



United Nations Educational,  
Scientific and Cultural Organization



INTERNATIONAL SEMINAR

**“Forward-looking  
Approaches and Innovative  
Strategies to Promote  
the Development of Africa  
in the Twenty-first Century”**

**Final Report**

**Recommendations  
Workshop Proceedings**

**UNESCO,  
Paris 8-9 November 2001**

**Africa Department**



Organisation des Nations Unies  
pour l'éducation, la science et la culture  
*United Nations Educational,  
Scientific and Cultural Organization*

**International Seminar:**

**FORWARD-LOOKING APPROACHES AND INNOVATIVE  
STRATEGIES TO PROMOTE THE DEVELOPMENT OF AFRICA  
IN THE TWENTY-FIRST CENTURY**

**FINAL REPORT**

- RECOMMENDATIONS
- WORKSHOP PROCEEDINGS

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Africa Department

# **CONTENTS**

## **A. INTRODUCTION**

## **B. SEMINAR AIMS AND RECOMMENDATIONS**

- I. SEMINAR AIMS
- II. RECOMMENDATIONS BY THE SEMINAR WORKSHOPS
- III. CONCLUSIONS BY THE RAPPORTEUR-GENERAL
- IV. MOTION OF THANKS

## **C. DETAILED ACCOUNT OF THE WORK OF THE SEMINAR**

- I. OPENING SESSION
- II. PANEL OF EMINENT PERSONS
- III. ROUND TABLE ON THE ROLE OF EDUCATION, SCIENCE CULTURE, COMMUNICATION AND INFORMATION IN DEVELOPMENT IN AFRICA IN THE TWENTY-FIRST CENTURY
- IV. WORKSHOP PROCEEDINGS

## **D. APPENDICES:**

- I. Seminar programme
- II. List of participants

## **A. INTRODUCTION**

This general report is intended to indicate:

- the main trends emerging from the papers, exchanges and discussions on the challenges currently facing Africa within the framework of approaches and agendas drawn up at the highest political level. These include the New Partnership for Africa's Development (NEPAD) and take account of UNESCO strategies and priorities as approved by the General Conference at its 31st session;
- the fields in which UNESCO can usefully provide concrete support for African initiatives, at a time when the Organization is on the verge of commitment to the process of drawing up regional and subregional strategies. This process is all the more interesting for the African continent in that the New Partnership for Africa's Development (NEPAD) has opted for these two fields as its principal spheres of activity;
- the practical means enabling UNESCO and Africa to work by mutual consent towards a new departure for the continent; this would involve revitalizing and enlarging the existing partnership system and creating at the same time new, bolder and more extensive partnerships in the various priority fields.

## **B. AIMS AND RECOMMENDATIONS**

- I. AIMS OF THE SEMINAR**
- II. RECOMMENDATIONS OF THE SEMINAR WORKSHOPS**
- III. CONCLUSIONS BY THE RAPPORTEUR**
- IV. MOTION OF THANKS**

## I. AIMS OF THE INTERNATIONAL SEMINAR

1. Convened at the instigation of UNESCO Director-General Koïchiro Matsuura, the International Seminar on **Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century** took place from 8 to 9 November 2001 at UNESCO Headquarters in Paris. The purpose of the seminar was to bring an innovative, forward-looking approach to defining approaches, methods and strategies for fostering development in Africa in the twenty-first century and so help the continent remedy the disquieting situation that has prevailed since the period of Independence. It was further intended to enable Africa, by common international consent, to find a place and a role consistent with its ambitions.
2. It was unanimously agreed that the seminar had attracted participation at a very high level. It was attended by a number of Ministers, Parliamentarians, eminent figures from different parts of the world, representatives of such international organizations as the United Nations, representatives of regional and subregional organizations in Africa itself, panellists and speakers, and intellectuals and specialists from the continent's subregions, most of them holding key posts in government or in regional, subregional or national organizations. Also present were internationally acknowledged specialists in African affairs and representatives of a number of NGOs. With regard to UNESCO, it should be pointed out that all the Assistant-Directors General and the Director of the Bureau of Strategic Planning participated throughout in the activities of the seminar, both in plenary sessions and the workshops. This was also true of the Ambassadors of African countries to France, and of Ambassadors, Permanent Delegates of Africa and Member States from other continents, to UNESCO.
3. As the international seminar opened the day after the 31st session of the UNESCO General Conference, participants were able to familiarize themselves with the Organization's general guidelines for the period 2002-2007 as part of its Medium-Term Strategy, and the priorities set in the context of the programme and budget for the 2002-2003 biennium. They also had access to a reference document prepared by the Africa Department and the Bureau of Strategic Planning on the basis of programme sector contributions, together with other information on the Organization's current work in Africa and that planned for the future in its specific fields of activity.

The work of the seminar focused on the following seven main themes:

- (i) the African agenda and UNESCO: building with the New Partnership for Africa's Development (NEPAD) as a foundation;
- (ii) education in Africa: issues and prospects – What are the strategies for the future?
- (iii) science and technology for sustainable development in Africa;
- (iv) human rights, democracy and human security: prospects and paths of action;
- (v) cultural diversity and pluralism as issues in sustainable development for Africa;
- (vi) communication technology and the knowledge society: enhancing capacities in Africa;
- (vii) enhancement of pan-African cooperation and the international partnership system.

## I. SEMINAR RECOMMENDATIONS

## WORKSHOP I

### THE AFRICAN AGENDA AND UNESCO: BUILDING ON THE BASIS OF THE NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT (NEPAD)

#### 1. Recommendation to governments:

- To spread information about NEPAD more widely, and so pave the way for a process of appropriation by Africa's different societies, in the spirit inherent in NEPAD itself. Undertaken in the appropriate languages, this dissemination should be accompanied by discussion within civil society on the scope of NEPAD's vision, with a view to the emergence of a consensus based on NEPAD's aims.

#### 2. Recommendations to governments and UNESCO:

- As the cultural dimension of development needs to be more clearly reflected within NEPAD itself, it is suggested that suitable specific proposals be drawn up to ensure that endogenous skills and lore, and Africa's enormous potential receive the place they deserve in a shared vision of Africa.
- Efforts should be increased to allow women access to education and information, with a view to their participation in public life, development and culture, and to recognize the value of their role in conflict prevention.
- Efforts should also be redoubled on behalf of the young, by taking account, for example, of the results of the youth forum held in the context of the 31st session of the General Conference, with a view to enabling young Africans to play a key role in the mobilization demanded by sustainable development.

#### 3. Recommendation to UNESCO:

- It is highly desirable to reinforce monitoring and anticipation capacity in Africa in respect of trends of current globalization processes, with a view to obtaining targeted analyses of the repercussions of present-day changes in the international situation on the one hand, and on the other to identifying the means best suited to ensuring Africa's integration into the world of knowledge and skills.
- That it should contribute to supporting the efforts of African States in the effective implementation of NEPAD's aims, in particular in the field of education, which is an essential requirement for sustainable development: NEPAD's aims in respect of education for all tally with those of the Millennium Declaration and those of the Organization's Medium-Term Strategy for 2002-2007. Thus UNESCO should set about ensuring that adequate budget resources – a minimum of 5% – be devoted to the development of education in Africa.

**WORKSHOP II**  
**EDUCATION IN AFRICA:**  
**CHALLENGES AND PROSPECTS –**  
**WHAT ARE THE STRATEGIES FOR THE FUTURE?**

**A. ON BASIC EDUCATION**

1. The primary responsibility of African States is the 25% of eligible children currently not enrolled in primary schools. The group will need to be assisted in getting basic education through a variety of innovative means, as may be appropriate to the needs of each country, and of each locality within a given country.
2. Improved access should go along with continuous improvement of quality (e.g. inputs such as teachers, curricula, school buildings, learning materials, enhanced funding, etc.). In this connection, current efforts in developing the mother tongue for use in Education should be intensified. Member States should, at the same time, work towards developing improved methods of assessing quality.
3. Since the quality of teachers and their conditions of work do contribute to quality enhancement, renewal of teacher initial and continuing education programmes (and serious attention to their welfare) should continue to receive the attention of governments.
4. The complementary roles of homes, parents, and educational institutions should be taken due cognizance of. Therefore, parents should become more fully involved in the work of the school. In particular, parents, homes, and communities should be empowered to play a leading role in accelerating the progress of early childhood education and in adapting its processes to the special circumstances of various communities.
5. In the same vein, there should be a very close link between the community and the school. Community resources should therefore be fully utilized for the development of non-formal education, in the spirit of CONFITEA V.
6. The full participation of GIRLS has remained a problem. This can best be tackled through improved advocacy, attitude change in society, special attention to the needs of girls in the educational systems. Relentless efforts along these lines should continue.
7. In the same vein, educational facilities and opportunities should cover all classes of persons in difficult circumstances.

**B. ON SECONDARY AND HIGHER EDUCATION IN THE ERA OF INFORMATION TECHNOLOGY.**

8. Since anything lower than 20% participation in secondary education will not help the course of technological take-off, serious efforts should be directed to urgently and progressively expanding opportunities or secondary education to attain this basic minimum.
9. Priority for technical and vocational education addressing the need of the world of work and providing for both learners who would require specific skills for direct entry into productive life as well as general technical education for those for whom technical and vocational education (TVE) would be a preparation for further formal education.

10. The notion of **centres of excellence**, at national, subregional, and regional levels to be revived (and forcefully pursued), as recommended by various consultations in the past decade, in view of the need for Africa to pool its resources together and to avoid unnecessary duplication of programmes and facilities.
11. The issue of women participation in higher education to be treated as a special area of priority. In this connection, Member States could consider a number of options, such as reforming existing institutions, programmes facilities, and processes to cater for the special needs of women.
12. Higher institutions should be recognised as the place for training in leadership, in all its forms. Therefore, leadership development should become a transversal activity at this level.
13. Above all, the knowledge generation mission of universities, through research, should be given due prominence, through improved funding for facilities, and all forms of institutional and personal capacity development.
14. One sure way for Africa's entry into the world of information technology is to begin with what already exists, that which is readily widespread and relatively affordable, such as the Radio. In this connection, it would be necessary to expand coverage and diversify ownership and sources of radio stations, drawing from the experiences of the past to develop community-based, interactive education activities, to support and enrich learning in both the formal and the non-formal sectors of Education.
15. In addition to improving telecommunications facilities and taking steps to rationalise the costs of access to Internet, African States should work hard towards local manufacture of computers, and related software, as a means of appropriating modern technology, creating employment opportunities, and bridging the digital divide.
16. Science, Engineering and Technology faculties in African higher institutions would benefit from some curriculum re-engineering, by striving to attract and retain more students to scientific and technology disciplines, improved efforts to relate their programmes to the solution of local problems, particularly those related to the basic survival needs of the majority of the people.
17. Teacher education and educational research, for the continued improvement of the entire education system, should become an area of serious attention by universities. This is a way of ensuring that new ideas and up-to-date knowledge, methodologies and tools do flow neatly into the educational process.

**C. ON HIV/AIDS AND SUSTAINABLE HUMAN DEVELOPMENT THROUGH EDUCATION**

18. Educational development in Africa stands to benefit immensely from more intensive studies on the negative impacts of the pandemic on Education. This should include such factors as costs, management, children as well as impact on children and their families (attendance, retention, completion) the special circumstances of the girl child), teachers (health, productivity, etc), the immediate community of the school, the entire system. For this reason, Education services at all levels should be empowered for involvement in HIV/AIDS-related research activities.

19. VALUES, as an area of strong emphasis in HIV/AIDS preventive education should be given high priority, and there are experiences to draw from within the region in this regard.
20. In view of the need for an integrated concerted approach to the problem, HIV/AIDS preventive education should be consciously built into all education plans, at all levels of national administration.
21. African universities should also reinforce their capacities for research on the pandemic, to provide knowledge, which can enrich global understanding of the problem, and ideas for social development and educational attack on it.

**D. CROSS-CUTTING ISSUES**

22. African States should improve on ongoing efforts on a holistic and multi-sector approach to solving education problems, in carrying all sectors of society (NGOs, local communities, special interest groups, teachers, parents, etc.) along in the education reform process, as well as in fully integrating Education into their overall national development programmes, in view of the incontrovertible fact that education is the key to development.
23. National mechanisms for follow up to major world and regional conferences should be further strengthened, and as much as possible be further integrated so that the various follow up mechanisms can work in concert.
24. Catching up with the rest of the world would require improved budgeting for, and funding of Education; This means that African countries must take steps to implement the recommendations of AUDIENCE AFRICA to devote a minimum of 5% of GNP and 20% of annual budgets to education.
25. To ensure Africa full membership of today's knowledge society, it would be necessary to devote, at least, 0.4% of GNP to research. This is the absolute minimum needed to raise the present ratio of one researcher to 4,000 persons to the required standard of one research per 1,000 persons.

## **WORKSHOP III**

### **SCIENCE AND TECHNOLOGY FOR SUSTAINABLE DEVELOPMENT IN AFRICA**

#### **Recommendations to governments and UNESCO**

The workshop recommended that UNESCO should enable African scientists and institutions to contribute to solving Africa's problems concerning sustainable development by:

1. Creating or rebuilding scientific institutions and networks, particularly to address critical problems (this includes launching fellowship and grant programmes at centres of excellence in Africa with a particular emphasis on girls);
2. Assisting in the creation and reinforcing of scientific associations and NGOs in the African continent;
3. Assisting in renovating African science education system (through 1), demystification of science beginning with basic education (through 2), teaching S&T in harmony with sociocultural environment particularly by using local languages and the introduction of ICTs;
4. Recognizing and developing the traditional scientific and technological knowledge;
5. Mobilizing African expatriate scientists to contribute to the development of S&T in the continent;
6. Devising strategies to ensure access of African women to S&T through revising education curricula with a view to making them more attractive to women and providing financial support such as fellowships;
7. Strengthening and encouraging regional cooperation in S&T, bearing in mind that this includes coordination of programmes, and south-south cooperation;
8. Enhancing S&T areas that present the greatest potential for Africa: biotechnology, nanotechnology, information and communication technologies, new materials, bio-diversity and natural resources, including coastal and marine resources sustainable management;
9. Establishing trust funds for S&T;
10. Involving the private sector;
11. Orienting S&T towards poverty alleviation, women being the most affected group.
12. Higher education should be accorded importance since it is vital for the development of science and technology, particularly R&D;
13. African countries should give priority to the building of capacities in innovation management and the management of technology transfer;
14. The scientific fields of great potential to Africa should be broadened to include renewable energies.

## **WORKSHOP IV**

### **HUMAN RIGHTS, DEMOCRACY AND HUMAN SECURITY: PROSPECTS AND AVENUES OF ACTION**

#### **EDUCATION FOR PEACE AND HUMAN RIGHTS**

##### **Recommendations to governments**

1. Include an inventory of human rights in school curricula and teaching practice in Africa;
2. Have the different styles of participatory education identified by NGOs and government bodies;
3. Enhance citizenship education, especially via rural community radio stations, which have the advantage of spreading information in national languages;
4. Consolidate an emerging educational system upstream;
5. Avoid basing educational choices, in both the formal and informal sectors, on imported models that do not fit with the distinctively African context.

##### **Recommendations to UNESCO**

6. As to the question of what UNESCO, as an intergovernmental body, can do when the elites in power represent the main obstacle to implementation of the missions laid down by its Constitution – in particular in the fields of human rights, democracy and peace – the workshop recommends that UNESCO should continue to raise awkward questions, since its mission is to develop critical reflection based on analyses highly focused on the individual and the community;
7. In regard to how UNESCO can make progress on conflict resolution which will not ignore justice or impunity, it is recommended that the Organization target its action on questions relating to the strengthening of democratic institutions. In addition, the embryonic idea now taking shape of an African Court of Human Rights under the auspices of OAU should be supported by UNESCO and the entire United Nations system.
8. There were frequent references to the connection between cultural relativism and human rights; prudence must be the watchword here, as fundamental rights, being universal and indivisible, transcend all cultures and religions. It is therefore recommended that studies should focus on the obstacles created by non-application of human rights – rather than on their cultural or religious aspects– with a view to reaching solutions likely to have a real impact;
9. UNESCO must decompartmentalize Africa's intellectual and elite communities in the interests of generating dialogue; at the same time it must revitalize African intellectual life by enabling the dissemination of research and publications relating to Africa. UNESCO should also function as an intermediary and a platform for interchange, notably via its Internet site.

10. Given its close relationship with peace and democracy, the concept of human security requires clear definition. The concept itself must first of all take account of basic, essential individual needs, since neglect of these needs is a fundamental source of conflict. It must also provide a means of establishing civil society's rightful place as a dynamic entity and source of equilibrium for society's various stakeholders. NGOs do in fact keep a watchful eye on human rights and should become outright partners and participants in the sustainable development process on the African continent. In addition, UNESCO should concern itself especially with the establishment of indicators based on formal analyses which in due course will make possible the creation of "warning systems".
11. UNESCO must play a part as a vehicle for African thought and help gain it the widest possible diffusion, thus embarking on the path of African dialogue, literature and thought;
12. It is important in research and analysis that the accent should be on the human and social dimension of the problems in question;
13. An appeal was made for UNESCO to look into the very dangerous situation in Somalia, for which a rapid political solution must be found.

#### **Recommendations to governments and UNESCO**

14. It is also recommended that the importance of education should not be perceived solely in terms of knowledge but also in terms of methods bearing on attitudes and behaviour patterns aimed at promoting human rights. On this line of thought it is recommended that UNESCO and African States help the media, both private and public, to make their contribution to this aim;
15. With regard to the promotion of human rights, it is recommended that the emphasis be put on the rights of children and women; these groups should be a priority for UNESCO in terms of effectively preserving human dignity;
16. The "early warning" concept is an interesting one, but it must lead to action;
17. Constant reference to education in human rights in the decade 1995-2004 is an imperative requirement for economic change;
18. International cooperation must reassess the concepts of the indebtedness of the countries of the South, structural adjustment and the reduction of extreme poverty.

## WORKSHOP V

### **CULTURAL DIVERSITY AND PLURALISM: ISSUES FOR SUSTAINABLE DEVELOPMENT IN AFRICA**

**Recommendations to UNESCO, the Organization for African Unity, Organizations for subregional cooperation, States, NGOs and researchers and professionals in the field of culture.**

#### **Recommendations to governments and UNESCO:**

They should:

1. take account of the values and integration mechanisms specific to each culture, especially African culture, in all national development strategies, and ensure due consideration of the cultural diversity of each country. At the same time, they should consolidate a civic culture sensitive to the cultural diversity and shared aspirations of humankind;
2. highlight the fact that cultural diversity is a source of enrichment for society at large, in that it provides a broad spectrum of outlooks on the world, with different perspectives and creative sensibilities. With this in mind, to ensure balanced promotion of the resources of all national cultures by establishing a programme for the collection, presentation and dissemination of these cultures' knowledge and skills, especially in the context of educational institutions, the media and museums;
3. establish dynamic links – using the new information and communication technologies – between the African diaspora and its continent of origin, with the aim of identifying basic issues and defining possible contributions from host countries and Africa itself, in a spirit of enriching dialogue. With this in mind, ask UNESCO to help with an inventory of specialized cultural institutions and associations in the countries of the diaspora;
4. conduct major studies on African languages perceived as the foundation of cultural identities in their pluralism and diversity, with a view to integrating them in social and educational policies (in particular, by preparing school textbooks, translating into African languages the great classical works of the various cultural groups, and promoting the languages and cultures of minority groups);
5. undertake a clear and responsible policy to review the education programme, and a policy to redefine the outstanding function of African languages in development strategies; in particular to foster their status as official languages at both national and regional level;
6. recognize the status of researchers in the fields of science, technology and culture by improving their working conditions and encouraging exchanges by creating appropriate infrastructures and mechanisms;
7. promote traditional values which instil in young people a feeling of solidarity and openness to others; take systematic action to codify traditional law and thus guarantee intercultural dialogue.

### **Recommendations to subregional cooperation organizations**

8. develop the necessary infrastructures and responsible bodies (for example regional training institutes such as RCCA, EPA and the Collège itinérant de l'Afrique) for cultural stakeholders (planners, administrators, businessmen, advisers, organizers and heritage professionals working in the arts, crafts and cultural tourism), with a view to strengthening cultural policy capacity through local cultural industries and enabling African cultures to participate fully in the globalization process;
9. ask political and economic cooperation organizations at subregional level to include in their strategies cultural programmes conducive to facilitating dialogue and the integration of peoples in all their diversity.

### **Recommendations to regional organizations and UNESCO**

10. With these goals in mind, and with the assistance of UNESCO, back the efforts of regional and subregional organizations such as the African Academy of Languages and the action taken by regional NGOs such as the Observatory of Cultural Policies in Africa, the Pan-African Anthropology Association, the Society for African Culture (SAC) and the Association pour l'Institutionnalisation de la Mémoire et de la Pensée Intellectuelle Africaine (AIMEPIA).

### **Recommendation to UNESCO**

11. Request UNESCO to establish databases of the best practice in carrying out cultural policies responsive to the challenge of pluralism in the sustainable development process.

### **Recommendations to the African Union**

12. Request the African Union, in close partnership with UNESCO and subregional cooperation organizations, to define and work out a regional cultural strategy which will take account of progress achieved in subregional activities, and the requirements for promoting cultural diversity as part of the overall NEPAD approach.

## **WORKSHOP VI**

### **COMMUNICATION TECHNOLOGIES AND THE KNOWLEDGE SOCIETY: CAPACITY BUILDING IN AFRICA**

#### **Recommendations to UNESCO**

1. Africa has to focus. Decision-makers have to be in a position to understand ICT and its potential; this is a pre-condition, and UNESCO is best placed urgently to enhance this understanding within its member states; the decision process using an African satellite should be started immediately and negotiations with ICT manufacturers has to be organized on a regional level;
2. UNESCO should support African States mobilizing ICT-skills of the diaspora for capacity building; exchange of ICT and media experience within a country, but also within subregions and the region has to be encouraged; priority should be given to African experts in ICT-projects in Africa;
3. UNESCO should support the development of ICT related curricula for African Universities; in addition a new scholarship program for African Universities should be approved;
4. UNESCO should develop an assistance program for African scientists in the field of ICT - including a programme on awareness-raising and retraining of scientists in ICT;
5. Support for community based media like newspapers, radio, CD-ROM, Internet; given the correct enabling environment, radio remains an essential tool for freedom of expression and media pluralism
6. Courses for journalists to use the Internet for the media, including audio and video;
7. Strengthening financing mechanism so that (private) media can have access to loans;
8. UNESCO should continue to develop Multipurpose Community Telecentres (MCT) and Community Multimedia Centres (CMC), including financial contribution of the community; training should be provided before telecentres are set up;
9. Support to set up content on the Web and on CD-ROM;
10. Set up cyberspace initiatives at universities and secondary schools;
11. UNESCO should develop an intersectoral framework for ICT-policy for use of ICT in education, science, and culture - in cooperation with the NICI-policy plan development of the United Nations Economic Commission for Africa (UNECA) and other United Nations agencies;
12. Support for girls and women in using ICT;
13. Support the use of local languages in ICT;
14. ICT in support of distance education;

15. Widening public domain access;
16. Encourage the elaboration of creative and innovative ICT-applications to meet the local needs, e.g. using graphic user interfaces.

## WORKSHOP VII

### STRENGTHENING OF PAN-AFRICAN COOPERATION AND THE INTERNATIONAL PARTNERSHIP SYSTEM

#### Recommendations to UNESCO

1. in order to assist the pan-African construction process currently under way, UNESCO must equip itself with a **regional strategy** indicating its vision and the transectoral, transversal contribution it proposes to make to Africa within its fields of competence;
2. UNESCO should put increasing emphasis on regional and subregional projects which strengthen the framework of the African Union and subregional organizations:
  - creation of pan-African networks to enable researchers and the intellectual community to keep permanently in touch in order to share their experience;
  - strengthening of cooperation with the African Academy of Languages;
  - creation of centres of excellence in African universities with a view to providing them with the equipment and top-level teacher-researchers needed to train students from all over the continent;
  - backing for the preparation and introduction of common curricula in the areas covered by each subregional organization. This support should provide members of the Economic Community of West African States (ECOWAS), the Southern African Development Community (SADC), the Arab Maghreb Union (UMA), the Common Market for Eastern and Southern Africa (COMESA), the Community of Sahel-Saharan States (CEN-SAD), the Indian Ocean Commission (IOC), the Economic and Monetary Community of Central Africa (CEMAC) and the Official Portuguese-speaking African Countries (PALOP) with an identical programme in the exact sciences. This would mean students in these subregions could use the same textbooks, with increased print runs putting them within reach of even the poorest.
3. UNESCO should promote and support the efforts of African states to protect the rights of minorities and foreigners. Free movement of persons, goods and services is inherently beneficial to inter-African cooperation and should be promoted, as also the ideas of education in civics, citizenship and pan-Africanism;
4. in addition to the Joint Commissions UNESCO convenes bilaterally with the regional and subregional organizations with which it has cooperative links, it is recommended that UNESCO establish a mechanism of regular multilateral meetings between the Commissions and these regional and subregional organizations. Such meetings would enable analysis and evaluation of the impact of the common activities they are implementing on the African continent, together with closer targeting of measures taken.
5. The workshop calls on UNESCO to sign agreements with the African Union and, where such is not already the case, with the subregional African organizations; and to undertake, in conjunction with them and the African Development Bank, activities conducive to enhanced inter-African cooperation and decentralized cooperation. Closer ties with African Parliaments

and the Network of African Communication Regulatory Authorities (RIARC) are also recommended.

6. the workshop calls on the other partners in the United Nations system to coordinate their strategies for backing sustainable development in Africa and to entrust UNESCO with the role of catalyst in its specific fields of competence.
7. the workshop calls on the international financial community, the G8 countries and the European Union to give high priority to enhancement of their cooperation with Africa through regional and subregional economic integration communities, and to take part in implementing NEPAD.
8. to this end the forward planning capacity of African countries and institutions should be strengthened.
9. the workshop is in favour of promoting research into the reconceptualization of development in a way that refocuses it on the creation of wealth and the maximum use of the continent's human and natural resources, rather than solely on the idea of eradicating of poverty.

### III. CONCLUSIONS BY THE RAPPORTEUR

1. The problem of development in twenty-first century Africa is a major source of concern, not only for the peoples of Africa but ALSO for the rest of the world and this for historical, political, economic, social and cultural reasons it is unnecessary to go into here. Given this situation, the convening of an international seminar on forward-looking approaches and innovative strategies designed for such a crucial aim is an act with far-reaching consequences and one that should be hailed. UNESCO deserves to be thanked and complimented for having taken such an impressive initiative.
2. This step by UNESCO is all the more important in that it comes at a time when the African continent has just defined an African vision of development, devised, sponsored and adopted by democratically elected heads of state. The New Partnership for Africa's Development (NEPAD) draws on the successive layers of experience accumulated throughout the history of the continent, and is part and parcel of the problem of a New Africa – the Africa whose new ambitions have found expression in the Abuja Treaty establishing the African Economic Community, and in a determination to work for the continent's renaissance. The treaty, a unique product of Africa's creative imagination, dignity and responsibility, undeniably represents a major turning point in the epistemology of development in Africa.
3. The treaty incorporates the lessons learnt firstly from the Lagos Plan of Action and the Final Act of Lagos, approved by the Heads of State and Government in 1980, but overridden and rendered obsolete in 1981 by the Berg Report; secondly, from the failure of both Africa's Priority Programme for Economic Recovery 1986-1990 (PPREA) adopted by the OAU in 1985, and the United Nations Programme of Action for African Economic Recovery and Development 1986-1990 (UNPAAERD); thirdly, from the limited results of the meetings in Blantyre (28 February to 5 March 1989) during the Finance Ministers Conference, followed by the meeting of 6-8 March 1989, also in Malawi; and fourthly, from the meetings which closely followed them in Addis Ababa on 27 March to 9 April and 10 April 1989. These meetings had approved the African Alternative Framework to Structural Adjustment Programmes for Socio-Economic Recovery and Transformation (AAF-SAP).
4. In its motivations, approach and content NEPAD takes over this multifaceted experiment, adding to it that of the peoples of Africa and elsewhere in the world who have attained economic success.
5. Better still, NEPAD expresses Africans' determination to overcome their internal contradictions, leadership squabbles and their linguistic and hidden personal antagonisms, so that henceforth the 53 states of our continent may speak – with a single voice and to all international authorities – on all the problems currently besetting its peoples.
6. In this sense NEPAD signals a capacity to transcend problems and a will to unity that express political maturity together with an awareness of world issues and of the mission the peoples of Africa have entrusted to their leaders. This represents a radical break with the past.
7. For this reason the New Partnership, as a founding act on the part of the nascent African Union, poses a challenge every African is called on to meet.

8. Whatever its degree of relevance, a venture on this scale can only succeed if it is integrated into people's awareness and given active expression. For this to happen, the content of the New Partnership for Africa's Development must be translated into African vernaculars and official languages, so as to find its way into each and every hamlet, home, factory, worksite, school and university, and so that people of both sexes and all age groups, living in cities and the countryside, will adopt it, discuss and – why not? – criticize it. Only thus will it succeed in embracing the concerns of all social categories and become a common cause for every man and woman in Africa.
9. For progress to take lasting root in Africa, there will have to be major reforms in respect of relationships between governments, their peoples and their elites. Such reforms can only take full effect if they are part, firstly, of long-term partnerships with the developed countries with a view to large-scale aid, a greater reduction of the burden of debt, substantial technology transfers and increased market access; and secondly, of similar partnerships with international organizations such as, for example UNESCO, in all the fields of competence defined by its Constitution.
10. In its 1999 report, published in April 2001, the United Nations Economic Commission for Africa (UNECA) notes that "Africa has made impressive economic progress. In the second half of the 1990s several countries maintained two-figure growth levels and the general climate is favourable to internal and foreign investment. Financial activity has expanded and intensified. Demand for African manufactured goods has risen in both Europe and the United States." Further improvement seems possible in the United States, given the passing of the African Growth and Opportunity Act. In the second half of the 1990s real GDP in Africa increased annually by an average of 4%, outstripping annual population growth (2.8%). Export growth almost doubled, reaching 8% and real GDP, running at 3.1% in 1998 reached 3.2% in 1999.
11. This recovery has generated fresh optimism, even if it remains fragile, since it is not yet sufficiently underpinned by domestic savings and is still vulnerable to the impact of external crises.
12. Given this situation, it is easy to imagine the consequences of the events of 11 September 2001 for the continent's development prospects, coming as they did at the very time when Afro-pessimism was being edged out by fresh hope. For this reason the mutual aid development partnership with the G8 and the partnership with UNESCO represent two major strategic approaches. This is particularly true in respect of UNESCO, an organization well placed to make a constructive contribution to meeting Africa's priorities as laid down by NEPAD.
13. Access to basic education and the skills needed to promote well-being; ensuring civil and social progress, democracy and respect for human rights; building peace; creating a climate favourable to pluralism and cultural diversity: all these things call for the elaboration of complex policies on which UNESCO can provide African governments with opinions and advice. Such opinions and advice are all the more valuable in that they draw on a broad range of experience enriched by more than 50 years of work in UNESCO's 189 member countries.
14. UNESCO can also provide guidance for Africans in defining and implementing of appropriate strategies in such fields as: reform of educational systems, transfer and sharing of knowledge and networking of institutions; exchange programmes between universities; virtual training in higher education; the training of trainers; increasing the capacity for access to and participation in the skills and knowledge societies. It can assist in promoting peace,

democracy, security, stability and justice; and in making culture the cornerstone of development in Africa by drawing on the continent's languages, history and every element of African values which can adapt without difficulty on extraversion to the problems implicit in the changes now taking place around the world.

15. Another useful role for UNESCO is that of brokering the search for a relevant partnership, in project preparation and the quest for finance. UNESCO is already involved in fruitful cooperation with many intergovernmental and international bodies, financial institutions like the World Bank and the African Development Bank (ADB), and regional and subregional organizations. It has already signed agreements with the Economic Community of West African States (ECOWAS), the Southern African Development Community (SADC), the Indian Ocean Commission (IOC) and the Official Portuguese-speaking African Countries (PALOP); has cooperative relationships with such subregional organizations as the Economic and Monetary Community of Central Africa (CEMAC), and hopes in the near future to build partnerships of the same type with the Common Market for Eastern and Southern Africa (COMESA) and the Community of Sahel-Saharan States (CEN-SAD).
16. Furthermore, in the definition of regional and subregional strategies to create synergies between its multiple initiatives in its fields of competence, UNESCO possesses accumulated expertise of unrivalled value.
17. The same applies to its relationships with other organizations within the United Nations system, bilateral aid partners, international civil society, the private sector and, especially, the world scientific community.
18. On the basis outlined above, the seminar on Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century can provide a starting-point for a combined approach that takes account of all earlier initiatives, so as to gain from their content and thus pave the way to a most promising future.
19. It is already desirable that the Director-General should include the seminar's recommendations in the Medium-term Strategy for 2002-2007 and the priorities for the 2002-2003 programme.
20. Thus it is vital that the conclusions of this seminar should have a real follow-up. A monitoring mechanism and an evaluation laboratory should be envisaged, so that the harvest of all the splendid ideas sown here should not fall short of the promise of their flowering.
21. At the conclusion of its proceedings, the seminar passed the following motion of thanks to the Director-General.

#### IV- MOTION OF THANKS

The participants in the international seminar on "Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century " (8-9 November 2001)

**-congratulate** UNESCO's Director-General for having initiated this event and taken the measures necessary to ensure its unqualified success

**-note** with interest that this meeting, the first to be convened by a United Nations organization since the establishment of NEPAD, has firmly adopted the concerns and goals of this historically far-reaching initiative

**-undertake** to support UNESCO in its efforts to make a valid contribution to assisting Africa's governments and peoples in putting NEPAD into practice

**-call on** the Director-General to do all in his power to ensure that the seminar's conclusions and recommendations are fully taken into account by all UNESCO bodies and are reflected in UNESCO's programme of action and regional strategy for Africa

**-call on** the Director-General to instigate dialogue with all bilateral and multilateral agencies, beginning with those of the United Nations, so as to ensure their full and wholehearted cooperation

**-call on** the Director-General to keep the Organization's governing bodies informed, via the relevant meetings, of all progress made in implementing these recommendations.

Paris, 9 November 2001

Seminar Participants

**C. DETAILED ACCOUNT OF THE WORK OF THE SEMINAR**

**I. OPENING SESSION**

**II. PANEL OF EMINENT PERSONS**

**III. ROUND TABLE ON THE ROLE OF EDUCATION, SCIENCE, CULTURE,  
COMMUNICATION AND INFORMATION IN DEVELOPMENT IN AFRICA  
IN THE TWENTY-FIRST CENTURY**

**IV. WORKSHOP PROCEEDINGS**

## I. OPENING SESSION

1. After approving the nomination of Professor Iba Der Thiam, Second Vice-President of the National Assembly of Senegal as Rapporteur-General and of Mr Josiah Mhlanga, Minister Adviser and Permanent Deputy Delegate of Zimbabwe to UNESCO as Assistant Rapporteur-General, the meeting had the privilege of hearing addresses by Mr Tidjani-Serpos, Assistant Director-General in charge of UNESCO's Africa Department, Mr Koïchiro Matsuura, UNESCO Director-General, Her Excellency Ms Aziza Bennani, Ambassador, Permanent Delegate of Morocco to UNESCO and Chairperson of the UNESCO Executive Board, and His Excellency Mr Joey Mazorodze Bimha, Ambassador Extraordinary and Plenipotentiary, Permanent Delegate of Zimbabwe to UNESCO and Chairperson of the UNESCO Africa Group.
2. In his speech of welcome, Mr Nouréini Tidjani-Serpos, Assistant Director-General in charge of UNESCO's Africa Department, briefly recapitulated the spirit and method attendant on the organization of the seminar, and stressed the need to disseminate the African vision of development and the most appropriate strategies for giving concrete expression to the political determination voiced in Lusaka. He hoped that the seminar would break entirely new ground by providing an opportunity to express ideas of a highly innovative nature.
3. The Chairperson of the Executive Board emphasized the importance of the seminar at a time when the international context, overshadowed by the events of 11 September 2001 in the United States, gave the human race an opportunity to reflect on the desirability of fostering a more just, more mutually supportive world order which would take greater account of the interests and aspirations of the African continent. Refusing to accept the current state of affairs as inevitable, she called on UNESCO to set priorities in its work for Africa by highlighting the role of women and young people as a winning stake in achieving development and peace. To this end, she considered that the time was ripe for boldness and imagination in defining the adoption of a broader partnership that would serve the interests of Africa and humanity as a whole. She congratulated the Director-General on the work achieved, and hoped that the results of the seminar would be made available to all stakeholders at international as well as at regional and subregional level.
4. In his opening address the Director-General of UNESCO welcomed the participants and reviewed the work of the General Conference at its 31st session, with particular emphasis on the importance of the contribution made by African member states. This testified to a new determination in Africa as a whole to play its full part on the international scene.
5. Here he stressed the importance he attached to the new African leadership, for example in conflict resolution on the continent, and particularly the historic decision to create the African Union. He also noted the importance of the new operational approach, based on the design by the Africans themselves, of the New Partnership for Africa's Development (NEPAD), several aspects of which he singled out as being of interest to UNESCO. These included issues relating to peace, security, education, science and technology, culture, the new information and communication technologies, and problems to do with human rights, democracy and good governance. He underlined in this respect the convergences between options defined by Africans and initiatives taken by the United Nations and other multilateral bodies in these areas.

6. The Director-General drew participants' attention to the resolution adopted regarding the events of 11 September 2001, the main themes of the Medium-Term Strategy 2002-2007 and the priorities for the 2002-2003 biennium. Here he specially emphasized education for all, preventive education in respect of HIV/AIDS, management of water resources and ecosystems, promotion of cultural diversity and dialogue between different civilizations, ethics in science and technology and universal access to information and knowledge.
7. The Director-General also stressed the connection between poverty-reduction strategies on the one hand and education for all on the other. He acknowledged initiatives already undertaken by UNESCO in partnership with other institutions, notably within the framework of the Dakar World Education Forum. Working on the basis of the aims laid down at the Forum and those in the Millennium Declaration, UNESCO had set itself the task of establishing the appropriate strategies step by step, the current priority being preparation of national Education for All (EFA) plans. He noted the obstacles to be overcome, especially in the least developed countries (LDCs), in achieving the aims defined. He made particularly clear his concern with the catastrophic impact of the HIV/AIDS pandemic on the African education system, affecting teachers, students and parents alike.
8. He called on seminar participants to take an in-depth look at new approaches which might make all the difference, insisting on the fact that to be effective they must be based on greater interdisciplinarity and intersectorality. In closing he stressed the importance of UNESCO cooperation with all the regional and subregional organizations in Africa, repeating his firm determination to reinforce cooperation between UNESCO and other agencies within the United Nations system.
9. His Excellency Mr Bimha, Chairperson of the UNESCO Africa Group, noted the Group's great interest in and support for UNESCO's Africa Department; gave his views on the marginalization of Africa in the political, economic and social fields; indicated ways and means of averting such marginalization, and offered some thoughts on education.
10. After reviewing the overall situation on the continent, stressing concerns such as indebtedness and HIV/AIDS, Mr Bimha declared that rebirth for Africa was a necessity. To this end, Africa had to seize the historical initiative anew, grasp it firmly and never let it go. Only an Africa capable of taking its own destiny in hand and reaching decisions entirely independently on the problems affecting it would be able to assert itself during the coming millennium. He closed by expressing the hope that the seminar would work out new strategies enabling the continent to advance on the path to progress, well-being and justice.

## II. PANEL OF EMINENT PERSONS

11. With Mr Koïchiro Matsuura, the Director-General of UNESCO in the chair, the Panel Discussion got under way with the participation of:
  - His Excellency Mr Joey Mazorodze Bimha, Ambassador Extraordinary and Plenipotentiary, Permanent Delegate to UNESCO and Chairperson of UNESCO’s Africa Group,
  - Mr Ibrahim A. Gambari, Under Secretary-General of the United Nations and Special Adviser on African Affairs to Mr Kofi Annan, Secretary-General of the United Nations,
  - Mr Amara Essy, Secretary-General of the Organization of African Unity.
12. His Excellency M. Bimha began by focusing on the need for lifelong education in Africa, a key factor in development in that it helps build the capacities necessary for coping with both economic and social change. Noting the gulf between the rich and other countries in many fields, he also noted the asymmetries between African States themselves as regards education. He further insisted on the need for greater attention to the rural zones inhabited by the great majority of the population in many African countries. He drew participants’ attention to the gradual drop in public aid for development (PAD), stressing the burden of debt and its adverse effects on development. Regarding this last point, he pointed out the limitations of current initiatives, including those relating to the HIPC’s (Heavily Indebted Poor Countries), and appealed for cancellation of the debt in view of the further constraints these initiatives would impose on the most heavily indebted countries. In respect of the impact of globalization on Africa and the risks of marginalization current trends implied for the continent as a whole, he hoped that everything possible would be done to meet these challenges. He appealed urgently for an increase in development aid, without which the threats to stability and peace were likely to worsen. A further source of concern was the devastation wrought by the HIV/AIDS pandemic, which might well to mortgage the future of Africa’s populations for many years to come. He closed with a reminder of the importance of the recent initiatives approved by the African continent with a view to taking its own destiny in hand by means of the New Partnership for Africa’s Development (NEPAD). He hoped that UNESCO and the international community would work side by side with Africa on making a reality of this vision so full of promise for the continent’s future.
13. His Excellency Mr Ibrahim A. Gambari described in detail his view of what he called the four key challenges facing Africa in the twenty-first century:
  - peace and sustainable development
  - the growing marginalization of the continent in the era of globalization
  - democracy and good governance
  - the impact of HIV/AIDS and its multiple consequences
14. As the representative of the Secretary-General of the United Nations, he made several proposals. He began by pointing out the interest of the New Partnership for Africa’s Development by virtue of the convergences between this new vision for Africa and the

concerns of the developed countries represented by the G8 on the one hand, and on the other the aims expressed in the United Nations General Assembly Millennium Declaration. He hoped to see the creation of strategies at local level for coping with the great economic and social costs of conflicts in Africa; and wondered whether the idea of creating a Security Council in Africa might not be worth putting into effect. He was also concerned at the decrease in public aid for development (PAD) and the small share of private investment allotted to Africa. He emphasized the need to develop democratic processes for rural areas needing large-scale investment in agriculture to combat poverty. He also wished to see an in-depth study on African cultures and their relationship with development, with a view to more effective measures in this field. He stressed the decisive input for African development of more active involvement of women and young people in facing today's challenges. He deplored the paradoxical situation allowing all and sundry, except for Africans themselves, to declare themselves experts on Africa. He thought that NEPAD represented a unique opportunity for Africa to shake off its present plight, just as Europe did at the time of the Marshall Plan.

15. Prevented from attending because of a change of timetable by the United Nations General Assembly, His Excellency Mr Amara Essy, OAU Secretary-General, signalled his interest in the seminar in his 17-page speech prepared in advance. A brief summary of the speech, given by Mr Tidjani-Serpos, Assistant Director-General in charge of the Africa Department, indicated its main lines of thought, and copies of the complete text were later provided to all participants.
16. Mr Amara Essy's speech stressed the importance of the seminar, noting that it was taking place at a moment made even more critical by the events of 11 September and their consequences for Africa, and by the efforts Africa was making at the highest level to remobilize in the face of such major challenges as marginalization and exclusion. In this context the speech highlighted the interaction between his organization and governments made necessary for the adoption of a new vision reflecting ideals and values enabling large population sectors to mobilize in a spirit of identification with the aims defined. To meet these expectations, two initiatives deserved attention: first, the new regional integration framework represented by the African Union and the promising prospects it held out; second, the New Partnership, whose origins and implications for the continent's future were described in the speech.
17. On the basis of this analysis, Amara Essy had singled out a range of areas in which help from UNESCO, with the forces and resources it represents in its fields of competence, could ensure the long-awaited successful implementation of NEPAD strategies and priorities.

### **III. ROUND TABLE ON THE ROLE OF EDUCATION, SCIENCE, CULTURE, COMMUNICATION AND INFORMATION IN DEVELOPMENT IN AFRICA IN THE TWENTY-FIRST CENTURY**

18. With the Assistant Director-General in charge of the Africa Department in the chair and the Director of the UNESCO Bureau of Strategic Planning as moderator, the participants at the round table were:

- Sir John Daniel, Assistant Director-General for Education
- Mr Mounir Bouchenaki, Assistant Director-General for Culture
- Mr Abdul Waheed Khan, Assistant Director-General for Communication and Information
- Mr Pierre Sané, Assistant Director-General for the Social and Human Sciences
- Mr A. Sollogly-Nagy, Deputy Assistant Director-General for the Natural Sciences
- M. Collins Summerhayes, Programme Director at the Intergovernmental Oceanography Commission, representing the Assistant Director-General, who was unable to attend.

19. After Mr Hans d'Orville, Director of the Bureau of Strategic Planning and moderator of the round table, had presented the reference document drawn up by the Africa Department in coordination with the Bureau of Strategic Planning, each Assistant Director-General presented that priorities of his programme sector in relation to Africa:

- The Assistant Director-General for Education was particularly concerned by the need to overhaul existing programmes as part of the improving of the quality of education, broader access to secondary education and the need to establish a network of training institutions. Referring to the aims of education for all in Africa, he stressed the importance of the efforts many countries would have to make to meet the goals set by the Dakar forum. He also emphasized the importance of using ICT for training teachers, adding that in the next few years five million teachers would have to be trained in Africa if needs were to be met.
- The Assistant Director-General for Culture defined three major priorities: promotion of cultural diversity, following the Universal Declaration on Cultural Diversity just approved by the UNESCO General Conference at its 31st session; promotion of dialogue between cultures and civilizations, an example being the Slave Route project; and the relationship between culture and development, with a view to monitoring the Stockholm Conference's recommendations on cultural policies. Further, he stressed the importance for Africa of protecting its intangible heritage, a field in which UNESCO had become much more active over the last two years, especially on the African continent.
- The Assistant Director-General for Communication and Information examined the various roles ICT can play in development in Africa, and specified UNESCO's priorities in this field: capacity building, broader access to technology, use of appropriate technologies (including traditional ones), promotion of freedom of expression and support for independent media. He particularly emphasized the training of human resources and journalists, the development of community radio stations and field pilot projects.

- The Assistant Director-General for the Human and Social Sciences reviewed the current efforts to make his sector a centre for the production of ideas and expertise whose activity could influence public policy and standard-setting while contributing to build capacities and establish networks. As part of the preparation of the sector's regional strategies, priorities for the various areas – anticipation and forward planning, philosophy and the human sciences, the social sciences, promotion of human rights, and ethics in science and technology – were already being defined. The main aim here was to strengthen African participation capacity with a view to delivering on African approaches to the interaction between universal and specifically African values. Priorities also have to do with research, social change (especially in the field of African integration), urban development and population movements, the promotion and defence of economic and social rights, the follow-up to the Durban Conference, and promotion of the rights of women. With regard to the fight against poverty, he pointed out that UNESCO intended to implement human rights-based strategies, in partnership with governments and local communities.
  - In the natural science field, the representative of the Assistant Director-General noted the threats to Africa's scientific research and monitoring capacities. He outlined four vital factors in scientific development: science libraries providing access to research findings, well equipped laboratories, Internet access and advance level students. The fourth of these factors demands radical change in the teaching of science in Africa. He then turned to questions relating to global change, notably in respect of the water cycle: current scenarios predict even greater extremes in terms of flooding, drought, etc. He drew attention to the fact that in Africa the capacity for observing the relevant phenomena had declined considerably over the last fifteen years, with subsequent dependence on observations from other regions. In conclusion he defined three major areas in which action must be taken: capacity building, strengthening the role of African research institutions in monitoring global change, and the need to reactivate, redynamize and remotivate the networks to which UNESCO has access, so as to make them capable of influencing government policy.
  - The representative of the Assistant Director-General for the Intergovernmental Oceanography Commission laid special emphasis on the importance of the Rio+10 meeting scheduled for Johannesburg in 2002. He also stressed that of the "African Process", begun on the basis of the results of the Pan-African Conferences on Sustainable Integrated Coastal Management (PACSICOM) held in Maputo and Cape Town in 1998. The priorities emerging from the process included capacity-building, collection of basic data on the water cycle, data exchange and improved ocean observation capacity, especially in coastal zones.
20. The panellists then answered a series of questions on specific aspects of each of the programmes concerned.

#### **IV. WORKSHOP PROCEEDINGS\***

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\* *The presentations that follow do not all have the same format. They are consonant with the reports received by the Rapporteur-General from the various workshops, and faithfully reflect the spirit of each workshop.*

#### **IV. a - WORKSHOP I: THE AFRICAN AGENDA AND UNESCO: BUILDING ON THE BASIS OF THE NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT (NEPAD)**

1. With Ms Aminata Traoré as chairperson, and with the participation of panellists and speakers, the workshop members examined NEPAD in depth and from different points of view.
2. The participants first reviewed the unforeseen turns taken by attempts to reach a shared African vision since the independence period. The reasons for failure and the scope of the gains achieved gave rise to heated exchanges, all highlighting the major efforts already made by Africa to attain a common vision which would be a rallying point. It was emphasized that this was certainly the first time that an operational approach had been worked out in Africa by governments elected by universal suffrage; and that its adoption by all the African leaders was the outcome of wide-ranging joint political planning at the highest level.
3. Secondly, more details were provided on the NEPAD preparation process, the challenges to be taken up and the possible obstacles to its implementation. It was observed that different procedures had already been used to ensure appropriation of NEPAD aims by African societies. However, it was agreed that in the spirit of the appeal made to African societies and contained in NEPAD itself, the document still had to be widely disseminated within the continent of Africa, and that it should be the subject of debate in civil society. This discussion led to an exchange of views on the nature and dynamics of civil societies in Africa today, with marked emphasis on the role of women and young people. With regard to the latter group, it was noted that in spite of its numerical importance in population terms – varying from 40% to 50% – much remained to be done if African youth was to organize itself and become a full partner in civil society, particularly when it comes to ensuring the participation and consultation of civil society in working out key national strategies – such as, for example, the fight against poverty.
4. Thirdly, NEPAD was set in the context of long-term sustainability, from a forward-looking point of view both in terms of international development objectives and of still longer duration, in the light of trends emerging from forward planning studies, including the UNESCO report *A New World*. Here the discussions turned to the trends in present globalization processes; the cumbrous nature and limitations of the dominant paradigms with their emphasis on economic and financial approaches; and the effects on these processes of the events of 11 September and their international repercussions at a time when it is obvious that Africa remains to a great extent marginalized or excluded from the processes that presently characterize globalization. In such a context alternative paradigms should be recognized as valuable in that they point up the needs of the least developed or most heavily indebted countries.
5. Fourthly, participants pointed out that NEPAD fails to take sufficient account of culture and the interaction between culture and development. There was much emphasis on Africa's potential in respect of endogenous skills and on the assets represented by its creativity and cultural diversity; both these factors must be re-examined, since they can act as effective

intermediaries in efforts to promote development and ensure that African societies gain access to the knowledge society.

6. On the basis of these discussions the participants proposed a number of recommendations relating to “The African agenda and UNESCO: Building on the basis of the New Partnership for Africa’s Development (NEPAD)”.

#### **IV. b - WORKSHOP II: EDUCATION IN AFRICA: CHALLENGES AND PROSPECTS - WHAT STRATEGIES FOR THE FUTURE?**

7. The chair was taken by Ms Assana Sangaré, Minister Delegate to the Prime Minister of Côte d'Ivoire, responsible for the campaign against HIV/AIDS and other pandemics. Participants looked at the theme of Education in Africa: Challenges and prospects - What strategies for the future? Three points of focus emerged:
  - Revitalizing Education in Africa in the light of the recommendations of world conferences,
  - Education in Africa in the era of the information society, and
  - The impact of HIV/AIDS on sustainable development of human resources in the field of Education
8. In reviewing the recommendations of the world and African regional conferences, it was generally agreed that the Jomtien World Conference on Education For All really marked a turning point in the development of education in Africa. It was also agreed that this and all the other conferences of that decade helped Africa in taking a critical look at the fate of education. The region also did make some genuine efforts to reflect the recommendations of these conferences in their educational reform work.
9. The workshop expressed its appreciation of the efforts of UNESCO and its major partners of the United Nations system in organising these conferences and in nurturing their follow up mechanisms. African Member States also deserve praise for their continued commitment to the spirit and the recommendations of the conferences.

It was acknowledged that progress was made in a number of areas, such as awareness-raising, greater involvement of NGOs and the civil society (in the spirit of enlarged partnerships), more systematic planning of the development of Education, and in establishing functional regional and international networks.

10. At the basic education level, in particular, it was noted that progress was made in expanding access, but the gender gap was not bridged, while rapid population growth increased the proportion of primary school age children still out of school. The group also observed that wide disparities (in terms of access) still persist, both between and within countries.
11. Finally, the workshop felt that the recommendations of the conferences are still valid and what should now happen is for their implementation to be pursued with greater vigour. The group accordingly made a number of recommendations to this end.
12. On higher education in the era of information technology, the workshop expressed its appreciation for the increasing interests of the development-assistance community in

supporting the work of UNESCO and its Member States in their efforts aimed at rebuilding higher education in Africa.

13. It was felt that the mission of higher education, as set out at the time of the attainment of political independence, succeeded in producing the human power needed for the emergent civil service of the time. Trouble however set in during the 1980s and the new challenges of transforming African societies became difficult to achieve. This was largely due to uncontrolled and unplanned expansion, a phenomenon which came at a time Africa was battling with a number of political, economic, and social problems.

In spite of this expansion, the demand for higher education has remained largely unmet, as participation has remained low, and abnormally so, for women.

The greatest challenge has had to do with funding, as the expansion came in the era of dwindling economic fortunes and severe socio-political crises.

14. A major challenge for education in general, and for higher education in particular, is the emerging knowledge society, which is being oiled by information technology. Africa's participation here has been quite low. While Africa has 9.7% of the world's population, its share of Internet access is a mere 0.01%. The situation (the great digital divide) is not being helped by the low Tele-density prevalent in the region, as well by the relatively high cost of telecommunications.

Since information is critical to the generation and dissemination of knowledge, as well as to development in general, it is important for Africa to invest in IT as a means of linking up with the rest of the world and of educating its people. IT can also be an efficient means of mobilising the people for tackling the serious problems of the region, particularly HIV/AIDS.

On the impact of HIV/AIDS on sustainable human development in the Education sector, the Workshop used the on-going coordinated approach to tackling the problems posed by the pandemic in Côte d'Ivoire background material. It was observed that the impact of HIV/AIDS on Education has been devastating: premature death and debility of teachers, parents, adolescents, and youth, the emergence of AIDS orphans, increased absenteeism, drop out, and educational failure.

15. Special attention was drawn to the plight of girls, who were often victims of the double scourge of violence and HIV infections. Girls are also more likely to be involved in the care of parents and relations living with AIDS, with more adverse effects on their schooling.
16. The group felt that more in-depth studies are needed on the impact of HIV/AIDS on Education (formal and non-formal), and that, in the education process, Values should be accorded the same prominence as the preventive and technical information aspects of the pandemic.

The recommendations of the Workshop were presaged on the following considerations:

- The fact that, in the competitive world of the twenty-first century, KNOWLEDGE is the number one asset.
- The need to consolidate the good work already begun in Africa, especially in the context of the EFA 2000, the OAU Decade of Education in Africa, and the renewed commitment affirmed by the New Partnership for Africa's Development (NEPAD).

- The need for an accelerated attack on the problems of Education in the region.
- The need to be more forward-looking and innovative, as indicated by the theme of the Workshop.
- The fact that Africa is the proprietor of its own Education programmes and the leader in its developmental process, a task in which the region can only be accompanied by UNESCO and its other development partners, while Africa should fully mobilise and utilise its own forces, as much as possible.
- The pivotal role of UNESCO in mobilizing international cooperation in favour of education, particularly in Africa

### Appreciation and Recommendations to UNESCO

- Participants expressed their deep appreciation to the representatives of the UNESCO Secretariat for the excellent logistic support and valuable information provided to the Workshop. The Workshop also fully acknowledged the effort made by the Secretariat to focus specifically on the educational needs of Africa and giving the group to analyse these from a wide variety of perspectives.
- Participants welcomed the spirit of intersectorality that characterised the approach of the Secretariat on the subject of education, and urged the Organization to continue with the good work.
- UNESCO was also urged to ensure that its mobilisation and catalytic roles in the field of education during the coming biennium fully reflects the conclusions of the workshop.

### To Africa's Development Partners and the Donor Community

- The Group noted the good reception already accorded to the New Partnership for Africa's Development (NEPAD) by the international community. It sees this as a sign of good things to come and expressed the hope that Africa's development partners would, in the overall context of NEPAD, reinforce their cooperation with Africa in the field of education and keep the commitments made at the grand education conferences of the past decade.

- **Finally**, participants expressed their joy on the information by the Secretariat that the conclusions of the workshop would guide the development of UNESCO's regional strategy for education sector work in Africa. They pledged their determination to carry the spirit of the two-day activity to their various areas of work in Africa, and urged African States to remove all obstacles to the implementation of conference recommendations on education. The time to act is now, for education in Africa must rise from its slumber and move progressively forward, fast

## IV. c -WORKSHOP III: SCIENCE AND TECHNOLOGY FOR SUSTAINABLE DEVELOPMENT IN AFRICA

### Theme of workshop

Workshop III addressed the theme of science and technology for sustainable development in Africa. It was moderated by Ms Lydia Brito, Minister for Higher Education, Science and Technology of Mozambique.

17. Science and technology are among the principal drivers of economic and social development and the importance of the theme for the workshop derives from that fact. While land, labour and capital were once considered to be the main and only factors of production, now science and technology are another and often more important factor. Innovation in all sectors is increasingly characterized by mutual feed-back between the basic research system on one hand and technology development and diffusion on the other. For Africa, science education is a principal means of acquiring science and technology.

### Working method

18. There were presentations on three sub-themes, for which papers were made available to participants at the meeting, as follows:

- Sub-theme I: Science and technology for sustainable development in Africa

- Panellist 1: Ms Pauline Talen, Minister of State for Science and Technology, Nigeria

- Panellist 2: Mr Baldwin Siphon Ngubane, Minister for Arts, Culture, Science and Technology, South Africa

- Sub-theme II: Science and African women

- Panellist: Joseph O'Connor, coordinator of the female education in mathematics in Africa (FEMSA).

- Sub-theme III: New methods for financing S&T in Africa

- Panellist: Dr Mohammed Hassan, President of the African academy of science (AAS).

19. The presentations were followed by comments by the following discussants:

Discussant 1: Prof. Ampah Johnson, Rector, University of Benin, Lomé, Togo.

Discussant 2: Prof. Shem Wandiga, Director, Center for Science and Technology Innovations, Kenya.

Finally, there was an open discussion in which all participants took part.

20. The main priorities identified by the workshop under each of the three sub-themes, are as follows:

- **Science and technology for sustainable development in Africa:**

- (a) Capacity must continue to be built in Science and Technology (S&T), with emphasis on maintaining and retaining it. Capacity is needed for “hard” S&T, including basic sciences, and “soft” S&T, including administration and management of science.
- (b) To achieve the above stated objective, existent infrastructure in universities and Research and Development (R&D) institutions, needs to be rehabilitated or revitalized.
- (c) The development of S&T capacity must be geared towards alleviating poverty, especially in rural areas.
- (d) Indigenous or traditional knowledge must be recognized as part of each country’s Science and Technology (S&T) capacity, and must be rewarded.
- (e) Links between intellectual property rights and human rights should be established in order avoid going against the basic and vital needs and interest of the African countries.
- (f) Africa needs to make more efforts to commercialize its R&D products.
- (g) S&T areas that present the greatest potential for Africa are: biotechnology, nanotechnology, information and communication technologies, new materials, biodiversity and natural resources, including coastal and marine resources sustainable management.
- (h) The development of Africa requires putting emphasis on basic sciences.

- **Science and African women**

- (a) Women’s participation in S&T is low, which is prejudicial to development because this means that more than 50% of the population do not participate in development.
- (b) S&T are mystified in a way that make them seem areas only for men. It is important to demystify sciences to make them accessible to a larger number of children, specifically to girls, starting earlier at primary school level.
- (c) Women researchers bring creativity that benefit S&T.
- (d) Empower disadvantaged rural populations by providing access to appropriate S&T that improve their lives.

- **New methods for financing S&T in Africa**

- (a) Diminishing support to R&D in Africa undermines S&T.
- (b) There is little or no contribution of the private sector to R&D.

#### **IV. d - WORKSHOP IV: HUMAN RIGHTS, DEMOCRACY AND HUMAN SECURITY: THE OUTLOOK AND PATHS OF ACTION**

Moderator: Mr Mohamed Sahnoun, former Special Representative of the Secretary-General of the United Nations in the Great Lakes region.

Mr Pierre Sané, Assistant Director-General for Social and Human Sciences (SHS), introduced the SHS Sector programme in the fields of human rights, human security and democracy.

The next speaker was Mr Mohammed Sahnoun, Special Adviser to the Secretary-General of the United Nations in the Great Lakes region: he took as his topic “Methods of Conflict Prevention and Peace Consolidation in Africa”.

Mr Jackie Cilliers, Executive Director of ISS (Institute for Security Studies, South Africa) spoke on “Promotion and Protection of Human Rights and Human Security”.

Mr Halidou Ouédraogo, President of the Inter-African Union for Human Rights (UIDH) spoke on “Pluralism and Democracy: the role of civil society in extending participatory democracy”.

The last speaker was Ms Monique Prindizis, Secretary-General of the World Association for Education as an Instrument for Peace (EIP).

## **THE UNESCO WORKING CONTEXT IN RESPECT OF THESE PROBLEMS:**

21. UNESCO's main priorities have been laid down by its governing bodies: (Executive Board, General Conference). The Organization's principal task is to develop regional strategies responsive to the real situation in each region in accordance with Organization priorities.
22. The aim is to work on specific aspects of the Social and Human Sciences Sector and to redefine programme missions as a preliminary to updating these programmes. Research and exchanges will be used to provide stakeholders with the information needed to generate progress towards respect for human rights.
23. Democracy, security and human rights are not simply a priority for UNESCO; they are a matter of urgency.
24. Three self-evident truths emerged. The first was:

- **No development without rights:**

- UNESCO emphasized that there can be no development without human rights in the civil, political, economic, social and cultural spheres. The task is to ensure that the greatest possible number of people enjoy all these rights: the right to education, health, free expression and so on.

Thus the work of the Social and Human Sciences Sector (SHS) bears on economic and cultural development: dissemination, research, the content of these rights, the nature of obstacles, identifying those responsible for ensuring the application of rights by means of legislation and the protection of the courts.

- UNESCO also reaffirmed that, over and above the task of fighting discrimination against women, the aim of women's rights is to ensure that women enjoy internationally recognized rights and are able to play their part fully, especially on the African continent.
- UNESCO recalled that its activity is also part of the follow-up to the Programme of Action adopted at the World Conference Against Racism held in Durban. The Conference formally recognized the status of victim – the primary prerequisite for justice – and raised the issue of reparation as a duty to the past: restoring the truth to history books, opening up archives as an initial form of reparation, to be followed by financial or other indemnification. Research and deliberation will be needed if an equitable form of compensation is to be established and Africa removed from the "charity case" category.

The second truth was:

- **No peace without justice:**

- African countries fall into three categories: those with conflicts, those emerging from them and those on the verge of conflict. This means identifying the causes of conflicts and mobilizing the international community in order to counter the indifference which is so often seen.
- It would also be useful to study the questions of impunity and forward-looking research in order to avoid violent conflicts and achieve their peaceful settlement.

The third truth was:

- **No development without regional integration:**
  - Africa cannot develop as long as there are mini-states and a fragmented market.
  - Integration means developing the “idea of citizenship”. Any process of integration must benefit the people concerned through the dynamics of democracy, a restructuring of the political sphere and good governance.

**Reorienting UNESCO activities in line with these targets is now a prerequisite for African development.**

In the light of the above, the workshop then discussed:

### **“METHODS OF CONFLICT PREVENTION AND PEACE CONSOLIDATION IN AFRICA”**

A number of concrete examples were provided by participants.

25. As the example of Somalia illustrates, civil wars have deep and complex causes of a political, historic and also environmental nature. In countries in the Horn of Africa, for instance, half the surface area has been affected by erosion for more than 50 years; the problems of resultant drought have led to population shifts and economic difficulties exacerbated by poor governance. The feeling of insecurity arising from a deteriorating environment and poor governance leads to a search for the illusion of security within the clan – a ghetto mentality – even if the result is the destruction of the social model and ultimately of the State itself. Thus good governance, at national and international level, means being responsive to these environmental and sociological problems so as to manage them more effectively.
26. Analysis of different conflicts reveals that the processes involved are furthered by common factors which we need to understand:
  - The integration process: this is fundamental for the nation-state itself. Inter-community and inter-regional dialogue must be encouraged if antagonisms are to be overcome.
  - The presence of different religions also contributes to the feeling of insecurity. Dialogue should be encouraged both at the summit and at grass-roots level, initiated by the major religious hierarchies. Local authorities could also contribute at grass roots level; UNESCO’s role here is to encourage this kind of approach.
  - The former colonial powers must shoulder responsibility in the necessary reconciliation work; among other things, they are the repository of part of the country’s collective memory and knowledge; UNESCO should encourage research into and the appropriation of this written memory.
  - One consequence of the heritage of the cold war is the existence of the system of political patronage imposed on African States just after independence. The result was that countries were taken hostage by rival power blocs. With civil society an unknown quantity or treated with suspicion, the media muzzled and dictatorships openly supported, great stocks of arms were accumulated which increased these countries’ heavy burden of

debt. Thus the international community bears a certain responsibility towards the African continent.

- This in no way absolves Africa's political and military elites: good governance should function free of all restriction, so that the quality and credibility of elites can be assessed. The elites in turn must ensure that state structures – notably the armed forces – symbolize security, not repression. Hence the need for specific learning and education processes (covering the principles of international humanitarian law, the creation of the International Court of Justice and its effect in deterring crimes of genocide, etc.), for the eradication of ethnic self-interest in the armed forces, and for professionalism and transparency on the part of political leaders. UNESCO and its partners in international cooperation should participate in these educational aims.
- Civil society is beginning to organize and structure itself as a clearly defined force, with associations for women, young people, the medical and teaching professions, religious groups and so on. These groups must be given concrete assistance in directing their efforts towards the management of continuing conflicts, preparation of peace strategies and management of the collective memory. UNESCO should facilitate the establishment of a culture of peace and the transfer of the necessary knowledge and sound practices involved.
- Chapter VIII of the Charter of the United Nations stipulates that regional arrangements should precede any referral to the Security Council. Since OAU and African subregional organizations have neither the means nor the resources required for effective action, it seems that aid is necessary here. Conflict prevention calls for a reaction to the arms trafficking rampant in Africa, on a scale which increases the indebtedness of African countries.
- Lastly, international aid is urgently needed to avoid large-scale deterioration leading to the loss of all moral and ethical bearings for individual citizens, with a state of anarchy as its direct result.

## **“PROMOTION AND PROTECTION OF HUMAN RIGHTS AND HUMAN SECURITY”**

### **27. Conflict prevention in Africa:**

The situation is grave and reflects the high cost of conflicts:

- The human and personal costs are both incalculable and unacceptable.
- One African in five is affected by conflict.
- Conflicts absorb 2% of countries' GDP – US \$1,000 million annually.
- Caring for refugees and displaced persons costs US \$5 million annually.
- The cost of operations is multiplied by three because of the lack of facilities.
- The impact of conflict on economic growth is obvious, given the link between poverty and organized crime.

28. The workshop also noted that the character of conflicts is changing, with regional conflicts often bound up with African politics and economics at the formal or informal level. Conflict is thus both internal and regional. Regional conflicts have their own dynamics, being closely related to the resources of the states concerned. The dynamics of war is always the same and illustrates the declining ability of African states to provide good governance. Conflict does not stem from ethnic groups, which are often very prosperous; the sources of conflict are poverty, underdevelopment and unequal distribution of resources, but they can also be political; an inappropriate choice of leaders, for instance.
29. The workshop further noted aggravating factors indicated in a European Union study which are both numerous and complex.

Examples are:

- electoral manipulation
  - arms trafficking
  - political agitation
  - population migration
  - various forms of intimidation
  - exploitation of political mistrust
  - exacerbation of negative stereotypes
  - degradation of the environment
30. Given these phenomena, the **necessary starting points** for promotion and protection of human rights and security are:
- Internal stability and regional security.
  - Autonomy for Africa and an end to living off “handouts”.
  - Peace requires and calls out for justice. As the state is the foremost point of reference in matters of security, Africa must commit itself as a continent and as a homogeneous, democratic entity.
31. The aim must be to **strike a balance**. To achieve this one must bear in mind that:
- Poverty and insecurity are recurring problems. The benefits of urban development do not extend to any given country as a whole; disparities must be reduced.
  - There exist substitute forms of collective security in the form of local militias and communities adopting a military-style approach to their own protection.
  - Security is not only collective, it must be inculcated in all citizens. Individual security is also extremely important.

32. **A number of proposals** on the promotion of human security, mainly emanating from the UNESCO/ISS experts' meeting held in Pretoria in July 2001, deserve attention, such as:
- Establishing a human security indicator for Africa;
  - Promoting the peace process and respect for justice;
  - Aiding and channelling vulnerable groups so as to enable them to negotiate with States;
  - Building and broadening the confidence of social partners in conflict prevention at all levels: (governmental transparency, respect for the democratic maturity of populations in regard to their democratic demands);
  - Encouraging efforts to combat corruption;
  - Creating responsible capacity within governments;
  - Supporting the commitment of women in Africa;
  - Strengthening local endogenous capacity at grass-roots level by defining internal human resources

#### **“PLURALISM AND DEMOCRACY: THE ROLE OF CIVIL SOCIETY IN GIVING DEPTH TO PARTICIPATORY DEMOCRACY”**

33. The democratic revival in Africa in the 1990s led to the appearance of numerous human rights associations, a process furthered by the existence of international and regional instruments. At national level these associations have encountered various obstacles and difficulties.
34. The role and place of civil society illustrate its great potential. However, the concept has not been completely defined, and gives rise to controversy in Africa generally and in its institutions. Current debate centres on where or not to extend the idea of civil society to such economic stakeholders as manufacturers and chambers of commerce. Civil society in Africa is also marked by traditional chieftaincies, peasant groupings, associations of women and young people, religious groups, the media, trade unions and others. In the final analysis what should be the agreed composition of civil society?
35. It should be noted that in spite of assiduous wooing by governments, there is a lack of interest and declining participation in civil society. Yet it should be playing a major role in a continent where, despite the structural crisis, there are distinct signs of recovery.

#### **The foundations of civil society:**

36. The coming decades should be prosperous ones for Africa on condition that civil society creates a broad civic consciousness. Civil society represents a guarantee of basic freedoms and of respect for all human rights. The pressures it exerts can lead to reforms, but it is a commitment which can also, unfortunately, bring down on it harassment and arrests by the police. Nevertheless it must not lower its sights i.e. the rehabilitation of the continent.

Success can only be achieved by involving civil society and giving it a say in decisions on how countries should change. Since problems of security and conflicts affect in the first instance civil society and populations, governments must pay more heed to civil society and

involve it in the preparation and implementation of policies designed on behalf of their populations.

#### **IV. e - WORKSHOP V: CULTURAL DIVERSITY AND PLURALISM – MAJOR ISSUES FOR SUSTAINABLE DEVELOPMENT IN AFRICA**

37. As part of the seminar on “Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century” Workshop V took as its theme **Cultural diversity and pluralism – majors issues for sustainable development in Africa**
38. This discussion of a more dynamic approach to African development took place in an international context that seemed particularly apt and timely. The participants expressed their appreciation of UNESCO’s initiative in organizing such a highly significant encounter.
39. Workshop V attracted in all some fifty participants, speakers and invitees.
40. The workshop considered three sub-themes:
  - Africa in face of cultural diversity in the age of globalization;
  - Cultural pluralism as a guarantee of stability and social cohesion;
  - The role of the African diaspora in the development of Africa.
41. The quality of the participants – women and men in politics, researchers and professionals in the cultural sector, representatives of NGOs such as the International Council of Organizations of Folklore Festivals and Folk Art – and the rich contributions made by communications and speakers set a high standard for noteworthy and dynamic debates, which took place in an atmosphere of calm and mutual understanding.

#### **Organization of Workshop V**

Workshop V began on the afternoon of Thursday, 8 November with communications from several speakers, panellists and invitees.

- The Moderator was Mr Renato Matusse (Mozambique) and the Rapporteurs were Mr Lipuswhi Mbuyamba (UNESCO) and Mr Cosme Adebayo d’Almeida (Togo).
- The UNESCO Secretariat was represented by Mr Mounir Bouchenaki, Assistant Director-General for Culture, Ms Katérina Stenou, Director of the Cultural Policy Division, Ms Nilda Anglarill, Section Head, Cultural Policy Division and Mr Amadou Ndoeye, Consultant, Cultural Policy Division.

42. In his opening address the Assistant Director-General for Culture drew participants’ attention to the importance of the work ahead. He spoke of the challenges to be taken up by Africa and its children, and called on all present to participate energetically in the discussions with

recommendations and concrete projects to be submitted to UNESCO and taken into account in the Medium-Term Strategy approved by the General Conference at its 31st session.

43. Workshop V had the honour of welcoming the Chairperson of the UNESCO Executive Board, Ms A. Bennani. The thrust of her speech was that the cultural field can provide answers to all the questions under consideration, taking as a reference the UNESCO Universal Declaration on Cultural Diversity, adopted by the General Conference at its 31st session. While acknowledging the complexity of the workshop's theme and the creative imagination needed to achieve the goals of the seminar, she called for innovative proposals which would provide innovative solutions to the questions the workshop was addressing.
44. The Moderator, Mr Matusse, introduced the three sub-themes for the workshop's consideration, and said that while culture was an enriching factor, the problem was how to translate it into practice. What was needed was a more explicit approach to questions relating to cultural diversity, often presented as a constraint to be put up with and something governments should manage as best they could. It should be highlighted that cultural diversity, far from being a threat, could enrich society by providing a broad range of views of the world, perspectives and creative sensitivities; this increased the choices for citizens both individually and collectively. Cultural pluralism reflects the right of each culture to express itself and promote the human condition.
45. The panellists were then invited to present their communications. From the outset they all examined Africa in the context of globalization, insisting on the relevance of the cultural wealth accumulated down the ages and recalling that the concept of *Ubuntu* (humanness) underlies African solidarity and represents a major asset in conflict prevention and resolution.

In the light of the above, it was considered necessary to lay emphasis on preserving intercultural dialogue and ensuring participation in cultural life for all by means of a constructive strategy establishing respect for cultural pluralism.

46. In the interests of a clearer interpretation of the relation between **cultural diversity** and **cultural pluralism**, it was found preferable to combine these two sub-themes into a single subject (see below) which would thus be easier to understand.

#### **Africa in face of cultural diversity in the age of globalization and cultural pluralism as a guarantee of stability and social cohesion**

47. The essential point here is that Africa is now undergoing – and being severely buffed by – the consequences of the cultural hegemony of globalization. In an increasingly interconnected world Africa will have to meet the challenge of using cultural diversity as a means to pluralism, an element of dialogue between different cultures and a way of preservation of cultural particularities. Cultural diversity is a source of enrichment, not impoverishment, for individual identity. Constructive pluralism is both a goal and a process that cultural diversity must channel in a positive direction, thus facilitating the creation of state and social mechanisms enabling harmonious interaction between cultures.
48. In respect of Africa, participants set about formulating concrete strategies for maintaining a dynamic social equilibrium conducive to unity but not to uniformity; hence the need for inter-community dialogue between societies formerly in conflict. Speakers stressed that African languages, as a core aspect of the cultural identities to be preserved, are a major factor in a people's fulfilment, quite apart from the fact that they provide access for all to knowledge and

participation in the social life of the community. Languages are a barometer of respect for cultural rights, democracy and justice.

49. Respect for pluralism thus emerges as a response to cultural diversity, and it is thus necessary for African States to provide themselves with well documented cultural policies. Governments are responsible for tackling the special situation of the continent today, and its present context. They must therefore adopt a cultural policy favourable to the development of their countries. Yet in the New Partnership for Africa's Development (NEPAD) consideration of the cultural basis and the necessary measures are barely touched on. Special attention should be given to culture, in order to improve the content and establishment of this new partnership. The discussions stressed new aspects of the cultural vision, among them the link between culture and development, the promotion of values, civic education and respect for minority groups.
50. Participants naturally emphasized the critical role of African states in promoting a positive vision of cultural pluralism and diversity. It is up to the state to design legitimate institutions capable of representing individuals and groups with different values and ideals, even when there are marked divergences. More importantly still, there is a need for policies and programmes – in the fields of education, culture and the media, for example – that will foster intercultural sensitivity, knowledge, intercultural understanding and action. One must also go further by stressing the role of culture as a cornerstone of development and the rightful place of African languages as a medium for culture and learning.
51. Reference was made to the vital role of civil society in complementing the State's handling of cultural diversity and pluralism. The participants considered that the best means of achieving this goal was to group State mechanisms together, so as to provide frameworks, from the top down to grass-roots level, for activities useful to civil society in its various forms of expression (associations, non-governmental associations, private sector media, the business world, etc.); and at the same time provide, from the base to the top, the necessary channels of communication, cooperation and negotiated approaches. This would favour participation for all in the globalization process, with no loss of intercultural dynamics.

### **The role of the African diaspora in the development of Africa**

52. In raising the question of how to define the concordant views of the population of Africa living outside the continent, participants called for an inventory of existing institutions and associations with a view to assessing their capacity for action. Where necessary, this capacity could be enhanced to enable them to play a concrete, decisive role both in their host countries and in Africa.
53. Speakers emphasized the fact that since the appearance of the emancipation and liberation movements in Africa, the diaspora, especially in the Americas, had proclaimed its solidarity and become involved in the dynamics of the new situation. In addition, there was a determination to return which, while not always culminating in the movement of populations such as certain black communities from Brazil coming back to the west coast of Africa, was part of a responsible demand to participate in programmes of social and economic development programmes in Africa today.
54. Speakers also noted that a more recent diaspora, that of emigrants to America and Europe in the last century, retains sentimental ties nourished by roots sunk deep in the land of origin. Ultimately this means a sense of obligation to participate in global development action, and has led to specific projects in the socio-economic sphere, in agriculture, health and education.

55. The workshop gladly welcomed the fact that, particularly over the last 20 years, UNESCO has included in its action programmes the mobilization of researchers and the establishment of international networks for such projects as rewriting the General History of Africa and reconstituting the Slave Route, as part of a comprehensive process aimed at signposting the way for constructive dialogue between peoples through the emergence of a contemporary African civilization. This can only be done by introducing international cooperation which will facilitate systematic links between diaspora researchers and professionals. The participants therefore hoped that African States would ensure that bilateral agreements with industrialized countries which would form part of the overall approach comprising respect for pluralism and a strengthening of creative cultural identity.
56. Throughout its history Africa has always been seen as multifaceted, amassing a vast store of knowledge and wisdom leading to its erstwhile golden age which, with other elements, provide the foundation for the hopes now voiced for its renaissance. At the same time, the crises the continent has undergone seem to stem from claims to identity compounded of intolerance, scorn for the rights of others and rejection of the right to be “different”.
57. At the dawn of the third millennium, the New Partnership for Africa’s development (NEPAD) represents what participants saw as an imperative opportunity to make respect for pluralism a model for government. In formation, education, and in a word, an active and dynamic knowledge of culture will be the instruments for this new quest.

At the close of the discussions, the participants drew up a list of recommendations to States, UNESCO, the African Union, international organizations and NGOs, civil society, researchers and other cultural professionals.

58. The participants expressed regret at not having had enough time to go into the issues in sufficient depth. As things stand in terms of discussion and action, a number of themes remain to be explored:
  - cultural diversity and democratic governance
  - cultural diversity and cultural democracy
  - cultural diversity as a motor for economic development
  - cultural diversity, creativity and cultural industries: inexhaustible sources of innovation and fulfilment for the individual and society.

The participants accordingly expressed their hope that UNESCO would follow up the work begun during the two days of the seminar.

#### **IV. f- WORKSHOP VI - COMMUNICATION TECHNOLOGIES AND THE KNOWLEDGE SOCIETY: CAPACITY BUILDING IN AFRICA**

The chair was taken by Mr Cheikh Modibo Diarra, Astrophysicist and NASA interplanetary navigator, UNESCO Goodwill Ambassador. The Rapporteur was: Mr Guenther Cyranek, UNESCO, Addis Ababa. The workshop based its discussions on the following four sub-themes:

- Promotion of communication and information technologies and distance education in Africa;
- NICT, freedom of expression and democracy in Africa;
- NICT, knowledge society and gender-related issues in Africa;
- Public services, access to and participation in the information society.

59. The workshop was attended by 25 participants. The presentations by the panellists from Mali, Senegal, South Africa and Zimbabwe covered these sub-themes. Some statements during the discussions – stimulated by the panel constituted by Ms Sibanda, Mr Naidoo, Mr Coulibaly, Mr Diallo and the moderator Mr Diarra - can be summarized as follows:

- A strong political will is needed in Member States to implement a national policy for the knowledge society. It was astonishing that only a few African countries supported the UNESCO recommendation on *Multilingualism and Universal Access in Cyberspace* in the just finished General Conference.
- UNESCO should draw Member States' attention to the need to support the use of ICT and create a favourable environment for the development of the knowledge society, that includes reduced taxes for ICT equipment (PCs still are seen as a luxury good, and therefore with a high tax rate punished), affordable Internet costs, public consortia for Internet access, etc.
- Society has to learn that ICT creates a specific culture of information. The options and risks have to be addressed in developing an inclusive knowledge society for the benefit of the people.
- Promote awareness-raising on ICT opportunities to overcome psychological barriers of ICT users. ICT should be seen as a tool in the development process; in the same way, radio has been successfully used in Africa.

60. Some questions for further investigation:

- What are the appropriate strategies to get ICTs into schools, when textbooks, electricity, phones are missing?

- What are possibilities to get access to cheaper equipment (Hardware and Software)? Is it possible to develop and produce in Africa a cheap PC following the example of India with *simputer* or Brazil with its *PC popular*? Can a strategic planning on a national or subregional level be a possibility to negotiate as an African block better conditions for orders with international ICT manufacturers?
  - The cost of Internet access in Africa is 5-10 times higher than in the North. Why should it not be possible for African governments, which represent more than 700 million people, to buy a satellite for US \$200 million, which can be used for 17 years and can provide Internet access for US \$20 per year?
61. The group discussed the perspectives for a knowledge Society in Africa without controversy. The group believes in the contribution of ICT for the development process. Traditional media like newspapers and radio should be seen as complementary to interactive media like CD-ROM and the Internet. ICT development in Africa is subject to political understanding and will. The *New Partnership for African Development* (NEPAD) gives *ICT for Development* a high priority. Within this initiative UNESCO has to support the use of ICT in its fields of competence (education, science and culture).

#### **IV. g - WORKSHOP VII- ENHANCEMENT OF PAN-AFRICAN COOPERATION AND THE INTERNATIONAL PARTNERSHIP SYSTEM**

62. Asked by the seminar to look into the theme of **Strengthening Pan-African Cooperation and the International Partnership System**, the workshop was chaired by Dr Bimbola Ogunkelu, Minister for African Cooperation and Integration of the Federal Republic of Nigeria. The Rapporteur was Ms Madeleine Brigaud-Robert, UNESCO. The Secretariat was represented by Mr Nouréini Tidjani-Serpos, Assistant Director-General of the Africa Department and Mr Ahmed Sayyad, Assistant Director-General for External Relations and Cooperation.
63. Workshop VII began with contributions from Dr Bimbola Ogunkelu, Mr Alioune Sall, Ambassador Yasukuni Enoki, Dr Mohamed A. El Sherif, Dr Mohamed Al-Azhari, Professor François Dossou and Professor Tanella Boni, Ambroise Medegan and Philippe Suinenn. This was followed by a wide-ranging debate and a general survey of the workshop's theme. The following conclusions were reached:
64. The New Partnership for Africa's Development (NEPAD), as its title indicates, emphasizes the links and relationships African states must establish among themselves and with the rest of the world if they are to achieve sustainable development. This is because the size of most countries makes economic self-sufficiency difficult.
65. The strengthening of pan-African cooperation must proceed from a political determination to reject marginalization of the African continent. Putting into practice an integrative regional and subregional approach will minimize conflict and promote peace.
66. There can be no cooperation or strengthening of pan-African feeling without a dialogue between the various cultural identities in Africa, and a culture of peace conducive to establishing a shared climate of community destiny.
67. As a vital tool for solidarity and sharing, international partnership must **back up** endogenous efforts by Africans, but without taking their place and thereby killing any spirit of initiative and appropriation.
68. The experience of Japan shows how a country without natural resources can do its utmost to mobilize its human resources. There is a lesson here for Africa, which needs to do exactly the same.

## **D. APPENDICES**

**I. PROGRAMME OF THE SEMINAR**

**II. LIST OF PARTICIPANTS**

**III. CONTACTS**