT RESOLUTIONS SUBMITTED OR SUPPORTED BY MEMBER STATES IN SUB-SAHARAN AFRICA

1.2.1   The total number of Draft Resolutions and Amendments submitted to the 30th session of the UNESCO General Conference, in 1999 were 96. In principle, according to Art.78A para 4 of the regulations concerning the General Conference, to be receivable for discussions and adoption by the General Conference, Draft Resolutions and Amendments proposed by Member States must contribute to the <u>general orientation and major concerns of UNESCO.</u>

In practice, and on the recommendation of the General Secretariat, Draft Resolutions that express specific national and regional concerns are referred to the administration commission to be discussed under the Participation Programme scheme.

1.2.2   A careful study of the Draft Resolutions and Amendments submitted by Member States during the UNESCO bi-annual General Conference give information on the level of participation of the Organisation's Member States in defining the Program and Budget. The number and nature of Draft Resolutions also reveal the level of co-operation between Member States and how this affects the definition of the program and budget. The importance of the Draft Resolutions in preparing the C/5s depends on the accuracy with which the Secretariat determines what the Member States are saying through them.

1.2.3 Repartition of the 30C/5 Draft Resolutions according to authors

Member States in Africa[3] who submitted or supported 30C/5 Draft Resolutions submitted
by non-African Member States in 1999[4]

Total of Member States in Africa	African Member States who submitted or supported 30C/5 Draft Resolutions	Member States who did not submit or support any 30C/5Draft Resolutions
53	26	27

(i) The African Member States who submitted 30C/5 Draft Resolutions individually or association were: Burkina Faso, Niger, Madagascar, Togo, Gabon, Sudan, Kenya, Mali, Guinea, Tanzania, Rwanda, Guinea Equatorial, Democratic Republic of Congo, Bénin, Seychelles, Cote d'Ivoire1, Algeria, Angola, Burundi, Cameroon, Democratic Republic of Congo, Egypt, Ethiopia, Niger, Togo, Zimbabwe.

The non-African member States who submitted DRs in association with African Member States were Guatemala, San Marino, Haiti, Thailand, Dominican Republic, Kazakhstan, Lithuania, Cuba, Chile, Slovenia, Belize, Ecuador, Belgium, Peru Viet Nam, Russian Federation, Georgia and China

(ii) The total number of 30C/5 Draft Resolutions submitted to the General Conference and which concerned Member States in Africa was 29 and involved 54 Member States. Draft Resolutions submitted by Member States individually expressed national concerns and the practice has been to refer such DRs to Participation Program administration for considerations.

1.2.4 The 30C/5 Draft Resolution submitted by African and non-African Member States in Association

Member State	Number of Draft Resolutions submitted
Guatemala, Panama, **Democratic Republic of the Congo**, San Marino, **Rwanda**, **Equatorial Guinea**, Haiti, Thailand, Dominican Republic, Kazakhstan, **Benin**, Lithuania, Cuba, Chile, Slovakia, **Seychelles**, Belize	01
Russian Federation, Argentina, Azerbaijan, India; Italy, Georgia, Thailand, **Ethiopia**, Egypt, **Democratic Republic of the Congo**, China, Israel, Romania, Hungary, Indonesia, Belgium, Ukraine, **Zimbabwe**	01
Russian Federation, Lithuania, Poland,	

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[3] The total number of Member States in sub-Saharan Africa is 46 but the DRs are considered according to continents

[4] According to the records stored in the general UNESCO Archives

Georgia, China, Haiti, **Burundi,** Ecuador, Trinidad and Tobago	
Portugal: Germany, Angola	01
Germany, Belgium, Netherlands, Greece, **Zimbabwe**, Canada.	01
Italy, **Burkina Faso,** Slovenia: Dominican Republic, **Cameroon**	01
Dominican Republic, Costa Rica, Honduras, **Cote d'Ivoire**, Uruguay, Russian Federation	01

Draft Resolutions submitted by Member States in association contribute to defining the general orientation of the Regular Program and Budget, the 30C/5.

1.2.5   The <u>30C/5 Draft Resolutions submitted by Member States in Africa, in intra-African association</u>

Member State	30C/5 Draft Resolutions
Zimbabwe: Niger Algeria	01
Burkina Faso: Mali Togo	01

The 30C/5 Daft Resolutions submitted by Member States in Africa in association were initiated by Zimbabwe and supported by Niger and Algeria, and by Burkina Faso seconded by Mali and Togo.

<u>1.2.6   30C/5 Draft Resolutions and the Major Programme Areas</u>

Major Programme Areas	I (ED)	II (SC/ SHS)	III (CLT)	IV (CII)
International DRs	3	7	00	00
Intra-African DRs	00	2	00	00
National DRs	4	6	4	2

(i). The Draft Resolutions submitted in association (international), concerned Major Programme Areas I and II.

(ii). The majority of the Member States in Africa who submitted DRs in association or individually focused on Major Program Areas I, II and III, notably, Education for all throughout life; the Sciences in the service of development and Cultural heritage: development and creativity.

(iii). Major Programme Area IV, Communication, Information and Informatique issues raised are national concerns.

(iv). Draft Resolutions submitted by Member States individdually indicate that all the four major program areas are national problem areas of concern.

1.2.7 Variation in 29C/5 and 30C/5 Draft Resolutions regarding Member States in Africa

Year	Overall total number of DRs submitted by Member States to the General Conference	DRs involving Member States in Africa	Number of African Member States who participated in DRs
1997 : 29C/5 DRs	149	38	25
1999 :30C/5 DRs	96	29	26

In 1997, there were 149 draft Resolutions submitted to the 29th session of the general Conference, and 38 concerned African Member States. In 1999, there were 96 Draft Resolutions, and 25 were by African Member States.

1.2.8. African Member States who submitted 30C/5 DRs individually in 1999, reflecting national priorities

Member States	Number of 30C/5 Draft Resolutions submitted
Gabon	2
Guinea	1
Mali	1
Madagascar	1
Niger	1
Kenya	5
Sudan	3
United Republic of Tanzania	2
Togo	3
Tunisia	1
Rwanda	1
11	21

Member State	Number of 29C/5 Draft Resolutions submitted
Mali	1
Sudan	4
Benin	1
Libya	1
Nigeria	7
Egypt	2
Tunisia	4
Madagascar	1
Namibia	1
Total 9	24

1.2.10 Variations in Author and character of the Draft Resolutions in 1997 and 1999

Year	Author and character of 30C/5 Draft Resolution		
	A	B	C
1999	21 National: Draft Resolutions submitted by individual Member States in Africa	2 Inter-African : Draft Resolutions submitted by more than one African Member State	7 International: Draft Resolutions submitted by African Member States in association with non African Member States
1997	24 National Draft Resolutions submitted by individual Member States in Africa	6 Inter-African : Draft Resolutions submitted by more than one African Member State	8 International: Draft Resolutions submitted by African Member States in association with non African Member States

Explanation:

(i). A= DRs which expressed national concerns and priorities
B=DRs which expressed national and regional concerns
C=DRs which expressed international shared concerns

(ii). In 1997, 13 African Member States submitted six 29C/5 Draft Resolutions in association. The Member States concerned were Benin,Togo, Nigeria,Cote d'Ivoire, Niger,Senegal, Ethiopia, Madagascar, Malawi,Namibia, Uganda, Zimbabwe and Morocco.

(iii). 8 International 29C/5 Draft Resolutions were submitted in association, fifty Member States were involved and they were **Algeria, Senegal, Cameroon, Zimbabwe, Sudan, Congo, Cote d'Ivoire, Gambia, Guinea, Malawi, Uganda, Chad, Zimbabwe, Egypt, Benin, Niger, Tunisia, Morocco,** Poland, Rumania, Turkey, Kuwait, Bahrain Venezuela,

Israel, Croatia, Germany, Austria, Colombia, Equator, Cuba, Dominican Republic Bulgaria, China, Colombia, Denmark Sweden, Finland, Iceland, Norway, Switzerland, Costa Rica, Pakistan, India, Indonesia, Jamaica, Luxembourg, France, Netherlands

(iv). The majority of the African Member States submitted DRs in association with European Member States, occasionally with Latin America and the Caribbean and rarely with Asian and Arab Member States. This may be a reflection of the scope of existing bi-lateral diplomatic relations between the countries represented.

1.3 PRESENTATION AND ANALYSIS OF THE PARTICIPATION PROGRAMME REQUESTS SUBMITTED BY AFRICAN MEMBER STATES AND APPROVED BY UNESCO DURING THE 2000-2001 BIENNIUM

1.3.1 Under the Participation Programme scheme, Member States are categorised according to geopolitical criteria, the Member States in Africa are divided into two categories, as Arab States and sub-Saharan States.

During the General Conference, Member States in Africa constitute a geopolitical Africa: North Africa and sub-Saharan Africa. The consideration of Draft Resolutions submitted by the Member States in Africa are made according to this geopolitical criterion.

This dualism in standards is a challenge to ensuring coherence in the co-ordination of the implementation of priorities and projects, which have regional and sub-regional character. The question to answer in this context is how to ensure coherence and continuity in the implementation of national, sub-regional, regional and international priorities expressed in the Draft Resolutions and Participation Programme requests by the Member States in Africa.

(b)   During the 2000-2001 biennium, by 1 February 258 UNESCO had approved Participation Programme requests submitted by **43 Member States in sub-Saharan Africa**. The minimum number of requests approved per Member State was 3, the average was 6 and the maximum 10, amounting to an estimated sum of **US $ 4 597 952.**

(c)   By 1February 2001, Participation Programme requests were not received from Mauritius or was in process

(d)   The following Member States are included among the Arab States: Somalia, Sudan and Djibouti.

1.3.2 Frequency Table indicating number of Member States and PP requests approved by UNESCO by 1 February 2001

Number of Member States	Number of requests approved by UNESCO	Total number of requests approved
1	3	3
5	4	20
12	5	60
10	6	60
8	7	56
5	8	40
1	9	09
1	10	10
Total: 43		258

Explanation of the table

By 1February, 2001, the frequency of approved Participation Programme requests from African Member States were as follows:
(i).One Member States had 3 projects approved.
(ii). Five Member States had 4 projects each approved.
(iii). Twelve Member States had 5 projects each approved.
(iv).Ten Member States had 6 projects each approved.
(v).Eight Member States had 7 projects each approved.
(vi). Five Member States had 8 projects each approved.
(vii).One Member State had 9 projects each approved.
(viii)One Member States had 10 projects each approved.

Therefore, during the 2000-2001 biennium, by 1February 2001, UNESCO had approved a total number of 258 requests submitted by 43 sub-Sahara African Member States under the Participation Programme and Emergency assistance scheme.

1.3.3 The table below shows the nature of projects for which Participation Programme funds were approved

Scope of project activities	Number of requests
National	221
Sub-Regional	25
Regional/International	12

The majority of the projects were national, 232 and few activities were regional or international and sub-regional in scope.

1.3.4. Indicative table on the distribution of the approved Participation Programme request according to UNESCO's Programme Sectors

Programme Sectors concerned by the approved PP requests	Number of PP requests approved, by Programme Sector
Education, ED	95
Culture, CLT	46
Bureau of External Relations, BRX-Nat	28
BRX-Fellowships	07
Science, SC	25
Communication, Information and Informatic, CII	21
Social and Human Sciences, SHS	18
Transverse activity, Youth and Women	04
International Year of Culture of Peace, IYP	08
Equipment	06
Total	258

The highest number of Participation Programme requests approved by UNESCO, by 1 February 2001 in decreasing order, was in the domain of Education (ED), followed by Culture, (CLT), BRX-National Commissions and Fellowships, Science (SC), Communication Information, (CII), Social and Human Sciences (SHS), Transverse Activity-Women and Youth, and the International Year of Culture of Peace.

PART II: THE RECOMMENDATIONS DECLARATIONS AND RESOLUTIONS ADOPTED AT MAJOR UN AND/OR UNESCO CONFERENCES AND AFRICA

2.1 Presentation and Analysis of Recommendations, Declarations and Platform for Action Adopted at Major International UN and/or UNESCO Meetings between 1990 and 2000, to which African Member States made References in the 30C/VRs

UNESCO and/or the United Nations has organized several international conferences between 1990 and 2000. In these meetings the Member States in Africa and from other continents have expressed their needs, aspirations and priorities. These conferences have adopted recommendations, declarations and platform for action in the fields of competence of UNESCO and the specialized UN Agencies.

In the 30C/Verbatims, five Member States, Madagascar, Central African Republic, Benin, Namibia, Eritrea and Uganda requested UNESCO to examine the follow-up of the implementation of the recommendations, resolutions and decisions of these meetings in Africa.

The study of the 30C/VRs indicate heads of national delegations from Africa who made references to the recommendations, declarations, platform for action and decisions of the major international meeting organized by UNESCO and/or jointly with the UN. The table below is a summary of the Member State representatives and the meeting to which references were made

Major International Meeting/Conference and Organizer	Member States who evoked the conclusions of the Conference listed
Dakar Education Forum, by UNESCO, in 2000 Dakar, Senegal	
World Conference on Technical and Professional Education, by UNESCO,Seoul, South Korea, 1999	Central African Republic, Sudan, Namibia, Swaziland, Uganda (5)
Higher Education in the 21st Century: Vision and Action, by UNESCO, Paris. 1998.	Guinea, Cameroon, Congo, Madagascar, Uganda, Togo, Namibia, Nigeria, Seychelles, Swaziland, Zambia (11)
-MINEDAF VII by UNESCO,Durban, 1998 -OAU Decade for education in Africa	
International Conference on Adult Education by UNESCO, Hamburg, 1999	Botswana, Swaziland, Zambia (3)
World Declaration on Education for All: Framework for Action to Meet Basic Learning Needs by UNESCO, Jomtien, Thailand, 1990.	Sudan, Cameroon, Djibouti, Lesotho, Namibia, Nigeria, Ethiopia, Rwanda, Senegal, Seychelles, Zambia (11)
Intergovernmental Conference on Cultural Policies for Development by UNESCO, Stockholm, 1998	Benin, Namibia (2)
World Congress on Science by UNESCO, Budapest, 1999	Ethiopia, Cameroon, Central African Republic, Guinea, Guinea Bissau, Gabon, Lesotho, Namibia, Swaziland, Uganda (11)
World Conference on Solar Energy, by UNESCO, Harare, Zimbabwe, 1996	Kenya, Madagascar, Zimbabwe (3)

UN International Year for Culture of Peace, Plan of Action, UN General Assembly, 2000 and the UN Decade for a Culture of Peace and non-Violence at the benefit of children	Angola, Burundi, Benin, Chad, Central African Republic, Congo, Cameroon, Djibouti, Ethiopia, Gabon, Eritrea, Lesotho, Madagascar, Liberia, Mali, Mauritius, Rwanda, Senegal, Seychelles, Swaziland, Uganda, Zimbabwe (22)
-Audience Africa, UNESCO, February 1995 -Audience Africa, International Follow-up Committee -UN System-wide Special Initiative on Africa, 1996	Namibia, Uganda
Demos Africa, Maputo, Mozambique, UNESCO, 1998.	Gabon, Mozambique

2.1 Between 1990 and 2000, the United Nations System and UNESCO have organised several international conferences in the domains of competence of UNESCO. During these meetings representatives of Member States in Africa have expressed the priorities and aspirations, which feature clearly in the final conclusions, recommendations, declarations, resolution and plan of action adopted.

The implementation of these decisions required sustained and strong political will, genuine international solidarity and effective ongoing assessment of projects which have been undertaken by international, regional and national organisations as well as by Member States.

The conclusions, declarations, platform for action adopted at the following meetings were implied without direct references PASCICOM, Pan African Conference On integrated and sustainable Management of Coastlines organised by UNESCO, on Intergovernmental Oceanographic Commission (Maputo, Mozambique, 1998); in co-operation with UNEP, the Governments of Finland and Mozambique; "With and for Africa, Towards Quality Education for All", jointly organised by UNESCO and UNICEF, within the framework of the MLA Project in 1999; the World Summit on Women organised by the UN in China (Beijing, 1995); the Summit for Social Development organised by the UN (Copenhagen, 1995), which adopted the Copenhagen Declaration and Programme of Action and the Declaration on Human Settlements Habitat (II), Istanbul, by UN, in 1998.

2.2   International Meetings organised by UNESCO between 1990 and 2000:

With regard to Africa, UNESCO organised Audience Africa in 1995, which defined priority areas of concern to Member States in Africa and which fall in the domains of competence of the organisation. The Audience Africa International Follow-up Committee met three times between 1996 and 2000 to determine progress and refocus attention of the partners involved in the implementation of programmes defined on the basis of the recommendations adopted.

In the context of its interdisciplinary project: towards a culture of peace and in co-operation with the Government of Mozambique and other partners, UNESCO organised the Demos Africa Conference in Maputo in 1998, And a "Pan-African meeting on sustainable integrated management and coastal areas" in 1999; Pan-African Women's Conference on a Culture of Peace in Tanzania, Zanzibar, April 1999

In the area of education, between 1990 and 2000 UNESCO organised five International Conferences on Education and MINEDAF VII in Durban, in South Africa, for African Education Ministers.

In the area of culture, UNESCO organised one "Intergovernmental Conference on Cultural Policies for Development" in Stockholm in 1998.

In the domain of the Sciences, UNESCO organised the World Solar Conference in Harare, in 1996, which adopted the 5 years World Solar Programme at UNESCO, and the World Congress on Science, in Budapest, Hungary, 1999.

2.3   International meetings organised by the United Nations:

In 1996, the Secretary-General of the United Nations defined the UN System-wide. Special Initiative on Africa, assigning UNESCO, Africa Department an important role of co-ordination of its implementation. The Special Initiative includes activities in all UNESCO's Fields of Competence.

The UN initiated the organisation of the UN Summit for Social Development in 1995, in Copenhagen, in Denmark.

The UN organised the first World Conference on Environment in 1992, in Rio de Jeneiro, in Brazil and Habitat II in 1998 in Istanbul, Turkey.

The UN Organised the UN Summit on Women in 1995, Beijing, in China.
The UN General Assembly declared the Year 2000, International Year for Culture of Peace, assigning UNESCO the responsibility of focal point for the implementation of the Plan of Action.

PART III : CONCLUSIONS AND SUGGESTIONS

3.1   Conclusions

A.   **Correlation**: Concerning the correlation between 30C/5 Draft Resolutions, 30C/VRs and
Participation Programme requests between 1999 and 2001:

(a). The 3OC/5 Draft Resolutions, the 30C/VRs and the Participation Programme requests have all indicated education to be the first priority area of concern to Member States in Africa.

(b). The second priority area of concern to the Member States in sub-Saharan Africa are the Sciences

(c). The third area of priority concern to Member States in sub-Saharan Africa is the relations between Member States and UNESCO. Strengthening relations between UNESCO and Member States by increasing the capacity of the National Commissions and Field Offices in Africa.

(e). Fellowship or study grant as a strategy to improve the quality of human resources in Member States is also important to the Member States and especially in the training of national education personnel and the staff of National Commissions.

B. **Common Challenges**: African societies like all developing societies in the world are faced with the problems of social fractures, poverty, illiteracy, ignorance, underdevelopment, unemployment, environment degradation, exclusion and violent conflicts. Finding solutions to these problems require comprehensive, interdisciplinary approaches and international co-operation.

In the field of education, governments of member States must formulate national educational policies that respond to the challenges of globalization, continuously changing social, economic and political situations. In the area of culture, to promote policies that encourage dialogues among cultures, religions and civilizations and to enhance the role of sciences in development and peace and stability.

In the area of research, Member States and international partners must sponsor integrated human and structural potential development and to promote research, analysis and action-oriented prevision. In this context, UNESCO is expected to contribute towards organizing education as an unfolding pattern whereby the different stages are interrelated, ensuring an integrated lifelong education[5]. This concept of education will help Member States in adapting professional knowledge and technical know-how required to by African societies to cope with the rapid social and economic changes and the globalization of information technology.

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[5] As defined in the International Commission on Education for the 21st century , Chaired by Jacques Delors, Final Report

The social, economic and political challenges and violent conflicts in Africa demand an ongoing assessment of the implementation of recommendations, declarations, plans and platforms of action adopted at major international meetings. The Africa Department could determine the impact of these decisions on UNESCO's programmes in Africa.

The achievement of the aspirations of the Africans requires combining efforts of all partners concerned, in order to ensure a maximum utilization of resources. The platform for action and action plans adopted at international meetings must be used as an integrated and common framework for the implementation of national and international programmes.

3.2. Suggestions

(i).   Considering that the Participation programme requests submitted by the Member States in Africa express their particular priorities within the various Major Programme Areas of UNESCO, effective follow-up and co-ordination of the implementation of these projects must include keeping a record of approved and unapproved requests from Member States. An analysis of the requests should be undertaken at the end of each biennium in order to determine trends of change in priorities.

(ii)   At the end of each biennium, the Africa Department should consider preparing an inventory of Participation Program requests from Member States and International NGOs in Africa, which have not been approved and used as basis for preparing project for Extra-budgetary fund raising. The funds mobilised would ensure the implementation of activities already defined by the Member States.

(iii).   Considering that the Draft Resolutions and the Participation Programme requests express needs and priorities defined by the Member States in the various major programme areas, intersectoral co-operation between programme sectors should be extended to the evaluation of PP requests. This is important for ensuring coherence between priorities defined by the Secretariat and member States

(iv).   The 30C/VRs indicate brief assessment of achievements, needs, priorities and aspirations of the Member States in the domains of competence of UNESCO's as highlighted by the Heads of Delegations to the General Conference, who were Ministers of Education or equivalents. The questions and suggested reflection topics in their speeches should constitute themes for seminars and workshops to be organised by UNESCO with the relevant partners. The Africa Department will ensure the intersectoral participation in such reflection meetings.

(v).   A listing of 30C/5 Draft Resolutions submitted by Member States in Africa individually, and which expressed national concerns and consequently referred to PP for considerations should be prepared during the general Conference to ensure follow-up and in order to take into account the needs and priorities of the Member States.

undertaken by INGOs in partnership with UNESCO, at national levels in order to ensure that the target groups defined by the Member States are taken into account.

(vii). A comparative analysis between 30C/5 (1999) and 30C/6 (2001) Draft Resolutions concerning Member States in Africa should be undertaken to ensure continuity in reflections and emerging trends as basis for prevision concerning Member States in Africa.

(viii). Africa Department could play a greater role in assisting Member States to ensure coherence in defined priorities and follow-up on issues raised through Draft Resolutions, Verbatim and Participation Program requests, since these represent three channels of dialogue between Member States and UNESCO on needs, aspirations, challenges and priorities.

(ix) As follow-up to the present study, the Africa Department expects to undertake
- the collection of data on how many Member States in Africa provide free compulsory universal basic education and what is the teacher: security personnel (soldier and police) ratios in each country. The information collected will provide insights for Member States to refocus national priorities and changing implementation strategies.

- the collection of information on the proportion of education and defence budgets and analyse the short and long term social consequences, particularly in the area of education, sustainable development and peace in Africa

(x) The majority of the International Conferences and Special Initiative within the UN system between 1990 and 2000 fall within the Fields of competence of UNESCO. But the Sector of Education has organised the highest number of UNESCO International or World Conferences. In this context the Africa Department expects to undertake the following:
- a study of the activity reports of the programme sectors with the view to determine the impact of the conclusions, declarations, recommendations and plans of action adopted at International or World Conferences organised by UNESCO or the United Nations on UNESCO programmes in Africa during the last 10 years.

- a comparative analysis of the Medium Term plans:1990-1996 and 1996-2001 with the view to determine how the conclusions, declarations, recommendations, plans and platform of action adopted at International or World Conferences organised by UNESCO between 1990 and 2000 have been taken into account in the preparation of the C/4s and C/5s.

Document prepared by Florence Ssereo

PART IV   TABLES/ANNEXES

TABLE 1

A SUMMARY OF THE NEEDS, PRIORITIES AND CHALLENGES
OF THE AFRICAN MEMBER STATES AS HIGHLIGHTED IN THE 30C/VRS [6]

Member States	The Needs, Priorities and Perspectives of Member States expressed in the 30C/VRs (Speeches)
Algeria[7] (Hon. Mr. Rahal)	-UNESCO's role continues to be that of promoting international understanding between peoples and nations through education. science, culture and communication. The culture of peace is the result of work in all these domains of competence. For Algeria this concept of peace is not only a philosophical consideration surrounded with intellectual controversies -UNESCO condemned acts of terrorism in Algeria and express solidarity with the people of Algeria during the difficult moments and "a Black book" was published by UNESCO to draw international attention on the gravity of the situation in Algeria. -Foreign nationals have departed from Algeria, Air companies have closed their offices in Algers, tourists have ceased, investors have changed their minds, consultants have closed their doors. Algerians wherever they go are received with reserve. -But there is hope, violence is reducing, population is mobilized to re-establish normal life and the election of President Boutefica has been a positive turning point. His government is working to establish peace, with the support and enthusiasm of the people -Algeria is President of the OAU, and is acting as the spokesman of African Member States. The problem of globalization is priority concern of the Member States in Africa, the risk to exclude Least developed countries from international life and incapacity to improve their economies is worrying. -UNESCO must assist these Member States to confront the new aspect in international life, without losing its domains of competence. Question: Is it not the role of the intellectual and cultural Organization, by excellence to recover vigor at the service of a true culture of peace?

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[6] The 30C/VRs are the written speeches of the heads of delegations to the 30 session of the general conference in October-November 1999

Angola (Hon. Mr. Rebelo Chicoty)	-With the support of the international community, Angola is in search for peace at national and regional levels, through dialogue, negotiations and political reforms including the organization of elections; -Expressed gratitude for the humanitarian aid to displaced persons, refugees, wounded victims of the war and orphans provided by the international community; -National priorities: *Lifelong education for all is fundamental base for justice and equality in the world, as a fundamental human right. Education is vital for the promotion of a culture of peace and development. *Teachers training. *Elimination of illiteracy through the work of the National Literacy Institute and in collaboration partners-NGOs, religious institutions and the armed forces, prisons, syndicates, association of peasants and centers for persons displaced by the war. Past efforts have received the Literacy mention of honor. *Giving development a human face, must respond to human needs of the population and social stability for future generations *Making science to be at the service of development by strengthening human and financial resources, ensuring coherent and rational development in science and technology and conception of programmes and projects of scientific research for development and investment. *Promoting peace understood as promoting justice, harmonious development process as opposed to wild economic growth, which is destructive to the environment. Peace is responsible and democratic governance and cultural pluralism. In this connection approve the declaration of the year 2000, International Year for a Culture of Peace and center activities on youth as the most dynamic sector of society. To this end created a National Youth Council, which brings together all youth organizations and associations. Appeal to UNESCO for support in this domain. -Support the study on the Negritude Transatlantic and Slavery included in the Transdisciplinary project of UNESCO, considers it to be an important contribution to the history of humanity and will reinforce the principle of respect and human dignity. Knowledge on the causes, modalities, legal and ideological basis of will enable humanity to forge a common to have a common memory, thus creating a condition required for a new form of co-operation;

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[7] Algeria has been included among the sub-Saharan African Member States in this listing in its capacity as the President –in-office of OAU at the time of the General Conference.

	Challenges:-intensifying educational development, human resources training and scientific research, conflict resolution, fight against economic crises, poverty, extreme misery, consolidation of democratic processes, translation into policies and actions the Declaration on Decade of Education in Africa, solve the problem of the brain drain. Angola's and Africa's future depend on efforts made in the development of human resources through education. Education being an indispensable factor of development and motor of progress and development; -Appeal to UNESCO to follow-up on activities undertaken to respond to the aspirations of the African continent, reinforce programmes aimed at improving structural capacity in order to enable African countries to manage their destiny. Commitments made in favor of the development of Africa is of particular importance; -Support and approve the form and contents of the 30C/5. -Concerns; -Effective protection and value of cultural heritage. Consolidation of existing structures, training of cadres and promotion of research. Initiatives aimed at stimulating training and sensitisation at all levels are encouraged. -Express support for the programme AFRICOM for security in African museums, which will help communities to preserve and value their cultural heritage. Valuing cultural heritage is promoting cultural tourism and in this context the "Slave route Project" is important to Angola; -The problem of decentralization, resources and efficiency of UNESCO Field Offices are of great concern to Angola. Invites Member States to reinforce National Commissions in their countries and support them in their functions of orientation and implementing of decentralized programmes and earmark funds for its execution. -Appeal to UNESCO to reinforce the Participation Programme .
Benin (Hon. Mr. Alahassa)	-A lot of progress has been recorded during the 20 century, in science and technology, education, culture etc but has humanity grown? There are still some challenges to overcome-the man-to-man distance to reduce; -Persistent challenges are illiteracy in the world, especially in developing countries in Africa, where the level of schooling is still low (40%). Literacy and adult education, especially of women and young people, exclusion, globalization, breakdown

	of values of sharing, solidarity, depletion of resources, unequal distribution of resources, wastage, increase in racial ideologies and horrors of genocidal killings, sexual prejudices, xenophobia, violation of human rights; -Humanity is deteriorating, threats to peace etc which further compromise the existence of humanity. In this context UNESCO's mission-intellectual, moral and of anticipation is re-affirmed and must be reinforced; -Insistence on the role of UNESCO as a laboratory of liberating ideas; -The mobilization of Member States to support UNESCO initiatives for a culture of peace, to study the different dimensions and conditions for its achievement -To promote a concept of a culture of peace tied to the concept of "culture of just sharing of bread" These two concepts are mutually conditioning, and understanding them separately makes the culture of peace a slogan; -Education as nectar of life was at the center of reflection during the World Conference on Adult Education in Hamburg, July 1997 and the World Conference on Higher Education, Paris 1998. And the role of culture in development as proclaimed in the recommendations of the World Conference on Culture (Stockholm, March-April 1998) and the role of science and technology in the deliberations of the World Congress on Science (Budapest, July 1999), emphasizing the nature of science, application and impact on humanity; -Benin appeal for continuous reflection and collective search for solutions to the problems of the planet, a courageous follow-up to the recommendations of these important meetings, the reinforcement of achievement and continued solidarity and co-operation among Member States in the implementation of the various recommendations. -Emphasis on transverse activities in the 30C/5, especially women, youth and Africa Department. Requesting for substantial resources in order to make it effective and operational as Priority Africa must bear a collective and not individual consideration of Member States; -Priority attention should also be given to the slave route project; -Appeal to able Member States to make available to UNESCO the financial resources required for the implementation of recommendations and decisions in order to solve the challenges of the 21st century.
Botswana (Hon Mr. Kedikilwe	Considers education to be central to the nurturing and consolidation of democracy and socio-economic development;

| | -Educational system was reformed in 1977 and 1994, defining a blue print for the development of education for 25 years . The issues are access and equity, pre-school education, technical teacher education, non-formal and distant education. A ten-year free education plan successfully increased the level of literacy in the country. A ten-year free basic education programme has been provided for school-going children;

-The curriculum has been reviewed and revised in line with national needs and priorities. Emerging needs as environment education, population and family life education and HIV/AIDs have been integrated and infused in the teaching and learning materials. New subjects as information technology, business studies, guidance and counseling and moral education have been introduced;

-Teachers are crucial in ensuring quality education. Pre-service and in-service teacher training programmes aim at equipping teachers with the necessary competencies. A system of rewards has been introduced to attract and retain high calibre professionals;

-A vocational education training in its broadest sense has been given a major boost in order to create opportunities for lifelong learning for all citizens;

-The 5th International Conference on Adult Education (Hamburg, July 1997 was important in view of widening opportunities for adult learning in Botswana.
As follow-up a national plan of action for adult learning was prepared. In this connection, Botswana looks to UNESCO for help in expanding and strengthening adult education sector, that will address the needs of the 21st Century. And supports the UN Week of Adult Learning;

-Underpinning the new conceptual framework of lifelong learning is the reinforcement of the role of libraries and technology-based information services as gateways to freely accessible knowledge. Congratulate UNESCO on its continued commitment to the support of a well-informed citizenry of the world, the basis for an informed society of the third millennium as articulated in the revised UNESCO Public Library Manifesto. These resources should be directed to those Member States which evidently are more deserving, who suffer on the account of their inability to tap these resources, and in this context endorses the Programme and Budget as recommended by the Executive Board of UNESCO. |

	-Concerning decentralization, notes that field offices in Africa are understaffed and consist mainly of a single officer responsible for a number of countries with vast distances between them. Office work, which includes over whelming volume of UNESCO documentation allows no time for effective visits to the countries for which they are responsible. Botswana recommends integrated offices with adequate professional staff with the potential to serve Member States better. The structural relationships between UNESCO field offices and the National Commissions is too ad hoc, guidelines are necessary for improving performance and relationships.
Burkina Faso Exc. Amb.Sawadogo	-Despite the commendable efforts of UNESCO, much remains to be done in the developing countries -Emphasized the role and work of National Commissions and decentralization of UNESCP programmes, evoked staffing and competence in terms of providing intellectual and technical assistance to Member States.
Burundi (Hon. Mr. Mpawenayo)	Expressed concerns on the: -deplorable expressions of intolerance, inter-ethnic hatred which have led to the displacing of children and women, genocide in the great Lake Region; -Burundi is torn apart since 1993, hopes for progress in health, education, and economic performance have been undermined; -Slow international solidarity, and appealed to the bilateral and multilateral partners to revive co-operation with Burundi; -reiterated the role of the United Nations Organization and of UNESCO in particular; Called for prospective actions, a laboratory of ideas, an observatory for preventing threats to peace and democracy, which requires that: -UN and UNESCO must redefine their missions in order to respond to emerging multiple and complex situations in the world; -UNESCO should undertake in-depth reflections on education for the new millennium, of a world without frontiers and without violence, and contribute within its fields of competence; -Concerning the 30C/5,the activities proposed correspond fairly well to the needs of most developing countries. However, success depends on the socio-political situation of prevailing in the respective countries, their implementation requires reinforced partnership among Member States, with UNESCO and other goodwill people;

	-Challenges: consolidation of peace within States and with neighbors, as a condition for development, objective and common vision of human rights. Peace and human right are inter-dependent and their achievement is the goal of the peace process. The right to life above all; -Solicit assistance to reinforce the UNESCO House of Culture of Peace in Bujumbura, to make it a corner stone of a Regional Institute of education for peace and co-existence. One of the roles of the Institute will be re-animate the flame of life in the region; -The celebrations to mark the International Year for a Culture of Peace should challenge countries to change their behavior, affirm values that indispensable for the elimination of violence, exclusion and genocide. For Burundi it is expected to mark the end of the conflicts which have caused the loss of so much life; -The International Year for a culture of peace is a moment of reflection, of innovation of strategies for a culture of peace, In this regard, women have an indispensable role to play, in consolidation of peace, non-violent resolution of conflicts and the privileged child educator. Child education which is traditionally based on coexistence, tolerance, fraternity, and solidarity is a valuable contribution to transform the divided communities.
Cameroon (Hon. Mr.Etoundi)	-Expressed concern about the persistence of poverty, illiteracy, underdevelopment and all sorts of conflict in the world today -Look to a better future, characterized by the regression of poverty, access to knowledge foe all, tolerance, peace, solidarity and shared ethic and moral values; -Affirm the moral and intellectual role of UNESCO as exemplified in the launching of the concept of culture of peace and the International Year for a Culture of Peace. -Priorities: *Implementation of the recommendations of Jomtien Conference on education, which coincide with the objectives of the OAU Decade for Education in Africa. *Attentive to the application of the recommendations of the World Conference on Higher education (Paris, Oct.1998); World Congress on Science (Budapest, June-July 1999) which underlined science education. And the role of UNESCO in world reflections on transfer and application of intellectual property rights: production, diffusion and equal access. *Cultural identity and intercultural dialogue, two mutually complementary concepts should be a living reality and should lead to the elimination of the roots of war. *Application of all the recommendations of international

	meetings organized by UNESCO. -Affirm the priority target groups of UNESCO, youth, women, Africa, the Pacific. Concerning Africa, remark the importance of the creation of "Priority Africa Special Account" with the view to boost actions in favor of the populations; -Request the reinforcement of the World Solar Programme as an excellent framework for promoting renewable energy sources; -Expressed satisfaction with the 30C/5 and hopes that the result-oriented approach will be accompanied by efficiency in implementation of programmes and a culture of evaluation; -Considers decentralization to be one of the important priorities for UNESCO, during the third millennium.
Central African Republic (Hon. Mr. Kitodjim)	-To make co-operation between UNESCO the Central African Republic more dynamic and operational; -Acknowledge the important role played by UNESCO in sensitizing the citizens on election process and democracy in 1999; -Urge UNESCO to remain the true conscience of the United Nations; -Support with appreciation the 30C/5 -Reinforce the capacity to implement the numerous and ambitious projects in order to conquer incertitude; -It is required to adopt a new regard on UNESCO, whether in the domain of education, science, culture, communication or environment. The major concern should be shaping a new human spirit, the best for managing these domains in the next century; -The second international congress on technical and professional education and World conference on Science must constitute work areas for the African continent, which badly prepared is suffering the consequences of competition imposed by globalization. The insufficient management of modern communication means risks to disqualify it in the competition and worsen the already precarious situation; -The major challenges of the 21st Century : * is education in a larger sense of the term. Especially when violence and human rights notions have become in vain. Science and creativity will be relevant only if they remain at the service of the highest values of humanity; *The elaboration of the next Medium term Plan must take into account the challenges of the 21st century and priorities such as culture of peace, women, youth, environment, human rights, basic education vital for development and human progress;

	*UNESCO should act as a laboratory of ideas, the executive Board must have intellectual courage to reflect on new concepts, as new forms of slavery observed between certain Member States, genocide, exclusion of certain people condemn to illiteracy and misery. The future Executive Board must develop new strategies with the support of intellectuals and thinkers. It is in this way that UNESCO will be an institution capable of shaping the world; -The major concern is education which responds to the challenges of the 21st century, give a human face to the planet in the Third Millenium. In this connection Central African Republic supports the Youth Manifesto, with a youth vigor, the text reminds humanity of the great stakes of this time characterized by the convergence of people, ideas and cultures. The culture of peace in the Third Millenium cannot be achieved without the participation of youth
Chad (Hon. Mr. Kolo Mayoumbila)	-The challenges of the third millennium are to ensure the future of six billion humans in a very difficult economic context for three-quarters of the world population; -To create conditions for harmonious and pacific life in a world characterized by conflict of form or another -To ensure commitment and continuity of actions to mark the International Year for a Culture of Peace, 2000 and the international decade for the promotion of a culture of peace and non-violence and peace for the benefit of children of the world, 2001-2010. These movements for peace to which millions of people pledge support must make the 21st century a century of respect of life, rejection of violence, mutual understanding and solidarity. Based on its own experiences of three decades of armed conflict and violence, particularly destructive, Chad supports unreservable UNESCO's mobilizations for peace and is committted to implement actions to ensure the transition from the cultures of violence and intolerance to a culture of peace and non-violence successfully. In the same vein, Chad supports the "Youth manifesto 21st Century" and is committed to contribute actively to the achievement of the ideals of the "World Children's Parliament" -Chad is committed to the democratic process launched since 1990 in spite of some difficulties encountered. The successful 1996-1997 multiparty presidential and legislative elections were followed by the creation of the High Council of Communication, a National Human Rights Commission, revival of the High Court of Justice, a Constitutional Council, Free press and the organisation of municipal elections throughout the country

	-The institution of democratic institutions is on thing and ensuring their proper functioning and sustainable peace is yet another. But Chad is committed to train its citizens, responsible, in the spirit of peace and justice, thus building the defences of peace in the minds of men through education; The challenges to education in Chad are numerous, insufficient infrastructure, quality of teachers, high level of illiteracy, especially among women. The government has taken measures to boost the motivation of teachers through regular payment of salaries, strong support from external partners interested in the education sector. -Innovative measures include the introduction of civic education and transdisciplinary approach to human right notion, democracy and environmental education; -In the search to improve the quality of its education, Chad participated in the second International Congress on technical and professional education (Seoul), the world conference on Science (Budapest), the World Conference on Higher education (Paris) and the World conference on education and sports for a culture of peace (Paris) and the Panafrica conference of women for a culture of peace (Zanzibar); -The priorities of Chad include human resources development, right to education and training to increase access to jobs;. In this connection, in November 1990, an accord war signed between the government and its partner in action for development, national education strategy, and job-related training (EFE). This strategy is in conformity with the Orientation Plan: "Chad towards the year 2000 "and in line with the recommendations of the conference on education for All (Jomtien); -The government is in the process of preparing a sectoral meeting (N'Djamena, 19-20 jan. 2000) on education and training for the period 2000-2004 with the support of the african Development Bank, UNESCO, World Bank and UNDP; -Chad is engaged in a continued fight against poverty, supported by development agency partners. Poverty alleviation hopes are based on the exploitation of the natural resources to the benefit of the population, a plan of resources management has been prepared to act as guidelines; -Chad looks to investment in the domain of education, health, agro-pastoral, and infrastructure development; -Chad gives a lot of importance to the "demining project"

Comoro (Hon. Mr.Said Omar)	-Man is unique and humanity is multitude. There is not one culture but cultures, differences which when added together sum up humanity. Knowledge is diverse, a diversity, which is paradoxal; -Attention on basic education, permanent and progressive education. Promoting basic education is respecting difference, which in itself is enrichment. Education must be integrated in the existence of individuals. Education in its constant expression is the test for progress; -Man must be respected regardless of his origin because he is unique. We must remember that human nature is is constantly modified by surrounding circumstances, actions, perfect management, in-depth knowledge of grassroots reality Comoro demand adaptable programmes, concrete actions which complement government actions. The goal is to develop man and remain close to him; -UNESCO to elaborate programmes which target marginalized groups, especially street children in order to eliminate the phenomenon; -It is necessary to develop new perspectives, which bring hope to youth. In this connection supports the Executive Board decision to include whenever possible a young person in Member State national delegation to the General Conference in order to promote the interests of youth; -Launched an appeal for wisdom and mobilization of member States for the education of children; -The respect of values in spite of differences is an obligation of all times and education is an absolute necessity. We must wish in the words of Kafka "to remain up and not to be desire people" but of action. We must translate projects into facts respecting great principles of education, so that our fight may tomorrow become a victory of humanity.
Côte d'Ivoire Hon. Mr. N. ANNEY KABLAN	-Recalled the importance of Audience Africa organized by UNESCO in February 1995, as a privileged opportunity of listening to Africa's concerns and aspirations -Fully supported the 30C/5 programme and budget and, particularly the Priority Africa Department as vital in ensuring the implementation of the identified five pilot projects -Approved the setting up of the new UNESCO International Institute of Capacity-Building in Africa -Called for emphasis to be laid on priority programmes -Evoked the 'transatlantic slave trade and slavery as crime against, humanity', which warrants a decision of the General Conference

Congo (Brazzaville) (Hon. Mr. Nzila)	-Strengthening co-operation with UNESCO; Expressed support for all UNESCO activities to eliminate all forms of injustice, ignorance and to promote peace, democracy and freedom of the press and increased international mutual co-operation; -Soliciting UNESCO to assist in obtaining debt relief from concerned partners; -Reduction in military budget in favour of education, scientific research and culture for a better world; -Expressed satisfaction with the 30C/5 Draft document and commented UNESCO for activities in Major Programme Area I: Education for all throughout life. Demand for more focus on professional training of young people to respond to the needs of society development and information ; -A careful study of the conclusions of the World conference on Higher Education (Paris, October 1998) and those of the International Congress on Technical Teaching (Seoul, April 1999), as basis for professional training; -Strengthening of the multiple reform of basic education in Congo and countries undergoing post-conflict reconstruction, require UNESCO's assistance in structural reform, equipment and training of teachers -Expressed regrets for the marginal place given to literacy in Major Programme Area I: -Congo looks to UNESCO for the implementation of the activities in this programme area as they translate well the countries own needs in this domain; . -Concerning Major Programme Area II, Congo insists that ther can be no economic and social development without a certain minimum local skilled management of science and technology; - To encourage through UNESCO the exchange and sharing of knowledge and support UNESCO strategies to reinforce national capacities and transfers of knowledge through improved teaching of the natural sciences and engineering at tertiary level, interdisciplinary partnerships, increased access to information and the establishment of new mechanisms of collaboration in social sciences to which other developing countries will be associated. -Congo shares the concerns on global environment, water resources and solar energy and support with great interest the recommendations of the World Conference on Science.

	-Approve the activities in Major Programme Area III, and stress the strategies to develop cultural industries, with priorities given to human resources development, creative technics and conservatiòn. This is in line with the national priority expressed through the organisation of the 12th Pan African Festival of Music (FESPAN) in Brazzaville; -Concerning Major Programme Area IV, Media and Communication play important roles in societies with high levels of illiteracy, ignorance and poverty. -Considers the free circulation of ideas vital for progress in peace and democracy. -Emphasis on the creation of community radios as priority. Support efforts towards freedom of the press and encourage activities aimed at mobilizing for the freedom of press, development of communication in the Least developed Countries and programmes to reduce marginalization through communication and informatics. -Encourage actions to reinforce regional networks of development and sharing of means of communication -Concerning the transverse activities, considers that the Transdisciplinary project: towards a culture of peace provides a an ideal framework for responding to the challenges of violence and intolerance in Congo. -Priority given to peace education and require didactic materials for human rights education, tolerance and civic education -Seek UNESCO's support for the "house of women"project, and support all efforts to promote the participation of women in development and Congo wishes to be part of activities aimed at the promotion of women in UNESCO's programmes. -Recommends the "children's parliament'launched by UNESCO and France and the youth manifesto for the 21st century adopted during the first meeting of the children's parliament in 1999.

Djibouti (Hon. Mr.Billis)	-Since 1999 a phase of intense reform has been launched in all sectors and especially in the domain of youth, education, health, promotion of women, government and other State priorities.
	-Youth, the future of the nation is faced with the problems of training, education, professional and social integration. To solve these problems through culture and sports is one of the national strategies. It is necessary to support an associative dynamics throughout the country, and by reinforcing structures of associative movement through sports with the view to improve the participation of youth in civil society, in development activities.
	-The promotion of local initiatives and collective management of community actions and collective responsibility in problem solving is also a priority.
	-Education for All is a major objective of the government, budgetary constraints hamper the move towards compulsory free universal education, socio-economic development is a condition for a compulsory free education. A policy to promote school (text) books has been enacted.
	-The socio-professional integration of young people is also a major concern, linked to the question of relevant professional and technical training and reinforcement of structures. Changing the mentality of young people in order to learn and train, create jobs and wealth.
	-Creation of a university in Djibouti to strengthen higher education and training in the face of globalization challenges.
	-Creation of suitable environment for the success of Djibouti youth, to construct their cultural and constitutional identity while preserving their constitutional diversity and national heritage.
	-Participation in the peace processes in the sub-region demand conscience and the will to develop instruments, mechanisms and to create occasions for exchanges in order to achieve sustainable peace, prevent conflicts, promote dialogue, respect and solidarity against all forms of violence.
	-The organization of two festivals: "Fest Horn 99"regional music festival for a culture of peace in December 1999 for IGAD member countries. And Conference on peace through sport which will throw light on the role of sport in promoting mutual knowledge and exchanges between people with different cultural backgrounds.

	-Convinced about the promotion of a culture of peace, constructing peace in the minds of young people, and through concrete actions, the government of Djibouti looks to UNESCO for support to achieve the civilization of peace and sustainable development.
Eritrea (Hon. Mr. Simon)	-Intensify co-operation with UNESCO in the areas of education and culture -Challenge is to be able to shape ones destiny. Value the capacity to direct their own education and culture in ways that reflect the real images of the people. -Education of children in their mother tongue as a strategy to help them to know and to understand the content of their culture and heritage, and also appreciate notions and the feelings of counterparts from other ethnic groups. Appeal to UNESCO for support their objectives, attain Universal access to education and culture, reduction in illeracy and improvement of management of education. -To develop co-operation between Eritrea and UNESCO in the field of science and Technology. Need to increase contacts with Oceanography specialists -In the area of Culture, particularly in safeguarding cultural heritag, UNESCO's reports have been useful references in policy decisions and plans; the government is assessing the the importance of adhering to the Convention for the protection of the world Cultural and Natural heritage; the Eritrean monuments deserve to be included in the World Heritage List and to be part of international campaign for recognition, e.g. the port of Adulis on the Red sea has been a harbor for commerce, a route for culture and civilizations a gateway to the sub-region. -The culture of conflict resolution through dialogue, give-and-take is still foreign to the thinking of some nations, hence a challenge. Eritrea's pledge in conformity with its customary laws to adhere to the UN proclamation of the Year 2001 as the Year of Dialogue among Civilizations and to link it to the Year 2000, International Year for a culture of peace is necessary to convince the world of the destructiveness of war. -In the area of development of the cultural heritage, tangible and intangible, comprehensive stocktaking exercise is required The preparation of a national pilot inventory survey of cultural resources throughout the country are underway. UNESCO should play a role in researching and promotion of folklore, archaeology, oral history, traditional architecture and crafts.

	-Appreciates UNESCO's special efforts to promote Africa's educational, cultural and scientific requirements. The Priority Africa Programmes has been useful in bringing into focus the crucial problems and needs facing the countries of the continent. -Demands for an assessment of the impact and imprints made by the Priority Africa Department on work in Africa, since its creation and the challenges encountered by MINEDAF. The distribution of UNESCO field offices should ensure a balanced presence and services in the different regions.
Ethiopia (Hon. Mr.Zewdie)	-Insistence on the intellectual, ethical mission of UNESCO in the promotion of peace, security and to promote collaboration among nations through education, science, culture and communication. -Expressed support to the 30C/5 and the four priority target groups indicated in the document: women, youth, Africa and Least Developed Countries; science and technology and young scientists working on MAB programmes. -To use the conclusions of the World Conference on Science as strategic plans in promoting and strengthening the UNESCO Science programmes. -Consider the role of culture in development to be central and endorsed activities in Major Programme area III: Cultural development: the heritage and creativity . It is national duty to ensure that cultural development supports socio-economic development. -Ensure the protection of cultural heritage in situations of armed conflict and war -Expressed satisfaction with the activities listed in Major Programme Area IV: Towards a communication and information society. -Appeal to UNESCO to promote the use of new information technologies for the development of education, science, culture and communication and to ensure accessibility to all and effective use to facilitate access to knowledge for all throughout life. -UNESCO to assist in building national capacities in the areas of communication and information, in order to ensure the effective use of the new information and communication technologies in African countries and disadvantaged groups worldwide. -UNESCO to continue vigorously with international co-operation through education, science, culture and communication as well as to achieve the goals of peace,

	tolerance and democracy in and among its Member States to Major Programme Area I: Education for all, giving priority to basic education but avoiding fragmented implementation; Support the activities listed under Programme Area II: The sciences at the service of development, and especially support the implementation of the following special projects: biotechnology and development, Africa, -UNESCO to provide resources to ensure the International Institute for Capacity building in order to achieve the defined objectives. -More focus on the reduction of poverty and underdevelopment
Gabon (Exc Vice-President. Divungi di Nginge)	Expressed concern about Africa's problems: under development, natural disasters, political instability, armed intra and inter-ethnic conflicts, foreign debts and public health, especially HIV/AIDS. Challenges: -Africa should fight for peace, internal and external peace. Peace as a condition for viable and sustainable development. -Peace building must have political, economic and social considerations. Peace connotes the respect and exercise of human rights, freedom, democracy, good governance, education and employment. We cannot live in peace in poverty, sickness and famine. -Africa must eliminate ignorance, intolerance and extremism, transcend problems of neighborhood, border problems often arising from their arbitrary nature, under and over population, old ethnic or rivalries, exaggerated selfish interests of some leaders, double interests of some foreign powers. -In order achieve prosperity, must overcome incapacity to ensure security insensitivity to the aspirations of the populations and nations, lack of concern for public interests and common good and certain political leaders must stop exploiting differences thereby reinforcing hatred. -Peace in Africa is through the emergence of the State of law, capable of exercising justice, public authority, ensuring political spaces for dialogue and confrontation of ideas. Africa must also resolve its institutional problems. -To solve these challenges, Africa must first count on itself, potentials, mobilize existing human and natural resources, transnational solidarity, development of intelligence and training of cadres and the support of the international community, and of UNESCO in particular. -In a characterized by conflicts, inequalities, selfishness, mobility and lively diversity, UNESCO besides performing its traditional roles through education, science, culture and communication, UNESCO must also promote peace in the

world, as required by the International Year for a Culture of Peace and the International Decade for the promotion of culture of peace and non-violence,2001-2010

-With references to the Audience Africa (1995), Conference on Culture of Peace and Good Governance-DEMOS AFRICA (Maputo, 1997), Pan African Women's Conference (Zanzibar, 1999), "Manifesto 2000 for a culture of peace", pledge support for the actions of UNESCO to promote a culture of peace.

-Invite the international community to co-operate with the sub-regional Organizations in Africa working to promote peace, they are e.g. Council of Peace (COPAX), ECOWAS, SADC, IGAD and the OAU

National Priorities:

*Dialogue, tolerance and peace as basis for domestic political action and for international action. Contribution to peace building and non-violent conflict resolution in the sub-region of Central Africa.

*Promotion of a culture of peace through the International Center of Bantu Civilizations, CICIBA

The center is a framework for international co-operation, exchange of knowledge on Bantu. Appeal for support from UNESCO for the center.

*Contribution to a culture of peace through scientific co-operation is justifies the creation of the International Medical Research Center at Franceville (CIRMF). The center is an implementation of the recommendations of the World Congress on Science concerning the development of Science. And appeal to UNESCO for unreserved support .

*Elimination of the risks of armed conflicts and their proliferation, of insecurity and instability in the Great Lake Region and Central Africa.

*Launched an appeal to the international community for the creation of a discussion framework, for reflection on root the causes of complex, multiform and multidimensional conflicts in Africa and to propose solutions. This will help to consolidate lical and national processes

*The international community to engage in a new solidarity pack in order to ensure the security of the poor and marginalized (populations and nations). This will give hope to people in the actions of UNESCO to promote a culture of peace, development and better integration of African countries in international politics.

*Preparation to host the summit of heads of State and Governments under the project DEMOS "Africa and Globalization: the challenges of democracy, governance and development". The summit will be an occasion for African to rethink the conditions of its contribution to the history of the

	world, re-examine the main orientations of its development, confirmed its determination to ensure the emergence of democracy adapted to its specific socio-cultural contexts, create and promote creative cadres for the prevention and resolution of conflicts. Cadres who are inspired by the wisdom of African cultures. -Peace and development in Africa demand Africans, the community international to adopt one approach, global and resolved, but which takes into account the promotion of democracy, human rights, poverty eradication. These difficulties must stimulate us to have faith in the future of Africa.
Gambia (Hon Mrs. A.T.N'Dong Jatta)	-Assistance to Third World countries to eradicate poverty and illiteracy to avoid marginalization through globalization -Priorities: -education of girls and women -promotion of the participation of youth\-0development of basic education and primary education in rural areas -increased effort in capacity building, access to education, quality of education, teacher education, provision of basic learning materials, developing basic education in science and technology as a strategy for increasing the participation of civil society in social, economic and political activities. -Development of the University of Gambia in order to increase local exprtise -Maximise opportunities for access to information, education and enhance social, economic, cultural and political development through media. -Launching educational broadcasting, liberalisation of the telecommunications sector and developing a regulatory framework. -Thanks to UNESCO for the assistance in restoration of monuments and antiquities and appeal for more collaboration. -Promotion of gender equality, including within the UNESCO Secretariat, in decision –making bodies.
Ghana (Hon. Mr.Blavo)	-Expressed support for the priorities defined in the 30C/5. -The key issues for Ghana are poverty alleviation, eradication of illiteracy, lack of access to education, ignorance, exclusion, racism and environment degradation. -Supports the strategic forward looking approach of the 30C/5 Requests that UNESCO should ensure the translation and publication of the General History of Africa in other African languages and be put to use in schools. -Expressed support for the slave route project. -Support activities in the area of discrimination based on gender, religion, language and race.

	-Efforts should continue to shape values, promote cultural and linguistic pluralism and dialogue among civilizations and causes of violence. -Reiterate efforts in support of science and technology education in Africa through UNESCO Chairs at universities and Centers of excellence. -Greater support is required from UNESCO to publication, dissemination of research findings under the Programme of University and Industry. -UNESCO to help African countries to take advantage of opportunities offered by the recent advances in information technology.
Guinea (Hon. Mr.Diakite)	-Note the global challenges including the consequences of globalisation of the economy, double standard progress, revolution in new information and communication technology on one side and conflicts, violence, intolerance, exclusion, inequity, poverty, social fractures, nationalism and illiteracy on the other. -Remark that Africa has been made more fragile by poverty, and conflicts, and is particularly exposed to the effects of Globalization. -Guinea is faced with the challenge of providing for 750 000 refugees, solving the economic, social and security-related problems -Appeal to the international community to contribute to humanitarian services, education, health and drinking water for the refugees. -Acknowledge the importance of the work and report of the World Commission on culture and development chaired by Perez de Cuellar, the International Commission on Education for the 21st century chaired by J. Delors, the Universal Declaration on the Human Genome and Human rights; the World Conference on Higher Education, the World Congress on Science, and multiple seminars orgainised to on the integration of women in the dynamics of education and development. -Expressed support for and approves the activities defined in the the 30C/5, especially the importance given to primary and higher education, formal and non-formal education. -Priority to basic education, integrated education with particular attention given to the education of girls -Accord a lot of importance to the culture of peace and call upon Member States to support activities in this domain. Because without peace there can be no education science, culture and development. -Support activities in the programmes of science, cultural development, new information and communication technologies. The dichotomy observed between developed and developing

	must give way to exchanges in information and communication technology. This should be a priority action for UNESCO. -Supports the reforms introduced and continuous to promote innovative initiatives concerning the "Priority Africa", universal basic education, reinforcement of capacity in the domain of science and technology, the work of National Commissions and Intercultural dialogue. -Urge UNESCO to continue to be the guardian of education, culture, science and communication for a more equitable and united world.
Guinea Bissau (Hon. Mr.Baldé)	-Within the framework of co-operation between Guinea Bissau and UNESCO, an emergency plan of action was signed in April 1997, but partially implemented. Priority: Mobilization of emergency assistance from the international community to reinforce institutional capacity in the sectors of education, science, culture and communication -Appeal to the international community and particularly to UNESCO to support the new Amilcar Cabral University, opened in 2000-2001, by providing equipment and stocking the university library. -Committed to ensure the development of education during the, 1997-2006 Decade of Education in Africa. -Increase access to basic education and particularly for girls, - Improving the quality of education -Determination to continue efforts to preserve and protect natural and cultural sites in the country. In this context the transformation of the fortress of Amura into a museum will soon be completed. -Promotion of artistic creation, arts and literature. -Development of modern communication system as strategy for exchanges between people, for social economic and cultural development as well as for consolidating transparent plural, free and fair democracy. -It is important to develop literate and informed public opinion -It is important to promote access to information, to this effect the government has liberalized information diffusion to ensure a greater diffusion. -Expressed concern over the phenomenon of globalization as regards to communication and information and the risk of negative impact especially in developing societies if the required attention and financial resources are not provided. Urge the

	relevant international financial institutions to assist in this domain. -Affirm the "Priority Africa Department's role as interlocutor of African countries within UNESCO demand the DG to provide the resources required to perform this task effectively.
Guinea Equatorial (Hon. Mr Ngua Nfumu Eyang)	-Support UNESCO's role as forum of reflection, prevision in the context of globalization, and its interaction with national policies with strategies for poverty eradication and emerging challenges for the new decade -Support UNESCO actions in the domain of culture of peace -Express support for the Africa Department and the creation of a Special Africa Account. -Guinea Equatorial is against violence and war, is for peace and tolerance.
Kenya (Hon. Mr S.K.Musyoka)	-UNESCO to rise up to the challenges of the 21st century with confidence -Particular reference to the International Commission for the 21st century and the four pillars of education: Learning to be, Learning to know, Learning to live together -Acknowledge UNESCO's efforts to mobilizing resources to promote participation and access to education -Emphasis on the need to reinforce technical and vocational education as important component of economic development -Appeal for the follow up on the World Conference on Science -Assistance in the introduction of new technologies of communication in the educational system -More attention to UNESCO programmes on medicinal plants -Establishment of Institute of Molecular and Cell Biology -Expressed satisfaction on the Biosphere Reserve for Sustainable Resource Development and Conservation in Anglophone Africa Project (BRAAF) and Solar Energy. -Supports the Youth Parliament initiative and the promotion of Youth Forum in UNESCO Conferences.
Lesotho (Hon. Mr. Ntsinyi)	-Lesotho has experienced a series of troubles riots and challenges to its democratic process sparked by opposition party protests following the May 1998 general elections which were witnessed by the OAU, SADC, the Commonwealth, European Union and several International NGOs. -The riots which followed had serious consequences for the towns of Maseru, Mohale'sHoek, Mafeteng and instilled fear in the population, living them without livelihood. -Expressed gratitude to the international community, SADC for solidarity and support to the democratic process in Lesotho.

	-The political parties and the Government of Lesotho have accepted to ensure dialogue and negotiations within a new political mode and a proportional system of representation.

-Elections will be organised in 2000, with the hope for peace and stability.

-Lesotho welcomes and is committed to the UN Declaration of the year 2000, as International Year for a Culture of Peace. Appeal to all Member States to commit themselves to peace in order to the world a better, more human, life-friendly place in the new millennium. The situations in the Democratic Republic of Congo, Kosovo, East Timor are testimony to this effect.

-Challenges of Lesotho: poverty and starvation, creation of jobs for young people, empowerment of women, many among whom are house hold heads, without recognition nor training for the important role they play in the country.

-Sustainable economic development is not possible without peace and democracy.

-Priorities: introduction of free primary education a decision which is long over due but dependant on the economic status of the country.

-Education is a basic need and right of every child, finds it unacceptable that a child's access to basic education should depend on the parent's wealth or lack thereof.

-Appealed to all Member States in developing countries like Lesotho should strive to make basic education accessible and free to all children. Recalled the commitment of Jomtien Conference in 1990 where leaders of the World and partners made a commitment to endeavor to make basic education accessible to all school-going age by 2000.Call on the support of all the development partners in order to achieve this goal.

-Science, technology, culture, ethics should be the guiding points of reference in the new millennium.

-Close co-operation and willingness to commit adequate resources and preconditions for success.

-Lesotho is investing into communications, transport, health, water, banking and other crucial areas of human existence to avoid being trapped in a vicious cycle of problems.
-Reiterate UNESCO's role in developing research in development, science and communication and look to the Organization to ensure a safe future in the millennium under its |

	-Recalled the 'aide-mémoire' signed between UNESCO and Lesotho and appealed for the complete implementation of activities defined: -establishment of a UNESCO Chair in Water Management at the National University of Lesotho, -fellowship-study grant for Lesotho students to study in SADC countries. -Lesotho supports the 30C/5, many of the priority actions included reflect Lesotho's own needs. In the area of arts and crafts Lesotho needs assistance to establish craft centers in rural areas, which will provide jobs for rural women and men and therefore alleviate poverty. Such centers would focus on promotion of high quality and environment friendly crafts. The multiplier effect will include skill transmission from older to younger generation. -Concerning field offices, Lesotho appealed for a clearly defined mandate, clarity between parties concerned. Close co-operation between the Field Offices National Commissions and the Member States will enhance their work. The activities of the Field Offices must be in the interests of the Member States, and there should be a monitoring mechanism.
Liberia (Hon. Ms. Kandakai)	-Education is the priority and ipllar of the Government's actions under the project "Rehabilitation Support to the Education Sector", mainly the public sector education. -Lack of economic recovery has been an obstacle to the government's school rehabilitation programme and the UN system and NGOs assistance are limited to material humanitarian needs. -Other obstacles have been over-centralization of the system, poor management, non-availability of instructional materials, poorly qualified and poorly paid teachers, academically biased educational agenda. These problems were being addressed through the concerted but gradual efforts of the education sector. -The demand for education exceeds government's capacity to deliver: shortage of materials-text books, laboratory equipment, seats in the classroom, teachers training and building technical and vocational institutions. -Liberia's education sector requirements are similar to many African countries. The priority concerns of education in Africa include access, quality, relevance and capacity building. -The education campaign emphasis are on , the Forum for African Women Educationists, FAWE is playing important role of advocacy and sensitization.

-The back to school campaign has led to increased school enrolment than the government can cope with. UNICEF launched the accelerated Learning Programme with government support, modeled on Ugandan system for 8-14 year old. The target is former child soldiers and disadvantaged groups.

-Quick impact skill development programme has been designed for youth.
-The civil war compounded the problem of access to school, renovation are partial and ongoing. Liberia requires urgent assistance in the renovation of secondary vocational-technical and post secondary institutions.

-Quality and standards have reduced because the control mechanisms had broken down during the war. Committees for certification, accreditation and permits to operate schools in the country have broken down. The Commission on Higher education, the main body for setting guidelines and for regulating higher education has been re-established and made functional and the West African Examinations Council Liberian Office, external examination body continues to evaluate secondary education.

-Post-conflict Liberian society requires attention in many areas: peace/civic education, ensuring that youth have marketable skills through vocational-technical education, Aids and related diseases, high population growth rate require family life education in schools and computer literacy.

-Increased opportunities are required to restore the educational structures, re-equip them, provide the necessary mobility for educational workers, supplies, revamp programmes as well as human professional capacities. The greatest difficulty among access, quality and relevance and capacity building is in capacity building. Therefore major focus on capacity building will affect access and quality.

-The post-war educational national reconstruction plan, in terms of target, has been summarized as follows: rehabilitation and refurbishment, of 5oo formal and non-formal basic education facilities: renovation, including re-furnishing and equipment of 61 senior secondary schools: in-service training for some 4 000 senior secondary post-basic teachers in order to upgrade their skills; rehabilitation and reconstruction of post secondary institutions, including three rural teacher training institutes as well as the provision and distribution of instructional materials for the rehabilitated schools, and renovation and equipment for seven higher education institutions of degree-awarding level.

	-Focusing on the future of education in Liberia, the government has undertaken a sector-based review with a view to obtaining a policy framework for the sector, a handbook of policy, rules and regulations, and a master plan. -Massive bilateral and multilateral assistance is needed from international and local NGOs. To implement the post-reconstruction plan as well as the national reconstruction programme of the government.
Madagascar (Hon. Mr. J. Simon)	Challenges of the new millennium: *exasperated tension within States and communities, increasing gap between the rich and poor nations, worsening conditions of life of populations, We must return to humanity, restore human dignity, creative spirit and hope for the future. *UNESCO to continue to invest in the future, man and the human spirit. The realization and development of each human person through education must remain the priority of UNESCO. *Education in the larger sense of the term means transmission to future generations values which empower individuals for self management and respect for the other. *In the context of the present era, UNESCO is called to adhere to its primary objective, to "build the defenses of peace in the minds of man". Make the culture of peace the central axe of its reflections and activities, which for Madagascar is an expression of its mission human. The people and Republic humanist and ecologist of Madagascar finds its foundation in this conception. *Within the context of budgetary constraints, and decisive turning point is necessary to mobilize spirit and efforts to ensure the mission intellectual of UNESCO. -Madagascar adheres to the major axes of work in the 30C/5, consolidation and strategic re-orientation. In fact UNESCO should concentrate on the implementation and follow-up of commitments and action plans defined in major international conferences and commissions of the last ten years. In this perspective, some unsolved challenges must become priority, e.g. poverty and poverty alleviation strategies are englobed in human resources development. -Madagascar endorses the priority given to basic education for all, as a strategy to promote the participation of national populations in the process of development. .

-The Malagache national education programme (PNAE) being implemented with the support of external technical and financial partners, multilateral and bilateral as well as NGOs is geared at providing quality basic education and universal primary education. The participation of the local communities and the policy of decentralization are among the pillars of the programme.

-The contribution of UNESCO and UN in the domains of training of trainers, specialized education, evaluation of the education system and emergency assistance to schools following to natural disasters have been important in the implementation of Phase II of the programme (PNAE-II).

-The modernization of the school infrastructure gives priority to the training of trainers, strengthening the local capacity in conception and elaboration of didactic materials, with emphasis on the use of modern technology in the development of distance education.

-Concerning higher education, the priority is orientation of efforts to adapt training to the needs of the society. Emphasis are on research development and partnerships. In this regard, Madagascar adheres fully to the Declarations of the World Conference on Higher Education.

-Madagascar considers technical and professional education as one of the fundamental components of socio-economic development.

-The rapprochement between education and reality, development of basic training, adaptation of training in new technology and decentralization constitute the principal axe of educational development.

-Madagascar supports UNESCO's work in the area of ecosystem conservation, development of science of the sea through the different programmes. In this connection the government is in the process of creating a marine biosphere reserve similar to the biosphere reserve at Mananara, and thanks UNESCO for the support provided.

-The government's policy of exploitation of renewal energies and solar energy in Madagascar and sin this respect fully supports UNESCO's world solar energy programme.

-In the domain of culture, the Island Madagascar is a confluence of cultures: African, Asian, Western, which has given rise to a rich cultural diversity. Culture plays an important role in the

evolution of Malagache identity. It is the motor of sustainable

	development, in the heart of the immense creativity which allows humanity ti invent solutions for development of each human person and his survival. -The challenge is to develop strategies which permit the reconciliation of the obligation to safeguard cultural heritage and the heritage of development of the population concerned. And in this context, cultural tourism is deserves attention. -The promotion of cultural expressions and the revival of material and immaterial heritage underlined in the 30C/5 is of great interest to Madagascar. Immaterial heritage in the diverse forms; language, traditions, crafts, popular art and the development of cultural industries is very important to the Malagache government. Cultural heritage should not only be preserved, but included in the process of modern creation and diffusion. -Concerning Major Programme Area IV, the government considers the promotion of the press, audio-national visual sector are important in the promotion and consolidation of democracy in Madagascar. The dynamic co-operation with UNESCO's , International Programme for the Development of Communication has been very important and must continue. -The 30C/5 indicate reinforcement of action with priority target groups as youth and women, Madagascar supports this decision. Youth is a social force has been demonstrated through the Youth Manifesto of the World Children's Parliament .
Malawi (Hon.Min.K. LIPENGA)	-Emphasized effective decentralization, concretizing programme and action in Member States -Strong to progrmmes that seek to empower young peopleand in this context expressed support for th establishment of the Africa regional Centre for Guidance, Counselling and Youth Development in Lilongwe. -Expressed support for any lines of action the Director-General will take under the regional and sub-regional strategies for Africa -Invited the Director-general to increase efforts to mobilize and solicit extra-budgetary resources to implement pilot projects priority areas highlighted and articulated by the programme sectors -particularly support the Africa department and the establishment of "Priority Africa Special Account", to "enable priority funding for projects which are unique to Africa".

(Hon. Mr. M. Hameye Dicko)	operation with UNESCO. -Invites UNESCO to create a Reflection Commission on culture of peace and its significance for democracy and development. -To emphasise the intellectual, political and ethical role of UNESCO in the 2000-2001 biennium -Reinforce the mobilization of Extra-budgetary resources. -To strengthen educational development (PRODEC). -Organization of a Conference on technical and professional education in Africa. -UNESCO to support the organisation of a Pan-african congressa of Historians. -Appeal for UNESCO aid for the world heritage of Timbouktou -UNESCO to support the integration of peace education in the school curriculum. -To creat a UNESCO Chair at the university of Mali. -UNESCO to proclaim the year 2001 as International Year of Amadou Hampaté in order to pay tribute to the great African humanist and tolerance. -Promote the creation of a network of teachers without borders .
Mauritania (Exc.Ould Khalifa)	-Express support for the "Gorée Memorial" and the Slave routes projects initiated by UNESCO; -Affirm the importance of intercultural dialogue and the International Year for Culture of Peace activities to be important in mobilizing the world for a culture of peace; -On the understanding that the development and the future of humanity are intimately linked to peace, Mauritania considers its contribution to the peace process in the Middle East, between Palestine and Israel is important; -The achievement of the complete series of the General History of Africa is an important achievement, it is an aide mémoire , which should allow the continent to 'face its past; -Attentive to the Treaty on slaves and slavery and the Transatlantic Treaty, which must be considered as crime committed against humanity. UNESCO should promote dialogue in this subject, as base for peace. Africa was deprived of 20million deported, lost into the Atlantic ocean or exploited for

	5 centuries. This merit envisaging reparations, which could take the form of investments which will strengthen the continent and contribute to the development of the world and the future in the economic and cultural dimensions.'
Mauritius (Hon.Mr. Pillay)	-Education considered as the number one priority in Mauritius development strategy. Free primary and secondary education is ensured by the government, as empowerment of the population to contribute to the economic life of the country. -Access and equality in education are safeguarded by the government. -An action plan to reform the education system is underway, with the view to eliminate its weakness and to better prepare youth to face the challenges of the next millenium with confidence. -The reforms aim at ensuring a child-centred 9 years compulsory schooling centred on the concept of multi-intelligence, increased access to tertiary education through the construction of a new University of technology and positive discrimination in favour of more needy children. -UNESCO's fundamental purpose in this context is based on the principle of generosity and solidarity among nations. The organisation must continue to its credit contributions in the field of education, culture, science and communication, human rights and peace. -Challenges to UNESCO are the persitent problems of poverty, violence, war, enviromental decay, moral degradation, a new wind of acquisition greed and undeclared, nonetheless conspicuous philosophy of self-seeking-survival of the fittest . -The presumption of a level playing field is illusive because of the unbridgeable gulf between countries in terms of their stock of human resources and technology capital. The organization must address the consequences for the poor countries of this tremendous change in the international trade paradigm. The rising pressure puts UNESCO at cross roads, where the resource management should not be the issue. -UNESCO is an intellectual powerhouse and it is inevitable that the place of human resources in the overall budget be significant. -Instead of leavingit to member States to exclusively to submit their programmes, the process could be reversed, with UNESCO acting as an international policy consultancy organization, helping member countries to identify their needs and guiding them in the satisfaction of those needs. Planned and focused decentralization should be the obvious mechanism of down-to-

-Education is the determining force behind society although it is difficult to bring about change where entrenched views and values and general conservatism prevail.

-There are four inherent assumptions underpinning the concept of education for all: education must be compulsory: education must be universal: education must be of quality: education must be relevant. The challenge is to find the magic combination of these four components in the furtherance of the common objectives of education-notably, learning to be, learning to know, learning to do and learning to co-operate with others.

-Educational policy makers must abandon the analytical approach to problem identification based on the logic of focusing on parts rather the whole and reconstitute the whole from the parts because most of the problems we are likely to face in the coming centuries will be multidimensional, requiring an integrated intellectual approach rather than fragmented one.

-The reconfiguration of knowledge in its composite dimension is another challenge, which UNESCO will have to face.

-"Wars begin in the minds of man", peace must be constructed in the minds of men, a culture of peace has been the guiding aim of UNESCO throughout its existence, the search for peace will have to be a permanent endeavour. It cannot be achieved through a mechanical or an institutional approach alone. It is imperative to transform minds, which can only be achieved by transforming mindsets.

-Progress in science and technology has huge lopesided impact on society-abject poverty, dereliction and decay among the majority of the world population.

-We have to grapple with problems of environment degradation

-We are helpless before the destruction wreaked by the ozone layer and the El Nino phenomenon, and the risk of demographic explosion
-Efforts have to be re-balanced; a culture of humanity as a prelude to world peace must be treated with the same consideration as a culture of science and technology. History, literature, geography, music, the arts and multiculturalism must inform the new humanity.

-From the alphabet to digitalization of information, culture and by extension education have underpinned transformations of society. Cultural studies have to do with the people's awareness of themselves and of their potentialities. As long as cultural

studies look up to or look back to the past for its own sake, they will make the common man feel guilty and incapable of managing the present.

-On the basis of the Paolo Freire's philosophy of education: the philosophy of man's vocation to be more-more than what he is at a given time and place, based on a cultural vision: that the characteristics of the human species is its repeatedly demonstrated capacity to transcend what is merely given, what is purely determined, to reconstitute tradition as a backbone of modernity. Mahatma Gandhi warned against education and culture enslaved by the market economy and against equating modernization with market technology.

-In the context of multiculturalism, what should be the philosophy of the new humanities? It is to liberate the energies of people as they live life today as opposed to making people worship the past as though the past was the only truth. Tomorrow is our destiny.

-The diversity of cultures must lead to the recognition of the dichotomy between the historical/anthropologicaland the existential.We need to focus on the conscious, the sub-conscious and the unconscious. Cultural studies must serve the present and the future. The challenge is to abandon the outdated concept of society based on man's acqusitive greed to start laying the foundations of a new society.
In this context, the need to mould a new philosophy of education is imperative.

-World unity lies in the realization of the individual, meaning that the individual must become a prototype of the world.
-Today the challenge of globalization is not just an economic challenge. It is a challenge of culture. The individual swept off his feet by a global culture while forgetting his own culture is lost.
-Our mission must be to build up men not people, the nations will take care of themselves.

-For peace to be a reality, we must harness all our efforts to make war against war, environment disaster, demographic explosion, abject poverty, squalor aand dereliction, the unethical exploitation of scientific discoveries and uneven sharing of the fruits of technology, the abuse and exploitation of human dignity.

-If we must transform the world society, we must transform the mind and reach the unreachable through education, in its mental, physical, spiritual dimensions, education for a culture of peace based on the acquisition of an integrated knowledge as a reflection of parcelized knowledge, on the restoration of a

	culture of a new humanities, visited by a multiculturalism that promotes diversity and blends specific with the universal to form a mosaic of enriching world citizenship. -The supremacy of the individual must be the corollary of a culture of peace in the new millenium.
Mozambique (Hon. Mr. Nhavoto)	-In the context of profound social, political and economic changes, humanity is faced with new problems and new challenges that need greater dynamism and dedication and systematic intervention of UNESCO; -Highlight and support initiatives within UNESCO aimed at hastening the Organization's functioning, efficiency and quality e.g. transforming the Internal Statistics Division into a UNESCO Institute of Statistics; -The prevailing international situation, characterized by conflicts in various regions and countries across the world, underlines the importance, relevance and pertinence of the UN system and of UNESCO in particular. The series of armed conflicts in Rwanda, Somalia, Sierra Leone, Kosova, East Tomor, have revealed the passivity, hesitation, and double standards of the international community But the prevalence of these conflicts and their calamitous and horrifying consequences suggest that the hard work of building and maintaining peace and stability and the urgency to find lasting solutions; -Appeal to all countries, organizations and individuals to work together to eliminate the tragic effects of conflicts and achieve universal stability. It is imperative to promote energetically the culture of peace. -In this context made references to DEMOS AFRICA meeting held in Mozambique in 1998, the International Year for a Culture of Peace and the World decade for a Culture of Peace as opportunities to promote and encourage new strategies for building lasting peace; -Shares UNESCO's ideals, especially concerning peace promotion and Supports the transdisciplinary project:towards a culture of peace, its multiform nature, perceptions on the challenges of peace and implementation strategies as stimulating. Urge Member States and organizations to try to eliminate violence, social exclusion and conflicts and save future generations from the horrors of war; -Priorities:Creation of a more stable society and promotion of a culture of peace through: *democratization of the country as strategy to guarantee effective peace, increasing the participation of citizens in management of day-to-day social problems as a process of consolidating peace.

	*dialogue and participation in the social, political and economic management of the State in order to eliminate sources of intolerance, tension, conflicts. *formulation of intersectoral policies in education, health, culture, information *work with priority target groups such vulnerable social groups, youth, *consultations with youth for the definition of youth regulations and establishment of a fund to support youth initiatives. *co-operation with UNESCO to promote education as a factor of human development and a decisive component in the strategy for a culture of peace; curriculum revision to incorporate human rights and democracy in the curriculum; improvement of higher education and technical training and distance learning and teacher training-teachers as the kernel of the education process and key to the training of tomorrow's men and women. *Definition of national policy on science and technology as follow-up to the World Conference on Science and technology. And creation of structures to required to coordinate the programmes. Appeal to UNESCO for assistance to achieve this goal. *with UNESCO, the design and maintenance of entrepreneurial projects for young people in Maputo and Nampula. And promotion of job creation for young people and cultural activities such as musical festival. -Acknowledge: *the technical assistance provided by UNESCO for training journalists for community radios, information being crucial for sustainable development and for stable democracy. *Organization of a pan African conference on sustainable integrated Coastal Management.(june 1998), International Conference of a Culture of Peace and Democratic Governance (1997) -Pledged for a continued co-operation with UNESCO.
Namibia (Hon.Mr. Mutorwa)	Challenges facing Namibia are are essentially one of nurturing and maintaining an open democracy, while making fairly rapid changes in the social, economic and individual values and bahaviour of all its citizens. -Rich variety of natural resources, fairly stable democratic State abased on a liberal constitution are Namibia's opportunities. The role of the government is to ensure that education and training play a key role in developing human resources which are central to sustainable development; -Marginalized youth and children living in difficult conditions. It is only through involving young people in our discussions that they really become partners in identifying solutiond to global

-Efforts must be doubled to eliminate the phenomenon of street children. A street children programme was launched in 1996, with the assistance of UNESCO with the aims to reintegrate street children in their families, in schools and society. In order to find radical solutions to the problem, the programme must determine the reasons why the children are in the street;

-Support UNESCO's efforts in encouraging the world to work for peace, every country must make its contribution so that peace becomes a reality and part of daily life;

-To mark the International Year for a Culture of Peace, peace march was organized involving school children and young people, led by the Head of State;

-Cultivating peace, tolerance and democracy among youth is also a priority and in this context namibia supports the Associated school project of UNESCO's activities and the pilot project on education for human rights and democracy in Southern Africa.

-Challenge: UNESCO has organized a number of international conferences where member States have expressed their needs and aspirations. Thes conferences have come up with impressive conclusions and recommendations; the question that needs to be answered is: what next? Where from here? Are we able to implement these conclusions? In our opinion the answer to the last question is yes. All we need is a strong political will and genuine solidarity;

-The world conference on higher education (Paris, October 1998) stressed the importance of a radical transformation of the higher education landscape, which implied that individuals should be offered a lifelong opportunity to access higher education, based on solely their capabilities. Governments cannot achieve these goal alone, it is time to draw in all stakeholders and to take concrete action so that the transformation of the higher education landscape becomes a reality in the very near future;

-Namibia also support the conclusions recommendations of the second international Congress on technical and Vocational

Education (Seoul, Republic of Korea, April 1999), and requests UNESCO to assist member States in formulating the technical and vocational education policies and programmes so as to provide the youth and adults with the opportunity of lifelong learning and training for the world of work. UNESCO should also assist Member states in raising the status and prestige of

| | | technical and vocational education through training and capacity-building of technical and vocational personnel, scholarship schemes, and exchange of information and experiences.

-Namibia recognizes the development and application of science and technology as critical building blocks for socio-economic development, protection of the environment, sustainable use of natural resources and for peace and for social harmony, it therefore supports the recommendations of the world Conference on Science (Budapest), especially regarding the elements in the declaration on Science and the Science Agenda-Framework for Action.

-Namibia welcomes the recommendations of the Stokholm Intergovernmental Conference on Cultural policies for Development and notes that the World Cultural Reports have also assisted Member States individually and as Regional blocks to harmonize policy developments and instruments such as SADC draft protocol on culture, information and sports. The development of intersectoral cooperation is in this context important.

-Cultural heritage is source of inspiration, and in this connection sites and artistic expressions are a challenge to the development of cultural tourism, promotion of living cultures. - Acknowledgement of the rich and diverse cultures of Namibians, promotion of reconciliation and respect for the environment are challenges as well as developing a more comprehensive strategy regarding crafts is required in the field of training managers in administration and marketing.
Namibia welcomes UNESCO's emphasis on arts education and using craft production for poverty alleviation.

-Motivated by the desire for progress, Namibia appeal for the treatment with priority the programme area called " Reading for all". Namibia is part of a UNESCO's pilot project researching the areas of developing reading materials and textbooks.
In this respect, these issues in the 30C/5 will serve as indication of culture as an instrument of development, peace and tolerance.

-The Namibia government recognizes the importance of the flow of ideas, and universal access to information as underlying development worldwide. However, there is concern that the

information revolution is increasing the disparity in the information flow between developed and developing countries. This hampers the ability of developing countries to use the information society to address societal issues such as poverty and social exclusion. |

	-Member States and UNESCO must pledge their commitment and co-operation to undertake concrete actions that make a difference. National commissions are challenged to demonstrate the feasibility of actions, e.g; 22 crafts women from countries within Southern Africa met in Windhoek for 20 days, most of them from rural areas without language skills but lack of communication among was not an obstacle to share and learn from each other, improve their skills. Demonstrating how action brings hope to people. Working together as a team, at national, regional and international levels is the key to solving problems and challenges.
Nigeria (Hon.Mr.T. Adeniran)	-Endorse the emphasis on education in the 30C/5 and approves the the need for reinforcement of UNESCO's support for the development, renewal and review of education in the Member States -Pledged support for the concept of education for all as a right and the important rolee of basic education and literacy as building blocks in seeking this precise ideal. In line with education for all, Nigeria adopted the Universal Basic education policy, Education in Nigeria as the instrument for preparing Nigerian society to face the 21st century. Achieving this goal and improving both the quality and outreach of education. In Nigeria requires the support and cooperation of UNESCO and others. -Invite Member States to support the Draft Resolution submitted by Malawi on stronger co-operation between Nigeria and UNESCO (and the other Member States). -Caution UNESCO's rolee in contributing to the implantation, development and advancement of science.And invits the organisation to contribute actively in order to continue the work of the Scientific Committee and programmes. -Requests UNESCO to establish and reinforce UNESCO Chairs in tertiary institutions in Nigeria. -Intensify co-operation with UNESCO and other bodies in the Nigerian capacity building in Oceanography of the Intergovernmental Oceanographic commission -Creation of a degree programme at the University of Lagos. -Supports the redirection of MOST to focus on poverty alleviation strategis. Seek UNESCO's support for national government initiatives geared towards overall poverty alleviation and eradication. -In the area of culture, Nigeria support the three-pronged action for the preservation and enhancement of cultural and nautural heritage and the means proposed for its attainment. Notes that

	the inclusion of Nigerian sites in the World Heritage list is encouraging. -In the area of Communications, supports the Intergovernmental programme for the Development of communication (CIPDC) and reqquests for increase in resources. -Urge for the creation of a culture of peace through education, science, culture and communication.
Rwanda (Hon Mr E, Mudidi)	-Appreciates and supports UNESCO actions to promote peace, reconciliation, mutual understanding, tolerance and shared values among communities in Rwanda -The actions to promote peace are based on reconstruction and development of human resources and rehabilitation of educational infrastructure -Ponders on how Rwanda, a country that has gone through so much devastation , prepare itself for the challenges of the new millennium ? The government's priority are *to reinforce reconciliation *promote shared values *good governance *justice -Appeal for assistance to UNESCO and International Agencies.
Senegal (Hon. Kane)	-Reinforcement of the ethical mission and role of international intellectual co-operation and place of UNESCO in the international world was a characteristic of the last 12 years. -Moral and intellectual solidarity of humanity as promoted through various activities in the domains of competence of UNESCO, with emphasis on the promotion of a culture of peace. New perspectives are required to respond to the challenges of the 21st century, notably, the persistence of poverty, unemployment and difficult living conditions of young people, unacceptable social inequality, degradation of the ecosystems of the planet among others. -Expressed satisfaction with the 30C/5 document and support for the activities proposed. The main lines of actions reflect Senegal's own national priorities. -In Major Programme Area I, Senegal approves the absolute priority given to basic education for all, with emphasis on the teaching of science and technology and inter-university co-operation and academic mobility as follow-up to the recommendations of the World conference on Higher Education. -To overcome the challenges of basic education, which has remained a dream for many girls and women, all efforts,

| | political will and possible resources must be mobilised to ensure the complete implementation of Jomtien recommendations.

-The International Consultative Forum on education for all must open new avenues for the implementation of Jomtien.

-Senegal follows the objectives of Jomtien with determination, in spite of difficulties imposed by adjustment policies. A ten-year plan was launched in 1998 towards achieving universal education in 2008. The target is 70% of school enrolment in 2000.
The ten-year programme includes improving the quality and management of education and institutions of learning,

-Reform of the school programme and teachers training, application of a regional programme with the progressive introduction of national languages in schools, education of marginalized children is also considered important.

-In Major Programme Area II- Sciences at the service of development, Senegal approves the structure and main lines of action, aimed at greater synergy between the two branches of the sciences in dealing with complex problems as environment and social development, as well as the reinforcement of transdisciplinarity by bringing closer intergovernmental scientific programmes in the search for sustainable solutions.

-Senegal finds interesting the Programme II.2, Science, Environment and socio-economic development, it throws light on how populations can benefit from the programme e. g. UNESCO Chair on coastlines and small islands, towns and the management of social transformation. These transdisciplinary projects mobilised people better to participate in improving their lives, their environment and engage political projects-democratic citizenship.

-Experiences like UNESCO Chair in Dakar, the Yeumbeul project have to be multiplied

-Major programme Area III, Cultural development : heritage creation, Senegal supports the emphasis on aid to Member States in conceiving their own cultural policies and training in cultural management

-Senegal envisage the creation of a centre for the Observation and Development of Cultural Resources, which will direct programmes on development of cultural resources with the support of the World Bank, and other partners. Requests UNESCO to reinforce the sub-Regional dimension of this project. |

	-Senegal attach great importance to promoting immaterial heritage as a source of inspiration of creativity and transmission to younger generations the practices of traditional knowledge. -Senegal welcomes UNESCO's efforts to promote ancestral crafts knowledge through the strategy "fashion for development" aimed at encouraging micro-finance and strengthening links between craftsmen/women, stylists and tailors in order to access international markets. -Senegal supports all actions aimed at promoting the application of the 1972 Convention on the protection of cultural and natural heritage and demands the revival of the Gorée campaigns in order to allow this world site to fight against the erosion effects on the Coast and the consequences of perverse tourism. -Senegal affirms the importance accorded to programme III: Promotion of living cultures and particularly dialogue among cultures and promotion of cultural pluralism, knowing that the coming century will be of dialogue among civilisations, cultures and religions. The Gorée memorial is part of this philosophy and should remain associated to the Slave route project. Pays tribute to the Director-general of UNESCO for the support provided in the conception and execution of this important project. -To the philosophy of cultural identity and dialogue among cultures Senegal adds the great idea and project of culture of peace, a project to which the country attach a big price. At local level, rooted in the culture of the people, when all generations participate fully to this culture. UNESCO is encouraged to support projects in this direction. -Senegal is following actively the achievement of the Goée memorial. The winners of international price of architecture are known, and today the site is completely liberated and in construction. There active mobilisation of international financial resources, the President of the Republic decided on the construction of a replica on the castle of Gorée. Activities to mark the International Year for Culture Peace on 31 December 1999 to 1 January 2001 under the high patronage of the national authorities of Senegal. -In A ugust 1999, youth from Africa, Europe, America and the Caribbean, met in Gorée on the occasion of the Youth Forum on World Heritage and the Transatlantic Negroid Treaty. Senegal remarks the important role of world heritage in building a culture of peace, construction of a common identity and a common future.

	-Senegal is convinced that UNESCO can help young people to discover the ethical and civilisation messages embedded in world heritage sites, and in this contribute to shaping a better future for humanity in the 21 century
Seychelles (Hon. Faaure)	-Priority of the government is education, reform of the education system is ogoing since independence. -The goals are nine years compulsory free education, strengthened adult education, literacy campaign, bursaries for studies abroad. Require UNESCO's support. -Expressed support for activities included in the 30C/5 relating to improvement of early childhood education, monitoring the quality of education, strengthening technical and vocational education in secondary schools. -Introduction of information and communication and technology in the school curriculum. -Reforming teacher education, expanding adult learning and improvement of decision-making and management of education -Expressed support to the UNESCO International Institute for Capacity building in Africa and the UNESCO Institute for Information technologies in Education. -The provision of higher education is a matter of great concern to Seychelles as a Small Island State with limited human resources. -Pledge for development based on highly skilled human resources is required to overcome the emerging challenges of the World economic system, deteriorating physical environment. -New Information and communication technologies may provide some answers to reducing the cost of overseas higher education. Seeks UNESCO's assitance in this domain. -Support major programme area II, in particular the sciences, environment and socio-economic development. The national priorities fall within this programme. -In the area of culture, support emphasis on preservation and revitalization of the tangible heritage and the promotion of hand craft and design. Especially, supports the involvement of youth in these activities. -Seeks the promotion of genuine cultural tourism, advantageous to the local communities and promotion of books on cultural industries. -Installe the Kreol Festival as occasion to celebrate culture and language, intercultural dialogueamong creole countries in the Indian Ocean, the caribbean and the Creole diaspora. Request

	exchanges between artists, linguists, writters, thinkers and youth of the Creole World. This is important in the revitalization and strengthening of the cultures of society, increased solidarity based on cultural and linguistic affinities and mutual encouragement in the use of the power of culture for development. -In the area of communication, support the various lines of action under the programme " bridging the communication and information gap". -Appeal to UNESCO to ensure he implementation of the Forum 2000 for the Island States of the Indian Ocean, and to strengthen cooperation between UNESCO and the Indian Ocean Communities. -Highlights the need for education for peace.
Sudan (Hon Mr M.A.Touraine)	-Attach a lot importance to the International Year for Culture of Peace and insists that a Culture of peace has to be considered in terms of concrete actions -Culture of peace must constitute the basis of development in education, democracy and progress -Supports UNESCO's programmes in the different domaines and particularly the follow up of the Jomtien Conference -The government has developed special priority programmes to promote women, children, handicap people, displaced and refugee populations and literacy campaign -Underline importance of developing technical and professional education in the Least developed countries, notably in Sudan -Attach importance to Sudanese cultural richness and preservation for future generations -Thank UNESCO for creating the Office of Culture of Peace in Khartoum and activities to promote a culture of peace in the Sudan. -Support strengthened co-operation in the field of communication and informatics and appeal for assistance to least Developed Countries. -Propose the adoption of a decision on the creation of World Funds for Sciences and Culture for least Developed Countries. -Sudan is willing to host the second World Solar Summit in Khartoum.
Togo (Hon. K.Sama)	-Affirm development for peace, peace for development as the central axes for the Medium term plan strategy for 1996-2001, as framework facilitated actions to promote civic rights, and participation to development , learning to live together in spite of differences, constituted the mobilising objectives. -Affirm that peace, stability of institutions are indispensable for

| | development, and must be achieved everywhere, above all in Africa to allow populations to invest all their energies, intelligence in solving their challenges.
-Togo is committed to promoting peace, supports the International Year for a Culture of Peace and "2001-2010 as the International Decade for the promotion of a culture of peace and non-violence and peace for the children of the world. Several activities have been undertaken in this context at national level. E.g. the Manifesto 2000 has been translated into local languages to ensure wider diffusion.

-Appeal for greater attention to young people, inviting Member States to take into account the Manifesto prepared by the young people when defining their development policies.

-Support the 30C/5 (200-2001), it contain rich, varied and pertinent objectives and orientations. The actions proposed under the four Major Programme areas and the transdisciplinary projects reveal the problematic of peace and development and trace perspectives for intellectual , cultural, scientific and technological progress of humanity in the 21st century.

-Within this context give great importance to the reinforcement of the Africa Department and followup to the major international conferences organised by UNESCO, particularly the World Congress on Science, the World Conference on Higher education. Invite UNESCO to take concrete measures to reinforce the capacity in Least Developed Countries by increasing the number of study grants and training Thank UNESCO efforts to support Higher Education and the creation of new UNESCO Chairs in Togo.
-More efforts are required in the area of Education for all, throughout life, to improve the education of women, girls in order to increase their integration in the world of work, eliminating their marginalization therein.

-Improving the quality of women's education depend on the support of the community, which must encourage girls by providing same possibilities of teaching and training available for boys, in the areas of science and technology. Women constitute a key resource for peace promotion.

-Support the priority given by UNESCO to the education of the children of Africa, in communication for peace and information technology at the service of development.

-Pledge for a continued quality relation of co-operation between UNESCO and Togo. |
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South Africa (Hon. Mr. Asmal)	-Share an old dream in which human degradation and brutality are banished, chaos give way to order and stability and people live in dignity, decency, tolerance and peace, and enjoy the fruits of human art, enquiry and enterprise.
	-Recalled that the preconditions for peace depend on upon respect for justice, the rule of law, human rights, fundamental freedom, and human equality. And that international collaboration through education, science, culture, must advance development values, UNESCO's role is to promote such collaboration.
	-Priority: reconciliation and development, constructing peace in the minds of men and women.
	-Consolidation of fragile democracy, respect and protection of human rights, non-racial relationships,
	-Elimination of corruption, inequality, inter-personal violence, which perpetuate poverty, illegitimacy and deprivation.
	-Mobilisation of the human spirit and conscience in order to re-establish the plain essential virtues of integrity and public interest.
	-Re-instil the qualities of commitment and hard work, especially in schools. The reconstruction and development of a new moral order through transformation of institutions and minds
	-Education for diversity
	-Hosting of the UN World Conference on Racism, Racial Discrimination and Xenophobia in 2001.
	-Alignment with the movement of renewal and transformation in the organs of international collaboration in SADC, OAU and UN Agencies, especially UNESCO.
	Challenges and concerns: Increased hatred and xenophobia, ethnic wars and genocide versus interdependence and common intellectual and commercial interests among peoples of the world
	-The programmes of UNESC should be motivated by ethical vision of human society and mutual human interdependence and equality of men and women.
	-Regeneration of Africa involves a renaissance in the very core areas of UNESCO's work.
Swaziland (Hon. Mr.Ntshangase)	-Swaziland fully supports the Declaration on Science and Use of scientific kwoleddge made by the World Conference on Science, (Budapest, July 1999).
	-Acknowledge the assistance given by UNESCO in the area of information technology development, information media

	development in the social, economic and political spheres. Otherwise development in technology, particularlt related to information communication is too swift to cope with. -In the field of education, Swaziland has taken special note of the recommendations adopted by the world conference on Adult Education, higher education, technical and vocational education, science and technology; Seeks support to ensure that the educational system adequately prepares the youth, the future of tomorrow for the demands of the 2& st century. -Brain drainage caused by lack of opportunities and equipment for research and development is a problem and the concept of lifelong education remains a dream. -Inspite of difficulties the priority of the government continues to be providing adequate access to schools, quality education, health care, clean water, food and shelter....will make full use of UNESCO programmes relvant to Swaziland; UNESCO is better placed to assist humankind through education, culture, art, information, communication, science and technology -Swaziland agrees with the statement on culture of peace in the 39C/5 and appeals to member states to collectively resolve to promote peace and live by the manifesto promoting the culture of peace and to make the new millenium a better period to live in. Peaceful coexistence is prerequisite to promote peace and mutual respect for life.
United Republic of Tanzania (Hon.Mr.Ng'Wandu)	-Notes with satisfaction the inclusion with prominence, in the 30C/5, aspects of maintenance culture and solar energy for sustainable development. -Looks to donors support the development of the Centre of Maintenance in Tanzania. A maintNet system which will initially involve Kenya, Uganda, Namibia, South Africa and Zimbabwe. -Tanzania is pilot country for the UNESCO solar electrification project at Umbuji in Zanzibar and the government looks to further UNESCO support for solar village at Mangaka in Tanzania Mainland, and more support to extending the project to other villages in the country. -Challenges facing UNESCO in the 21st century are enormous: illiteracy and functional illiteracy; poverty; social exclusion especially in Africa; imbalance in socio-economic development among national as consequence of globalization. A new form of domination has emmerged, the domination of the globalizers and

	the globalized; increasing gap in the mastery of and use of science and technology, in biotechnology, information technology, technology of new materials. The question of ethics in the use and application of new and emerging technologies. The treat posed by new development opportunities for countries which are ill-prepared in terms of human resouces development, institutional capacity building, and financial autonomy. -UNESCO to sponsor studies on the human impact and implications of new and emerging technologies should be studied and solutions for them should be found. -Questions for reflection and research: How can there be peace in the minds of men and women when there is rampant ignorance among them? How can there be social justice and harmony among citizens of the world if their development is polarised? How can there be equitable development among nations and peoples if there is inadequate or no investment made to promote development? We must through our collective responsibility seek for answers to these questions and solutions to the problems in a continuous basis.
Uganda (Hon. Mr. Makubuya)	-Require UNESCO's support for capacity building to translate the action plans voted at major UNESCO Conferences into national policies and strategies and their eventual implementation. -Urge UNESCO not to lose sight of its development co-operation actions, which contribute to the organisation's visibility in the member States. -Appeal for increase in Participation programme budget, extra budgetary resources and the use of NGOs in the field as key factors for UNESCO's visibility in the Member States. -Appeal for increased efficiency in the decentralisation process, and in this context appeal for strengthening of the regional UNESCO offices in Nairobia nd Dakar, especially financial and human resources. -The strengthening of National Commissions for UNESCO should be considered as top priority in the decentralization process, as local "mirrors" of UNESCO. To increase the capacity of national Commissions to be aable to execute projects and programmes on behalf of UNESCO. -Endorse Major Programme Area I with focus on basic education for all children, promotion of education for marginalized groups, emphasising girl-child, people with

disabilities, enhancing guidance and counselling programmes, fostering literacy and non-formal education among young people and adults.

-Launched the reform of general scondary and technical and vocational education as envisaged in the recommendations of the Second International Congress on Technical and Vocational Education held in seoul in april 1999, and commitment to the implementationof the declaration and framework for action of the World Conference on Higher Education in Paris in October 1998

-Holistic approach to education is apriority of Uganda government. Following to Jomtien Conference on Education foe all, Ugand embarked on free universal primary education in January 1997, enrolment of children in school increased from 2.6 to 6.5 million.

Appeal for support for the Education strategic investment Plan, to pool ressources and invite development partners to support the national priorities in education through sector-wide budget support modality.

-Defines development to be a function of scientific capacity and remarks on the importance of regional strategies for Africa, which should emphasise quality teaching and research in basic sciences as priority. Sciences as intellectual infrastructure upon which new technologies and principles of production are created and supported. In this context to ensure the implementation of the Budapest Declaration and Science Agenda.

-Appeal for continued UNESCO support for the Biotechnology Chair at Makerere University and UNESCO should revive the International Fund for Technological Development in Africa, launched by the Director-General in 1994, in Nairobi.

-The International Fund for Technological Development and the Special Account for priority Africa should be used to finance priority programmes in Africa, such as the Industry-Science University.

-Partnership around Audience Africa identified priorities, the World Solmar Programme (UNSPAR), the African Network of Scientific and Technical Institutions (ANSTI), the culture of maintenance programme and the provision of scientific equipment.

-Uganda supports the activities of MOST in the 30C/5 as strategy to transform small populations in order to alleviate poverty.

-Uganda is hosting the regional Centre for anglophone Africa of the Itinerant College for Culture and Development at Makerere University.

| | -Appeal to UNESCO for support capacity building in the areas of information, communication and informatics through the training of media professionals in developing materials to reinforce community media.

-Uganda is one of the puilot countries for the multi-purpose community telecentre project in africa.
The project is a demonstration of communication and information as engine for rural development.

-UNESCO to support the expansion of virtual university project for education without borders and efforts to establish the open university of Uganda to enhance access to Higher Education in line with the recommendations in the plan of action adopted by the World Conference on Higher Education (Paris , Oct. 1998).

-Uganda supports the culture of peace programme and requests for the reproduction of the peace education teaching kit and the peace pack for schools and institutes. Invites UNESCO in partnership with Member States to mobilize funds to ensure this exercise.

-Uganda considers human rights and peace to be inseparable and has ebarked on the revision of the scholl curriculum to include the teaching of human rights and democracy, tolerance and peace at all levels of school education. The new constitution serves as basis for this innovation and for building and strengthening institutional democracy.

-Appeal to UNESCO Member States to renew their commitment to peace building. In this context supports the ASP project and UNESCO Clubs in their efforts to reduce violence and to promote cultural pluralism.

-Has undertaken activities to celebrate the International Year of Culture of Peace. Translated the Manifesto into local languages in Uganda.
-Appeal for more collaborative work, initiative as the UN-system-wide initiative for Africa, to mobilize the international co-operation to implement the plans of action of MINEDAF VII, OAU Decade of Education for Africa, more support for women, youth and other marginalized groups, fostering regional integration, international ccoperation and peace.

-Recognition of cultural dimension in all devlopment planning initiatives, promotion of environmental conservation for sustainable development., as strategies for overcoming the challenges of globalization.

-Marginalized, social and physical, handicaped children |
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Zambia (Hon Mr G.Miyanda)	-Support the UNESCO concept of a culture of peace, the defences of peace must be based on the democratic principles of dignity, equity, sovereignty and mutual respect of other people and their cultures -Appeal for a World reconciliation period for Nations to acknowledge and repent for past mistakes. -Priority are educational reforms, in basic and tertiary education
Zimbabwe (Exc. President Mugabe)	-Acknowledged with thanks UNESCO's support in the past and renewed Zimbabwe's commitment to the ideals of UNESCO -Reaffirmed UNESCO relevance in overcoming the peculiar challenges of the new millennium -Efforts to celebrate the International Year for a Culture of Peace, Year 2000, should go further and ensure that the 21stcentury marks the final transition from a culture of war to a culture of peace. -Support the creation of the Africa Department, with the main aim co-ordinate initiatives on Africa within UNESCO and with other UN organisations, and to make UNESCO's programmes more clearly visible and operational in Africa.Appealed to the General Conference to approve the financial regulations of the Priority Africa Special account. -In line with the endeavours of developing countries seeking credence and support to development initiatives, support UNESCO's approach of broad partnership with other UN Specialised Agencies, the European Commission, the International Energy Agency, UNDP and concerned Governments on the World Solar Summit Process. -The World Solar Programme, focusing on promotion and utilisation or renewable energies for sustainable development, is not only timely but also extremely relevant and appropriate. -Appealed to the international community for unwavering commitment and concrete support the World Solar programme and the implementation of its constituent projects. The role of the entire UN system is stressed. -The need for additional resources, including through investments, provision of technical expertise and training are of critical concern to the concerned Member States in order to make meaningful progress in the development and utilization of renewable technologies. . -Notes with satisfaction the action taken to include the World

Solar programme in the regular programme of UNESCO and to make it interdisciplinary activity.

-Considers the culture of peace to be more than the absences of conflict between States, rather it is a question of values, attitudes, individual and collective behaviour that ultimately create the spirit of peace, tolerance and democracy.

-Concerned that the new millennium might not successfully mark the transition from the prevailing culture of war to a culture of peace should the asymmetries between rich and poor nations and rich and poor within nations persist.

-Regrets the decline observed in official development aid (from 14.2 billion \$ to 12.8billion \$), terms of trade, a resurgence of protectionism on the part of the world developed countries and excruciating foreign debt.

-Remark the persistent debt burden in spite of the relief measures towards the Heavily Indebted poor countries Initiative, HIPC, which have been inadequate and rather too late. Appealed for the cancellation of debts, because these debts will continue to make the prospects for peace and development elusive.

-The patterns of economic growth which perpetuate existing inequalities are neither sustainable nor worth sustaining. The asymmetries at national and global levels caused poverty, exclusion and inhuman conditions of life and conflicts.

Questions: Can the transition from a culture of war to a culture of peace be achieved against such background? Can we hope to build the defences of peace in the minds of men and women who, poor, uneducated, and hungry? Can we teach them the values of democracy when they lack basic needs? which are taken for granted by the

-Collective African efforts to respond to the challenges facing Africans, such as globalisation:

- sub-regional co-operation arrangement in accordance with the Lagos Plan of action, as building blocks for creating African Economic Community, in 2030, incorporating the Maghreb Union, ECOWAS, IGAD, COMECA and SADC.
- The OAU Mechanism for the prevention, management and Resolution of Conflicts, the SADC organ on Politics, Defence and Security
- Hosts the regional Centre for Peace keeping Studies
- OAU Heads of State and Governments took a decision against the recognition of governments that come into power through military intervention.

-Priorities: Economic empowerment, defends through legislation education as a right of every child, reduction of conflict factors among the population, land redistribution for equitable development and peace, locally-produced national Constitution and campaign against HIV/AIDS.

-Appeal to the international community for resources to achieve priorities.

TABLE 2 : <u>PRESENTATION OF 30C/5 DRAFT RESOLUTIONS SUBMITTED BY MEMBER STATES IN AFRICA AND IN ASSOCIATION WITH NON AFRICAN MEMBER STATES</u>

The 30C/5 Draft Resolutions involving Member States in Africa and the Major Program Areas concerned

<u>The areas of concern of 30C/5 Draft Resolutions submitted by Africa and non-African Member States in association</u>

Member States	Problem Area
Guatemala, Panama, Democratic Republic of the Congo, San Marino, Rwanda, Equatorial Guinea, Haiti, Thailand,Dominican Republic, Kazakhstan, Benin, Lithuania, Cuba, Chile, Slovakia, Seychelles, Belize	**Major Programme Area I** Lingustic pluralism, linguistic and cultural heritage of humanity, transdisciplinary education and international communication at national, regional and international levels: -Create the conditions for a social, media and international environment conducive to the emergence of a new linguistic order based on linguistic pluralism -Promote, through multilingual education, democratic access to knowledge for all citizens, whatever their mother tongue, and build linguistic pluralism on the basis of bilingual education, at all levels of education -Encourage the study of languages of the major ancient and modern civilizations, with a view to safeguarding and promoting a literary education.
Russian Federation, Argentina, India; Italy, Georgia, Thailand, Ethiopia, Egypt, Democratic Republic of the Congo, China, Israel, Romania, Hungary, Indonesia, Belgium, Ukraine, Zimbabwe	**Major Program Area I and II** 30C/5 para 01232, 02110,02111, T02111 -Promotion of synergy between the World technology institute and the UNITWIN/UNESCO Chairs Programme; -Setting up a world network of technology Universities; -Contribute to improvement and strengthening of university teaching in the basic engineering sciences, the involvement of the higher education institutions in the industrialization process on the basis of advanced and ecologically sound technologies, in cooperation with relevant university networks, industrial

	communities, NGOs, World technological University -Internationalize the training of professionals, consolidation of intellectual potential in engineering, strengthen cooperation between university, industry in engineering sciences and promote the Universities-industry-science partnership.
Russian Federation, Lithuania, Poland, Cyprus, Cote d'Ivoire, Costa Rica: Georgia, China, Haiti, Burundi, Ecuador, Trinidad and Tobago	**Major Program Area II: Part II.A, Part III** 30C/5 para 13110 Transdisciplinary project: towards a culture of peace -Support for Program Execution (PP); -Support and priority to National Federations of UNESCO Clubs, Centers and Associations; -Include members of National Federations of UNESCO Clubs, Centers and Associations in official delegations of Member States in national, regional and international meetings; -Support and increase the involvement of National Federations of UNESCO Clubs, Centers and Associations in the organization of workshops and activities to promote a culture of peace, democracy, protection of the environment, eradication of poverty, literacy campaign, intercultural dialogue, human rights.
Dominican Republic, Costa Rica, Honduras, Cote d'Ivoire, Uruguay, Russian Federation	**Major Program Area I, II** 30C/5 para 05102 - Provision of material and moral support to existing networks of tolerance and further the creation in other regions of networks of tolerance, non-violence and solidarity.
Germany, Belgium, Netherlands, Greece, Zimbabwe, Canada	**Major Program Area II** 30C/5 para 02118-02119 -Contribute to the implementation of the World Solar Program 1996-2005 by promoting , through integrated intersectoral action, information, education and training

	activities geared to facilitating wider use of renewable energy sources and technologies adapted to improve living conditions and promote sustainable development; -Undertake concrete action on the basis of the United Nations General assembly resolution 53/7 to ensure that the world Solar Program 1996-2005 becomes a joint endeavor of the entire UN system, in order to assist Member States in developing and implementing innovative projects in the use of renewable energies strengthen consultations with relevant and competent United Nations agencies and programs in order to mobilize the whole UN system in favor of the World Solar Programme.
Italy, Burkina Faso, Slovenia: Dominican Republic, Cameroon	**Major Programme Area II** 30C/5 para 02102 and 02114 -Launch a large scale international program to promote science and technology education which takes into account gender equality at all levels of school education; -To ensure a full participation of women and girls in the different aspects of science and technology development -Establish appropriate machinery to support, coordinate and evaluate initiatives taken by governments, teaching and research institutes, industry, etc, to promote the role of women in scientific and technological development implementation of the guiding principles of the Science agenda-Framework for Action for strengthening women's participation in science and technology; -Provide support for data collection and analysis, the networking of women scientists, establishment of regional observatories on women in science and technology, promote cooperation between women NGOs, the UN Commission on science and Technology for development, UNECOSOC.

Germany, **Angola**	30C/5 para 11007 Participation Programme Expected results at the end of the biennium: -Better understanding of social and cultural implications of technological developments; -Improvement of legal and policy initiatives to protect society from debilitating effects of inappropriate technology; -Useful data and analysis about the state – of-the –art in developing countries in order to make informed decisions on investments in developing countries; -publication of a report on the impact of technology on social systems and culture.
Gabon **Cameroon, Congo Brazzaville, Cote d'Ivoire, Democratic Republic of Congo, Equatorial Guinea**, France, **Madagascar, Mauritius, Mali, Mozambique, Sao Tomé and Principe, Senegal.**	**Major Programme Area II**, Part II.A (II.1, II.1.2) -To promote the follow-up to the recommendations of the International symposium on Social Sciences in sub-Saharan Africa: assessment and prospects (Libreville, 7-12 June 1999); -To enable specialized seminars to be held on the possible contribution of the social and human sciences to resolving the challenges facing Africa, notably, the future of the nation states. Violence and social relations, reconstruction of religions, families and social transformations, social sciences, cities and development, interculturality and enterprises, social sciences and the environment.

3.2 The 30C/5 Draft Resolutions submitted by African Member States in Association and the Major Progreamme Areas concerned

Member State	Problem Area
Zimbabwe: Niger Algeria	**Programme Area II**: Transdisciplinary project and Transverse Activities 30C/5 para 02117-02119B

	-Global Renewable Energy Education and Training Program 1996-2005 with emphasis on its African Chapter -Solicit the financial and technical support of other UN Agencies, Foundations -Sensitization of Member States, international, regional and national institutions, the private and public sectors -Reinforce research and development centers, which have a regional and international aspect and which specialize in renewable energy put at the disposal of the Global Renewable Energy Education and Training Program in Member States (e.g Algeria, Spain, Niger, Morocco, Belarus, Russian Federation)
Burkina Faso Mali Togo	**Major Programme Area II** 30C/5 para 02102, 02114 Support to Training and research in mathematics proposed by African Network for Applied Mathematics for Development (RAMAD) -For higher training of researchers, research and development, dissemination of results, training of trainers; -Expected results in 5 years: 750 trained researchers, 150 Ph.D holders, publication of articles in international journals and three regional poles of excellence.

Analysis: Many of the Draft Resolutions submitted in association were general and did not indicate particular lines of action and paragraphs in the draft document of the 30C/5.

3.3 The 30C/ Draft Resolutions submitted by individual African Member States and the Major Programme Areas concerned

Member State	Problem Area
Gabon	**Major Programme Area I, II** 30C/5 para 01420, 01422,01425; para 02120-02121 -Establishment of a branch of the International Institute for Educational Planning (IIEP) in Libreville for Central African countries; -IIEP to pursue its special priorities in Africa and LDCs through establishing branches.
Guinea	**Major Programme Area I (I.1, I.1.1, I.1.2)** 30C/5 para 01111 and 01122) -Provide financial assistance for the education of refugees and displaced persons;
Kenya	**Major Programme Area II (II.3)** 30C/5 para 0225-02250; para 02237-02239; 03003; 03902 -To provide as far as possible, a financial support for a regional conference to strategize and share information on indigenous scientific knowledge (international and regional levels) (II.2, II.2.5); -Modify the concept of extreme poverty to include absolute poverty and to initiate the MOST project for street children and HIV/AIDS orphans who are in the increase in Africa; -Emphasis on empowerment for self-improvement of refugees, street children and HIV/AIDS orphans who should be considered as absolute poverty social group; (II.2Environmental development in coastal regions and in small islands, II.2.3): Human resource development for sustainable living conditions in the Pacific (in Africa);

	-Human resource development in skills required to solve new challenges such as unemployment and under employment of youth, rural decline and over urbanization and as sustainable coping mechanisms; Major Program Area III Cultural development the heritage and creativity: -To address issues on traditional practices through capacity building. Special attention will be given to management and administration of cultural institutions and affairs and capacity building in dealing with cultural issues as female circumcision in Kenya, Uganda, Somalia, Ethiopia, Eritrea and Sudan. Areas of interest: living cultures, artistic creativity and cultural industries. Unit III: transdisciplinary project :towards a culture of peace; -Peace sustenance s tarts from family as an expression of social wish. It shall be encouraged through education and women empowerment. -Intercultural dialogue and cultural pluralism shall be encouraged with emphasis on tolerance, reconciliation, solidarity and dialogue. Particular focus will be on domestic violence, especially in Africa. It shall be called conflict management and resolution in curbing domestic violence in Eastern, Southern and Central Africa.
Madagascar	**Major Programme Area IV (IV.2, IV.2.2); 30C/5 para 04221** -Support for initiatives encouraging community action by groups of information technology specialists so as to popularize more effectively the new information and communication technologies adapted to local needs.
Mali	**Major programme Area III;** (30C/5 para 03901-03902,05301) -Provide financial support through the participation program, for the organization in Mali of a Pan-African Congress of Historians for a culture of peace.

	30C/5 para 01221, 01221,01221B,01301 Education for all throughout life: -Educating for a sustainable future (Environment, population and development; -Promote the implementation of a policy for education of society about the water problem, so as to prepare the public to accept more readily the urgent solutions that are envisaged; -Provide appropriate financial assistance for: -Meetings of national and regional coordinators to prepare teaching materials, kits and guides based on national and regional experiences; -Training of trainers in education and of organizers for the network of experts creation and functioning for two years of a web site (dissemination of technical and educational documents, dissemination of information on national policies, regional activities and international events.
Rwanda	**Major Programme Area II,** (30C/5 para 05100-05102) -Consolidate the conceptual and normative foundations of the culture of peace, paying particular attention to contemporary forms of violence, including genocide; to mechanisms and arrangements for preventing violence and stemming conflicts at their source; to the relations between cultural pluralism, respect for human rights and democratic governance; and to the inclusion of a gender perspective in the study of factors that encourage or impede the development of a culture of peace.
Sudan	**Major Programme Area II**: (II.2, II.2, II.2.2 II.2.5) ; 30C/5, para 02252 and para 02222. -Provide technical assistance and financial support for the establishment of a sub-regional center for capacity building on human development and poverty alleviation at the grass root level. -Provide technical and financial support for

	trade Conference to set up new paradigm for defining a regulations framework for bio-trade. **Major Programme Area III :** 30C/5, para 0311. -Provision of technical assistance and financial contribution for the organization of a regional consultation meeting of experts to identify strategies, develop plan of action, identify areas of priority for workshops and seminars to be organized at national levels for policy makers, decision makers, planners and development workers to be sensitized to the vital role of culture in effective interaction between culture and development.
Togo	**Major Programme Area II (Part II.A)** 30C/5 para 09301-09304 -To strengthen the Coordination of activities concerning Africa through the Africa Department, ensure the necessary resources, attention to the Financial Report of Audience Africa, recommendations of the international committee for follow-up of Audience Africa and 156EX/Decision 4.1 para 33 -UNESCO to make the priority given to Africa more prominent and operational; -Establishment of a Forecasting, Information and Documentation Unit and a Priority Africa special Account; -Invite NGOs, IGOs and civil society to participate in UNESCO's programmes and activities in Africa, also through contributions to the Priority Africa Special Account; -Invites the DG to strengthen the human, material, and financial resources of the priority Africa department in order to effectively accomplish its tasks in cooperation with UN-NADAF, UNSIA. OAU-UNESCO Commission, OAU Decade of Education in Africa, the Paolo Freire African Decade for Literacy for all, the follow-up of Audience Africa, the

	Durban Statement (MINEDAF II), PACSICOM, the UNESCO Chairs, Institutes and Center of Excellence in Africa and National Commissions and Permanent Delegations to UNESCO; Major Program Area III: Cultural development and heritage and creativity -To contribute to and promote the effective organization with OAU, of the first summit conference of Heads of State and Governments of the OAU on ""culture and Développement"in Lomé, in 2001 -Foster and support the implementation of the Stockholm Action Plan, strengthening and refocusing cultural policies for development
Tunisia	**Major Programme Area III** (30C/5 para03902, 05301-05302) -Provide technical and financial support to the "Road of the Carthages" project with the aims to recall the history of great worldwide journeys in order to revive the memory of the roads traveled by several civilizations, to discover the essence of cultures through their rich achievements, their similarities and differences, and to bring about mutual understanding through dialogue and the establishment of a culture of peace through tolerance; -Sponsor the "Road of the Carthages" project as one of the activities to celebrate the UN Year of Dialogue among Civilizations (2001).
United Republic of Tanzania	**Major Programme Area I, II, III, IV** (I.2; I.2.2; II.1); 30C/5para 01222, 01300 and 02111) -Recommend an increase in financial resources for activities in this area. -Activities should reflect as far as possible the specific nature of the culture of maintenance, and complement activities undertaken by other organizations such as private institutions, NGOs, Specialized Agencies and the United Nations. -Major Program Area II (Part II.A)

	-To adopt the Zanzibar declaration: Women of Africa for a culture of peace and the Women's agenda for a culture of peace in Africa ; Provide financial support in order to ensure the effective follow up of the Zanzibar Declaration and the Women's agenda for a culture of peace in Africa: *African women's peace initiative through modern communication and radio networks *Education and training of women promoters of a culture of peace in Africa and for groups of young men working towards developing new male roles based on gender sensitivity and non-violent conflict resolution *Women peace missions in Africa, notably in co-operation with the OAU- African Women's Committee for peace and Development in order to enable eminent African women to prevent conflicts from turning into violence by using dialogue and traditional and conventional skills

TABLE 3: SUMMARY OF PARTICIPATION PROGRAMMME REQUESTS SUBMITTED TO UNESCO BY MEMBER STATES IN AFRICA BETWEEN 1999 AND 2000 AND APPROVED BY SEPTEMBER 2000[8]

Participation Programme requests are important in understanding the priority needs of the Member States, the projects are proposed to UNESCO in order of priority defined by the Member States themselves.

Table on Member States, Number of Requests approved and Programme Sectors concerned

Member State	Number of Requests Approved	Project Title/Theme and Nature of priority request of the Member States	Programme Sector	Amount of financial support provided by UNESCO US$
1.Angola	04	-Technical and financial assistance to study national policy on science and technology	SC	71 000
		-Organisation of Youth Day on the promotion of peace education and tolerance	Youth	
		-Organisation of the 2nd National Training Course for Heads of Primary Schools	ED	
		-National seminar on organisation and management of research projects on "the Family and Women in Angola".	ED	
2.Benin	06	-Didactic and office equipment for the Deaf-Dump Centre	ED	105,992
		-Feasibility study on the creation of a Regional Institute for Language and Civilisation studies, from Asia to Benin	CLT/ICP	
		-Workshop on the revision of the fundamental texts and structural basis of the Benin National Commission for UNESCO;	ED	
		-Foundation Gilbert Rouget: Presentation of Benin cultural heritage and some West African countries	CLT	
		-Training of marginalized youth to	CII	

[8] Reference document : "Report of the Director-General on the Functioning and the Implementation of the Participation Program and Emergency Assistance". Documents 160Ex/29 and 160/29 Add, Complementary Information

		knowledge in local technology, with the view to transforming local product.		
		-Adult education and strengthening self-promotion capacity of the rural population in the administration of Natitingou and Boukombe	ED	
3.Botswana	06	-SADC Environmental Information System (EIS) Development Support Program SADC EIS Training and Education sub-Program (SETES)	SC/MAB	122,000
		-Feasibility study of the proposed national cultural bank, phase II	CLT	
		-A sub-Regional Seminar on Technical Vocational education in Botswana;	ED	
		-Setting up a Local Education Information System	CII	
		-Funding proposal for the National Youth Forum to give feed back on the 1999-Youth	Youth	
		-HEP Training Course on Educational Planning and Administration.	ED	
4.Burkina Faso	10	-Connection of the National Commission to Internet, e-Mail and CD-ROM Lector	BRX/Nat. Com	121,000
		-Workshop on Handicraft and organised electronic commerce on the merge of the 7th Edition of SIAO	CLT	
		-Rural women and scientific progress: Formation on the connection and use of pressure cooker Bita-Tore	SC/Women	
		-Publication of Newsletter of the National Commission	BRX/Nat. Com	
		-Preparation of practical guide for Heads of Secondary Schools.	ED	
		-Cultural interaction between Africa and Europe in Africa	CLT	
		-Training of staff of the National Commission	BRX-Nat.Com	
		-Orientation programme and the Girl's Council for Africa	ED	
		-Publication of report of the colloquium on "Centenary commemoration of the colonial occupation of the town of Bobo Dioulasso	CLT	

		Language pluralism in Burkina Faso and the implications for policy on the use of national language to serve sustainable human development		
5.Burundi	07	-Aid for the Revival of High School -International Conference on the Dynamics of Peace and Reconciliation in Burundi	ED SHS/PHD	131 000
		-Musical equipment for a better diffusion of the ideals of peace	CII	
		-Strengthening the capacity of women in conception and implementation of projects	Women	
		-Bursary for the formation of a nation in Education planning and management at IIPE in France	ED/Fellow-ship	
		-Finalization of the project of electrification of rural areas, decentralised by the photovoltaic solar system	SC	
		-Nyabobo	ED	
6.Cameroon	06	-Establishment of a sub-Regional micro-science system and a centre of excellence in micro-science in Cameroon	CII	115 500
		-Equipment for the National Commission and Internet connection	BRX/Nat.Com	
		-Training in skills for the production of didactic materials for multimedia		
		-Development and reinforcement of national capacity of the youth orientation and development council	Youth	
		-National youth festival on intercultural dialogue	CLT	
		-Followship grant for Mr antoine M>Biteke at IIEP	BRX-Fellowship	
7.Cape Verde	06	-Strengthening the National commission for UNESCO	BRX/Nat.Com	92,000
		-Special Education (special equipment project)	ED/ASP	
		-Training of Teachers of the Associated School Project Network	ED	
		-Special Education: Training and Specialisation	ED	
		-Creation of "network MOST PALOP for local development	SHS	
		-Bilingual dictionary, Portuguese-creole	CLT	

8.Central African Republic	06	teachers -Equipment and material for National Commission -Research project on ethno-alimentation in Nana Gribizi county -Study grant for a study in Clinical biology: Normal and pathological cells -Publication of manuals and pedagogical materials for Central African students and teachers	ED	
9.Chad	07	-Diagnostic study on problems facing school and out-of-school Chadian girls	ED	130,000
		-Literacy campaign for women in Boutefil	ED	
		-Training of leaders in Human Rights	ED	
		-Evaluation of bi-lingual teaching in Chad	ED	
		-Conception and production of didactic materials for the teaching of Arabic in secondary schools	ED	
		-Institutional support: Equipment and reorganisation of the Archives, Documentation and Statistics Research Centre.	CII	
		-Mobilisation of internal partners for the implementation of educational policy and training towards 2004 horizon	ED	
Comoro	3	-Organisation of colloquium on "Concorde and conflict in Island States, the case of Indian Ocean Islands"	SHS	52,000
		-Strengthening of distance learning and production of audio-visual material	ED	
		-Support for the emergence of cultural industtries in the Comoros	CLT	
Congo	04	-Assistance to the National Commission	BRX-Nat. Com	85,000
		-Assistance for the UNESCO Chair in Brazzaville	ED	
		-Study on traditional fermentation and amelioration of the process of fermentation and biodiversity	SC	
		-Material and equipment for the	CII	

10.Cote d'Ivoire	05	-Commitment to a durable culture of peace: Meeting of peoples and cultures; -Sensitization of journalists on the role of the media in the transition towards a culture of peace -Sensitization on the role of women in promoting a culture of peace -African Youth and Intercultural dialogue -Sports and peace in everyday life	SHS CII SHS CLT ED	115,000
11.Democratic Republic of the Congo	06	-Campaign for a culture of peace and celebration of the international year for a culture of peace -Project of creation of internet network for Education Administration -Slave Route: Valorisation of sites and production documentation resources -Information training for staff of the National Commission -Study grant for Mr Mikoni Dikay to attend the 1999/2000 IIEP training course -Support for activities in the area of peace and development	IYY ED CLT BRX/Nat.C om. BRX-Fellowship	122,000
Equatorial Guinea	05	- Preparation of secondary school curriculum and technical training -Long distance education -Establishment of a laboratory of food technology and agricultural studies and forestry -Training of youth for peace -Strengthening the capacity of the National Commission	ED ED SC ED BRX-Nat. Com	94,000
12.Eritrea	08	-All Students Cultural and Sports Festival-2000:A Forum for Multicultural and Multilingual Encounter and Exercise in Fair Play -Completion of the Development Educational Management Information Systems -Solar Ovens for Institutions in Rurual Eritrea -Dissemination of improved fuel wood stoves throughout rural Eritrea	CLT ED SC SC	130,000

		Equipment and Assistance for a Survey of Materials -Training on Educational Management Information systems -Expert advise on the development of crafts -Preparation and publication of a dictionary in Geez language	ED CLT ED	
13.Ethiopia	04	-Study of the political, social and economic history of marginalized people of Ethiopia -Intercultural dialogue for social cohesion: Survey of psychosocial characteristics of self selected ethnic group and its role in promoting a culture of peace among the people of Ethiopia -Integrated Hydro-meteorological Network Design for Ethiopia. -Workshop on the promotion of the concept of democracy and a culture of peace among Addis Ababa youth	ED CLT SC ED	85,800
14.Gabon	06	-Caravane scolaire de la paix -Second international seminar on « Banuite Latino Américain » -International Danse Festival:African FIDA 2000 -Study grant for Ms Eliane Eya : Formation course in IIEP, 1999/2000 programme -Musical production of peace songs -International colloquium on intercultural approach to street children	SHS ED CLT BRX-Fellowship ED CLT	115,000
15.Gambia	09	-Celebration of the International Year for a Culture of Peace -Publication of the National Commission's report and Newsletter -Improvement of access to nation wide library and information services -Development of early childhood material -Preservation of photographs -Computerisation of records -Computerising records Assistance to National Youth and Sports Department	IYP BRX/Nat.C om. CII ED CLT CII ED	96,000

		programme for national museums -Tanje village museum	CLT	
16.Ghana	05	-Strengthening agencies under the Ministry of Education	ED	103,000
		-Expansion of the ASPNET and UNESCO Clubs activities in Ghana	ED/ASP	
		-Ghana film preservation project	CII	
		-Towards increasing the participation of females in technical trades, training and occupation in technical institute	CII	
		-6th Pan African Congress of UNESCO Clubs, Centres and Associations	BRX	
17.Guinea	05	-Preparation and publication of post literacy booklets	ED	95,000
		-Identification and inventory of documentary resources on sites and monuments on the History of the Almamy Samory Toure Empire	CLT	
		-Contribution to the development of the activities of the Guinea National Commission for UNESCO	BRX/Nat.C om	
		-Purchasing pedagogical materials for primary schools in Guinea	ED	
		-Assistance towards the promotion of data base on Oceanography at the Conakry Scientific Research Centre (CERSCOR)-	SC	
18.Guinea Bissau	08	-Equipment for the National Commission for UNESCO	BRX/Nat.C om	93,000
		-Equipment to refurnish the Culture Directorate	CLT	
		-Equipment for the Cultue Directorate	ED	
		-Heads of primary education, educators and assistants of nursery schools	ED	
		-Civic education for peace and democracy	ED	
		-Reorganisation of UNESCO Clubs-	BRX	
		-Training seminar on peace		
		-Promotion of the technical and methodological and professional capacity of trainers	ED	
		-Training seminar on project writing and negotiation	ED	

		Women in Management of Information System -Sub-regional workshop on strategic planning and resource management in Higher Education for Vice Chancellors of Universities in Eastrn and Southern African Countries	ED	
		-Ethno-botanical survey and inventory of Medical plants of Veterinary and other Applications in Kenya	SC	
		-Enhancing assessment monitoring and evaluation through the Southern African Consortium for monitoring Educational Quality and Monitoring Learning Achievement (SACMEO and MLA)	ED	
		-Strengthening of the National Commission	BRX-Nat.Com	
20.Lesotho	07	-Financial assistance for the year for the culture of peace activities	SHS/PHD	120,000
		-Contribution towards the Guidance Counselling and Youth Development Centre	Youth	
		-Introducing free primary education in Lesotho: Challenges, prospects and the way forward	ED	
		-Establishment of a National Data Bank for Culture	CLT	
		-National Training Workshop for the Inclusion of Peace education in the Lesotho School Curriculum.	ED	
		-National Science and Technology policy formulation	CII	
		-Poverty alleviation project, promoting sustainable agricultural development throught the use of indigenous farming technology	SHS	
21.Liberia	08	-Quarterly news bulletin on UNESCO's work	BRX/Nat.Com	132,000
		-Celebrating the International Year for a Culture of peace	IYP	
		-Emergency assistance to save the National Archives of Liberia.	PPE	
		-Support to national mass literacy programme	ED/Bas	
		-Audio Visual equipment and accessories		
		-Training workshop for peace education teachers and reprinting of	CII	

		-Public awareness on IYY and celebration in local languages	IYY	
		-Support to Bomi and Lofa amateur Radio station	CII	
22.Madagascar	05	-Finalisation of project document on four Marine Biosphere and Coastal Reserves	SC	96,000
		-Support towards the establishment of a National MAB Committee	SC	
		-Support for the development of the Malagash National Commission for UNESCO	BRX/Nat.Com	
		-Support to establish an information system in order to better manage the professionalisation of adult education	CII	
		-Professionalisation of handicrafts (patchwork)	CLT	
23.Malawi	06	-Acquisition of ICT office equipment and establishment local area network in the Malawi National Commission for UNESCO	SHS	120,260
		-Training course for parliamentarians on the role of the media in democracy	BRX CII	
		-Establishment of living human treasures system	CLT	
		-National training and workshop in Biotechnology	SC	
		-SACMEQ II: Educational policy research project financial assistance	ED	
		-Malawi for a culture of peace and non-violence	SHS	
24.Mali	06	-Toguna de Toumbouktou on the roots of the future	CLT	117,000
		-Third Pan African Congress of Historians	CLT ED	
		-Talents du Mali: TALMALI knowledge through national expatriates	ED	
		-Centenary of Amadou Hampathe Ba	CLT	
		-Training seminar in skills and practices of active pedagogy	ED	
		-Equipment for a Centre for excellence in Micro-science in the Faculty of Science and Technology	SC	

		management in technical and vocational education for SADC countries in Maputo		
		-Expansion and strengthening of UNESCO Associated Schools in Mozambique	ED	
		-Use of Solar energy in for the provision of sage drinking water in rural areas	SC	
		-National Seminar for Training Trainers of Literacy and Adult Education	ED	
26.Namibia	05	-Southern African Consortium for Monitoring Education quality. Training of national research co-ordinators and 2 deputies, (SACMEQ II Project)	ED	120,000
		-Namibia scientific and technical personnel and institutions data base development	SC	
		-Programme and activities for the International Year for a Culture of Peace	IYP	
		-Culture in the neighbourhood	CLT	
		-Cultural heritage programme assessment of the current situation and drawing cultural heritage master plan	CLT	
27.Niger	09	-Strengthening the capacity of the national Commission for UNESCO in order to best participate in the work of the Organisation	BRX/Nat. Com	125,000
		-National training seminar on implementation strategies for teachers in order to revitalise the Associated School Network in Niger	ED	
		-Development of a web site for the Niger National Commission for UNESCO	BRX/Nat.C om	
		-National sensitisation seminar for schools and youth on the environment for sustainable development	ED	
		-The Abdou Moumouni UNESCO Chair project on renewable energy	CII	
		-National seminar on the definition of book policy	ED	
		-Education for democracy and	ED	

		-Workshop to promote the handicraft activities of women in the sub-region	CLT	
		-Safeguard of national cultural heritage	CLT	
28.Nigeria	05	-Training seminar for the National Commission for UNESCO staff in computer literacy and French language.	BRX/Nat. Com	111,000
		-Production and review of inspection guidelines for primary education technical education and secondary education	ED	
		-Capacity building of the Nigerian Institute of Social and economic research on MOST	SHS	
		-Digitization of Nigerian holdings of the national library	CII	
		-Fellowship study Grant for Mrs Hiekwara to attend formation in IIEP	BRX/ Fellowship	
29.Rwanda	07	-Equipment for the Rwandan National Commission for UNESCO	BRX/Nat.C om	114,000
		-Financial contribution for the organisation of the second " Kigali Dance for peace festival 2000"	CLT	
		-Seminar and workshop for the revival of the UNESCO Clubs in Rwanda	BRX	
		-Fellowship study grant for nine-months training course at IIEP	BRX/ Fellowship	
		-Material aid to Mr. Nasr Uddin Uwizera for the publication of a book	CLT	
		-Contribution to the organisation of a seminar/workshop on national capacity building and orientation	ED	
		-Electrification of Kigese village by solar energy (pilot project0	SC	
30.Sao Tome and Principe	07	-Literacy campaign -Collection on Oral Tradition	CLT	125,000
		-Training of School Directors and Inspectors	ED	
		-Special Education needs for the handicap people, young mothers and inclusive schools	ED	
		-The great final of the World women's March 2000: Sao Tome		

		-Training and Art Centre for Youth -Training course for young musicians	Youth Youth	
31.Sénégal	05	-Extension, renovation and equipment for the documentation centre of the Senegalese National Commission for UNESCO -Regional seminar-workshop on " educating for a Culture of Peace" -Forum 2000: Press, Literature and a Culture of Peace. -Inter-cultures 2000: Pilot project on women and youth. -Literacy campaign and job creation	BRX/Nat. Com ED/PHD CII/IYP CLT/ICP ED	111,000
32.Seychelles	05	-Sub-regional workshop for early childhood education and related activities. -Expansion of Art education outside the national capital -Land slide hazard assessment -Research on the slave trade and slavery in the Indian Ocean and production of teaching/Learning material for schools. -Assistance to young artists: Small Galary.	ED ED SC CLT/ICP CLT	110,000
33.Sierra Leone	06	-Equipment for the National Commission -Training of female ex-combatants in income generating skills in Freetown -Funds for activities of the National Commission, for basic education and production of kono texts for basic education -Capacity building and Youth Co-ordination Centre to enhance youth activities in Sierra Leone -Support and assistance to the Inspection section of the Ministry of Education -Financial assistance for the Petifu Moyopo Community	SHS SHS BRX/Nat.C om Youth ED SHS	108,000
34.South Africa	05	-UNESCO Associated School Project (ASP NET) -Get the basics-Literacy and Microeconomic Development project	ED/ASP ED/SHS	111,000

		education through professional attachments		
		-Establishment of multipurpose Tele-centre	CII	
		-International congress on groundwater : Past achievements and future challenges –IAH Contribution to the UNESCO-IHP-V Programme Implementation	SC	
35.Swaziland	08	-Equipment for the National Commission	BRX/Nat.Com	114,000
		-Proposal for the legal education of women	ED	
		-Workshop for street children service providers	ED	
		-Promotion of local quality crafts	CLT	
		-Workshop on causes and strategies for tackling poverty in Southern Africa	SHS	
		-Linguapax/UNESCO: Language in Swaziland	CLT	
		-Communication about early childhood and development and a culture of peace	ED	
		-Strengthening the capacity and support to cultural activities of the National Commission	BRX-Nat.Com	
36.Togo	05	-Strengthening the capacity and support to cultural activities of the General Secretariat of National Commission for UNESCO	CLT	101,000
		-Unity for Continuous formation in the faculty of Sciences of the Benin University in Togo	ED	
		-Support to the Experimental Phase of the UNESCO Chaire for Long Distance Training	ED	
		-Ethics of Environment for sustainable development in Togo	SHS	
		-Study grant for M. Badjissi Atsouvi K.S to attend a formation course at IIEP (1999-2000)	BRX/ Fellowship	
37.Uganda	07	-Strengthening the information, communication and documentation system of Uganda national commission for UNESCO	BRX/Nat.Com	129,000
		-Fellowship study grant for a Masters of Science degree in Food		

		-Strengthening training in electrical Engineering at the Faculty of Technology , Makerere University	SC	
		-Implementation of a National Plan of Action for the International Year for a Culture of Peace: Manifesto 2000 and Formation of Great Lakes sub-Regional Peace Network	IYP	
		-Formulation of national culture of peace policy	SHS	
		-Strengthening the contribution of the UNESCO Clubs in Uganda in the diffusion of UNESCO ideals, particularly a culture of peace and sub-regional co-operation	BRX	
38.United Republic of 39.Tanzania	04	-Training for a Culture of peace: Training in international relations and development –M.A Programme in peace and conflict resolution	SHS/PHD	85,000
		-Culture of maintenance for schools in Dar es Salaam	CLT	
		-Training in solar energy Proposed Countries (Japan, Germany, Sweden)	SC	
		-Equipment and books for Karume Technical College, Zanzibar	ED	
40.Zambia	08	-Refurbishing of a Science Laboratory at Mansa Secondary School	ED	125,000
		-Special project to improve access of girls to science and technology and vocational education	ED	
		-Revision of history and geography text books for senior secondary schools	ED	
		-Mina smiles, adaptation of this epoch-making literacy promotion animation video to seven indigenous Zambian languages	CLT	
		-Increasing the rural household heads ability to escape poverty		
		-Workshop to enhance radio and television networks in Africa	SHS	
		-Training of volunteer teachers for rural schools for child orphans	ED	
		-A survey to inventory and prepare a management plan for protected heritage animation video to seven	CLT	

41.Zimbabwe	06	-Teacher education initiatives forum in the context of information and communication technology	ED/SHS	121,000
		-Enterprise training for young artists in various arts disciplines	CII	
		-Strengthening the production capacity of the community newspapers group of Zimbabwe	CII	
		-Production of video-taped lectures for undergraduate mathematics and statistics at Zimbabwe Open University	CII	
		-Enhancing the status of teachers for improving quality education in Southern Africa	ED	
		-Promoting co-operation in research and training chemistry	ED	

ANNEX IV : <u>LIST OF MAJOR UNESCO AND/OR UN ORGANIZED MEETINGS BETWEEN 1990 AND 2000, EVOKED BY AFRICAN MEMBER STATE REPRESENTATIVES IN 30C/VERBATIMS</u>

During the plenary policy debate, on the occasion of the 30th session of the General Conference, heads of delegations from Africa made references to the recommendations, resolutions and decisions adopted at international conferences or congress organized by either UNESCO or jointly with the UN between 1990 and 1999. The following is a listing of the major meetings evoked.

1. The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments. The Dakar Education Forum, UNESCO, Dakar, 2000

2. The Second International Congress on Technical and Vocational Education, UNESCO, Seoul, South Korea, 1999

3. Higher Education in the 21st Century: Vision and Action, by UNESCO, Paris. 1998

4. MINEDAF VII, UNESCO, Durban, South Africa, 1998, and the OAU Decade for Education in Africa

5. The Fifth International Conference on Adult Education, UNESCO, Hamburg, 1999

6. The World Declaration on Education for All:Framework for Action to Meet Basic Learning Needs, UNESCO, Jomtien, Thailand, 1990

7. The Intergovernmental Conference on Cultural Policies for Development, UNESCO, Stockholm, 1998

8. The Declaration on Science and the use of Scientific Knowledge, issued at the World Congress on Science UN/UNESCO, Budapest, 1999

9. The Rio Declaration on Environment and Development, UN, 1992

10. The Istanbul Declaration on Human Settlements, UN, 1998

11. The World Conference on Solar, Energy, UN/ UNESCO, Harare, Zimbabwe, 1996

12. The International Year for Culture of Peace, Plan of Action, 2000 and the UN Decade for a Culture of Peace and non-Violence at the benefit of children, UN/UNESCO

13. The Audience Africa Recommendations (UNESCO,1995) and the UN System-wide Special Initiative on Africa, 1996

14. The Audience Africa, International Follow-up Committee, Recommendations

15. Demos Africa 1998.International Conference on the Culture of Peace and Governance Maputo, Mozambique, UNESCO.

16. The Copenhagen Declaration on Social Development, UN, 1995

17. The Beijing Declaration and the Platform for Action, Fourth world Conference on Women, UN, 1995

ANNEX V : <u>LIST OF UNESCO CHAIRS IN AFRICA</u>

To date there are 65 UNESCO Chairs in 30 countries in Africa, established between 1992 and 2000. They are found in the following countries:

Angola

UNESCO Chair in Chemical and Environmental Engineering
Univesidade Agostonho Neto

Established in March 1999

Benin

Chaire UNESCO des droits de la personne humaine et de la démocratie
Université nationale du Benin
Established in Dec.*1995*

Botswana

UNESCO-NATURA Chair on Extension Strategy for Rural Development: Gender Sensitive Approaches
University of Botswana
Established in January 1993

Burkina Faso

Chaire UNESCO de biotechnologie
Université de Ouagadougou
Established in October 1997

Burundi

Chaire UNESCO pour l'education à la paix et la résolution pacifique des conflits
Université nationale de Burundi
Established in September 1999

Cameroon

UNESCO-NATURA Chair on Agricultural Economics and Policy Reforms
University of Dschang
Established in Sept.1992

Congo

Chaire UNESCO/réseau en sciences de l'education
Université Marien Ngouabi

Established in Jan. 1997

Côte d'Ivoire

Chaire UNESCO de communication
Université nationale de côte d'Ivoire

Established in Sept.1996

UNESCO Rotating Chair in Intercultural Humanities
Université d'Abidjan/University of Lagos

Established in May 1994

Université de Cocody

Established in January 1998

Democratic Republic of Congo

Chaire UNESCO d'éducation sanitaire, de promotion de la préntion et de la communication sociale
Université de Lubumbashi

Established in May 1998

Equatorial Guinea

Chaire UNESCO d'éducation environmentale
Université Nationale de Guinée Equatoriale

Established in Sept. 1998

Chaire UNESCO d'études afro-ibéroaméricanes
Université Nationale de Guinée Equatoriale

Established in Sept.1998

Chaire UNESCO en éducation pour la paix, le respect des droits de l'homme et la démocratie
Université Nationale de Guinée Equatoriale

Established in Sept.1998

Ethiopia

UNESCO chair in education for Human Rights and Democracy
Addis Ababa University

Established in Dec.1994

UNESCO-JHU Chair in National Capacity Building for Youth Health and Development in Africa
Addis Ababa University

Established in January 1995

Ghana

UNESCO Chair in national Development Planning
Kumasi University of Science and Technology(UST)

Established in January 1994

UNESCO-AAU Chair for Women in Science and Technology
University of Science and Technology(UST)

Established in January 1995

Guinea

Chaire UNESCO en technologie et développement rural
Universié de Conakry

Established in Jan. 1996

Chaire UNESCO pour la bonne gouvernance
Université Gamal Abdel Nasser de Conakry (UGANC)

Established in June 1999

UNESCO Chair in Mathematics, Science and Technology education
MOI university

Established in Nov.1997

UNESCO Chair on Women and Community Health
Nairobi University

Established in Aug.1998

UNESCO Chair
In Bioethics
Egerton University College

Established in April 1998

UNESCO Chair in Higher Education
Maseno University College

Established in Nov.1992

Lesotho

UNESCO chair in Water Management
National University of Lesotho(NUL)

Established in December 1997

Madagascar

Chaire UNESCO Paix, démocratie et développement
Universié de Fianarantsoa

Established in July 1996

Malawi

UNESCO Chair in Renewable Energy
University of Malawi

Established in June 1999

Mali

Chaire UNESCO pour la promotion de la Culture de la Paix et des Droits de l'Homme
L'Universié de mali

Established in July 2000

Mauritius

UNESCO Chair in Higher Education
Mauritius Institute of Education (M.I.E.)

Established in January 1994

UNESCO Chair in Computer Sciences
University of Mauritius

Established in October 1994

Mozambique

Chaire UNESCO de médecine tropicale
Universidade Eduardo Mondlane

Established in February 1998

UNESCO Chair on Man and Environment in Southern Africa
Universidade Eduardo Mondlane

Established in May 1992

Chaire UNESCO de cardiopédiatrie

UNESCO chair in Marine Sciences and Oceanographic Issues
Universidade Eduardo Mondlane
Established in March 1998

Namibia
UNESCO Chair on Democracy and Human Rights
University of Namibia

Established in Dec.1994

UNESCO-UNU Chair on the Concept and Practice of Zero Emission in Africa
University of Namibia

Established in October 1996

Niger
Chaire UNESCO de géosciences
Université Abdou Moumouni

Established in July 1998

Chaire UNESCO sur les énergies renouvelables
Université Abdou Moumouni

Established in April 2000

Nigeria
UNESCO Chair on the Use of New Technologies in Adult and Non-Formal education
University of Ibadan

Established in Nov.1999

-UNESCO Chair in Cultural heritage
Univeristy of Port-Harcourt

Established in Sept.2000

Senegal
Chaire UNESCO en sciences de l'éducation
Ecole supérieure (E.N.S)

Established in July 1994

-Chaire UNESCO en gestion cotières intégrée et développement durable
Université Cheikh anta diop

Established in April 1997

South Africa
UNESCO(Oliver-Tambo) Chair on Human Rights
University of Fort Hare

Established in March 1996

Swaziland
UNESCO-AAU Chair in Women, Scienc and Technology

Togo

Chaire UNESCO d'éducationà distance
Université du Bénin au Togo

Established in Dec.1997

-Chaire UNESCO sur les énergies renouvelables
Université du Bénin au Togo

Established in Aug.1999

-Chaire UNESCO sur les politiques culturelles pour le développement
Centre régionale d'action culturelle (CRAC)

Established in Nov.1999

Uganda

UNESCO-JHU Chair on Institutional strengthening and National Capacity Building for
Youth Health and Development in Africa
Makerere University

Established in Jan.1995

UNESCO Chair in Plant Biotechnology
Makerere University

Established in Aug.1992

UNESCO Chair in Post-Harvest Technology
Makerere University

United Republic of Tanzania

UNESCXO Chair in Distance education
The Open University of Tanzania

Established in May 1994

UNESCO-NATURA Chair in Food Security and Nutrition for Health and Development
Sokoine University of Agriculture

Established in Sept.1992

Zimbabwe

UNESCO Chair in Chemical Engineering
National University of Science and technology

Established in Sept.1993

-UNESCO Chair in Distance Education
University of Zimbabwe

Established in May 1996

UNESCO Chair in Renewable Energy
University of Zimbabwe

UNESCO Chair on sustainable Crop Protection
University of Zimbabwe

Established in Sept.1992

UNESCO Chair on Immunology and Infectious Diseases
University of Zimbabwe

Established in May 1992

UNESCO Chair in Human Rights, Democracy, Peace and Governance
University of Zimbabwe

Established in Oct.1998

Reference document: UNITWIN/UNESCO Chairs and Networks as at 15 January 2001
prepared by ED/UNITWIN.

ANNEX VI

WORLD HERITAGE LIST IN DANGER, IN AFRICA

The **30** Properties which the World Heritage Committee has decided to include on the List of World Heritage in Danger in accordance with Article 11 (4) of the Convention in Africa are the following:

BENIN
Name of Property: Royal Palaces of Abomey
Date of Inscription: 6/12/1985
Paris, 9th Session of the Committee

COTE D'IVOIRE / GUINEA
Name of Property: Mount Nimba Nature Reserve
Date of Inscription: 14/12/1992
Santa Fe, 16th Session of the Committee

DEMOCRATIC REPUBLIC OF THE CONGO
Name of Property: Virunga National Park
Date of Inscription: 17/12/1994
Phuket, 18th Session of the Committee

DEMOCRATIC REPUBLIC OF THE CONGO
Name of Property: Garamba National Park
Date of Inscription: 7/12/1996
Merida, 20th Session of the Committee

DEMOCRATIC REPUBLIC OF THE CONGO
Name of Property: Kahuzi-Biega National Park
Date of Inscription: 6/12/1997
Naples, 21st Session of the Committee

DEMOCRATIC REPUBLIC OF THE CONGO
Name of Property: Okapi Wildlife Reserve
Date of Inscription: 6/12/1997
Naples, 21st Session of the Committee

DEMOCRATIC REPUBLIC OF THE CONGO
Name of Property: Salonga National Park
Date of Inscription: 30/11/1999
Marrakesh, 23rd Session of the Committee

ETHIOPIA
Name of Property: Simen National Park
Date of Inscription: 7/12/1996
Merida, 20th Session of the Committee

Name of Property: Timbuktu
Date of Inscription: 12/12/1990
Banff, 14th Session of the Committee

NIGER
Name of Property: Air & Ténéré Natural Reserves
Date of Inscription: 14/12/1992
Santa Fe, 16th Session of the Committee

SENEGAL
Name of Property: Djoudj National Bird Sanctuary
Date of Inscription: 2/12/2000
Cairns, 24th Session of the Committee

UGANDA
Name of Property: Rwenzori Mountains National Park
Date of Inscription: 30/11/1999
Marrakesh, 23rd Session of the Committee

Web site: http://www.unesco.org/whc/danglist.htm
http://www.unesco.org/whc/toc/mainf4.htm
(frames version)
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