Dear colleagues, Friends and Partners,

I am happy to share with you the 2016 annual report of UNESCO Multisectoral Regional Office in Dakar, supported by the national Office of Bamako. The year 2016 was rich in actions and in experiences, as the first year of the 2030 Agenda for Sustainable Development. We developed multisectoral programmes aimed at bringing interdisciplinary responses to the complex problems faced by member states. We strengthened innovative actions for the empowerment of populations, specifically youth and women, while paying close attention to the cultural contexts and values, and established a multi-agency coordination mechanism for Education 2030 in West and Central Africa, to name but a few.

The achievements and the programmes developed in the key domains of the Organization were successfully completed thanks to the combined efforts of our teams which constantly looked for the appropriate response to the needs of countries by promoting innovation, interdisciplinarity and partnership within the framework of the «Delivering as One» Initiative of the United Nations, to consolidate our mission and improve the contribution of our Organization to the implementation of the United Nations Integrated Strategy for the Sahel. The “Delivering as One” principle is also reflected in this 2016 report which presents the activities of the whole UNESCO family in the region, including those of two UNESCO offices as well as those of UNESCO national commissions of west African countries (Sahel).

I am particularly satisfied with the results obtained and the collaborative spirit which unites us beyond the Regional Office, with the national commissions for UNESCO, the other UNESCO offices and the UN agencies, as well as with the other multilateral organizations, the civil society and the private sector, in supporting our Member states in the fields of Education, Sciences, Culture, and Communication and Information.

On behalf of the whole UNESCO team in Dakar and Bamako, I would like to assure you of our commitment to work harder for an even more fruitful collaboration to the benefit of peoples and countries of the region.

Warm Regards,

Mr. Chang Gwang-Chol
Interim Director of UNESCO Multisectoral Regional Office in Dakar
### ACRONYMS

#### EDUCATION SECTOR

- **ANAQ-SUP**: National Higher Education Quality Assurance Authority/ Senegal
- **CAMES**: African and Malagasy Council for Higher Education
- **Cap EFA**: Capacity Development for Education for All
- **ECOWAS**: Economic Community of West African States
- **EFA**: Education for All
- **EFA GMR**: Global Education Monitoring Report
- **ESD**: Education for Sustainable Development
- **GCED**: Global Citizenship Education
- **ICT**: Information and Communication Technologies
- **ICBA**: International Institute for Capacity building in Africa
- **INEE**: Inter-Agency Network for Education in Emergencies
- **LMD**: Bachelor’s-Master’s-Doctorate
- **LNFE**: Literacy and Non-formal Education
- **LPYGW**: Literacy Project for Young Girls and Women
- **MDG**: Millennium Development Goals
- **ODL**: Open and Distance Learning
- **REFSAQ**: Network for Excellence in Higher Education in West Africa
- **SDG**: Sustainable Development Goals
- **TVET**: Technical and Vocational Education and Training
- **UEMOA**: West African Economic and Monetary Union
- **WAHO**: West African Health Organization

#### NATURAL SCIENCES SECTOR

- **CILSS**: Permanent Inter-state committee for Drought Control in The Sahel
- **IWRM**: Integrated Water Resources Management
- **STI**: Science Technology and Innovation

#### SOCIAL AND HUMAN SCIENCES SECTOR

- **AWARD**: Association of African Women for Research and Development
- **CNJ**: Senegal National Youth Council
- **CODESRIA**: Council for the Development of Social Science Research in Africa

---

**ERNWCA**: Educational Research Network for West and Central Africa

**HRBA**: Human Rights-Based Approach

**IYF**: International Youth Foundation

**LSDP**: Letter of Sector Development Policy

**MOST**: Management of Social Transformations

**NYP**: National Youth Policy

**PG-VGB/DH**: Programme for Gender-based violence Eradication and Human Rights Promotion

**PSE**: Plan Senegal Emergent

**CERAV**: Regional Centre for the Living Arts in Africa

**ICH**: Intangible Cultural Heritage

**PSMV**: Plan for the Safeguarding and Valorization

**WH**: World Heritage

**ABU**: African Broadcasting Union

**AMARC**: World Association of Community Radio Broadcasters

**HCC**: High Council for Communication

**IPDC-UNESCO**: International Programme for the Development of Communication

**SOMI**: World Summit on the Information Society

**SYNOPSIS**: Senegalese National Union of Professionals of Information and Communication

**OHCHR-WARO**: Office of the United Nations High Commissioner for Human Rights/ West Africa Regional Office

**UNDP**: United Nations Development Programme

**UNFPA**: United Nations Population Fund

**UNICEF**: United Nations Children's Fund

**UNOWAS**: United Nations Office for West Africa and the Sahel

**UN WOMEN**: United Nations Entity for Gender Equality and the Empowerment of Women
The UNESCO Multisectoral Regional Office for West Africa (Sahel) in Dakar works across all programme sectors: Education, Natural Sciences, Social & Human Sciences, Culture, and Communication & Information. The Office covers seven countries, namely Burkina Faso, Cabo Verde, Gambia, Guinea-Bissau, Mali, Niger, and Senegal.

Beyond its representational and programmatic function for West African Countries (Sahel), the Office is responsible for coordinating the interventions of flagship programme 6 of UNESCO’s Priority Africa, the promotion of an environment conducive to freedom of expression and media development. It also ensures the coordination of education, and technical and vocational education and training sector-wide planning and policy programmes for sub-Saharan Africa. The Office holds the responsibility to support the activities connected to health and well-being in school for West and Central Africa.

UNESCO Dakar has been particularly active in 2016 in order to contribute to the operationalization of the Sustainable Development Goals (SDGs), in particular SDG4 on education (known as SDG4-Education 2030”.

The Office works to strengthen our contribution to the United Nations Integrated strategy for the Sahel, which concerns governance, resilience and security, in the Delivering as One spirit with the other UN agencies. In accordance with its mission, UNESCO Dakar made a commitment in supporting the implementation of the 2030 agenda, after its commitment to the implementation of the Millennium Development Goals of 2015 agenda. The Office has participated in supporting the achievement of the African Union’s Agenda 2063, working towards an “integrated, prosperous and peaceful Africa run by its own citizens and representing a dynamic force in the global arena” by supporting Member states, in an effective manner in its fields of action.

The UNESCO Office in Dakar works in close collaboration with the UNESCO national Commissions of countries it covers and with the UNESCO chairs, UNESCO clubs as well as associated schools that support the Organization’s programmes.

**Promoting a culture of peace and non-violence**

Our world undergoes important social transformations that result in an increase of disparities, extreme poverty, and exclusion and in the denial of fundamental human rights. Young women and men are the most affected by these changes, which reveal a need for innovative solutions in support to the universal values of peace, human dignity, gender equality and nonviolence and non-discrimination.

UNESCO’s mission is to promote peace and non-violence through education, sciences, culture, communication and information.

The Education Sector is expected to put an increasing emphasis on the importance of learning to live together. The Global Education First Initiative launched in 2012 by the UN Secretary-General includes the promotion of global citizenship as one of its three educational priorities. UNESCO’s action in this domain is guided from now on by the Education 2030 Framework for action, specifically through target 4.7 of the Sustainable Development Goal on education.

UNESCO works towards responsible citizenship through its educational programmes on peace, intercultural dialogue and teaching respect for all.

The UNESCO Multisectoral Regional Office in Dakar provides countries with instrument to develop new models of living together in peace and prosperity. These include the ECOWAS reference manual on education in citizenship and the culture of peace, and other references such as the teachers’ guide on violent extremism prevention. Moreover, an online self-study course on peace education is available not only in French, English and Portuguese but also in ten national languages of the region. The network of UNESCO associated schools stands as a platform of innovative experiences and practices for the promotion of peace education, global citizenship and sustainable development.

UNESCO promotes peace and nonviolence by advocacy and through the media, including information and communication technologies (ICTs) and social networks. Furthermore, the organization works to strengthen social cohesion, to promote scientific and cultural cooperation for an optimal management of cross-border natural resources, and to empower youth, women and men.

**Strengthening Education Systems for Sustainable Development in Africa**

As the only United Nations organization assigned with the mission of building peace through education (but also sciences, culture and communication and information), UNESCO was entrusted, in 2015, with the global mandate of coordinating the implementation of Education 2030 agenda which concerns the achievement of SDG 4 and its associated targets. SDG4 aims at “ Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”.

In West and Central Africa, education will have to face several persistent challenges by 2030: inclusion of all, quality of teaching and learning, including skills related to health, daily life and employment as well as efficient management and governance of education systems.

The UNESCO Multisectoral Regional Office in Dakar, in association with the Dakar branches of UNESCO Institute for Statistics (UIS) and the International Institute for
Educational Planning (UNESCO-IIEP / Pole of Dakar), supports the countries of the region in strengthening their education and learning systems. The five fields of intervention of UNESCO Dakar regarding education cover all the levels and learning modalities, from early childhood to literacy and informal education of young people and adults to higher education via:

1. Sector-wide policies and planning with an emphasis on planning and coherence at the system's level, governance and lifelong learning systems
2. Teaching and learning with an emphasis on policies and the linkages between policies, curricula, pedagogy and evaluation at the basic education level, including in pre-primary and non-formal education and literacy programmes.
3. Skills, values and attitudes to live together for the advancement of peace education, responsible citizenship, development and sustainable lifestyles.
4. Skills for life and the world of work, in particular, to improve non-formal learning, technical and vocational education and training (TVET) and higher education to support the acquisition of relevant skills in a lifelong learning perspective for social and economic development.
5. Education for health and well-being through a global approach to make sure that all children and youth have the opportunity to develop the knowledge, attitudes and skills necessary for healthy lives and relations in a favourable learning environment.

Within the framework of the global SDG4 coordination mechanism, UNESCO Dakar set up and coordinates the Regional Coordination Group on SDG4-Education 2030 for West and Central Africa (RCG4-WCA), which gathers representatives of United Nations and other multilateral organizations as well as civil society working for the development of education in the West and Central Africa regions (WCA). UNESCO Dakar also contributes to the development of education through a reflection and dialogue process on the relevance of education and learning systems named “Rethinking education in Africa”. In this work, research studies on youth perception of the relevance of post-basic education with regard to changing realities and the integration of cultural values in education systems in sub-Saharan Africa are undertaken.

Harnessing knowledge and new technologies for the sustainable socio-economic development of the continent

Knowledge and information have a considerable impact on people’s lives. The sharing of knowledge and information, in particular through information and communication technologies (ICTs), has the power of transforming economies and societies. UNESCO works to build knowledge societies to ensure that local communities can access, preserve and share information and knowledge, in all UNESCO fields of action.

UNESCO Dakar promotes girls’ skills in using ICT

UNESCO Dakar promotes young girls’ competences in the use of ICTs thanks to the UNESCO initiative YouthMobile created in 2014. This initiative of the Information and Communication sector aims at introducing young people to computer programming (learning to code) and to problem solving (coding to learn) by offering them introductory courses in computer science. It targets young boys and girls, providing them with technical basic skills and confidence to develop, promote and commercialize mobile applications that can solve local challenges. Furthermore, UNESCO Dakar supports open access – i.e. online availability of free digital contents for all, without the limitations imposed by copyrights. It helps governments to develop and implement policies on open access, by fostering knowledge transfer mechanisms, establishing capacity-building measures, and documenting success stories in Africa. It also works with ICT competency framework for teachers, which highlights the skills that teachers need to integrate Information and Communication technologies (ICTs) in their professional practice.

UNESCO works on promoting gender-sensitive local digital contents. Through «Women in African history: an e-training tool», a free educational resource, UNESCO promotes the role of female figures in African history to counter prejudice and stereotypes within the framework of the pedagogical use of “The General History of Africa”. The project aims at empowering women through new communication technologies and through access to information and knowledge to promote an accurate understanding of their role in the political, cultural, social and economic development of the region. The platform includes a set of multimedia contents (comic strips, interactive educational guides, audio modules, quiz, etc.) to highlight the role of female figures in African history.

In the Education sector, information and communication technologies open new opportunities to develop sustainable modalities of initial and continuous training for students, teachers and other staff members. In the field of technical and vocational education and training (TVET), which is a challenge for all African countries, a better use of computing tools allows students to develop their academic skills and to be better equipped to live and work in a fast-changing society.

The Natural Sciences Sector involves the youth, who are the future practitioners and leaders, and encourages them to pursue their studies in the field of science, technology, engineering and mathematics, through dialogue on the future of these important subjects in a national and international context.

Like other Western Africa cities, Dakar is developing, thanks to its increasing innovation capacities, by strengthening the place of digital arts in the different forms of expression of its artists, and cultural and social actors. The city intends to make culture, creativity and innovation the driving forces of local development. UNESCO’s Culture sector pays special attention to making the production and distribution of digital artistic creations accessible to an increasing number of actors.
Promoting science for the sustainable development of Africa

The creation of knowledge and of its understanding through science allows to find solutions to current economic, social and environmental challenges and accordingly, to foster sustainable development and green societies. Given that no country in the world can alone achieve sustainable development, international scientific cooperation contributes not only to scientific knowledge but also to the construction of peace between countries. UNESCO's main objective in the Natural sciences Sector is to mobilize knowledge and scientific policies for sustainable development. For this purpose we give paramount importance to the achievement of the Sustainable Development Goals (SDGs), specifically SDG 4, 6, 7, 8, 13, 15, and 17.

Water shortage, particularly drinking water supply and sanitation, is often due to an insufficient provision of services. That is why, in 2017, UNESCO office in Dakar will contribute to the improvement of knowledge in data acquisition and data quality with regards to water management and access for the Sahel community villages. Access to drinking water has a major incidence on poverty reduction, economic recovery and sustainable development

UNESCO participates in promoting the efforts of the African Network of Biosphere Reserves in the management of its resources in Africa. UNESCO Dakar office has recently accompanied several biospheres' managers of the Sahel in their commitment to implementing and disseminating the recommendations of the Lima action plan and to achieving a common project for biosphere reserves of countries in the Sahel region according to the Lima recommendations plan.

Access to drinking water has a major impact on sustainable development

UNESCO helps countries to develop national scientific policies, to reform their scientific systems and to strengthen their monitoring and evaluation capacities. Faced with global challenges including the speeding-up of new technologies, the ageing of the population and the threatened biodiversity, UNESCO remains convinced that women and young scientists will have a major impact on society and lay the foundations for the future.

Capacity building to protect and safeguard Western Africa heritage and promote creativity and cultural industries

In an interconnected world, culture has the power to transform societies. Its diverse expressions, including heritage sites, monuments, museums and other forms of immaterial heritage and contemporary forms of creation as well - enrich everyday life in many ways. Heritage is a source of identity and cohesion for communities adversely affected by fast changing contexts and economic instability. Creativity contributes to the construction of open, inclusive and pluralistic societies.

Both heritage and creativity participate in founding dynamic, innovative and successful knowledge societies. UNESCO is convinced that culture contributes to a more sustainable, inclusive and equitable development.

In West Africa, the culture Sector of UNESCO regional Office in Dakar focuses on the promotion of its 18 world heritage sites, the protection and safeguard of its rich immaterial cultural heritage, the fight against illicit trafficking of cultural objects, and the promotion of the various forms of contemporary creation such as music, cinema, edition or design.

UNESCO Conventions regarding culture provide a general framework for the organization various interventions responding both to the 2030 agenda for sustainable development - where culture is explicitly included for the first time - and to the 2063 African Union agenda.

The interventions primarily concern the development of public policies in the cultural sector, the strengthening of institutional and organizational capacities, the support to professional and experts' networks, the technical support and establishment of partnerships with civil society and the private sector.
Promoting an environment conducive to freedom of expression and media development

As the United Nations agency with the specific mandate of promoting “the free flow of ideas by word and image”, UNESCO aims at fostering the implementation of free, independent and pluralistic print, broadcast and online media including. Accordingly, media development promotes freedom of expression and contributes to the strengthening of Peace, Human rights, the fight against poverty, and sustainable development.

The Communication and Information sector of UNESCO Multisectoral Regional Office in Dakar works on building the capacities of journalists, on media development, freedom of expression and press freedom and on training security forces on press freedom and the safety of journalists, within the framework of the United Nations Plan of Action on the Safety of Journalists and the issue of Impunity.

Furthermore, the International Programme for the Development of Communication - IPDC - is the only United Nations multilateral forum aiming at mobilizing the international community to discuss and ensure media progress in developing countries. This programme supports media related projects, but it also aims at establishing enabling conditions for the expansion of free and pluralistic media in developing countries. IPDC has concentrated its projects on the most urgent priorities of communication development in the region.

The promotion of gender equality in the media is a priority for UNESCO. “Women make the News” is a world initiative launched every year on International Woman’s Day to raise awareness on the importance of gender equality in and by the media, to facilitate debates and encourage action-oriented solutions until global objectives are achieved. “Women make the News” aims at encouraging media officers to give fair consideration to their female staff in terms of task assignment, positions, and possibilities of career development.

According to UNESCO, media pluralism and diversity allows the public to be informed and to open their minds by developing critical thinking. Moreover, UNESCO contributes to the establishment of community media and promotes gender equality in the media. UNESCO also set up journalism education programmes including capacity-building of journalists.
The year 2016 was one of transition from the Education for All programme to the new holistic, ambitious and transformative Sustainable Development Goal 4 (SDG4) - Education 2030 - adopted in 2015.

UNESCO Dakar has supported countries under its purview to strengthen their education systems in pursuit of the SDG4 as well as the education-related targets of other SDGs in congruence with the African Union’s Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.

In 2016, UNESCO Dakar’s support focused on laying foundations to contributing to rethinking and re-envisioning education and learning systems that ensure quality education and training for all and contribute to peaceful, sustainable and healthy societies.

Interventions were implemented around five thematic clusters while covering all levels and learning pathways, from early childhood to higher education, including youth and adults literacy and through formal, non-formal and informal education: (1) Teaching and learning, (2) ‘Learning to live together’ skills, values and attitudes, (3) Skills for life and the world of work, and (4) HIV and Health education, and (5) Sector-wide policy and planning.

Furthermore, UNESCO Dakar coordinated the regional programme on HIV and health education in Western and Central Africa as well as three global thematic areas at the sub-Saharan Africa level: (1) sector-wide policy and planning, (2) technical and vocational education and training and (3) global coordination, partnership and research for SDG4-Education 2030 Agenda. It has established and coordinated the “Regional Coordination Group on SDG4-Education 2030 in West and Central Africa” (WCA-RCG4) bringing together all major regional representations of United Nations agencies, multilateral and civil society organizations that are active for education development in countries of the region.

In spite of progress made over the past decades, education systems in West African countries still face serious challenges mainly related to inclusion, quality of teaching and learning, relevance of education outcomes, including health, life and work-related skills, and system management and governance.
Empowering learners to be creative, productive and responsible citizens

Improving teaching and learning processes

Enhancing learning features as high priority across several SDG4 targets. In this respect, UNESCO Dakar worked towards achieving two main results: development of norms and standards for teacher professionalization in ECOWAS countries and strengthening national capacities to improve teaching and learning policies and strategies.

Regarding teacher professionalization, in 2016, UNESCO Dakar pursued one of its main flagship programmes: the development of a qualification framework for basic education teachers in the Economic Community of West African States (ECOWAS). The main achievement was the finalization of the Qualification standards for Basic Education Teachers in ECOWAS region in June 2016. These standards capture the professional competences required to perform teaching tasks including assessment of learning and teachers’ own professional development. The standards also provide a framework for qualification of untrained teachers based on recognition of their prior learning and experience. Seven countries participated in the development of the standards (Benin, Burkina Faso, Côte d’Ivoire, Guinea, The Gambia, Niger, Nigeria, Togo and Senegal) along with UNESCO Abuja Office, the International Task Force on Teachers, OIF/AUF/FADEM, CONFEMEN, Education International, AFTRA. In 2017, UNESCO and partner organizations will support the localization of these standards and later, the development or review of national teacher training standards.

UNESCO Dakar initiated the drafting of a Framework for Guiding the Professionalization of Basic Education Teachers in West and Central Africa, together with UNESCO Offices in Abuja and Yaounédé. This framework document addresses the implications of the SDGs on basic education curriculum, teacher education and professional development as well as teacher governance. It supports the localization of SDG4 in the region as well as the harmonization of standards for regional integration. The Framework shall be finalized by June 2017 and discussed by ECOWAS-ECCAS Education Ministers, in end-2017.

Regarding the strengthening of national capacities, UNESCO Dakar provided multi-country support - as part of its regional coordination of SDG4 in West and Central Africa - as well as field support in a limited number of countries.

As part of the capacity-building programme covering several countries, UNESCO Dakar has led the setting up of The Teaching and Learning Educators’ Network for Transformation (TALENT) to serve as a platform for knowledge production and sharing, technical support, advocacy and policy dialogue. TALENT is a thematic Task Team of the Regional coordination group on SDG4 Education 2030 for West and Central Africa and its current members-organizations comprise UNESCO, UNICEF, CONFEMEN (including their PASEC programme), ANCEFA and REESAO. In 2016, a total of 115 individuals, including national directors in charge of learning assessment and teacher training in 20 SSA countries and representatives from 17 development agencies, Regional Economic Communities and Academic community, benefitted from the activities of the TALENT (through the Regional Workshop on Measurement of Early Learning held on 27-28 July 2016 and the Regional Technical Workshop on Professional Norms and Standard for Teachers held on 26-28 October 2016). TALENT’s Knowledge Portal was developed and is available online.

As for field support, through the funds mobilized for Burkina Faso, Mali and Niger (Box 1) in the framework of the CapED programme, UNESCO continued to support the implementation of curricular reforms. UNESCO’s interventions contributed to strengthening the capacities of the institutions in charge of developing teaching guides, trainers of trainers and teachers on new pedagogical approaches and use of new pedagogical guides. Finally, UNESCO paid a particular attention to developing national capacities to design and conduct the advocacy and communication campaigns necessary to support curriculum reforms. In Burkina Faso, Mali and Niger, direct beneficiaries of capacity building in 2016 ranged from 80 to 120 staff. Furthermore, UNESCO Dakar contributed to improving the participation of girls and women in education in Niger through a pilot project ‘Tackling gender inequalities in Niger’s educational system’ (Box 2).

Lastly, UNESCO Dakar supported the Celebration of the World Teacher Day and the 50th anniversary of the ILO/ UNESCO Recommendation concerning the status of teachers. In the Gambia, Mali, Burkina Faso and Guinea-Bissau, the celebrations co-organized with the respective National Commissions for UNESCO took the form of sessions of policy dialogue and advocacy involving the authorities in charge of education, teachers, the media and a range of other stakeholders. The National Commission of Cabo Verde for UNESCO supported the Ministry of Education to present an advocacy poster for the international exhibition on World Teachers’ Day.
An integrated approach to teacher training and professional development in Niger

In Niger, the community’s disinterest vis-à-vis the school mainly originates from persistent defaults of school leaders who are the ultimate responsible agents for successful schools. To address this, the Capacity Building Programme for Education (CapED) in Niger successfully piloted a 3-month distance training of 80 primary school directors in 2016. Furthermore, the programme promoted teaching practices free from biases and gender stereotypes through in-service teacher training and supervision with the aim to improve girls’ performance in science, technology and mathematics in pilot lower secondary schools.

Finally, the CapED Niger financially supported the training at the master’s level of three officers of the Ministry of Secondary Education in managing the curriculum and decision-making about education in general.

Greater emphasis will be placed on mainstreaming and sustaining the pilot interventions in 2017, based on current country needs and lessons learnt from the programme.

Tackling gender inequalities in Niger’s educational system

Despite the impressive improvement particularly in terms of primary education participation since 2000, gender disparities persist at all levels of education in Niger with regards to educational opportunities and outcomes.

In June 2016, UNESCO Dakar completed the project “Tackling gender inequalities in Niger’s education system” that started in May 2015. UNESCO implemented the project on a pilot scale in 10 primary and four lower secondary schools in the Torodi District in the Tillaberi Region.

The overall objective was to improve girls and women’s participation in education in order to strengthen Niger’s educational system for sustainable socio-economic development.

As a result of the training of 85 female teachers in the pilot schools on gender-responsive approach and communication, girls’ punctuality, regularity and participation in class overall improved and gender equality was noticed in the tasks assignment in the classroom.

The project also enhanced awareness about gender-sensitivity among decision makers and key stakeholders through advocacy and information, leading to strong commitment of local education personnel to promoting girls’ access to and retention in school. Participation, particularly of girls in pilot schools, increased and the number of reported early marriages decreased during the project period.

Learning of about 1,300 students, mostly girls, at last grade of primary education level and first grade of secondary education level, was supported through remedial courses (French and mathematics), which contributed to the improvement of their performance.

Communication materials on the importance of girls’ education were developed, including an advocacy document. It includes background information on the issues and benefits of girls’ education in Niger as well as recommendations to sustain the progress accomplished. It also documented good practices for successful girls’ education interventions in Niger.

To improve the situation of girls in school, UNESCO stresses the importance of training teachers in gender equality.
Learning to live together: promoting skills, values, and attitudes for peace

Under the Learning to Live Together (LTLT) programme, UNESCO Dakar addresses the unresolved social, political, economic and environmental challenges that impede the building of peaceful and sustainable societies. UNESCO Dakar supports the development of policies and programmes that promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) and bring them into the mainstream of education policy and practice at all learning levels and settings (formal, non-formal and informal) through research, policy dialogue, policy advice, teacher training, policy and curricular review and development. Support has been provided in collaboration with partner organizations and frameworks, such as the UNESCO Global Action Programme (GAP) on ESD linking with the UN Framework Convention on Climate Change (UNFCCC) and the Sustainable Development Goal (SDG) 4, Education 2030, specifically, Target 4.7.

- **Education for Sustainable Development (ESD)**

  Following the ESD workshop on the reduction of the risk and impact of natural disasters and conflicts through education (Abidjan, 2012), UNESCO Dakar completed the monitoring and review of the action plan implementation in seven countries. Based on these reviews as well as the renewed GAP, UNESCO has been supporting Member States’ effort to integrate ESD into education and learning.

- **UNESCO’s Associated Schools Network (ASPnet)**

  UNESCO Dakar supported UNESCO HQ in organizing a training of trainers on the whole-institution approach to climate change for UNESCO’s Associated Schools Network (ASPnet) in Dakar in November 2016. Different educational levels were represented at the workshop (pre-schools, primary and secondary schools, technical and vocational schools and teacher training institutions) as well as stakeholders with different functions (principals, teachers, other school staff) coming from 12 countries: Brazil, Denmark, Dominican Republic, France, Germany, Greece, Indonesia, Japan, Lebanon, Namibia, Oman, and Senegal. Workshop participants are expected to train their peers at country level and to act as mentors throughout the project.

  The workshop was organized by UNESCO within the framework of an ESD project, “Today for Tomorrow: Coordinating and Implementing the Global Action Programme on Education for Sustainable Development,” supported by the Government of Japan.

  UNESCO organized a training seminar for ministries of Education of Burkina Faso, Côte d’Ivoire, the Gambia, Mali, Niger and Senegal in Dakar in November 2016. The seminar was preceded by a conference on the same topic at Cheikh Anta Diop University of Dakar (UCAD) to sensitize the Senegalese academic community on the concept and history of genocides, in particular the genocide of the Jewish people during the Second World War and that of the Tutsi in Rwanda in 1994.

- **Other examples of GCED activities:**

  - Support for ASPnet activities in Senegal to promote peace education, including the participation in Cours Sainte Marie de Hann in Dakar’s 25th anniversary celebration of the UNESCO Prize for Peace in May, which was awarded in 1991 in recognition of its inclusive and innovative approaches to peace education.
  
  - Capacity building and awareness raising through organization and/or presentations in seminars and workshops on GCED/peace/PVE (Preventing Violent Extremism). Examples include the following:
  
    - Presentation on “UNESCO’s work on peace education to PVE: lessons and findings” at USAID Senegal’s consultation on “Countering Violent Extremism”
  
    - Presentation on “Promoting peace and preventing radicalism and extremism” at a seminar during the celebration of the International Nelson Mandela Day hosted by South African Embassy in Dakar
  
    - Presentation on “UNESCO’s work to promote peace and human rights education in West Africa” at a training on “Major challenges of West Africa: What perspectives?” by l’Ecole Citoyenne de l’Afrique de l’Ouest (ECAO) in Dakar
  
    - Support for the Celebration of International Day of Peace “Building Blocks for Peace” organized by the National Federation of the Gambian UNESCO Clubs and Centres (NAFGCUC)
  
    - Presentation on “An overview of the dynamics of violent extremism in the Sahel and UNESCO’s strategy for PVE” at a consultation on “Developing and Incorporating Community Resilience and Countering Violent Extremism (CVE) Strategies into Peace Education Curriculum in the Sahel Region” organized by the West Africa Network for Peacebuilding (WANEP) in Abuja, Nigeria
  
    - Support for the organization of “The First School Week for Citizenship Education in Burkina Faso” which opened on 24 October by the Ministry of National Education and Literacy in Ouagadougou
  
    - Training of 40 young African leaders during the celebration of the tenth anniversary of the African Youth Charter in the Gambia.de de l’Afrique du Sud au moyen de la présentation sur « Promouvoir la paix et prévenir le radicalisme et l’extrémisme »
**Promoting skills for life and the world of work**

In order to help tackle the pervasive issues of unemployment, underemployment, school drop-out and increasing illiteracy, particularly among young people, which constitute major obstacles to development and resilience in the Sahel countries, UNESCO Dakar pooled its efforts and resources to provide interdisciplinary support for integrated national education development strategies and activities.

UNESCO Dakar has thus supported Sahel countries in building young people’s skills for life and the world of work through a convergence of its key programmes on Technical and Vocational Education and Training (TVET), Higher Education, and Literacy & Non-Formal Education (LNFE). Activities implemented contributed to achieving Sustainable Development Goals 4 and 8, at both national and sub-regional levels.

One of UNESCO Dakar’s flagship programme aims to improve the synergy between formal and non-formal education programmes such as LNFE and TVET to upscale by means of the use of ICTs the capacity building actions and the development of key methodological tools towards social and economic integration of out-of-school and illiterate young people (box 3).

As an example, in Senegal, a pedagogical model for the integration of national languages and ICTs in vocational training has been developed for at least one discipline that was selected with the national authorities. This pedagogical model aims at establishing a paradigm shift in training methods by strengthening the pedagogical links between formal and non-formal education programmes via TVET and LNFE through leveraging ICTs in order to improve the efficiency and effectiveness of the training system.

It also promotes a new learning process that takes into account linguistic and foundational abilities and the development of vocational skills, using digital resources to minimize learning time. The operationalization of this pedagogical model is being undertaken in the framework of the CapED programme.

Regarding LNFE, the CapED Senegal is supporting the country in the development of skills training programmes for illiterate young people. It is also supporting the preparation and the effective implementation of a qualified LNFE teachers / facilitators training policy.

In addition UNESCO supported to the pedagogical model, CapED Senegal provided the country with tools for the qualification and certification of the profession of facilitators in literacy. The support was provided to improve the quality of polyvalent teachers (pre-school - primary - literacy classes) and the training of literacy facilitators in the Regional Centres for the Training of Educational Personnel (CRFPE), but also through the validation of the prior learning (VPL) for literacy facilitators. The process of setting up a VPL scheme started in 2016 with the development and validation of the following documents: Policy framework, Qualification framework, Legal and regulatory framework including proposed regulatory texts, Certifier and Evaluator Guide, and the VPL Candidate’s Guide. Senegal has also validated a consensual model for the introduction of national languages into the formal and non-formal education system, which is scheduled to be scaled up from October 2017.

In addition, Guinea-Bissau was supported to integrate the LNFE policy into the education sector plan 2017-2019. Furthermore, a module on ‘action-research on measuring learning of literacy programme beneficiaries’ (or RAMAA), a participatory action-research for teacher training institutes was developed in partnership with the UNESCO Institute for Lifelong Learning (UIL).

As for TVET, and as part of the Inter-Agency Task Force (IATF) process and in order to influence the WAEMU and ECGOAS processes, UNESCO Dakar conducted a study on the Senegalese experience in TVET curricula development (formal and non-formal), both for trainees and trainers. This study contributes to the development of a knowledge management and experience-sharing platform in the ECGOAS area as well as in synergy with the new Platform of Expertise in Vocational Training (PEFOP) of the Pole de Dakar of the International Institute for Educational Planning (IIEP-UNESCO). The latter conducted a multi-stakeholder participatory diagnosis and supported the implementation of the programmes that support the operationalization of vocational training reforms in three out of the four partner countries for the first phase (Burkina Faso, Mauritania and Senegal). In 2016, the PEFOP gradually built networking, which should lead to the launch of a specific website for the benefit of vocational training stakeholders in Africa.

Finally, in the area of Higher Education (HED), Dakar Office supported the harmonization of Bachelor-Master-Doktorat (LMD) training programmes in the universities of the sub-region in order to improve the comparability of higher education training programmes and the
Box 3: Synergy between formal and no-formal education towards skills development using ICTs

La plupart des pays du champ d’action de l’UNESCO Dakar ont d’importants défis en matière. Most countries under the purview of UNESCO Dakar face significant challenges in the field of literacy and non-formal education (LNFE) and technical and vocational education and training (TVET). In this context, UNESCO Dakar has, since 2015, initiated a sub-regional process to enhance synergy between LNFE and TVET with the use of ICTs for sustainable social and economic development. These actions enabled to develop, in particular in 2016, methodological tools for synergy, including:

1. A national diagnosis highlighting the strengths and weaknesses of the link between LNFE and TVET (Senegal)
2. A methodological and issue note highlighting and clarifying the concepts, strategies, methods and tools for undertaking such a national process
3. A capitalization study on the initiative of the “Al-Azhar” Centres (Cheikh Ahmadou Bamba Educational Network), which UNESCO Director-General, Ms Irina Bokova visited in August 2016 in Senegal. These centres participate actively in the economic and social development of the country by availing on the labor market a quality workforce composed mainly of young Arabic speakers and young people from daaras (or madrassas). Training is provided in such fields as electro-mechanics, electrical engineering, agro-livestock, community health and office secretariat
4. A study on the use of ICTs in literacy programmes in the Sahel countries

These four documents were first validated in Senegal and subsequently in countries of the Sahel subregion where capacity building was carried out for 41 policy-makers in TVET and LNFE from governments, NGOs and civil society. Six (6) national roadmaps for the implementation of the LNFE-TVET synergy as well as the main recommendations are validated and have already produced additional results:

5. A capitalization study on the Village Pilote initiative in Senegal, which implements a qualifying training programme in the fields of carpentry, agriculture and masonry for street children and out-of-school young people
6. A diagnostic study on the LNFE-TVET synergy in Mali, validated in November 2016. A national consultation preceded this study, which witnessed the active participation of 40 key players in LNFE, TVET and ICTs
7. A pedagogical model of vocational training integrating ICTs for illiterate and out-of-school young people: this model proposes a new learning process that takes account of linguistic and foundational skills and the development of professional skills by using digital resources enabling to shorten learning times

Capability building was carried out for 41 policy-makers in TVET and LNFE from governments, NGOs and civil society. Six (6) national roadmaps for the implementation of the LNFE-TVET synergy as well as the main recommendations are validated and have already produced additional results:

1. A national diagnosis highlighting the strengths and weaknesses of the link between LNFE and TVET (Senegal)
2. A methodological and issue note highlighting and clarifying the concepts, strategies, methods and tools for undertaking such a national process
3. A capitalization study on the initiative of the “Al-Azhar” Centres (Cheikh Ahmadou Bamba Educational Network), which UNESCO Director-General, Ms Irina Bokova visited in August 2016 in Senegal. These centres participate actively in the economic and social development of the country by availing on the labor market a quality workforce composed mainly of young Arabic speakers and young people from daaras (or madrassas). Training is provided in such fields as electro-mechanics, electrical engineering, agro-livestock, community health and office secretariat
4. A study on the use of ICTs in literacy programmes in the Sahel countries

These four documents were first validated in Senegal and subsequently in countries of the Sahel subregion where capacity building was carried out for 41 policy-makers in TVET and LNFE from governments, NGOs and civil society. Six (6) national roadmaps for the implementation of the LNFE-TVET synergy as well as the main recommendations are validated and have already produced additional results:

5. A capitalization study on the Village Pilote initiative in Senegal, which implements a qualifying training programme in the fields of carpentry, agriculture and masonry for street children and out-of-school young people
6. A diagnostic study on the LNFE-TVET synergy in Mali, validated in November 2016. A national consultation preceded this study, which witnessed the active participation of 40 key players in LNFE, TVET and ICTs
7. A pedagogical model of vocational training integrating ICTs for illiterate and out-of-school young people: this model proposes a new learning process that takes account of linguistic and foundational skills and the development of professional skills by using digital resources enabling to shorten learning times
Improving the quality and coverage of comprehensive sexuality education (CSE)

UNESCO Office in Dakar supported countries engaged in strengthening their CSE curriculum (Benin, Côte d’Ivoire, Senegal, and Togo). In Senegal, over 10 organizations who are actively involved in integrating reproductive health education in revised curricula benefited from UNESCO’s technical support. As a result, the MoE staff developed and revised a consolidated curriculum. UNESCO also worked in close collaboration with partners such as UNFPA to produce a CSE curriculum in Benin. In Côte d’Ivoire, a similar collaboration resulted in validating a UNESCO review of the national CSE programme, in strengthening capacities of 36 MoE, civil society and UN staff in CSE, and in planning for the development of a national strategic plan on CSE for the country. In Mali, a project to empower adolescent girls and young women through education with UNFPA and UN Women provided the opportunity to plan for strengthening of CSE with the MoE and other partners and in preparation for the implementation of activities in 2017.

In most countries of intervention, one of the areas that needs strengthening is teacher training and learning approaches. For this reason, UNESCO Dakar Office reproduced the Pedagogic Guide for the Development of Skills in Reproductive Health, HIV and AIDS Education, and started distributing it among key partners in West and Central Africa.

Promoting an enabling environment for HIV and health education

UNESCO Dakar enhanced the capacity of decision makers and stakeholders to make informed decisions about health education through producing and sharing strategic information on key indicators of sexual and reproductive health and gender-based violence, particularly in countries of intervention. A key tool for this is the Sexuality Education Review and Analysis Tool (SERAT), which provides detailed information on national CSE programmes, and which is currently under revision with UNFPA and UNAIDS. UNESCO Dakar was also closely involved in the organization of the AIDS 2016 Conference, Durban, July 2016, which is a major platform for the communication of scientific results and best practice in the HIV response globally.

Another way to promote an enabling environment for HIV and Health education was to draft a concise and practical guide to make CSE culturally more appropriate for sub-Saharan settings. The guide should be finalized in 2017.

Responding to school-related GBV

In 2016, UNESCO continued with the preparation of the implementation of a holistic project to respond to school-related GBV in Cameroon, Senegal and Togo in partnership with UNICEF and Plan International. UNESCO Dakar equally worked in collaboration with other offices in sub-Saharan Africa, resulting in training UNESCO staff on school-related GBV and early-unintended pregnancy in East and Southern Africa. It provided technical support for the implementation of a project in DRC, and distributed a special edition of a magazine for young people addressed the response to HIV and GB in secondary schools and higher education institutions. Discussion groups among peers addressed HIV and GBV in six higher education institutes in the country.

Supporting SDG4-Education 2030 integration, coordination and partnership

Strengthening sector-wide policies & planning

Following the adoption of the Agenda 2030, UNESCO Dakar assessed the readiness of sub-Saharan African countries in the integration of the SDG4-Education 2030 targets and commitments into national education policies and practices as well as areas of national and institutional capacity strengthening. On this basis tools were developed for a) inclusive policy dialogue to accompany countries in the rethinking of their education and learning systems around the new vision of lifelong learning for all, b) guiding the integration of relevant targets into national education plans; c) strengthening national capacities in improving indicator and data systems for improved planning and monitoring.
Technical support to national education development was also provided in partnership with other agencies for the preparation of education sector plans (ESP), as well as strengthened synergy and collaboration with other development partners through engagement in joint sector reviews and local education groups.

UNESCO Dakar provided technical support to Guinea-Bissau in the strengthening of national education planning capacities, facilitating dialogue on policy trade-offs and supporting the preparation of the education sector strategic plan and its costed triennial action plan. UNESCO supported the development of a roadmap for SDG4 integration into Mal’s next ESP, as well as facilitation of national dialogue on implications of the new education agenda on the preparation of Gambia’s education sector policy. The organization supported the shaping of the Local Education Group in Senegal and facilitation of dialogue on SDG4 integration. The updating of the ESP was accompanied by support to the development of a new education policy simulation model, establishment of a national platform on education statistics, and support to the updating of National Education Accounts.

Promoting regional partnerships and research

In 2015, The UN and the international education community entrusted UNESCO as the specialized UN agency for education, to continue in its mandated role to lead and coordinate the renewed universal education agenda – SDG4 - Education 2030 - with the vision of transforming lives through education.

Regional Coordination on SDG4 - Education 2030 for West and Central Africa

UNESCO Dakar promoted effective partnerships and synergy in supporting countries for integration and implementation of SDG4-Education 2030 by establishing the Regional Coordination Group on SDG4-Education 2030 for West and Central Africa (RCG4-WCA) on 19 May 2016. This coordination mechanism facilitated by UNESCO Dakar also acting as the Secretariat, brings together regional UN agencies, multilateral and civil society organizations active in education development in WCA to join efforts in support of national education development in West and Central African countries and in convergence with the global coordination mechanism.

The regional coordination group agreed on a list of seven task teams covering SDG4-related areas, with some already active, including on gender equality & inclusive education, sector-wide policy and planning, teaching and learning (TALENT). A web platform on SDG4-Education 2030 coordination that will serve as the Group's knowledge management hub was being developed.

Towards recommendations for strengthened education and learning systems

UNESCO Dakar has launched the Education 2030 Brief series that aims to provide education policy makers and practitioners with relevant background information on education and learning in the sub-Saharan Africa, especially in West and Central Africa. Each brief note draws on the past and current research and experience to present concise analyses of policy gaps, challenges, options and recommendations on key thematic areas of SDG4-Education 2030 for building lifelong learning policies and systems.

UNESCO Dakar in partnership with UNESCO HQ initiated a series of reflections and dialogues in 2016 to contribute to the reform and development of education in Africa. This initiative, undertaken in collaboration with other UNESCO regional offices in Africa, will continue and be strengthened in 2017. In this context, two research studies were launched in the process of rethinking education in Africa:

• Education and youth: Given the recognized potential for youth to lead and shape the future of Africa, current educational patterns compel a better understanding of youth characteristics and of the gap that often exists between their realities and aspirations, and the nature of educational provision. The study ‘Relevance of post basic education to the changing realities of youth in sub-Saharan Africa: Exploring the perspectives of young people’ aims to contribute to more responsive policies to the issue of youth disengagement from education and the ensuing consequences in skills shortages, low employment prospects, and affecting general well-being.

Regional launch of the 2016 Global Education Monitoring Report in Dakar: cooperation is crucial to achieving SDG4 targets

Support was provided to the organization of 2016 Global Education Monitoring Report (GEMR) launches in Senegal and in the Gambia as an opportunity to discuss strategies to align national education policy with SDG4 and its related targets among relevant Ministries, partners and civil society. Interplay between education and the other SDGs in WCA context and the implications of SDG4 targets and commitments with regard to educational policy, planning and implementation were also discussed at the Regional launch of the 2016 GEMR in WCA. The focus was on developing strategies to achieve the targets, based on participants' current and potential activities. The debates highlighted the need to close the gaps between school and work, research and policy, and between education and local culture, among others. Collaboration and ‘interconnectedness’ was the overall message of the event.
The development of science and technology and its contribution to socio-economic development in the West African region is hampered mostly by inadequate human capacities which arises from the challenges in the educational institutions where human resources in the various fields of the sciences are produced. Member States are creating Centres of Excellence within the region to address the issue of human and institutional capacities while individually, nations are trying to advance the development of functional science policies and also address the challenges in the management of water resources and the environment. The UNESCO Science Report: “Towards 2030,” published in 2016 noted for West Africa that:

"One handicap to diversifying the economy is the shortage of skilled personnel, including technicians, in fast-growing sectors such as mining, energy, water, manufacturing, infrastructure and telecommunications. The lack of skilled personnel also impinges on the efficiency of national health systems and agriculture.”

Innovation has caught on like wildfire in the West African region where most of the Sahel countries covered are. In fact, the rate at which young innovators are rapidly innovating and creating new products within the ICT sector especially is rapidly overtaking the innovations brought about through conventional science and technology research. However, despite this laudable development as noted in the Science Report 2015, the problem remains that of getting the national policies for innovation right. As the Report states:

“Formulating a successful national science and innovation policy remains a very difficult task. Reaping the full benefit from science- and innovation-driven economic development requires moving in the right direction in a number of different policy fields simultaneously, including those affecting education, basic science, technological development and its corollary of mainstreaming sustainable (‘green’) technologies, business R&D and economic framework conditions.”

It is within this context that the UNESCO Dakar works to support member states in the natural sciences. The focus with our member states has been to build capacities in the various fields of sciences. We focused mainly in supporting the building of adequate capacities in STI policy and management, water resources management and the conservation and management of natural resources mostly focusing on biosphere reserves under the MAB programme.

Throughout 2016, the Dakar office worked not only to reach the managers of national STI systems but also youth and women. We worked with youth in collaboration with the SHS Sector to expand their capacities in innovation and job creation within the ambit of the Global Youth Strategy and the logic of the natural sciences sector’s programme. We had special programmes for youth on the environment and climate change and on STI for national development.
In 2016, the Science Sector in the Dakar Office received several requests for assistance from member states for support in STI policy development and in STI capacities development. The depth and scope of development of science policies and programmes vary largely among the countries under the Dakar purview. None of the seven countries overseen by the Dakar Office has a finished STI Policy document. Four of the countries, Niger, Mali, Senegal and the Gambia are in various stages of completing their policy documents and are basically weighed down by several factors of which include, competences, funds and perhaps rapid turnover of leadership in the responsible Ministries leading to delays sometimes. In support of these requests, UNESCO Dakar has since 2014 been providing some funds towards the preparation of STI policy documents while at the same time supporting the building of capacities within science-related Ministries and agencies. At the same time, the HQ has been supporting member states to get into the GO-SPIN Platform which involves the development of policy instruments necessary for result oriented management and governance of the STI system. On innovation, the office has focused on helping young technology-based entrepreneurs to build their innovation management capacities and skills.

Results from these activities include the sensitization of sixty-five experts including 2 Ministers in a 2-day meeting on how to increase STI/STEM capacities within their institutions in order to attract technology-based investments which in turn could provide opportunities for further strengthening of capacities in-country. The Yaoundé Office collaborated with the Dakar Office in this activity. We also held a regional training for twenty-four young entrepreneurs from Burkina Faso, Cape Verde, Mali, Niger and Senegal studied on innovation management and enterprise development. Included in the activity with the youth was a component by the SHS on the Global Strategy for Youth that aimed essentially at helping the participants to contribute to youth capacity building and particularly through empowering them to find decent and sustainable jobs. The 3-day training was hands-on and practical with the participants going home with draft innovation agendas for their enterprises.

In 2016, UNESCO launched a new strategy and a new plan of action for the Man and the Biosphere Programme. The plan presents a more focused and integrated approach towards achieving the new Agenda 2030. For the Dakar Office, the challenge of the new Lima Plan of Action and the MAB Strategy 2016 – 2025 is how to ensure that all MAB sites within the Sahel Region quickly buy into them, digest them and the put into action the globally agreed strategies. With this in mind, the office set about firstly by supporting some conservators to attend the fourth MAB Congress in Lima Peru in March 2016 and afterwards held a regional exposition of the Plan and Strategy for those who could not attend. Through this approach, the diffusion of these globally adopted strategies for the management of biosphere reserves was started in the Sahel region.

MAB site managers in the region held a meeting to discuss the Lima Plan of Action and the MAB Strategy 2016-2025 in Saint Louis Senegal in September 2016. The site managers were from Guinea Bissau, Mali, Niger and Senegal. They discussed regional and transboundary cooperation for the management of biosphere reserves and came up with 10 recommendations on how to engage themselves in the actualization of the Lima Action Plan and the MAB Strategy. The group also decided to start a joint project to focus on transboundary reserves and to use that as a learning process for the implementation of the MAB Strategy and the Lima Action Plan. In view of the challenges faced in biosphere reserves management in the Sahel region, the site managers made the following recommendations for sustainable national management of MAB sites:

- National committees of MAB, to develop national plans of action and to suggest funding mechanisms for an effective Plan implementation action of Lima 2016-2025;
- National committees of MAB, to implement a strategy of sustainable and effective communication that will focus on advocating with Governments so that the activities provided for in the Plan of Action of Lima 2016-2025 can be realized in practice on the ground.
To ensure that youth within the region understand and subscribe to sustainable management of the environment and climate change the office organized a pre-COP-22 activity on 15 November 2016 for youth belonging to the Senegalese UNESCO Club environment group. UNESCO used the opportunity to demonstrate COP negotiation simulation activity that allowed students to learn the history, issues and the complexity of the climate negotiations. These helped to highlight the close link between the current economic system and GHG emissions, and the role of human activities in the warming of the climate. In addition, these activities and simulations helped clarify the semantic field of the negotiations, most importantly its evolution, about the publications of the GEC and the emergence of risks and challenges. Finally, the young people became more aware of the expectations of Africa vis-à-vis the operationalization of the Paris agreement, which occupy most of the negotiations at the COP-22.

**Strengthening freshwater security**

Contributing to the improvement of the management of water of water resources in the Sahel region was a key focus of the Dakar Office in 2016. The management of water resources remains a challenge throughout the Sahel region including on the Cape Verde Islands. Since water is very vital for economic, health and agricultural development, many nations in the region give a lot of attention to its sustainable use and management. Investments in terms of donor funds to support water resources management in the region are substantial. However, a key problem with regards to the management of water resources in the region remain inadequate human and institutional capacities. This includes issues of inadequate data needed for decision-making and obsolete or unavailable equipment to use for data acquisition and monitoring. Another important aspect of water resources management in relation to underground water is the shared nature of the resources in the region. Several River Basin Organizations and agencies exist in the region to ensure smooth and harmonious collaboration in the management of water between nations. The Dakar office has implemented activities in 2016 aimed at enhancing the management of water resources especially the underground water systems that are at present the least known of the two sources (surface and underground). Training activities in the last 3 years have aimed at improving the knowledge and management of underground water in all seven-member states. Collaboration with regional institutions is increasing to build needed knowledge while also promoting transboundary cooperation among the countries.

In 2016, the Office conducted an 8-day regional training activity for twenty-five water managers from Burkina Faso, Chad, Mali, and Niger. The training was on the use of remote sensing data for locating and managing underground water resources held between 25 May and 2 June 2016 at the facilities of the Foundations 2iE in Ouagadougou. For their practical work, the participants undertook a field visit to a village called Ziniare about 50 km from Ouagadougou where they used satellite data to try to locate potential points for sinking wells for water. The Yaoundé Office worked in collaboration with the Dakar and Bamako Offices to hold the training in Ouagadougou. Another activity was the training of twenty-one water technicians and managers from Guinea Bissau and the Cape Verde who learnt about various techniques for recharging aquifer systems in their countries in a 3-day workshop. Participants used data from their countries to simulate potential aquifer recharging for underground water systems in selected localities in their countries. Participants went home knowing some best practices for aquifer recharge including a lot of documentation in a memory stick shared to help them to practice when back home.

UNESCO Dakar continues to contribute to the UN integrated Sahel strategy (UNISS) where UNESCO is the lead for transboundary water management. The UNOWAS is supporting the Office in the preparation of a Project Document for a regional transboundary water resources management under the UNISS programme.
Western Africa is the youngest region of the world: more than half of its population is under 20, and countries covered by the regional office in Dakar are particularly affected by this problematic demographic and socioeconomic context. Niger beats the world record of fertility rate. With an average index of 0.450 (in 2015), all countries of the Sahel region (excepted Cabo Verde) are ranked in the category of “low human development” countries. The social situation marked by youth unemployment and underemployment is at the core of the recurring challenge of poverty and social exclusion. The Sahel region exhibits all the three dimensions associated with exclusion in the African context (exclusion from sustainable means of existence, in the access to basic goods and social services and from social rights). (UNECA, Socio-economic Profile of West Africa in 2014 and Prospects for 2015, May 2015). The exceptional nature of West-African demographic dynamics arouses fear for some and suggests hope for others. Either way it calls for reflection and preparation for the future by the elites; hence the importance of prospective studies and research in Human and Social Sciences. Consequently, SHS-Dakar interventions revolve around four pillars: Ensuring the link between research and public policies; empowering youth for successful transition to adulthood; building sustainable and inclusive societies; meeting the ethical and bioethical challenges in scientific research and technologies.

Mobilizing humanities and social sciences to foster intercultural dialogue, accelerate positive social transformations, and achieve the goals of the 2030 and 2063 Agendas.
Mobilizing future-oriented research, knowledge and policy-making to support social transformations, social inclusion and intercultural dialogue

The Dakar Office implemented two major activities under this line of action.

Promoting multidisciplinary research in human and social sciences in support of social integration policies, intercultural dialogue and social transformations in West Africa

Building on the achievements of the previous biennium, several actions were undertaken to guarantee the relevance and the place of humanities and social sciences in the realization of the 2030 and 2063 agendas. They revolve in particular around the African preparation of the “World Humanities Conference (WHC): Challenges and responsibilities for a Planet in Transition”, to be held in Liege (Belgium) from the 6th to the 12th August 2017.

The Government of Mali accepted to host in Bamako an African Humanities Conference (AHC) on the theme “Languages, Cultures, History and Territories”. The partners formed a scientific committee, drafted terms of reference and recruited two consultants to carry out a critical assessment of the current outreach of Humanities in Africa and to identify recommendations and measures to consider for their full development.

Working in Bamako, the partners arrived at an agreement on a draft report structure and to have higher awareness of the state of Humanities in Africa. The current state of the Humanities seems characterized by a collapse of knowledge, or even a notorious crisis, reflecting the urgent need to grant a higher priority to oral traditions to better identify African identities and their contributions to the world.

Advocating for the “rapprochement of cultures” through intercultural dialogue, fighting against poverty and discrimination to empower youth and disadvantaged groups, including women and men facing social exclusion in western Africa/the Sahel.

This activity, aimed at promoting a culture of peace, social inclusion and the empowerment of women and youth of the most marginalized social strata, was especially concentrated in Burkina Faso to consolidate the achievements made since 2013. The main beneficiaries are women of DELWENDE 1 centre (transferred to Sakoula) and Pasanga centre in Ouagadougou who excluded because of “witchcraft” accusations. The project relies on a double advocacy action that concerns the inclusion and rehabilitation of victims, as well as direct support to the empowerment of women.

A civic platform to support the fight against social exclusion of targeted people was set up, including a watch and alert group able to react on any new case. About twenty key actions achievable by 2018 were included in the platform’s list of actions which included (1) the creation of a mailing group for the dissemination of the Act and a Facebook page, (2) the adoption and implementation of a communication plan with awareness messages on the Act and sanctions related to witchcraft, (3) the creation of a discussion blog under the coordination of a CSO to support the platform and, (4) the implementation of a monitoring committee within the platform.

In addition to the important achievements in terms of organization, self-confidence and mutual support with regards to the support for the empowerment of women, three training sessions were directly held with the groups to strengthen the new techniques and acquire new skills in the production of peanut butter and moringa soap. Four other sessions focused on organization, self-confidence and peaceful cohabitation. An important step forward at the economic level, was the opening of a savings account in favour of the production groups.

Advocacy and sensitization was carried out with 50 actors (male and female) from state institutions, traditional and religious authorities, CSOs and people committed to human rights protection on the contents and challenges of the Prevention, Repression and Reparation of Violence against women Act during a successful workshop held in September 2016 in Ouagadougou. Furthermore, the advocacy included exposure to the road map for the withdrawal and reintegration of people excluded based on witchcraft allegations in Burkina Faso. This session was an opportunity to advocate against violence and exclusion. In the presence of radio, public and private TV channels, the Minister of Secondary and Higher Education, Scientific Research, and Innovation advocated against women exclusion and gender-based violence in general. The United Nations Resident Coordinator, who gave two interviews to the media, hailed the efforts of the government towards the eradication of violence against women (VAW) and recalled that the quest for justice and peace is at the core of the UN mandate and work.
Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges towards inclusive and sustainable social development

Strengthening the capacities of African Member States, in particular national bioethics committees, to manage bioethical challenges by using UNESCO’s ethics and ABC education programmes

In 2016, our activities placed emphasis on laying the foundations for the implementation of viable National Bioethics Committees (NBC) in the Sahel region. An important workshop was successfully conducted in Saly (Senegal) in November 2016 on «Bioethics and city management». Approximately 40 key actors (among which 30 from Senegal, two from Burkina Faso, two from Mali and two from Niger) revisited the debates held prior to the setting-up of the legal instruments on Bioethics.

(i) With contributions from theologians, doctors, biologists, sociologists, anthropologists, jurists, and in a multidisciplinary and multi-referential perspective, participants agreed on a definition of bioethics as « the systematic study of human conduct from the perspective of life and health sciences, examined in the light of moral values and principles »;

(ii) Despite the fact that every human community has its own values, culture and way of life, bioethics, understood as ethics applied to (human, animal or plant) life has always been subject to major concern in African societies. Africa is not outside of this topical debate, it is plays a central role in it. With the « Mandé Charter (or “Hunters Oaths”) of 1236, it can even claim to be one of the main historical references of the bioethical debate;

(iii) After the presentation of the bodies in charge of participatory processes in West Africa - Sahel region. An important session was held in Dakar. This session was an opportunity for the Minister and the Director of UNESCO Dakar to set the stakes of Bioethics in Senegal, to insist on the importance of the NBC and to renew the commitment of the government to support the process.

Promouvîre le développement des politiques nationales de jeunesse et soutenir l’engagement civique des jeunes et leur participation aux processus socio-politiques, communautaires et de consolidation de la paix en Afrique de l’Ouest - Sahel

Promoting the development of national youth policies and support the civic engagement of youth, and their participation in socio-political, community and peace building processes in West Africa - Sahel

Within the framework of the implementation of UNESCO Operational Strategy on Youth (2014-2021), all youth-oriented activities carried out in 2016 contribute to providing a global response to the challenges bound to the development of the African youth, particularly in the Sahel region.

The processes of updating the “National Youth policy” (NYP) of Niger, and aligning Senegal’s “National Youth policy Letter” (LNYP) with the Plan Senegal Emergent (PSE) were finalized. The new national documents, formulated in a participatory way, are now printed and entering into their realization phase, with the acknowledgement of the central role played by UNESCO and the satisfaction expressed by national authorities.

The contribution to the fourth edition of the International Festival of youth on Peace and World Cultures: «live Peace 2016 », organized by the CSO “Cooperation, Development

The practice of sport is a recognized instrument for promoting peace, as it disregards both geographical borders and social classes

Group photo of the workshop held in Saly (Senegal) in November 2016 on «BIOETHICS AND CITY MANAGEMENT»
and Action” (CODEVA) in May 2016, was highly appreciated. UNESCO Panel on the Culture of Peace mobilized more than 100 people, mainly pupils from high schools and associated schools. The five speeches delivered and the contributions of the youth allowed to highlight the history and content of the concept of culture of peace as well as its current challenges.

The commemoration of the 10th anniversary of the African Youth Charter (Banjul + 10), was an invaluable opportunity to develop crosscutting and multisectoral synergies which reflect the positive aspects of the field offices reform experienced in Africa. SHS-Dakar and Nairobi, in partnership with Dakar’s Education and Culture sectors and the Pan-African Youth Network on the Culture of peace (PAYNCOP), organized a training workshop for youth, with the support of SHS-Yaoundé, SHS-Bujumbura, SHS-Abuja and SHS-Harare, and the logistic support of the Gambian NATCOM.

Specialists of the different sectors addressed the themes related to culture of peace, gender approach, social inclusion, citizenship, the promotion of heritage and the fight against violence and extremism. The workshop allowed the sensitization of about fifty young participants from all African regions on these various topics.

In partnership with SC-Dakar and Cabo Verde University in Praia, 24 young entrepreneurs and pioneers (men and women) designated in five countries of the Sahel region - (Cabo-Verde-12, Burkina Faso-4, Mali 2, Niger-2, Senegal 4) were trained on the management of innovation and the development of entrepreneurship, during a regional workshop held in Praia in June 2016. The young laureates, who gained knowledge and skills to implement entrepreneurial innovation, in targeted sectors of the economy, created a network to continue interacting through WhatsApp and other electronic means of communication.

In partnership with SC-Dakar and Cabo Verde University in Praia, 24 young entrepreneurs and pioneers (men and women) designated in five countries of the Sahel region - (Cabo-Verde-12, Burkina Faso-4, Mali 2, Niger-2, Senegal 4) were trained on the management of innovation and the development of entrepreneurship, during a regional workshop held in Praia in June 2016. The young laureates, who gained knowledge and skills to implement entrepreneurial innovation, in targeted sectors of the economy, created a network to continue interacting through WhatsApp and other electronic means of communication.

In partnership with SC-Dakar and Cabo Verde University in Praia, 24 young entrepreneurs and pioneers (men and women) designated in five countries of the Sahel region - (Cabo-Verde-12, Burkina Faso-4, Mali 2, Niger-2, Senegal 4) were trained on the management of innovation and the development of entrepreneurship, during a regional workshop held in Praia in June 2016. The young laureates, who gained knowledge and skills to implement entrepreneurial innovation, in targeted sectors of the economy, created a network to continue interacting through WhatsApp and other electronic means of communication.
For the first time, culture is part of the Sustainable Development Goals (SDGs), with several strategic entry points that range from education and culture (ODD 4.7), promotion of local products (ODD 8.9, ODD 11b) or the protection of heritage (ODD 11.4.). Central to Aspiration 5, culture is also inscribed in the African Union 2063 Agenda.

The SDG framework is particularly relevant to West Africa where the cultural sector is facing significant challenges related to the preservation and transmission of a diverse heritage weakened by conflicts, the rapid change of societies and an accelerated urban development. The culture sector also faces the challenge of promoting the diversity of cultural expressions and creative industries through policies and support to the production of local content by creators and cultural actors of the sub-region.

In order to support Member States in their efforts to meet the above challenges, the Dakar Office has focused since 2013 in actions strengthening capacities to enable institutions and individuals to improve the identification, management, protection and valorisation of their tangible and intangible heritage. Thus, in 2016, the first phase of the rehabilitation and reconstruction of North Mali’s heritage has been completed. There is also visible improvement in the management of World Heritage sites. In addition, new heritage training programmes at the University level have been launched.

Regarding creative industries, the Office focused on supporting public policies to strengthen the sector as well as the implementation of actions in favour of artistic freedom, digital creation and the rights of women in the music industry.

Promoting a more sustainable management of the World Heritage

In order to “strengthen efforts to protect and safeguard the world’s cultural and natural heritage” (SDG 11, Target 11.4) and in the continuity of actions carried out in past years, in 2016, actions focused on capacity building and the development of management tools. Thus, in Senegal, the Gorée Island adopted its first management plan since its inscription in 1978 on the World Heritage List. Through trainings and new equipment, the Niokolo-Koba National Park has put in place an efficient programme of ecological monitoring that will generate a statistical baseline for measuring conservation efforts. Preparatory work was also initiated regarding the updating of the management plan for the transboundary site of the Stone Circles of Senegambia. In January 2016, Saint-Louis adopted emergency measures to stop the demolitions of buildings in the protected area and a targeted awareness-raising campaign was conducted throughout the year jointly with local communities to facilitate a better understanding of the value of this site and therefore its management. Similarly, in Mali, corrective safeguarding measures were implemented in the “Old Towns of Djenné”, which was inscribed on the List of World Heritage in Danger in 2016. It included activities protecting archaeological sites and the old urban fabric, building capacities and raising awareness among local communities.
In Cabo Verde, an in-depth assessment of the state of conservation of the site of Cidade Velha was carried-out and shared with various stakeholders. Other conservation activities were launched in 2016, including emergency rehabilitation works on the South wall of Gorée Island - a first in the fight against climate change and coastal erosion -, or the emergency rehabilitation of the CFA building of the Kunta Kinteh Island in The Gambia.

The Dakar Office also provided support for the development of interpretation centres conceived to better understand World Heritage sites and encourage appropriation by the local communities and visitors. Hence, the project of Revitalization of Gorée Island's Slave House, initiated by a consortium comprising the Government of Senegal, the Ford Foundation and the Coalition of Sites of Conscience, started in June 2016. In Saint-Louis, preparatory work for a new interpretation centres has also been launched in partnership with the Three Cultures Foundation, while the new interpretation centre of Kunta Kinteh Island reached its final stage of construction, with funding from the National Council for Arts and Culture (NCAC).

Senegal has been a pilot country for the implementation of a strategy of promotion and branding of the World Heritage sites towards various audiences. Since its inauguration at the Grand theatre de Dakar in February 2016, the photo exhibition « 7 exceptional sites » has travelled to different regions, and generated different derived products such as postcard boxes or posters. The Office also developed a new mobile app known as "VUE d'Afrique" available on PlayStore, which aims to engage Senegalese youth in discovering and taking ownership of their heritage. Finally, to reach a younger audience, a new issue of "Bouba and Zaza" dedicated to the protection and promotion of heritage is being considered for eventual publication.

In line with this strategy, several direct awareness-raising activities for young people were conducted with higher education institutions, ASP schools, and universities (UCAD and UGB). Over a dozen focus groups were organized with tour operators and start-ups (Jumia travel, Dakarlines, Visiter l'Afrique). Lastly, support was provided during the celebration of the first African World Heritage Day in Burkina Faso and in Senegal (5 May 2016).

The rehabilitation of the World Heritage in Northern Mali, notably in Timbuktu, is an example of successful integration of culture within peacebuilding efforts.

This success owes much to the mobilization of the local communities whom have carried out all the operations of urgent safeguarding and reconstruction. Over generations and for at least nine centuries, communities have preserved a unique ancestral knowledge that has enabled the reconstruction of the 14 Saints’ Mausoleums, the rehabilitation of mosques, as well as the conservation of ancient manuscripts’ libraries. They have shown tremendous courage, and their commitment is a statement against all forms of extremism, which goes well beyond the borders of Mali. The mobilization of UNESCO and all its partners has enabled the implementation of the “Action Plan for the Rehabilitation of Cultural Heritage and the Safeguarding of Ancient Manuscripts in Mali”, with an overall funding of 3.3 million dollars with contribution, among other donors, by the European Union and Switzerland. An unprecedented cooperation has been developed with the Malian Government, the United Nations Integrated Multidimensional Stabilization Mission in Mali (MINUSMA), the United Nations Organization in Mali, and the International Criminal Court (ICC). This cooperation has demonstrated the unifying potential of heritage and the important role of culture for security and peace in times of crisis. It has demonstrated the value of considering heritage protection within the mandate of peacekeeping missions. In this regard, what has been achieved in Mali sets a historical precedent. The emphasis on culture is a decisive support for national reconciliation efforts. The worldwide attention to the situation of Mali’s heritage has also led to the successful culmination of the trial on the intentional destruction of the mausoleums at the ICC in 2016.
Protecting the cultural heritage from threats related to armed conflicts and illicit trafficking

In 2016, a new thrust for the protection of Malian heritage was put in place by training Malian armed and security forces on the protection of cultural property in the event of armed conflict. For the first time, this type of training, often carried out in the context of MINUSMA peacekeeping operations, was provided to 30 members of the Malian army and security forces - including customs, gendarmerie and the police. Participants became familiar with the system of the 1954 Convention and discussed how to integrate the protection of cultural property into intervention protocols, military strategies at all levels of the chain of command. They adopted proposals for the attention of the Malian Government, calling for measures to protect Malian cultural heritage. These included the development of a capacity-building programme for the National Defense and National Customs, as well as the integration of teaching modules on heritage protection and UNESCO Cultural Conventions in training schools.

Within the framework of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, and in alignment with Target 16.4 of the SDGs which aims at “significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organized crime” UNESCO supported the elaboration of a policy brief analyzing the situation of illicit trafficking of cultural property in West Africa. This document will serve as basis for mobilization of funds to setup a sub-regional cooperation mechanism from 2017 onwards.

Finally, under the new UNESCO programme on museums, the Office contributed to the international planning conference (July-August) for the new Museum of Black Civilization to be opened in Dakar.

Supporting the safeguarding of intangible cultural heritage and promoting the diversity of cultural expressions

Strengthening national capacities for the safeguarding of the intangible cultural heritage

The highlight of the year was the ratification by Guinea Bissau and Cabo Verde of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003 Convention).

Several capacity-building projects for safeguarding intangible cultural heritage (ICH) funded by the Intangible Cultural Heritage Fund came to an end. The community inventory exercises carried out in Cabo Verde, Senegal and Niger finalized respectively in January, February and March 2016. Restitutions of results of the inventories were organized to celebrate communities’ involvement in the process. These three projects generated brochures, videos, a CD Rom database as well as exhibitions to showcase the key elements of the inventories. In Niger, this exercise also resulted in the revision of Law 97-022 on cultural heritage to include the safeguarding considerations of the ICH.

In addition, this year, Mali implemented the last activities related to the Inventory of its intangible cultural heritage with a view to its urgent safeguarding. At the request of the Malian Government, special support was provided for the revitalization of the ritual of Sanké mon, a collective fishing rite inscribed in 2009 on the ICH list and which required urgent safeguarding. The revitalization included the implementation of activities involving youth. Similarly, Burkina Faso finalized the inventory exercise providing quantitative and qualitative data on the elements of the ICH present on the national territory. It also helped determine their potential for safeguard. As part of the project “Strengthening national capacities for the effective safeguarding of intangible cultural heritage in PALOP countries”, Guinea Bissau organized several trainings in 2016 to strengthen national capacities.
Support to improve the implementation of the Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005 Convention) was provided through three major activities: notably the elaboration and submission of Quadrennial Periodic Reports (QPRs) of Senegal and Burkina Faso; as well as the operationalization of first Category II Centre dedicated to the Convention, the Regional Centre for the Living Arts in Africa (RCLAA) based in Burkina Faso, and the implementation of various initiatives to elaborate public policies and the cultural industries.

As part of the global strategy for capacity-building, the Dakar Office supported the preparation of the QPRs of Senegal and Burkina Faso, and promoted South-South cooperation and sharing experiences and good practices. This work consisted in an analyses, evaluation and promotion of public policies in favour of the creation, production and distribution of cultural goods and services involved both the participation of public institutions and civil society organizations. It resulted on the preparation of Senegal’s first QPR (June 2016) and the preparation of the second QPR of Burkina Faso. This work was supported by the Swedish International Development Cooperation Agency (SIDA) project “Enhancing fundamental freedoms through the promotion of the diversity of cultural expressions”.

Within this framework, both Senegal and Burkina Faso journalists were trained on the 2005 Convention, resulting in extensive national and international media coverage of the interventions.

The Dakar Office supported the development of partnerships and fundraising as well as the strengthening of UNESCO’s RCLAA Category II Centre (Bobo-Dioulasso, Burkina Faso) which aspires to become a centre of excellence and a reference for the implementation of the Convention in the sub-region.

Regarding the elaboration of public policies, the Dakar Office contributed to the preparation and validation of the “Sectorial Policy Letter on Culture and Communication of Senegal” (February 2016), a study on the audio-visual and cinema sectors, as well as the establishment of an innovative health coverage system for cultural actors in Senegal.

2016 marked a new thrust on promoting women’s rights particularly in the West-African music industry sector. In partnership with the International Federation of Musicians (FIM), the Association of Musicians of Senegal (AMS) and trade unions of the sub-region, activities started in January, and were pursued through awareness-raising campaigns in the media (radio and web) to reach a larger audience, and culminated during the Africa Féte Festival (December).

The Office contributed to the enhancement of the visibility of young creators, through the “RFY Young Talents Prize” (April), and to the promotion of digital creativity, within the framework of Dakar Creative City. A major highlight however was the promotion of young Senegalese artists who were able to present the digital installation “Loral Thiossane” at the 10th session of the Intergovernmental Committee of the 2005 Convention in December. This artistic work was created and produced thanks to an artistic residence hosted and curated by Ker Thiossane, a digital creative centre in Dakar. The artists projected this video mapping performance - a new discipline at the crossroads of photography, music, graphic design, coding and engineering - onto the walls of the UNESCO Headquarters in Paris, France.

To prepare for next steps and focus on building institutional capacities and the implementation of safeguarding plans, two situation and needs analysis were carried out in The Gambia and Senegal, as a necessary basis for the mobilization of extra budgetary funds.

### Strengthening cooperation and operational partnerships

In order to meet concrete needs, financial and operational cooperation has been defined in recent years with several regional organizations and bilateral agencies.

For example, an operational partnership with the European Union, established within the framework of the “Programme d’Appui aux Parcs de l’Entente (PAPE)” (support programme to the agreements park), allowed to support the proposal to extend the Regional Park of the W Of Niger as a transboundary property between Benin and Burkina Faso. A partnership with the International Organization of the Francophonie (IOF) helped support artistic residencies at Ker Thiossane and the international competitions organized in Dakar docks. This support made it possible to gain visibility in various media and to also support partnerships with the International Chamber of Commerce in Senegal, the National Commission for the Promotion of the Diversity of Cultural Expressions (CNPDC) in Senegal and the regional network of the Francophonie (ROF).
the creative talents of the sub-region and the production of the digital installation “Leral Thiossane” during the 10th session of the Intergovernmental Committee of the 2005 Convention. Likewise, the partnership with the Spanish Agency for Cooperation (AECID), the Heritage Directorate and the National Parcs of Senegal organized a practical training for the seven World Heritage sites managers through workshops, and a personalized learning programme. A partnership established with the Embassy of South Africa allowed supporting the twinning between the Gorée and the Robben Island sites. Another partnership with the Salon International de l’Artisanat de Ouagadougou (SIAO) provided the setting for a workshop on e-commerce organized in collaboration with the Education Sector.

New partnerships with civil society have also been set up in 2016. For example, with the International Federation of Musicians (IFM) UNESCO started working on women’s rights in the music industry. With young developers, start-ups and photographers who agreed to make available quality contributions for the creation of a database of images and videos on the seven World Heritage sites in Senegal. In addition, a partnership was established with a consortium of Senegalese civil society organizations working in the cultural sector (Sencirk, Africulturban, Factory, HandiEco), the Synapse incubator and the Finnish Foundation for Children and Youth (FCYF) to elaborate a 800,000 euros project on entrepreneurship in the creative sector for the Senegalese youth. The 4-year proposal received funding from the Finnish Government to begin project activities in April 2017.

Through better understanding of its strategy and work agenda in the sub-region by various partners, the Office has been able to increase its capacity to mobilize funds in 2016. Hence, the Culture sector benefited from funds allocated by the Government of Japan for the implementation of the “Emergency measures for the consolidation and protection of the Gorée Island: combating coastal erosion” project. The Sector also participated in an intersectoral activity with the UNESCO Education Sector for the implementation of the “Support for Higher Education on the Promotion of Cultural Heritage and Education for Citizenship in Senegal” funded by the Government of Italy.
**Promoting an enabling environment for press freedom and journalistic safety**

As the United Nations agency with a specific mandate to promote “the free flow of ideas by word and image”, the UNESCO Regional Office for West Africa (Sahel) in Dakar works to foster free, independent and pluralistic media in print, broadcast and online. Media development in this mode enhances freedom of expression, and it contributes to peace, sustainability, poverty eradication and human rights so central in ensuring peace and security in the region.

This foundation is why the Office, throughout 2016, has promoted policies for press freedom and the safety of journalists, and continued to support independent journalism based on professional ethics and self-regulatory principles. Pluralistic and diverse media provides information options so that the public can make good choices. In this regard, UNESCO Dakar has continued to support the development of community media in particular, and foster gender equity in the media. In order to empower individuals as informed producers and consumers of information.

UNESCO’s work in all these areas is part of our support for freedom of expression as an inalienable human right set down in Article 19 of the Universal Declaration of Human Rights.

**Strengthening the environment for freedom of expression, press freedom and journalistic safety**

Since January 2016, campaigns and capacity building for the safety of journalists and the issue of impunity have been reinforced in partnership with EU CAP Sahel-Mali and the Ministry of Security and Civil Protection of Mali. In June 2016, 25 high-ranking officials from the Malian military and 25 pedagogues from the Malian Ministry of Interior and Security were empowered through training on the safety of journalists and the issue of Impunity, along with 10 members of the Malian media. Two training sessions were organized around the theme: “journalists and law enforcement”. The first session, which took place from 13 to 15 June, sensitized senior security officials on freedom of expression, press freedom and the role of journalists in a democracy. The training also strengthened the capacity of agents of the Ministry of Security and Civil Protection in communications techniques and press relations. The second session took place on the 16, 17 and 18 of June, and strengthened the capacity of trainers and pedagogues of the Ministry of Security and Civil Protection on press freedom, freedom of expression and the safety of journalists, to ensure the scale-up of this training and related curricula. As a result of these capacity building initiatives, participants began the adaptation and development of a training module on freedom of expression, the safety of journalists, and press relations intended for use in training schools of Malian security forces.

In November 2016, UNESCO held two additional training sessions in Bamako to train 50 members of security forces and 10 additional journalists on the issue of the safety of journalists and the issue of impunity. This was with the support of EU CAP Sahel-Mali and the OIF, and included enhancing the capacity of four former participants from security forces as assistant trainers in the November session. At the end of the training, the Peacekeeping school and Ministry of Security and Civil Protection confirmed their interest in officially adapting/adopting the UNESCO curricula on this subject at a national level. With the additional support of the OIF, the Sector trained 50 security force members and 10 journalists in Bamako on the same subject. Currently, fundraising is under way to ensure an NRC second to Bamako, and a project proposal to be submitted to the EU, in partnership with EU CAP Sahel-Mali is underway to expand the training to other regions in Mali, along with training support to the judiciary and media sectors on the issue of the safety of journalists. Funding has been confirmed from OSWA and OHCHR to conduct a joint training in the first half of 2017 for training of security forces on the safety of journalists and freedom of expression in Senegal.

Further support to the UN Plan of Action on a regional level has been ensured through Regional celebrations of World Press Freedom Day highlighting the role of Women, Peace, and Security in the Media. On this occasion, celebrated around the theme “Access to Information and Fundamental Freedoms, this is your Right!” the UNESCO Regional Office for West Africa (Sahel), in collaboration with OHCHR’s Regional Office for West Africa, the CESTI journalism school in Dakar and Professor Eugenie Aw and West Africa Democracy Radio, organized a live debate centred around the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. Featuring voices of women journalists and women media professionals in the field from Gambia, Liberia, Sierra Leone, the Central African Republic, Cote d’Ivoire, and Guinea Conacry, the debate focused on women media professionals in conflict and crisis situations. Celebrations this year highlighted the importance of free and independent journalism for advancing the 2030 Agenda, and The UN Integrated Strategy for the Sahel that emphasizes governance, resilience, and security. Against this background, the Celebration underlined the links between press freedom, a culture of openness and the right to freedom of information, and sustainable development in the digital age, underlining that the common thread in all these is the role of journalism, and the importance of safeguarding those who bring this service to the public. Testimonies of women in the field addressed gender specific challenges related to reporting during political crises related to elections and post-election violence, health crises such as Ebola in Liberia, reporting on female genital mutilation, and challenges of imprisonment while pregnant and breastfeeding. The aim of the radio show was to raise awareness on the issue of gender equality in the media and on the value of women in the media world, often harassed or stigmatized because of the type of job they perform and continuing socio-cultural stigma related to women occupying posts in the public sphere.

UNESCO presented the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, underlining its fundamental role in promoting prompt action to protect and safeguard media professionals in both conflict and non-conflict zones.

In further support of expression of freedom and the safety of journalists and on the occasion World Radio Day (2016), celebrated under the theme “Radio in times of emergency and disasters”, UNESCO Dakar, in partnership with stakeholders in the field, developed advocacy initiatives in the countries of its mandate and collaborated with community radios in the Western Sahel to underline the importance of radio as a tool for education and awareness targeting vulnerable populations facing disasters and other major emergencies. More than 50 community radio stations in the Western Sahel organized events and radio shows during the day. Among them, in Senegal, Radio Ceyar FM 89.1, in the city of Thies, broadcast a special programme in the morning of February 13 about the importance of radio in times of emergency and disasters. Radio Ceyar 89.1 collaborates with the National Weather Service in Senegal to provide information on the weather for fishermen at sea, in order to prevent and minimize accidents and loss of life at sea. The African Network for Information and Training on Youth in Burkina Faso, in partnership with UNESCO and in close cooperation with Radio OUAGA FM, organized a programme on “the role of radio in times of emergency and disasters” on Saturday, 13 February 2016, which was broadcast on that evening and on several following days. The radio programme was hosted by Paul Micki Rouamba, emeritus journalist of OUAGA FM radio, with Mr. Abissi Charlemagne, President of the Burkina Faso’s National Union of Free Audiovisual media outlets (UNALFA) as guest, an independent journalist from online newspaper Lefaso.net, Hubert Faré, and Mr. Olio, communication officer of the African Youth Network. In Mali, UNESCO celebrated the first anniversary of the United Nations radio in Gao with the broadcasting of a special programme during the day. The United Nations radio in Gao remains the most common means of communication and the most used in the Gao region, and an important tool for peacebuilding. Independent media have an important role to play in the process of consolidating peace and democracy in Mali. The project of the radio is part of the mandate of the UN MINUSMA-Multidimensional Integrated Stabilization Mission in Mali whose sole purpose is to ensure peace in Mali. The WADR, West Africa Democracy Radio, covering the countries of Gambia, Ghana, Liberia, Senegal, with correspondents in the United States in New York, celebrated World Radio Day by interviewing journalists who narrated their lives in the world of information and their relationship with the radio, in the midst of rapid technological innovations.
In the framework of the International Day to End Impunity, a radio show covering 16 countries and mobilizing 40 partner radio stations in the West Africa region through WAiDR was organized by UNESCO Dakar on November 2nd. Radio guests included the African chapter of the International Federation of Journalists, OSWA, the Office of the United Nations High Commissioner for Human Rights (OHCHR), the African Court on Human and Peoples’ Rights, the Pan African Parliament, Article 19, and the Chairperson and Special Rapporteur on Freedom of Expression and Access to Information in Africa. The celebration of the International Day occurred following a Seminar on Strengthening Judiciary Systems and African Courts to protect the Safety of Journalists and End Impunity, held on 10 September 2016 at the African Court on Human and Peoples’ Rights in Arusha, Tanzania. The seminar was jointly organized by UNESCO with the support of the Dakar Office and the African Court on Human and Peoples’ Rights and served as the main commemoration of the International Day to End Impunity for Crimes against Journalists. This inter-regional dialogue provided an opportunity to discuss African jurisprudence and international standards on the safety of journalists, seek strategies to reinforce the role of the African Court, and increase the number of African countries that join the African Court.

Enhancing pluralistic media, including by adopting gender-sensitive policies

In further support of gender balanced journalism and gender-sensitive media policies in the ECOWAS region, the ECOWAS Regional (four-country) Report on Media and Gender, in partnership with UNWOMEN and OHCHR, was launched in the framework of “Women Make The News” on March 10th. More than 100 members of media and civil society were sensitized to issues related to women and the media and the importance of gender sensitive reporting, and a roadmap for better integration of gender equality in the media in Senegal was developed. Furthermore, a regional social media campaign was undertaken, with one single post reaching over 32,000 people in the region. To further support these efforts, a pedagogical digital comic strip is under production highlighting the importance of gender equality in media, among other priority subjects of the CI Sector. Furthermore, to raise awareness on gender based violence and mobilizing the media to be engaged in addressing GBV at the regional level, UNESCO organized, from 25 November to 10 December, and in partnership with the West and Central Africa Regional Gender Thematic Group (WCA-RGTG) of the United Nations, a celebration of « 16 Days of Activism against Violence against Women » around the theme « From Peace in the House to Peace in the World : an Education for All ». The global objective of the campaign that started on 25 November, International Day for the Elimination of Violence against Women, until 10 December, Human Rights Day, aimed to call on state and non-state actors, populations and individuals around the world to take action to end all forms of violence against women and young girls with all possible tools. The partner of the campaign, WAiDR, West Africa Democracy radio, a trans-territorial, sub-regional radio station based in Dakar, Senegal and with a network of about 40 partner radios in ten West African countries and a chain of correspondents in fourteen countries in the region, produced a total of 16 radio shows, each one broadcast every day of the campaign.

The themes addressed in the radio shows covered justice, education opportunities, maternal health, HIV/AIDS and disabilities, violence in schools, food security, journalism and media, political participation and decision-making, and the UN Plan of Action on the Safety of Journalists and

the issue of Impunity as it concerns specific risks faced by women journalists in the field, with a special focus on women and young girls in West and Central Africa.

Through this campaign led by UNESCO, the participating agencies of the United Nations (FAO, HCDH, OCHA, OIM, ONUSIDA, UNOD, UNESCO, UNPA, UNHCR, UNICEF, UNODC, UN Women, and WFP) mobilized and supported governments and state actors to respect their commitments to end violence against women and young girls. The aim of the 16 days of activism was to carry out a major action of awareness-raising and mobilization of populations on the issue of violence against women and young girls in the communities and at local level, with the voices of beneficiaries on the ground, while highlighting the important role community media plays in promoting both gender equality and the end to gender based violence in the region.

To further foster and underline the link between media pluralism and the diversity of cultural expressions, UNESCO trained Senegalese and Burkinabé Journalists on the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. In the framework of ongoing capacity building initiatives on periodic reporting for the 2005 Convention funded by the Swedish

Government, the UNESCO Regional Office for West Africa in Dakar held a training on March 4th with 20 journalists from online and print press, radio, and television specialized in reporting on cultural issues from different regions in Senegal to further underline synergies between capacity building initiatives on the Convention, Senegal’s current process to elaborate their quadrennial report, and media professionals. The same initiative occurred in November 2016 in Burkina Faso.
Voices from the Field: Malian Police Sergeant Kaly Diakite reflects on the importance of training Security Forces on the Safety of Journalists and the Issue of Impunity

Sergeant Diakité

The police sergeant Kaly Diakite is responsible for the communication cell of the General Directorate of the National Police of Mali. He holds a Master’s Degree in Law and a Bachelor’s Degree in journalism and communication. Before becoming a policeman, he was a journalist and radio host at Bamako, the first free radio of the country. He is also co-founder of the newspaper Le Flambeau, a weekly magazine of general information. He was a participant and then an assistant trainer in the trainings organized by UNESCO in Mali for security forces on freedom of expression and the safety of journalists in the framework of the Implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity.

Security Forces and Media: Input for the improvement of a Collaborative framework

What do journalists do and how do they work? What are their expectations and what do security forces need to do in order to collaborate with them? The response to these questions taught me not only about the importance of journalists in our society, but also showed me how necessary it is to work jointly with the media. This exchange between journalists and security forces, on the subject of promoting press freedom in the framework of a training of security forces on freedom of expression and the safety of journalists allowed us to create a dialogue between security forces and the media in Mali requires honesty, transparency, availability, humility, listening and credibility.

Thanks to the June workshop in Bamako, I deepened my knowledge as it concerns the safety of journalists. I also learned more about the objectives of media professionals and I left the training enriched by all the exchanges with the participants and the trainers. Following this workshop, I became an assistant trainer for the second series of workshops in November. I also shared my experience of 6 years as a journalist and reporter, as well as a member of the Malian police. Currently responsible for the communication cell of the General Directorate of the National Police of Mali, I explained to participants how the cell works and what its mission is. Through this training, I was able to show security forces the importance of working jointly with the media.

The debates between the security forces and the journalists during the workshop were fruitful and I hope that this space for exchange will be the first of a series of trainings between the two. I support the Organizers in their efforts to encourage the Peacekeeping School and the training schools for security forces to adopt a curriculum for the training of police on the safety of journalists and press freedom within the national curricula.

The trainings, organized by UNESCO and the Peacekeeping School in Bamako, in partnership with EUACP Sahel-Mali, the Ministry of Security and Civil Protection, and the International Organization of Francophonie, were warmly welcomed and appreciated by the participants.

Sustaining inclusive knowledge societies

In order to foster a mechanism of south-south collaboration and to support UNESCO’s mandate on Open Access to scientific information, UNESCO participated in a conference entitled “Fourth CODESRIA Conference on Electronic Publishing: Open Access Movement and the Future of Africa’s Knowledge Economy” organized by the Council for the Development of Social Science Research in Africa (CODESRIA), from March 30th to April 1st 2016 in Dakar, Senegal.

The three day conference brought together scientists, academicians, researchers, librarians, archivists, and publishing and communication specialists from African, Arab, Asian, and Latin American countries to discuss the future of open access policies, knowledge production, dissemination and appropriation of information.

The conference created a platform to discuss opportunities and challenges of Open Access of scholarly scientific publications and research, as well as knowledge production and dissemination processes. Proactive actions were discussed and suggested, which included: Article Processing Charges (APCs), innovative Reward system linked to Open Access; Policy imperatives for Open Access; Capacity Building needs new classification methods in libraries; licenses and copyright protection in electronic publishing; and democratic management of institutional repositories in African countries.

The Main Outcome of the Conference was a Dakar Declaration on Open Science in Africa. Signatories of the declaration agree to promote and support Open Science across Africa. The Declaration constitutes a document of paramount importance to address the need for greater South-South communication and collaboration on Open Access policies in Africa and to enable the dissemination of knowledge in a free and open way, available to everyone, with the aim of empowering citizens to be knowledgeable agents of change.

Aware of the lack of open access policies in African countries and the challenge of access to scientific and educational information on the Continent, the Ministry of Posts and Telecommunications of Senegal, in consultation with all national stakeholders concerned and with the technical support of UNESCO, decided to begin the process to ensure the establishment of a national open access policy. The result of this policy will encourage the creation of open platforms free and accessible for all researchers, innovators, teachers, students, media professionals and the public and will encourage collaboration, production, dissemination, and knowledge economies. Senegal will be the first African country to establish an open access policy, which represents an important lever for accelerated development in the country and positions Senegal as a leader in this domain.
Promoting WSIS commitments and outcomes

On a regional level, and in the framework of WSIS Follow Up, UNESCO Dakar represented the Organization at the Regional WSIS Review meeting at the ECA (Addis Ababa), as well as in the experts meeting on Emerging Issues in ICTs. In this regard, UNESCO took the lead in establishing a community of practice for exchange of best practices at the regional level between focal points in the Ministries of Posts and Telecommunications of African countries.

In the framework of the YouthMobile initiative, cooperation was established between the Ministry of Posts and Telecommunications of Senegal and UNESCO, alongside the ITU, Google, and Sonatel. UNESCO Dakar jointly organized training courses for young girls and women in E-commerce and the development of mobile applications throughout the month of April. The trainings took place at UNESCO, with a celebration of International Girls in ICTs day on April 28th. As part of the official celebration and the YouthMobile initiative, a round table between UNESCO, the Ministry of Posts and Telecommunications of Senegal, Sonatel and Google about the importance of the development of mobile applications by young people and women to achieve Sustainable Development Goals occurred, as well as a panel on women’s leadership in the ICT sector. Other activities in the framework of the month long celebration included open days in large companies and ICT innovation centers, mobile development initiatives, trainings in coding, and JIGGEN CITC caravans throughout the country, which brought together women leaders in the public and private technology sector with the aim of educating young girls and advocating for increased ICT production and use to further encourage women to pursue studies and careers in technology and innovation. At least 300 young women were empowered with high-level skills and confidence to develop viable, smart mobile apps for sustainable development and encouraged to pursue careers in the ICT Sector.

Young women learning to develop mobile applications

Since celebrations in April, and through participation of UNESCO Dakar in high-level regional meetings such as Africa Com 2016, private sector partnerships are in negotiations with Google, Facebook, Ericsson, Africa Code Week, SmartAfrica and BBC to support YouthMobile in Senegal and the Sahel Region. International coverage of this work has been ensured through TV features on Al Jazeera, BBC, CCTV, and France 24, and a “women in tech” community has been established to promote mentorship and dialogue between private and public sectors and tech entrepreneurs at a national level. Furthermore, monthly trainings between UNESCO, Sonatel, and the MPT have been established at the Sonatel HQ, with the target beneficiaries of the ASPNet network of UNESCO. Lastly, a mobile application to promote gender equality has been jointly developed and launched by the Ministry of Posts and Telecommunications and UNESCO with the support of the Sonatel, and interest expressed by the Minister that UNESCO accompany the government in developing enabling policies to promote entrepreneurship and innovation in the formal education system in Senegal, as well as young girls in the ICT Sector more broadly. Over 1200 girls in Senegal were trained during 2016 by UNESCO in the framework of the YouthMobile Initiative.

In Burkina Faso, and within the framework of UNESCO’s YouthMobile Initiative, a series of activities to build the capacity of girls on the use of mobile applications to fight against poverty was organized during the months of July and August 2016 by UNESCO and the African Youth Network. During the first phase, 104 girls were trained in the use of mobile applications to fight poverty, especially among girls. The next phase focused on initiating 20 young women leaders of associations in the development, design and sharing of mobile applications.

In order to ensure sustainable interactions among the young women trained through the use of ICT platforms, the African Youth Network made available effective networking tools, specifically designed to facilitate young girls’ understanding of online networking strategies. Young girls, all connected thanks to the virtual network, used social networks as support for direct online exchanges.

Finally, as part of the promotion of women’s entrepreneurship and the dissemination of knowledge acquired during the trainings, eight interactive radio programmes, animated by young girls trained in French and local languages (moore, diula, and dagara) were produced in partnership with community radio stations. These stations, with large audiences in Burkina Faso, including radio stations in the rural regions of Ziniare and Diebougou, had four broadcasts each. The central theme of these radio shows was «Promoting Poverty Reduction among Young Girls through Female Entrepreneurship.»

To emphasize the need to mainstream gender equality in ICTs, and in framework of the celebration of International Women’s Day on March 8th, 2016 under the theme “Planet 50-50 by 2030: Step it Up for Gender Equality”. In this framework, UNESCO presented “Women In African History: An E-Learning Tool” in order to further mobilize civil society actors in the Region to diffuse and utilize the e-learning tool, and assist in the completion of 3 additional modules that will go live in April 2017. To further promote Women in African History, 3 modules on women figures for “Women in African History: An E-Learning Tool” from West Africa (Sahel) are currently in production, as well as translation of the modules into at least one local language to promote multilingualism in cyberspace.
Voices from the Field: Aïda Mansour Lo, young Senegalese mobile application developer on the YouthMobile initiative

My name is Aïda Mansour Lo and I am 24 years old. I am Senegalese and a staff member of SIGESTES team with Miss Khadiatou Mbacke, Miss Nellya Maylis Zohoun and Mrs Boury Tounkara Diop who are outstanding developers but also close friends. We are engineers in computer science applied to business administration and we are graduates of Gaston Berger University of Saint-Louis. This training allowed us to better familiarize ourselves with ICTs and stimulated our desire to become not only consumers of new technologies but also actors who innovate and revolutionize.

With the knowledge gained in this field, we began thinking about solutions we could develop and share. On behalf of Jifitic we presented an information system for secure land management in Senegal (SIGESTES). This project was inspired by the G-ES research centre of Dakar and the national Office as well as the relative part of extra budgetary resources in the activities of UNESCO’s programmes in the region, particularly in the Culture Sector.

Aïda Mansour Lo among Senegalese mobile application developers

The table below indicates the 2016 allocation of funds between the different programme sectors, the main sources of funding implemented within each of these sectors as well as the relative weight of every sector with regard to the total amounts spent by the whole regional office.

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Expenditure under Regular</th>
<th>Expenditure under extrabudgetary projects (EXB) USD</th>
<th>Total expenditure USD</th>
<th>Regular Budget (%)</th>
<th>Projects extrabudgetaires (%)</th>
<th>Poids des différents secteurs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED</td>
<td>341 425</td>
<td>375 804</td>
<td>717 229</td>
<td>48%</td>
<td>52%</td>
<td>29%</td>
</tr>
<tr>
<td>CLT</td>
<td>163 068</td>
<td>1 024 741</td>
<td>1 187 809</td>
<td>13%</td>
<td>87%</td>
<td>52%</td>
</tr>
<tr>
<td>HLS</td>
<td>102 131</td>
<td>112 566</td>
<td>214 697</td>
<td>48%</td>
<td>52%</td>
<td>5%</td>
</tr>
<tr>
<td>SC</td>
<td>159 786</td>
<td>0</td>
<td>159 786</td>
<td>100%</td>
<td>0</td>
<td>7%</td>
</tr>
<tr>
<td>CI</td>
<td>59 262</td>
<td>18 635</td>
<td>77 897</td>
<td>76%</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>825 672</td>
<td>1 609 746</td>
<td>2 435 418</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Culture sector represents 52 % of the executed total budget thanks to the funds deployed in the protection of damaged heritage sites in Northern Mali. Concerning regular programme funds, the Education sector ranks first with 41 % of the total spent budget.

The table below indicates the relative weight of Dakar and Bamako offices in the executed amounts as well as the contribution of each programme sector to this execution by source of revenue. It helps illustrate the distribution of the levels of execution by sector and by office as well as the relative part of extrabudgetary resources in the activities of programme sectors in countries covered by the regional office of Dakar and the national office of Bamako.
National commissions for UNESCO

The national Commissions for UNESCO are national entities established by governments of Member States in accordance with the Organization’s Constitution (article VII) and the Charter of the national Commissions for UNESCO. As liaison bodies, they play the key role of counselling, informing and implementing the programme. Thanks to their direct links with governments and their privileged contacts with public and academic institutions as well as civil society, the national Commissions contribute to the achievement of UNESCO’s objectives concerning the implementation of the programme through collaboration with UNESCO Secretariat in the realisation of activities, the implementation of UNESCO’s Programme of Participation (PP) projects, the partnerships with civil society and the visibility of UNESCO at national, sub-regional and regional levels. They are considered as important and constituent parts of the organization.
UNESCO • DAKAR

BURKINA FASO

National Commission for UNESCO
President: Pr. Alkassoum MAIGA, Minister of Higher Education, Scientific Research and Innovation
Secretary General: Mr. Sanmalme Aristide DABIRE
Website: www.conasco.bf

Introduction: The National Commission of Burkina Faso is a government structure created on May 12, 1961, to liaise, consult and coordinate, execute, inform and evaluate. The Honorable Minister of Higher Education, Scientific research and Innovation is the Chair of the National Commission. It consists of a general assembly, six specialized committees and a permanent secretariat. Its services reflect UNESCO’s various fields of expertise and comprise eleven divisions. It presently comprises 21 officials and 3 interns.

2016 Activities
In 2016, the National Commission of Burkina Faso for UNESCO organized several activities including:

The organization of a training of trainers on Global Citizenship Education in Ouagadougou, within the framework of the “Democracy and Peace” programme, in collaboration with the Ministry of National Education and Literacy, and with the financial support of UNESCO. The objective of this workshop was to train 280 ministry pedagogical supervisors, with a view to further disseminate this theme in the 13 regions of Burkina Faso.

The organization of the World Teachers’ Day in collaboration with the National Coalition-EFA of Burkina Faso.

A success story: The workshop to disseminate the Act on prevention, repression and remediation of violence against women, and of the roadmap for the recall and reintegration of people excluded by witchcraft allegations, Ouagadougou, 21 – 25, September 2016.

CABO VERDE

National Commission for UNESCO
President: Mrs. Maritza Rosabal, Minister of Education
Secretary General : Mrs Maria da Glória Ribeiro Serrano Santos
Website: http://www.conasco.cv/ http://www.cvunesco.org

Introduction: Created in 1987 and endowed with administrative autonomy, the National Commission for UNESCO of Cabo Verde is under the authority of the Ministry of Education. Its mission is to disseminate and impulse policies and programmes approved by UNESCO, in partnership with governmental national institutions and civil society groups. It consists of three bodies: the President (Ex-Officio, government official and responsible for Education), the Executive Secretary and the General Council. Since its creation, the National Commission works in a small team, with six members presently.

2016 Activities
In 2016, the National Commission of Cabo Verde for UNESCO organized several activities, with the support of UNESCO's Multi-Sectoral Regional Office in Dakar, many activities.

In the field of Culture, initiatives were developed within the framework of “The Slave Route” with several exhibitions and conferences in schools and universities. With funds of the Participation Programme (PP), a critical edition of the book “L’Esclave” from José E. Almeida, was published and will be studied at school.

In the field of Science, the National Commission coordinated the project “House of Science of Mindelo”, co-financed by the PP. It also co-financed and supported the experimental sciences project called “Lab in a Box” in schools and teachers training.

As for the Communication and Information sector, the National Commission coordinated the training of community radio journalists at national level, and participated in the second meeting of the UNESCO global survey on “Media and gender study among member states”.

Finally, in the field of Youth and Ethics in Sport, the Commission supported a UNESCO sub-regional workshop on “Management of Innovation and Development of Entrepreneurship” and participated in the opening of the Tenth Sports Games of Portuguese Speaking-Countries Community (CPLP), in Sal.
Gambia

National Commission for UNESCO
President: Honorable Fatou Lamin Faye, Minister of Basic and Secondary Education
General Secretary: Mr Usman Senghore (Acting Secretary General)
Website: www.unesco.gm

Introduction: The Gambia was inaugurated into the membership of UNESCO on the 1st August, 1973. In 1983 the National Commission for UNESCO (NATCOM) was set up to act as an intermediary link between the Government of The Gambia and UNESCO as well as to guarantee active participation in relevant cultural and education programmes. The Commission has enjoyed over the past years a stable financial environment through the increased support of the Ministry of Basic and Secondary Education. The NATCOM secretariat also co-ordinates the Islamic Educational, Scientific and Cultural Organisation (ISESCO) programmes in the country. Furthermore, it cooperates with the office in Dakar (BREDIA). Members of the commission are chosen from different ministries, institutions and non-governmental organisations working in UNESCO’s areas of activity. The Secretary General is secretary of the commission and head of the secretariat. Since 1973, UNESCO has had a keen commitment to supporting development initiatives in The Gambia with a particular emphasis on culture, education, communication, science as well as the culture of peace, women’s issues and HIV/AIDS among others.

2016 Activities

Greater UNESCO visibility has been pursued during the year through the implementation of various UNESCO sponsored activities in the Gambia:

- **BANJUL +10**: 10 Years Implementation Of The African Youth Charter -Accelerating Youth Development in Africa, 21 – 25 May 2016 Banjul – The Gambia: This activity attracted the participation of youths from across Africa

- **International Mother Language Day Celebrations, “My Local Language, My Culture, my Identity”**: 12 participating schools were sensitized on the importance of local languages. TV, voice and print media were also used to discuss issues related to identity and cultural heritage.

- **Launching of the Global Education Monitoring Report ‘Education, Sustainability and the Post-2015 Development Agenda’**: 100 participants came from youth organizations, mothers clubs, parent-teachers associations, school children, media personnel, parliamentarians to community leaders.

- **World Teachers’ Day 2016**: a total number of 1200 teachers from all regions, officials from MoBSE/MAHERST, representatives of civil society organizations, NGOs, and students were in attendance. On the eve of the day, 4th of October, the Minister for Basic and Secondary Education made a television broadcast to the Gambian population

- **2016 International Literacy Day**: Literacy Service Providers, Members of National Technical Committee, Traditional communicators, Government &Non-government Institutions, Local Government Authorities, National Assembly Members, Media, Federation of UNESCO Clubs and Centres were brought together and got sensitized on the importance of literacy in our societies.

Guinea-Bissau

National Commission for UNESCO
President: Mr. Aristides Ocanti da Silva, Minister of State for the Presidency of the Council of Ministers and Government Spokesman.
Secretary General: Mr. Policarpo Marcos Lopes
Website: http://www.unesco.org/nac/geoportal.php?country=GW&language=F

Introduction: The National Commission was officially created by a Decree in 1982 which underwent several revisions, registered in diverse decrees (in particular Decree n°6/91 of 1991). The last revision of this fundamental text was made on May 9, 1999. The National Commission consists of the General Assembly, which holds its regular session every six months upon convocation by 2/3 of its 14 Members or by its President, and of six subcommittees, which represent the diverse spheres of action of UNESCO, and meet periodically according to activities defined by the Commission’s annual working plan. Subcommittee presidents report to the General Assembly. The National Commission includes 14 Members who mainly come from ministerial departments in connection with UNESCO’s fields of expertise. The National Commission cooperates mostly with National Commissions of Portuguese-speaking countries. Furthermore, it has privileged links with the UNESCO Office in Dakar, which provides the Commission with a considerable support in the development of its projects and programmes.

2016 Activities

In 2016, the National Commission organized, with the support of Headquarters and of the UNESCO Office in Dakar, several activities enumerated below:

- Diagnostic survey on literacy and non-formal education (LNFE) in Guinea Bissau: achievement of a diagnostic survey on LNFE thanks to UNESCO consultancy contract;

- LNFE diagnostic survey presentation: presentation, discussion and approval of the diagnostic survey on LNFE;

- Reporting of the training of teacher trainers in Varela village, North of Guinea-Bissau, within the framework of SANDWATCH: an educational process through which students, teachers as well as local communities meet in the field to control their coastal environments, identify and estimate potential threats, related problems and conflicts, and finally develop sustainable approaches for effective solutions;

- Seminar on groundwater resource management: in partnership with the Directorate General of Water resources, aimed at enabling adequate management of groundwater resources, which constitute the primary sources of sustainable water supply, being less vulnerable to pollution, evaporation and climatic variability.
MALI

National Commission for UNESCO
President: Mrs. Assetou Founé Samake Migan, Minister of Higher Education and Scientific Research
Secretariat General p.i.l. Mr. Amadou Hamadi Diarra

Introduction: The Malian National Commission for UNESCO was created in 1963 by an enactment updated for the first time in March 1996 and for the second time, in August 2016. The institution is known as the “Malian National Commission for UNESCO and ISESCO”, and is a consultative body under the authority of the Ministry of Higher Education and Scientific Research. The Commission advises the government on UNESCO and ISESCO objectives, programmes and activities and implements the specific projects financed or sponsored by the above-mentioned Organizations. The commission works in partnership with all actors concerned with UNESCO’s programmes including government agencies, organizations, civil society and academia, among others. The NACOM consists of two main organs: the General Assembly, formed by specialized commissions, and the General Secretariat. The specialized commissions are the Education Subcommittee, the Natural Sciences Subcommittee, the Social and Human Sciences Subcommittee, the Culture Subcommittee and the Communications Subcommittee. The members of the specialized commissions are representatives of state structures, NGOs or associations concerned with UNESCO’s fields of expertise (ex-officio members) or key resource persons chosen on the ground for their personal skills. They meet in assembly once a year convened by the President of the National Commission. A Secretary General appointed by decree manages the General Secretariat of the Malian National Commission for UNESCO and ISESCO. It consists of four divisions including Education; Sciences; Culture and Communication; Youth, Sport and UNESCO clubs and ISESCO. Programme officers under the supervision of the Heads of divisions the divisions are managed by the divisions.

2016 Activities
The Malian National Commission for UNESCO and ISESCO implemented in 2016 a number of activities, in spite of the difficult context that was plaguing the country. The first activity was a meeting following Mali’s participation in the 38th session of UNESCO’s General Conference, held on 26 February 2016 at the Ministry of Higher Education and Scientific Research. All three ministries participated in the meeting, including:

• The Minister of Higher Education and Scientific Research, President of the Malian National Commission,
• The Minister of Education, 1st Deputy-President of the Malian National Commission,
• The Minister of Culture, 2nd deputy-President of the Malian National Commission,
• Staff members of the Malian NACOM, members of the specialized commissions and those of the delegation that represented Mali at the 38th session of the General Conference.

The second activity was the training workshop of agents and members of the Malian National Commission for UNESCO and ISESCO on UNESCO working methods. This workshop was organized with the support of the Ministry of Education of Mali.

The third activity was the launch, at national level, of the 2016 Global Education Monitoring Report. The launch event held from 21 to 23 December 2016 was organized at the Regional Council of Segou, the fourth administrative region of Mali. The Secretary General of the Ministry of Education, the Governor of Segou, the Chairman of the Regional Council of Segou, the Heads of the corporate services of the education department, pupils, parents and local authorities of Segou attended the meeting.

A success story: The most successful activity was the official delivery of kits and school furniture to DJABAL and KONNA schools, two locations affected during the 2012 jihadist invasion. This delivery of kits and school furniture took place from 6 to 8 January 2016, and was made possible thanks to UNESCO’s Emergency Assistance Programme. It allowed to re-equip DJABAL and KONNA schools and to supply pupils with school kits. For the occasion, Dr. Sylango Coumba Touré, Secretary General of the Malian National Commission for UNESCO-ISESCO and two of her agents visited the aforementioned localities.

NIGER

National Commission for UNESCO
President: Mrs. Ali Marimah Elhadj Ibrahim, Minister of Primary Education, Literacy, National Languages Promotion and Civic Education
Secretary General: Mr. Djibril Malam Almajri
Website: http://www.unesco.org/nac/geoportal.php?country=NE&language=F

Introduction: The National Commission of Niger for UNESCO/ISESCO is a consultation, liaison, information, evaluation and programme implementation body, dynamic in UNESCO and ISESCO fields. Its mission is to serve as interface between UNESCO and ISESCO Secretariats and governmental bodies, institutions, associations and people interested in the activities of both Institutions on the one hand, and between National Commissions and other member states cooperation offices on the other. Its mission also consists in promoting the understanding of UNESCO and ISESCO objectives in public opinion as well as formulating views and recommendations for governmental authorities about issues related to UNESCO and ISESCO or concerning the action of the two organizations.

2016 Activities
Within the framework of the 2015-2016 Participation Programme, National Commission in collaboration with state and non-state structures has conducted the following activities:

- Organization of two training workshops in environmental education (Tillabery 10-11 October 2016 and Zinder (920km East of Niamey) 14-15 October.
- Organization of three awareness raising, information and advocacy workshops for gender promotion and prevention of violence against women through the media by RENNED network. These workshops were organized in Dosso for Dosso, Niamey and Tillabery regions; in Tahoua for Tahoua and Agadez regions and, finally, in Zinder for Zinder, Diffa and Maradi regions.
- Organization of a national workshop on capacity building of UNESCO Clubs youth leaders. Gender and development for citizenship education by the Niger Federation of UNESCO Clubs (30-31 December, 2016).
- Organization of a training workshop within the Project for promoting the culture of peace and gender, on host sites of refugees and displaced populations, victims of Boko-Haram in the Diffa region. The ROA E / IP, the West African Network of Teachers organized its activity for integration and peace between 2 to 6 January 2017.

Introduction: the national Commission was created in 1963 and stands as UNESCO’s focal point in Senegal. After the adoption of the Charter of the National Commissions by 1978 UNESCO General Conference, the decree n°82-111 of January 27, 1982 defines the role, the functions and structures of the Senegalese Commission. The Senegalese National Commission for UNESCO is entrusted with the mission of jointly conducting UNESCO activities with, ministerial departments, services, institutions, organizations and private individuals who work on the advent of education, science, culture and communication, with the aim of contributing to the preservation of peace, security and humanity welfare. It participates in UNESCO activities aiming at favoring knowledge and mutual understanding of nations, granting a strong impulse to popular education and the dissemination of culture, as well as to supporting the conservation, promotion and distribution of knowledge. Furthermore, the Commission increasingly participates in UNESCO’s agenda more specifically in the development and implementation of its programmes.

2016 Activities
The Senegalese national Commission has conducted several activities including:

- The organization of the third edition of the Summer University of “Navetanes” in August 2016 under the theme “Education for sustainable development and global citizenship”. The main objective of this meeting was to strengthen the capacities of participants in global citizenship Education so that they can play and assume active roles, both at local and global level, to face and solve global problems, as well as to contribute proactively to the emergence of a fairer, safer, more peaceful, tolerant, inclusive, and sustainable world.

- The organization of a sensitization workshop in the Niayes Region and groundnut basin communities on management and protection of water resources. With the support of UNESCO and in partnership with the Management department of Water resource Planning (DGPRE) and the national Committee of the International Hydrological Programme (PHI) two sensitization workshops of the Niayes region and groundnut basin communities were organized to strengthen the protection of water resources by local communities of targeted areas.

- In partnership with the Network of sociocultural Actors of Senegal (RASCS) and the 3C-mi Cabinet, also organized a sub-regional “Workshop – seminar of capacity building, protection, promotion and dissemination of transnational minority cultural expressions”. The objective was to contribute to the implementation of UNESCO Convention of 2005 within the framework of a multi-component initiative.

- Finally the national Commission for UNESCO, in partnership with the UNESCO Office in Dakar, with the support of the Rosa Luxembourg Foundation and of the Shoa Memorial Foundation, organized in November 2016, an international training workshop of Education leaders on the Prevention of genocides and mass violence. Its objective was to contribute to the capacitation of educational system leaders of the sub-region to teach the holocaust history and other genocides and mass atrocities.