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SEMINAR UNESCO – NEPAD

« UNESCO and NEPAD : From Vision to Action »

FINAL REPORT

Ouagadougou 5-7 March 2003

Africa Department

Seminar

UNESCO and NEPAD: From Vision to Action

FINAL REPORT

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I. INTRODUCTION

I.1 PREAMBLE

As we enter the new millennium we are confronted by an extremely delicate new international environment: the face the world presents today is characterized by, among other factors, a series of conflicts. Key and fundamental issues of humanity and human integrity are at stake, including the importance of the right of expression of cultural identities and the recognition of cultural diversity both as a fact in itself and as a means of enriching and promoting creativity.

Certainly these and many other such common issues are presenting a major challenge to Africa at this crucial time in history, when it is particularly affected by problems of survival such as disease, poverty, internal conflicts and civil wars and natural disasters, that have the effect of weakening it in the globalization process and international exchange arenas. In considering the best ways to address these concerns, the United Nations, and UNESCO in particular, by establishing the Africa Department structure to reflect the continent's priority in its programme activities, adopted a strategy of listening to the aspirations of the beneficiaries and helping to integrate items into Organization programmes designed with their active involvement.

Since African leaders decided upon and adopted the universally acclaimed NEPAD strategy, UNESCO, naturally, has taken the lead by listening and contributing its efforts and comments on the initiative to the international community through this seminar. The outcome of the seminar is presented in this report.

The first part of the report, the introduction, consists of the preamble, the background to the seminar and a list of participants. The second part highlights the salient features that were raised in the statements made by the dignitaries at the opening session. The third part consists of an assessment of the main thrusts and issues emerging from the discussions, while the fourth part contains a list of recommendations.

I.2 BACKGROUND TO THE SEMINAR

Convened by UNESCO's Director-General Koïchiro Matsuura, the seminar "UNESCO and NEPAD: From Vision to Action" took place from 5 to 8 March 2003 in Ouagadougou (Burkina Faso), thanks to the generous hospitality and cooperation of the Government of Burkina Faso. The seminar was preceded by three round tables. The first one – "Exchanges on the future of the programmes of rehabilitation and reconstruction in Africa", with special reference to the Programme for Education for Emergencies and Reconstruction (PEER) – took place on Thursday, 4 March 2003; the second one, entitled "Critical analysis of projects submitted by field offices", was held on Wednesday, 5 March 2003; and the third one, on the same day, was a "Forum of subregional organizations".

The seminar, the first of its kind, was organized in pursuance of decision 8.6 of the Executive Board of UNESCO at its 164th session (13-30 May 2002), expressing its strong support for NEPAD and inviting the Secretariat to organize a joint UNESCO-NEPAD seminar to specify ways and means of applying the NEPAD plan of action in the Organization's fields of competence. Its purpose was to initiate an operational phase of the Organization's efforts to accompany the implementation of the NEPAD plan of action, notably through its regional strategy for Africa, which already takes into account the objectives and priorities of NEPAD and the recommendations

of the international seminar on “Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century” (Paris, 8-9 November 2001).

I.3 SEMINAR PARTICIPANTS

The seminar was attended by high-level personalities, among whom were policy-makers, representatives of international, regional and subregional organizations, donors, members of parliament and experts, as well as panellists, speakers, intellectuals and specialists from the continent’s subregions. The participation of representatives of the African Union, G-8 and Economic Commission for Africa may also be mentioned. There were also a number of Secretaries-General of National Commissions whose grassroots experience of UNESCO programme implementation enriched the discussions. With regard to UNESCO, the Assistant Directors-General for Culture, of the Intergovernmental Oceanographic Commission and of the Africa Department, the Deputy Assistant Director-General for Education, and the Director of the Bureau of Strategic Planning, as well as representatives of all sectors and UNESCO field offices in Africa, participated in the activities of the seminar and the round tables. Also present were some Ambassadors and Permanent Delegates to UNESCO of Member States from Africa and from other continents.

I.4 ORGANIZATION OF THE SEMINAR

The seminar was organized in three working sessions, which addressed the following themes:

- (i) How can UNESCO help its African Member States to integrate NEPAD’s objectives into their national programmes?
- (ii) What are the best ways of involving parliamentarians, the private sector, NGOs and civil society in strategies for development and the struggle against poverty?
- (iii) How can UNESCO, through its African offices, help in building capacity and encouraging the implementation of regional and subregional projects?

Each of the sessions focused on established priorities such as Education for All (EFA), water, biodiversity, cultural diversity and access to information and knowledge. There were deliberations on the ways of helping African countries incorporate NEPAD goals that coincide with UNESCO’s into their national programmes. The seminar also reflected on the involvement of parliamentarians, the private sector and civil society, particularly women, in national development strategies.

I.5 PERSONALITIES WHO ADDRESSED THE SEMINAR

The following dignitaries addressed the seminar:

- Mr Blaise Compaore, President of Burkina Faso
- Mr John Kufuor, President of Ghana
- Mr Koïchiro Matsuura, Director-General of UNESCO
- Professor Laya Sawadogo, Minister of Secondary and Higher Education and Scientific Research, President of the Burkina Faso National Commission for UNESCO
- Mr Nouréini Tidjani-Serpos, Assistant Director-General, Africa Department, UNESCO

- Mr Abderahmnae Merouane, Human Resources Coordinator, NEPAD Secretariat
- Mr Philippe Boncour, International Organization for Migration (IOM)
- Ms Maria Niculescu, Director, Organisation Internationale de la Francophonie
- Mr Mohamed Salem El Hacem Filali, Union du Maghreb Arabe (UMA)
- Mr Marcel Diouf, Representative of Mr Amara Essy, President a.i. of the Commission of African Union
- Mr Ahmedou Ould-Abdallah, Special Representative of the United Nations Secretary-General for West Africa
- Mr Jean-Pierre Patat, Representative of Mr Camdessus (France G-8 Sherpa for NEPAD)
- Mr Hakim Ben-Hamouda, Regional Director for Central Africa, Office of the Economic Commission for Africa

II. FOCUS OF DISCUSSIONS

II.1 GENERAL REMARKS

The discussions in all three sessions focused more particularly on UNESCO's programme priorities in the areas of education for all, sustainable development (follow-up to the Johannesburg Summit) and access to information and knowledge. They drew substantially on the documents made available to participants, including the working document "UNESCO and NEPAD: From Vision to Action" Ouagadougou, 5-8 March 2003 and the report of the international seminar held in November 2001 on "Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century". In addition the seminar was addressed by a number of eminent persons, listed in the appendix, whose views gave the participants much food for thought.

Among the issues and ideas raised by the dignitaries, emphasis was placed on UNESCO's preparedness, relevance and comparative advantage to work with NEPAD in its areas of competence. The UNESCO Medium-Term Strategy (2002-2007) was the lead document which incorporated most of the aspirations of NEPAD. What remained to be done and what the seminar was expected to do was to come up with suggestions for lines of action to be incorporated into the work plans of the Organization. This proposition was supplemented by the expectation that the new orientation based upon a global multi-dimensional approach and linked to the concrete consensus of Africa would permit the attainment of the six Dakar EFA goals, the eight Millennium Goals and those of NEPAD by tailoring them to each country's situation. Stress was also laid on the issue of water and its related socio-economic dimension and on the competence of UNESCO regarding the important field of culture in promoting cultural dialogue and safeguarding the tangible and intangible cultural heritage, both of which require UNESCO's assistance in the preparation of international legal instruments to safeguard cultural diversity.

In addition, convergence between UNESCO and BID and the main lines of action on the question of basic education, support to young female scientists and the consolidation of cultural identities were highlighted.

This information and the numerous suggestions made gave the seminar sessions that followed the opening session a rich set of alternative actions and possibilities to weigh up in their discussions.

II.2 WORKING SESSION I

The purpose of Working Session I was to exchange views on how best UNESCO, taking NEPAD as the operational framework for the implementation of its Regional Strategy for Africa, can assist its African Member States to incorporate the objectives of NEPAD into their national programmes.

The session noted the following: that NEPAD was work in progress; that it had taken courage on the part of the African Heads of State to launch it and then to go on perfecting it with the involvement of all; that the fact that the leaders had adopted a long-term, comprehensive vision of development encompassing all aspects of social development (education, culture, health, etc.) was a milestone in itself; that NEPAD was basically a regional initiative but that it called also for action at other levels (subregional, national, etc.) to support the new African vision; that in order for this to happen there was a need to promote a sense of NEPAD ownership by ordinary people and civil society; that UNESCO could contribute to this through its existing networks (National Commissions, Associated Schools Projects, UNESCO Clubs, Forum of African Parliamentarians on Education, regional and subregional EFA forums, etc.); that NEPAD's vision on education was rather narrow (limited to basic education when difficulties at all levels of education are experienced in Africa); and that as the EFA (education for all) torch-bearer and United Nations specialized agency in education, UNESCO had a role to play in advocating the broadening of this vision and its translation into action, including improving access to information and communication technologies so crucial to the empowerment of Africa.

It was noted that UNESCO's Medium-Term Strategy for Africa (2002-2007) fully reflected NEPAD's concerns. UNESCO should use its comparative advantage in the promotion of a culture of peace, tolerance and respect for differences. Furthermore, in view of the major challenge that African countries will face in the protection of natural resources, particularly water, UNESCO should assist Member States in the design of water management systems to facilitate the effective sharing of this limited and scarce resource.

The tenor of the deliberations showed that participants perceived the distinctive role that not only UNESCO, but also each of the stakeholders, had to play to ensure the successful implementation of the UNESCO-NEPAD plan of action, and accordingly proposed courses of action and recommendations to UNESCO as well as to Member States, the NEPAD Secretariat and the donor community, which are included in the recommendations.

II.3 WORKING SESSION II

The purpose of Working Session II was to exchange views on how UNESCO, in considering its mission, could encourage, assist and address governments, elected representatives and civil society to take part in the real and practical implementation of this partnership among people, with a view to eradicating poverty and accelerating development in Africa.

During the debate, the importance of involving **civil society** in the Africa development processes was widely mentioned. The need to involve it in national efforts to implement NEPAD, in the same way as they are involved in the definition of education for all in national plans was

highlighted. In this regard, it was suggested that the possibility of establishing regional exchange networks be explored, with a view to contributing to the empowerment of civil society for that role.

The participants pointed out the need to protect **women**'s rights, to promote socio-economic development and the development of female human resources, and to mobilize women in the elaboration of poverty-reduction programmes.

Parliamentarians' contribution to NEPAD-UNESCO cooperation was emphasized and widely supported, in view of their direct influence on the formulation of laws and national budgets, notably in UNESCO's priority fields of competence. Their role in peace enforcement through law-making was also emphasized.

National Comissions' involvement as focal points for UNESCO-NEPAD cooperation was mentioned as vital for this cooperation to succeed at state level.

One speaker mentioned the importance of providing **youth** with civic education and of fostering dialogue and exchanges among youth, such as through the UNESCO Clubs.

II.4 WORKING SESSION III

The session sought to determine ways in which UNESCO, through its field offices and with the support of traditional as well as new partners, could build the capacity of actors at the national, subregional and regional levels in order to contribute to the empowerment of NEPAD.

The session provided an opportunity to reinforce the role and mandate of UNESCO with regard to human resource development in Africa. Interestingly, the participants accepted the validity of the emphasis being placed by the international community on basic education within the EFA framework and the MDGs. However, they also provided strong support for the view that the revitalization and reform of higher education was a priority in the region. Additionally, UNESCO was seen as having a pivotal role in promoting and advocating the regionalization of higher education facilities so as to allow greater efficiency and cost effectiveness.

The participants reiterated the pivotal role of ICTs in facilitating access to information (including access in rural areas) in teacher training and in the development of virtual libraries. In the opinion of the session participants, the International Institute for Capacity-Building in Africa's work in distance education and software development was exemplary and needed to be extended. ICTs were identified as having the potential to assist in improving the effectiveness of the Organization's work in the natural sciences, the social and human sciences and other areas of competence. They were also seen as having the potential to rationalize the large number of conferences being held at the regional and subregional level through consideration of the use of the various modalities now available as a result of ICTs.

The participants were of the view that UNESCO needed to continue the work of improving its structures and hence its effectiveness in the Africa region. This included strengthening the Africa Department and improving the human and material resource base of its various field offices.

Finally, the participants recommended that UNESCO should strengthen its work with NEPAD by improving its links with key stakeholders, including governments, parliamentarians, non-governmental organizations and already existing regional and subregional bodies working in its areas of competence.

III. CONCLUSIONS

As pointed out in the preamble to this report the seminar is one of UNESCO's strategies to cooperate with Africa's development stakeholders for the attainment of the aspirations of Africans. The Ouagadougou seminar is a continuation of the efforts initiated by UNESCO at the international seminar in Paris, in November 2001, on the search for forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century, as the title of its report says.

A year and a half after that seminar, the UNESCO-NEPAD seminar in Ouagadougou was held on the basis of the specific terms of reference established by the Executive Board of the Organization, in partnership with NEPAD "to specify ways and means of applying the NEPAD plan of action in the Organization's field of competence". Hence the Ouagadougou seminar was not "another of those seminars" of the world's professional "seminarists". It was a seminar of a separate kind, with a specific action-oriented mandate reflecting NEPAD objectives and their alignment with UNESCO's. This is why efforts were made to ascertain that its recommendations were feasible and implementable, strictly within the areas of competence of the Organization and based on its Medium-Term Strategy for 2002-2007. Furthermore, the seminar succeeded in increasing awareness among members of the NEPAD Secretariat of the importance that UNESCO attached to NEPAD and to the implementation of NEPAD's programme in UNESCO's fields of competence.

Indeed, the launching of the UNESCO Committee for NEPAD by the Director-General as one of the major seminar activities is proof of the commitment of UNESCO and the Director-General to fully achieving an effective and results-oriented partnership. Likewise, the active participation of the field offices in the seminar again strengthens UNESCO's full participation in the partnership. UNESCO-NEPAD cooperation is not just Headquarters-NEPAD cooperation. It is the active involvement of both Headquarters and its field offices in Africa as well as its allied partners (National Commissions, NGOs and the African regional and subregional organizations). In that regard, the adoption of the Ouagadougou Declaration by these stakeholders as one of the outcomes of the seminar activities was in the right direction.

The seminar recognized the financial constraints UNESCO was facing. Nonetheless, considering the resources required for effective follow-up of UNESCO-NEPAD collaboration, the seminar's general views pointed to the unavoidable need to increase resources to the Africa Department. It was in this regard that the decision to establish the Special Account for Priority Africa Programme was seen as a positive and commendable move and gave rise to the hope that the Director-General would use his personal standing to attract adequate funding for the Account.

As remarked by Mr Kofi Yamgnane, in NEPAD the adjective **new** is a significant and indicative modifier. It is the driving force behind the vision and needs to be emphasized if the meaning and intention of its use in NEPAD programmes is to be understood. What the modifier implies is "a new political will of African leaders to tackle the continent's **development challenges ...**", seeking innovative approaches and solutions which are no longer "externally designed, but **enhanced by and drawing on the formidable potential, creative energy and outstanding** resources which exist on the continent". This is a new approach.

The development challenges would include a strong commitment to financial resources, necessary skills, and the development of accountability and national as well as regional interest by those officials involved in policy-making and in policy implementation. One participant in the sessions requested UNESCO to assist Member States to train Africans in negotiation skills so as to enable them to maximize gains for the African countries in negotiating contracts with foreign companies. In addition to the general importance of negotiation skills it needs to be recognized that

a crucial element in conducting successful negotiations is commitment to public or societal interests as opposed to self-interest. The inculcation of correct attitudes and behaviour in government officials and people in general therefore is necessary and crucial for NEPAD to succeed. This ethical challenge could well be addressed within the UNESCO capacity-building and institution development programme.

The last point was the request made by the NEPAD representative to the seminar to have UNESCO assist its Secretariat in the preparation of an action plan. Certainly, cooperation within UNESCO can be efficient and effective with a well thought-out action plan. One would want to see an implementation plan developed as soon as possible so as to know what is to be done, when to do it, by whom, with what resources, from where and with what expectations. It should be acknowledged here that UNESCO's contribution to the development of the NEPAD Action Plan on the Sustainable Use of Coastal Marine Freshwater Resources is the right approach which should be followed for the entire NEPAD programme. Again, Africa has seen many good plans in the past but, without such an implementation plan, NEPAD in general and NEPAD-UNESCO cooperation in particular, may not demonstrate the importance of this vision of the "new".

In conclusion, it is obvious that the seminar's objectives were realized. A greater awareness among the UNESCO Secretariat was underscored by the active participation of UNESCO and the NEPAD Secretariat. The involvement of the field offices of UNESCO and the quality of ideas expressed by them was a sign of this awareness. The same can be said of the outside participants. A word of caution is required on the perception of NEPAD by the field offices and some participants. Listening to the round table on the examination of projects one gets the impression that NEPAD is seen as an institution which can provide project funds, which it is not. NEPAD aims at reducing the dependency of its Member States in the long run. UNESCO, the NEPAD Secretariat and Member States need to accept this as a shared view and map out a programme for its realization.

IV. RECOMMENDATIONS

IV.1 TO MEMBER STATES

1. To designate the National Commissions for UNESCO as focal points at the national level, for the implementation of NEPAD-UNESCO cooperation. To that effect, to provide them with adequate staffing and funding. Accordingly, to assign them the objectives of disseminating widely – particularly at the level of civil society and grassroots communities – the NEPAD philosophy through the media and by means of cultural and pedagogical events, etc., ensuring that it is made accessible to people through the use of the national languages with a view to its assimilation by them.
2. To develop a national action plan with the involvement of parliamentarians, the private sector, NGOs, civil society, particularly women and young people; they will be responsible, in the strategies for development and poverty reduction, for implementing NEPAD priorities. In this connection, they should actively participate in the definition, implementation and evaluation of activities related to NEPAD.
3. To strengthen institutional mechanisms by encouraging participation of women in the decision-making process and by establishing partnerships and links between associations, the media, civil society, decentralized structures and States, in order to facilitate joint implementation of activities related to NEPAD.

4. To include in the agenda of the summits of African subregional organizations the question of the free circulation of people and goods so as to allow real integration between States.
5. To demonstrate energy and political will in the creation of an environment favourable to change with regard to democratic renewal, the defence of human rights and transparency.
6. To request UNESCO, NEPAD and the African Union to organize jointly an interdisciplinary meeting of experts in order to develop general principles of civic education which can subsequently be adapted to the circumstances of each subregion and each country.
7. To organize jointly an annual NEPAD National Day, emphasizing good governance, the culture of peace, the acceptance of cultural diversity, the protection of biodiversity and the African environment. In view of the conflicts and tensions afflicting the continent, the Director-General of UNESCO and the Head of the NEPAD Secretariat should give great priority to the organization of this Day.
8. Since NEPAD is not just an economic programme, it is important that an inter-ministerial structure should be responsible for NEPAD in each Member State and serve as an interface between partners and each beneficiary country.
9. To support reconstruction and rehabilitation programmes in post-conflict areas in Africa. The Director-General is invited to take note of the recommendations which emerged from the Round Table on the future of rehabilitation and reconstruction programmes in Africa (Annex I).
10. To ensure and accelerate access to education, particularly for girls, to strengthen adult education in the framework of the United Nations Literacy Decade, and to develop non-formal adult education in the context of lifelong education.
11. To promote job-oriented training and private entrepreneurship for young graduates, and to speed up the mobilization and establishment of funds for micro-projects.
12. To support health education programmes (preventive education against HIV/AIDS, malaria, STD, and other endemic diseases).
13. To promote informal education and the popularization of science and, in this context, to note and implement with UNESCO's support the resolutions and recommendations of the Workshop on Developing a Science and Technology Framework for NEPAD, held in Johannesburg from 17 to 19 February 2003 (Annex II).
14. To strengthen the capacity of the private sector to participate in the implementation of NEPAD programmes in UNESCO's fields of competence.
15. To strengthen the cultural aspect of education, in order that education should not be limited to instruction.

IV.2 TO REGIONAL, SUBREGIONAL AND INTERNATIONAL ORGANIZATIONS

1. To strengthen the capacities of regional and subregional organizations so as to enable them to better implement NEPAD activities in UNESCO's fields of competence.

2. The African States should provide the subregional economic communities to which they belong with greater resources for the implementation of NEPAD programmes at the subregional and national levels, so that they will be able to facilitate the integration of migrant populations and the protection of the rights of minorities.
3. To achieve a better alignment between the division into electoral groups at UNESCO and the Pan-African structure of NEPAD.
4. To promote the establishment of multilateral partnerships (international and regional organizations).
5. To promote the creation of UNESCO Clubs where young people can meet, learn and practise citizenship, and to envisage similar clubs and networks for women. To encourage these clubs and their federations to fully accept NEPAD as their own and make it one of the central themes of their activities during the period covered by the Medium-Term Strategy for Africa (2002-2007).
6. To reinforce and give added impetus to regional and subregional cooperation in the framework of the Forum of African Regional and Subregional Organizations to Support Cooperation between UNESCO and NEPAD (FOSRASUN), established at Ouagadougou on 5 March 2003 (Annex III).
7. To encourage, with UNESCO's assistance and support, the implementation of concrete projects for regional integration which are regarded as priorities in the fields of competence of UNESCO and NEPAD. In this connection, the seminar invites the Director-General to take into account the recommendations of the Round Table on the Critical Analysis of Projects Submitted by Field Offices (Annex IV).

IV.3 TO DONORS

1. To respect the concept of partnership with the Member States of NEPAD and control over the projects by the governments concerned.
2. To provide synergy in the field by ensuring effective coordination and collaboration among donors in the long-term interests of the recipient countries.
3. To give priority to partnership and cooperation at the regional and subregional levels, rather than to bilateral relations, in accordance with the basic principles of NEPAD.

IV.4 TO THE SECRETARIAT OF THE AFRICAN UNION

1. The African States should provide the NEPAD Secretariat with sufficient funding and staffing so as to enable it to be administratively operational, taking into account the gender balance.
2. To raise awareness about NEPAD, in an appropriate manner, among civil society, donor agencies and other stakeholders.
3. To deepen, with UNESCO's support, the harmonious and peaceful interaction of persons and groups with many different identities, the rich diversity of local cultures, and the multifaceted developmental functions of cultural diversity in a world which is tending towards uniformity due to the globalization process.

4. To make NEPAD a multilingual programme (publications, reports, the media, etc.) so as to increase its access and outreach at the grass-roots level. To reach this objective, the publications of the Secretariat should take into account the official languages of the African Union.
5. The Heads of States Members of the African Union should appeal to UNESCO and NEPAD to prepare and submit for their approval a plan for the revitalization of higher education and research.

V. TO UNESCO AND NEPAD

1. To create a joint UNESCO-NEPAD planning process so as to facilitate collaborative activities.
2. To ensure the continuation of internal structural reforms on both sides with a view to achieving positive results and avoiding any systemic malfunctions.
3. To better utilize the enormous pool of African talent, both inside and outside Africa, by cooperating with other institutions such as the United Nations Economic Commission for Africa (ECA) and the International Organizations for Migration (IOM), in order to create databases and directories so as to ensure the timely and efficient mobilization of human resources.
4. To ensure that increased contributions from the African Diaspora make up an essential part of technical assistance.
5. To establish a joint system of monitoring, evaluation and reporting and to prioritize quality and relevance in all projects.
6. To formulate a joint plan of action to address the water crisis foreseen for the continent and submit it to the NEPAD Implementation Committee for approval.
7. To help to revitalize scientific and intellectual work in African universities. UNESCO in particular should help support and develop scientific work, research and teaching, and encourage the creation of inter-university networks. Access to knowledge and information should also be promoted through universities and centres of excellence in research and training (e.g. UNESCO Chairs). In this connection, NEPAD and UNESCO should act together to speed up the implementation of the recommendations of the World Conference on Higher Education and the Ministerial Declaration of the ACP countries adopted in Cape Town.
8. In order to strengthen continent-wide cooperation on capacity-building in science and technology, there is a need to reactivate or create, as from the 2004-2005 biennium, scientific networks and associations with a view to putting in place and/or strengthening scientific centres of excellence. The strengthening of the priority given to scientific capacity-building and management should take the form of organizing, on a regular basis, a Conference of African Ministers of Science and Technology (CASTAFRICA).
9. Ways and means should be identified for creating closer links between UNESCO and the Ministers of Finance, Planning and Development of African Member States, so that, at periodic meetings, the Director-General might increase their awareness and make them

understand the need to take account of UNESCO's priorities, particularly in the field of education, and their place in budgetary priorities and national development plans.

10. UNESCO and NEPAD should contribute to a large-scale campaign on the importance of a better understanding of the links which exist between the protection of biodiversity and the promotion of cultural diversity; they should increase public awareness of the very specific role of Africa in this field, as a region and a group of societies that have been able to respect and preserve endogenous knowledge and know-how.

VI. TO UNESCO

A. GENERAL RECOMMENDATIONS

1. To increase the human and financial resources of the UNESCO structures directly responsible for the implementation of UNESCO-NEPAD programmes, particularly the Africa Department and the field offices.
2. In order to promote the integration of NEPAD into the national programmes of Member States, each country should take into account the NEPAD goals and objectives within UNESCO's fields of competence and integrate them into the planning and implementation of its own programmes.
3. To encourage twinning arrangements between schools and between local communities or groups of such communities coming under the same cluster office.
4. To foster, through concrete activities, cultural dialogue and the development of cultural policies, and encourage the creation and development of cultural industries and semi-industries, the headquarters of which should be located in an African country.
5. To promote State secularity through civic education, tolerance and the dissemination of the principles of the culture of peace so as to create greater cohesion between people and communities.
6. To support programmes of environmental education.
7. To encourage legislative initiatives, through regional parliamentary leagues and leagues of parliamentarians associated with UNESCO, with a view to their more active involvement in the harmonization of legislation coming within UNESCO's fields of competence.
8. To involve women in the management of the environment and in the struggle against poverty by developing profitable activities and raising the status of women's endogenous skills.
9. To promote a sense of ownership of NEPAD by the populations by means of existing UNESCO networks (National Commissions, Associated Schools Project, UNESCO Clubs, FAPED, regional and subregional EFA forums, etc.) and provide all necessary support for this new field of action.
10. To provide technical support to the NEPAD Member States in the formulation and implementation of priority regional projects with regard to HIV/AIDS, poverty eradication, etc.

11. To give priority to projects that focus on the development of ICT software and not just on the supply of hardware.
12. To promote sustainable development based, among other things, on a quality relationship between biodiversity, which is a gift of nature, and cultural diversity, which is the result of human creativity.

B. SPECIFIC RECOMMENDATIONS

1. Education for all (EFA)

UNESCO should reinforce its partnership with African Member States regarding the implementation of EFA goals, in particular with regard to the quality of education, the culture of peace and, more generally, the implementation of the Millennium Development Goals.

2. Physical education

To establish with NEPAD an action plan for the promotion of physical education and sport in the framework of education for all, particularly with a view to the priority development of a regional and subregional programme of physical education in education systems.

3. Higher education and research

- (a) Although UNESCO is currently implementing an impressive programme in the field of higher education, it should redouble its efforts in this area, particularly by advocating the role of this level of education in the strengthening of EFA and other levels of education (teacher training, management training).
- (b) UNESCO and NEPAD should foster women's access to higher education and post-graduate studies, so that they may actively participate in decision-making.
- (c) UNESCO should contribute to the preparation, design and publication of textbooks and new teaching material based on scientific publications, such as the General History of Africa, in order to promote wider and better knowledge of the continent in accordance with NEPAD's outlook.
- (d) UNESCO should encourage the revitalization of intellectual and scientific life in Africa by developing programmes designed to improve training and research conditions in African universities.

4. Sustainable management of the marine and coastal environment

To reinforce the role of UNESCO and of the Intergovernmental Oceanographic Commission (IOC) in the finalization and implementation of the NEPAD action plan on the environment, in particular by facilitating the implementation of African Process projects relating to the management of coastal zones and by strengthening Member States' capacities to incorporate the objectives of this framework of action.

5. Information and communication technologies (ICTs) and distance education

- (a) UNESCO should reinforce its programme on the use of ICTs for teacher training and for the improvement of higher education. In this regard, the capacities of the

International Institute for Capacity-Building in Africa (IICBA) should be reinforced so that it may continue its work in software development and distance training.

- (b) In order not to penalize students from rural areas, as compared with those from urban areas, in introducing them to information technology and to ICTs in general, UNESCO and NEPAD should give priority to studying ways and means of proposing to the relevant decision-making bodies an action plan for introducing the use of renewable energies in schools and health centres in rural areas.
- (c) UNESCO should promote and support the Virtual African University based in Nairobi, the activities of which could help to compensate for the shortage of qualified teachers and at the same time improve their quality.
- (d) UNESCO should take the lead in using ICTs and telecommunications facilities as a substitute for long and costly conferences.

6. Publication and distribution of new educational material in the NEPAD countries

UNESCO should contribute to the preparation and development of new education materials designed to promote greater knowledge of Africa among students within the framework of NEPAD.

7. Field offices and the Africa Department

- (a) UNESCO should seek to optimize its presence in the Africa region, and should strengthen the capacity of that region to coordinate its programmes in support of NEPAD. It should also improve its exchanges of information with its field offices.
- (b) UNESCO should take action to establish a Regional Bureau for Culture in Africa, pursuant to the resolution adopted at the World Conference on Cultural Policies (Mexico, 1982) and to implement the Dakar Plan of Action adopted by the Heads of States and Governments in June 1992.

8. NGOs and civil society

UNESCO should strengthen the capacities of African NGOs with a view to enabling them to become more operational, promote the integration of civil society groups and associations and assist in creating a synergy between the existing mechanisms and ongoing activities that come within its fields of competence and reflect NEPAD priorities.

9. The culture of peace

UNESCO should reinforce its action in the area of peace-building by seeking to raise the awareness of citizens of the region of the importance of integration and good governance. UNESCO Clubs and Associated Schools should be key elements in this campaign.

10. Parliamentarians

UNESCO should continue its work with parliamentarians to make them a key resource in the dissemination of information and in the promotion of debates concerning NEPAD, especially FAPED.

ANNEX I

EXCHANGES OF VIEWS ON THE FUTURE OF REHABILITATION AND RECONSTRUCTION PROGRAMMES IN AFRICA – THE EXAMPLE OF PEER (Tuesday, 4 March 2003)

1. In his introduction, ADG/AFR explained that this round table, organized on the fringes of the UNESCO-NEPAD seminar, was a response to the need for UNESCO to carry out, with the participation of field offices and the relevant services of the Secretariat, an in-depth study on the specific role of the Organization with regard to the rehabilitation and reconstruction of the African countries in post-conflict situations or affected by natural disasters. The participants were invited, on the basis of experience of the UNESCO Regional Programme for Emergency Education and the Culture of Peace – PEER (designated as such on the basis of its former title “Programme of Education for Emergencies and Reconstruction”), to exchange views on the future of rehabilitation and reconstruction programmes carried out in Africa with the contribution of UNESCO with a view to preparing recommendations calculated to elicit an appropriate response from the Organization.
2. The acting head of PEER surveyed the ten years of the programme’s existence and the positive results recognized by the beneficiary countries. PEER’s field of action, since its establishment, has been the provision of assistance to refugees in the Horn of Africa in basic education (Somalia) and to the populations affected by the conflict in Central Africa (Burundi, Rwanda and Congo).
3. DIR/BSP observed that thinking on this question should take account of the development of the programme over the last ten years, and the world situation with regard to rehabilitation and reconstruction. He emphasized in particular that an in-depth assessment of UNESCO’s experience in this field was required, in particular with regard to the PEER programme, and that, in this connection, the following questions needed to be raised:
 - At a time when the Chief Executives Board (CEB) on behalf of the United Nations system, including UNESCO, was implementing a policy for the “structural prevention” of conflicts, which required increased cooperation by its specialized agencies at the local, subregional and regional levels, it was worth asking whether this programme, in its design and objectives, met the current requirements of inter-agency cooperation in the field, bearing in mind its geographical coverage in Africa, the scale of its operating costs during the last decade, the funding agencies contacted and the beneficiary countries. Was there an overlap with the action carried out by other agencies?
 - In the light of the activities carried out and the resources used, what niche could be occupied by UNESCO in the current emergency and post-conflict situations?
 - Should not UNESCO’s strategy in this field be extended to the other subregions of Africa and other regions of the world where tensions existed?
4. The following observations/recommendations emerged from the discussions:
 - (a) To carry out an overall assessment of PEER in programme terms so as to direct the Organization’s action towards “specific niches” that would provide lasting added value and avoid duplications. An external assessment could receive the benefit of the advice of experienced experts in this field.
 - (b) To improve the quality of emergency measures, in particular through a capacity to anticipate the risks of crisis situations so as to prepare more fully and participate more

effectively in joint United Nations operations in the field, in accordance with inter-agency mechanisms and procedures.

- (c) To strengthen the inter-agency coordinating mechanisms in the field by drawing on the field offices, which must respond to a Consolidated Appeal together with the national authorities. One possibility would be to allocate extrabudgetary funds to them for emergency action in the form of “start-up funds” for joint measures carried out under the auspices of the United Nations team.
- (d) To strengthen the cooperative links between the United Nations organizations, in particular within the framework of OCHA, in association with IGOs and NGOs sharing the same objectives.
- (e) To continue the analysis of the concept of an “emergency” in the context of the rehabilitation and reconstruction operations that come within the Organization’s field of competence, taking into account the international situation and the main lines of action prevailing within the United Nations system.
- (f) To extend the field of action of PEER to include formal primary education, non-formal primary education and, if necessary, other levels of education.
- (g) To emphasize the multi-sectoral approach, including the cultural aspect of reconstruction measures, which has demonstrated its effectiveness in other regions, such as the Balkans, together with the use of communication technologies by distance education.
- (h) To examine whether a regional or even international dimension can be given to a programme such as PEER, bearing in mind the growing number of crisis centres in Africa and throughout the world.
- (i) With regard to the structures and staffing to be established, decisions should only be taken after the suggested assessment, after a detailed examination of substantial questions and after having clearly redefined the objectives of the programme.
- (j) In the very short term, and until a new system has been established, the status quo should be maintained, that is to say, an official of the PEER programme based in Nairobi (it being clearly stated to which sector he/she belongs, his/her hierarchical superior and the exact title), drawing where necessary on the support of field office experts who continue to benefit from the support of an intersectoral group at Headquarters set up by ED and other programme sectors such as ERC, IRO, BFC and AFR.
- (k) Should it be decided to maintain the structure of PEER, the Organization would allocate a minimum level of funding and staffing to that programme. In this connection, it is worth noting that the investment by the education sector in emergency programmes under the regular budget is currently of the order of US \$200,000 per biennium. This could be supplemented by the allocation to PEER of a small operating budget in document 32 C/5, bearing in mind that significant extrabudgetary funds are regularly raised by the staff assigned to this programme (\$7 million for 2000-2001, almost \$4 million since the beginning of 2002).

ANNEX II

WORKSHOP ON DEVELOPING A SCIENCE AND TECHNOLOGY FRAMEWORK FOR NEPAD (Johannesburg, 17-19 February 2003)

Statement of commitments

Subscribing to the founding principles of the New Partnership for Africa's Development (NEPAD), we the representatives of founding Member States, national and regional economic bodies, and intergovernmental organizations and partners, meeting in Johannesburg, South Africa, on 17 to 19 February 2003 at this first workshop on developing science and technology framework for NEPAD

Reaffirm the important role that science and technology play in human development and Africa's economic, social and political transformation;

Stress that the pace of economic globalization is now largely influenced by, *inter alia*, rapid advances in science and technology and that Africa must ensure benefit from the opportunities offered by globalization and minimize the risks of marginalization;

Express our concern over the continued inadequacy of financial and organizational resources for fostering Africa's scientific and technological development, and recognize the urgency to build political commitment to increase financial resources both public and private for scientific research and innovation;

Stress the need to establish science and technology as a cross-cutting and multi-sectoral theme within the framework and implementation plans of NEPAD, particularly through effective and better planning, integration and coordination, including regional cooperation in science and technology;

Reaffirm our commitment to implement the provisions of the Plan of Implementation of the World Summit on Sustainable Development (WSSD), and the United Nations Millennium Development Goals;

Recognize the Cape Town Declaration on Research for Sustainable Development adopted at the ministerial meeting of African, Caribbean and Pacific (ACP) Group of States;

Recognize the importance of establishing and strengthening cooperation and partnerships among public and private sectors, civil society and academic institutions in Africa, and enhancing South-South and South-North science and technology cooperation;

Noting with concern that:

1. There is need to build a knowledge and information base on the nature and status of scientific and innovative activities being conducted by national and regional research institutions in Africa,
2. There is need to network and maximize synergy among research institutions within and across national boundaries,
3. The link between scientific institutions and industry is still weak; and in many instances there are gaps between activities of the scientific institutions and overall economic and industrial development aspirations of countries,

4. The potential of science and technology to address issues of poverty continues to be underestimated, and emphasis is still placed on outdated notions of technology transfer in development strategies,
5. The increasing outward mobility and loss of African scientists to the rest of the world requires, *inter alia*, urgent attention. There is need to establish conducive conditions to retain and effectively utilize African scientific expertise on the continent and in the Diaspora,
6. There is need to stimulate interest in and improve the quality of science at all levels in many African States,
7. A number of African countries are making significant progress to increase investment in and improve the quality of their science and technology systems. However, many of them have so far not been able to achieve their goal/aspiration to devote at least 1% of the gross domestic product (GDP) to R&D activities,

We hereby resolve that:

1. We establish processes for strategic review of national policies, strategies and performance on science, mathematics and engineering education with the support of the countries. These processes need to urgently target countries where limited data is available;
2. We establish processes for comprehensive review of Africa's science and technology status, research capacities in key fields relevant to the strategic goals and programmes of NEPAD with the support of individual countries. The reviews should be phased in such a way as to provide the basis for identifying science and technology inputs to NEPAD priority programmes;
3. Consistent and ongoing efforts should be made to mainstream science and technology in NEPAD's sectoral programmes on health, agriculture, education, environment, governance, infrastructure, security, investment, trade and others;
4. We strengthen and where necessary create centres and networks of excellence in support of the broad objective of science and technology institution building and human resources development critical to the achievement of Africa's interests in the global context;
5. Where appropriate, we will develop and adopt concrete regional scientific research and innovation programmes on, for example, biotechnology, indigenous knowledge, desertification, information and communication technologies and space science, among others, to address the challenges of poverty reduction as well as other problems and opportunities agreed upon within the NEPAD framework;
6. We develop a data resource and supporting systems leading to dynamic and responsive sets of indicators for setting strategies, monitoring performance and assessing impacts;
7. NEPAD should establish an open forum to engage all stakeholders in constructive dialogue on ways and means of strengthening Africa's scientific and technological base;
8. We establish knowledge-based processes to develop a science agenda that will bring about rapid technological development of the continent, for example enhancing industrial production by targeting small and medium enterprises (SMEs);

9. Sustained attention be directed to capacity development of science and technology systems, institutions and practitioners.

Accordingly, *we recommend* that appropriate organs of NEPAD and where necessary other competent and interested entities commit themselves to:

- (a) Establish, in response to the November 2002 Abuja Declaration of ministers and senior policy-makers, a high-level forum on science and technology. The forum should be composed of African ministers of science and technology, and/or presidential science advisers. It should be supported by senior policy-makers and will engage in dialogue and decision-making on effective means of building the continent's scientific and technological development. The high-level forum on science and technology should where required transmit its resolutions to the NEPAD Heads of State Implementation Committee;
- (b) Establish a panel or working group of eminent African experts – drawn from communities of scientists, industry, policy-makers and practitioners – to provide policy, strategic and technical advice on the high-level forum. The panel or working groups should propose a NEPAD science and technology programmatic framework. In conducting its work, it should draw on the existing national, regional and international resources. African countries should be enabled to participate in particular initiatives at their discretion;
- (c) Set up an electronic platform, meetings and workshops as appropriate to facilitate dialogue and engage all stakeholders to develop a common vision, agenda and action plan to promote and sustain Africa's scientific and technological development;
- (d) Provide technical, administrative and financial support to enable the operations of the above recommended structures;
- (e) Commit to a firm timetable and timely action to realize the above recommendations.

ANNEX III

**FORUM OF AFRICAN REGIONAL
AND SUBREGIONAL ORGANIZATIONS TO SUPPORT
COOPERATION BETWEEN UNESCO AND NEPAD
(FOSRASUN)**

CONSTITUTIVE GENERAL CONFERENCE

Ouagadougou Declaration
5 March 2003

We, the representatives of African regional and subregional organizations, meeting the initiative of the UNESCO Africa Department,

Conscious that with the New Partnership for Africa's Development (NEPAD) the continent has taken a decisive step forward along the path of unification, integration and development,

Aware that the strategy of the NEPAD programme must be based not only on continent-wide institutions such as the African Union (AU), the Conference of African Ministers of Education, the Conferences of African Ministers of Science and Technology, the Conference of African Ministers of Finance and Planning and the Conference of African Ministers of Culture, but also on the foundations and pillars provided by African subregional organizations,

Aware of the vital and strengthened role that African subregional organizations, in coordination with the regional offices and the UNESCO cluster offices, must now play in strengthening and consolidating implementation of the NEPAD priorities,

Convinced that, in addition to the bilateral relations that exist between each regional economic community and UNESCO, there is a need for a high-level advisory body within which the Director-General of UNESCO and the executive/general secretaries of the African subregional organizations may periodically consult and coordinate their actions,

We, the representatives of African subregional organizations adopt the Ouagadougou Action Plan, whose objectives are:

to establish the Forum of African Subregional Organizations to support cooperation between UNESCO and NEPAD (FOSRASUN);

to designate a focal point of the Forum within each of our regional institutions.

FOSRASUN will meet every two years in regular session. Pending the formal establishment of its structures, the UNESCO Africa Department will provide the Secretariat for FOSRASUN.

ANNEX IV

CRITICAL ANALYSIS OF PROJECTS SUBMITTED BY FIELD OFFICES (Wednesday, 5 March 2003)

1. Round Table II on critical analysis of projects submitted by field offices was chaired by Mr Hans d'Orville, Director of the Bureau of Strategic Planning at UNESCO Headquarters. Mr Kwame Boafo, Chief, Executive Office of the Communication and Information Sector at UNESCO Headquarters, served as the Rapporteur. Attending the Round Table were about 30 of the seminar participants, mainly from UNESCO field offices in Africa, but also from UNESCO Headquarters and institutes and, for the second part of the day-long meeting, representatives of funding institutions and other partners.

2. The discussions consisted of: (i) a general discussion of ongoing projects and activities in the field offices funded from both UNESCO regular programme funds and extrabudgetary sources which are related to NEPAD, and (ii) presentation and discussion of project proposals and outlines prepared by UNESCO field offices in Africa for possible funding from extrabudgetary sources.

3. In his introductory remarks, Mr d'Orville, the Chairperson, presented six questions to guide the general discussion. The questions dealt with:

- NEPAD-related activities or projects carried out during the 2002-2003 period;
- the influence of the UNESCO medium-term regional strategy for 2002-2007 for Africa on the work plans of the field offices;
- reorientation of efforts to obtain extrabudgetary funding based on UNESCO's support for NEPAD;
- the effects of the process of evolution and refinement of NEPAD on activities and work plans in the field offices;
- possible UNESCO contribution to the NEPAD Peer Review mechanism and its application in UNESCO's domains of competence; and
- the type of activities envisaged for the UNESCO regular Programme and Budget for 2004-2005 (32 C/5) now under preparation.

4. In the ensuing discussion, the following main points were made:

- the need to have the cultural dimensions of development clearly incorporated in NEPAD drawing on the entire range of UNESCO's intersectoral competence, given the direct impact of cultural factors in such areas as dialogue, conflict resolution and reconciliation, early learning systems, indigenous knowledge, and prevention and management of HIV/AIDS. The UNESCO Committee for NEPAD should pursue this issue with the view to bringing it to the attention of the implementation committee of NEPAD. UNESCO should provide technical and advisory services which may be required;
- the need to define grand themes (*projets d'envergure*) for UNESCO cooperation with NEPAD and for an intersectoral approach in preparing major projects in the key areas of NEPAD related to UNESCO's domains of competence;

- the need for field offices to be proactive in following refinement and evolution of NEPAD and to make necessary adjustments in work plans and activities to reflect the development;
- brief review of the results of a number of ongoing NEPAD-related activities and projects being implemented by the field offices in Africa in education, culture and other major programme areas of UNESCO;
- the need for improved intersectoral collaboration, avoidance of duplication, significant strengthening of coordination and communication among the field offices including especially links between cluster and regional offices and institutes in Africa and enhanced synergy between the field offices and Headquarters and in identifying priority areas for NEPAD-related projects and their translation into work plans following the adoption of the UNESCO Programme and Budget for 2004-2005 (32 C/5) in October 2003; and
- the need for commitment from the programme sectors to apply maximum decentralization of regular programme resources for NEPAD-related activities to be specified in work plans for implementing UNESCO's Programme and Budget for 2004-2005 (32 C/5).

5. A total of 34 project proposals and outlines were presented by UNESCO field offices – Abuja, Bamako, Brazzaville, Bujumbura, Dakar, Harare, Kinshasa, Libreville, Maputo, Nairobi, Windhoek and Yaoundé – and discussed. It was stressed that these projects do not constitute the entirety of UNESCO's response to NEPAD. Rather, they complement projects already implemented under the current Programme and Budget for 2002-2003 (31 C/5) and activities funded from already approved extrabudgetary projects.

6. The proposed projects concern various aspects of UNESCO's domains of competence in education, culture, natural science, social and human sciences as well as communication and information. They cover both upstream activities such as policy development, research, assessments, analysis and conferences/round tables and downstream activities such as training, capacity-building, setting up of Internet portals, the introduction of ICT tools, the creation of observatories, development of materials and local content and strengthening of networks and institutions. The proposed projects deal with country-specific, subregional and regional activities.

7. DIR/BSP suggested that UNESCO's support for NEPAD be showcased at the 2005 World Expo in Aichi, Japan, devoted to the theme "Nature's Wisdom".

Recommendations for UNESCO

8. It was recommended that the present and future projects proposed for extrabudgetary funding under UNESCO cooperation with NEPAD should be structured around nine broad areas, namely:

- promoting peace, conflict prevention and resolution in Africa;
- promoting quality education, including teacher training, and combating HIV/AIDS;
- empowering African women through education;
- water management and resolution of water conflicts in Africa;
- capacity-building and networking in the sciences in Africa;
- cultural components of NEPAD priorities;

- use of ICTs and development of content for education, culture, communication and sciences in Africa;
- promoting community participation through communication and information; and
- regional integration in Africa at various levels and in various fields: challenges and prospects.

9. As a follow-up to the Round Table, it was recommended that:

- guidelines for developing projects under the nine broad areas be prepared by the Section on Cooperation with Funding Sources in ERC and the Africa Department with the assistance of the Bureau of Strategic Planning and in collaboration with the programme sectors;
- the proposed projects be revised, based on the comments and suggestions made during the discussions at the Round Table as well as in close consultation among the field offices concerned and other major stakeholders, including the National Commissions for UNESCO. The revised project proposals should be submitted through the Africa Department to the Section on Cooperation with Funding Sources in ERC by 30 April 2003; and
- projects submitted by subregional organizations to UNESCO for funding or request for preparations of joint project proposals for submission to funding organizations be channeled through the field offices responsible for liaison with the organizations concerned. Funding from UNESCO could be envisaged either through the regular programme or available extrabudgetary funding resources.

ANNEX V

1. Round Table III entitled “Forum of African Subregional Organizations” took place on Wednesday, 5 March 2003. The list of participating organizations will be found in Annex I. The Bureau of the Round Table consisted of:

- Mr N. Tidjani-Serpos, ADG/AFR, UNESCO, Chairperson
- Mr A. Merouane, NEPAD Secretariat
- Ms M.Y. Katagum, Natcom-UNESCO, Nigeria
- Mr M. Toto, UNESCO Secretariat

2. At the opening of the Round Table, the Chairperson informed the participants that the two main objectives of the meeting were to define the role and place of the subregional organizations (regional economic communities) vis-à-vis NEPAD and the role and place of the UNESCO regional offices and cluster offices vis-à-vis the subregional organizations and NEPAD.

3. There was a need to clarify and coordinate these roles and functions, the more so as a country coming under a UNESCO cluster office might also belong to several subregional organizations. In such cases, the implementation of subregional projects linked to cluster offices that come under the territorial jurisdiction of this or that subregional organization might lead to one and the same country benefiting on several occasions from the implementation of projects for specific subregional organizations.

4. In order to avoid such a situation, the Round Table needed to discuss common problems, share experiences, propose to UNESCO and to NEPAD strategies that would help the African Union to develop its activities within UNESCO’s fields of competence, while avoiding overlapping.

5. In all, 17 speakers took the floor in the course of the general debate.

6. The role and positive contribution of subregional bodies and international organizations to UNESCO and the African Union were roundly underscored. While each subregion had its own peculiarities, there were areas and levels of cooperation at the regional level which can help reduce the errors of the past. However, it was felt that there were too many such bodies carrying out activities that were either overlapping or duplicating each other. There was also the issue of clarification of roles, who does what? Who exactly is responsible for the implementation of NEPAD? What institutional arrangements were there in these organizations for the integration of NEPAD into the work of the regional organizations?

7. The issue of the public perception of NEPAD and the lack of sufficient communication and information attracted some debate. Also, as part of the debate was the issue of partnerships, specifically the kind of partnership that exists between UNESCO and the regional bodies. The role of National Commission for UNESCO and of the UNESCO cluster offices in the Member States was also positively acknowledged. The need to actively involve African civil societies and NGOs in NEPAD received specific mention.

8. It was noted that NEPAD appears to deal mainly with higher education while neglecting the very important issue of basic education. The contribution of non-formal education, especially vocational and apprenticeship schemes were stressed. So also were the roles of science and technology in development.

9. The role of culture, especially a culture of peace was seen as critical for African countries to avoid a situation where wars and conflicts deplete our trained human resources.

10. Having extensively debated on these and other “burning” issues, the meeting agreed that what was required now was to put in place concrete proposals for action to remedy the mistakes of the past and move from “vision” to “action”.

11. The Round Table therefore came up with the set of recommendations attached as Annex II.

12. The Round Table, also as a sign of its commitment and to set the ball rolling in this new type of cooperation, considered and adopted by acclamation, the Declaration of Ouagadougou (Annex III), which seeks to set a forum of the Chief Executives of African subregional organizations and the Director-General for the support of the cooperation between UNESCO and NEPAD (FOSRASUN). The participants agreed to designate a focal point for the Forum in each of their institutions. The Forum is to meet every two years in ordinary session.

RECOMMENDATIONS

(A) UNESCO

- (1) The establishment of the UNESCO committee on NEPAD is a sign of commitment by the Organization. However, there should be regular UNESCO-NEPAD intersectoral meetings to be attended by relevant stakeholders and heads of field offices.
- (2) A joint UNESCO-NEPAD planning process should be put in place to create synergy in the planning of programmes and activities of the two organizations in the relevant areas.
- (3) Further empowerment of the Africa Department of UNESCO, through reinforcement of staffing and finance to increase its capacity to shoulder multi-sectoral functions and allow time for reflection and evaluation.
- (4) Similarly, UNESCO should allocate more funds and deploy more staff to the field offices which are now being asked to take on more responsibility of projects in liaison with national agencies and the civil society.

(B) NEPAD SECRETARIAT

- (1) Need for regular meetings between NEPAD and regional/subregional organizations and Member States to allow for consultation and clarification of issues.
- (2) Adequate funding and staffing of the Secretariat to cope with new administrative challenges.
- (3) NEPAD must embark on proper sensitization and mobilization of the civil society, donor agencies and other stakeholders to ensure the success of the programme.
- (4) Need to expatiate, like UNESCO, on the role and importance of culture and cultural diversity in NEPAD especially the inextricable link between culture and development.
- (5) NEPAD should, as much as possible, formulate projects that are realistic and implementable and should have the support of the local communities to reduce the number of “failed” projects in Africa.

- (6) NEPAD must take into account the role of science, the environment, youth and gender issues as these all impact on education.

(C) UNESCO-NEPAD

- (1) The need to make more use of the huge African human talents which have existed both in Africa and in the Diaspora in the planning and execution of UNESCO-NEPAD projects.
- (2) National capacity-building should be an integral part of technical assistance to Member States.
- (3) There should evolve a joint system of monitoring, evaluation and quality control in all projects.
- (4) There should be a meaningful interface between UNESCO and NEPAD in terms of structures so that there is complementarity.

(D) REGIONAL AND SUBREGIONAL ORGANIZATIONS

- (1) All regional and subregional organizations were called upon to bring forth the contributions of their organizations to UNESCO-NEPAD as this will provide and invaluable input for the planning and coordination of joint activities.
- (2) A focal point should be designated in each organization who should give continuous feedback to the various committees of NEPAD.
- (3) Subregional organizations should adequately inform and involve relevant national entities in their subregions on NEPAD activities and involve them in the planning and implementation of projects.
- (4) Need to have a plan of action for teacher-training institutions and the strengthening and staffing of centres of excellence within each subregion. This is to ensure that Africa's resources are not spread too thinly.
- (5) Emphasis should also be placed on access to libraries and publications from all over the world so that our higher institutions keep abreast of developments and thus be able to contribute to meaningful learning.
- (6) The organizations were urged to examine the use of renewable energy as another area of great importance so that computers can be used in rural schools to reduce the gaps created by the rural-urban divide.

(E) DONOR COMMUNITY

- (1) Effective coordination of donations and synergy in the field to ensure collaboration in the interest of the Member States and not proliferation projects.
- (2) Donors should respect the concept of "ownership" of projects.
- (3) Call for tripartite agreements (between UNESCO/NEPAD/donors) to ensure that beneficiaries of fellowships/scholarships do return to their home countries to reduce the problem of the brain drain which is depleting Africa of its trained human resources.

- (4) Donor agencies could assist UNESCO and the Member States in the provision of cheaper textbooks and other learning materials.