



United Nations
Educational, Scientific and
Cultural Organization

2018 Annual Report

UNESCO REGIONAL OFFICE ABUJA

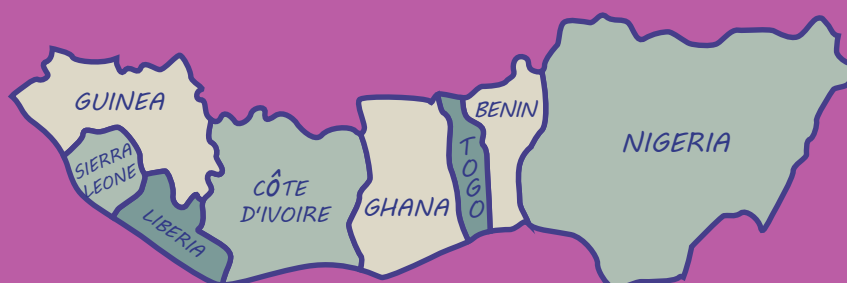


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Foreword

Dear colleagues, partners, and beneficiaries,

It is my pleasure to present the 2018 Annual Report of the UNESCO Multisectoral Regional Office (MSRO) for West Africa in Abuja, which covers eight countries in the region: Benin, Côte d'Ivoire, Ghana, Guinea, Liberia, Nigeria, Sierra Leone, and Togo.

UNESCO MSRO Abuja mobilizes the Organization's expertise and resources in Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information towards promoting the integration, prosperity and peace in the West African region, and in doing so, contributing to the effective realization of the 2030 Agenda for Sustainable Development and the African Union Vision 2063.

This Report outlines some positive steps taken in 2018 with the commitment of development partners, to advance the vision, mission, and objectives of UNESCO in the Region, with positive change in different fields of competence of UNESCO, as outlined below:

Making access to quality education a reality, such as in Bauchi State, Nigeria, where over 5,000 girls and women were provided with education, using the innovative School Meets the Learner Approach (SMLA) promoted under a UNESCO - Procter & Gamble Project. In Togo, system reform with new legal, institutional, organizational and managerial perspectives is in process for the development of the National TVET Strategy, thanks



to a collaborative effort with the Government, through the CapED project.

Water quality assurance was for the first time, the focus of a regional training workshop organized by UNESCO in Ghana. About 71 experts from 27 sub-Saharan Africa countries were equipped with in-depth knowledge on emerging pollutants and water quality processes. Besides, UNESCO's expertise was provided in an international conference that involved 1,127 participants, including Heads of Governments of the Lake Chad region, to address the economic and environmental challenges arising from the shrinkage of Lake Chad, particularly relevant in a global context where solutions to mitigate the negative effects of climate change are explored.

Meaningfully engaging with youth using tools developed by UNESCO

demonstrated innovative ways to implement the UNESCO Operational Strategy on Youth, placing youth themselves in the driving seat. The hosting of the second pilot testing of “Writing for Peace” workshop in Côte d’Ivoire, as well as the engagement of youths from Ghana, Liberia, Nigeria, and Sierra Leone, in co-designing and co-delivering UNESCO activities highlighted the potential of these tools to transform youths into key actors towards active citizenship and peacebuilding.

Protection of cultural and natural heritage has remained a strong commitment in the region. Guinea was supported through its relevant ministries to build an enabling environment for the protection and promotion of cultural and natural heritage, while in Côte d’Ivoire a tentative list was updated with eight new cultural and natural properties.

Empowering youth in the digital age to provide local solutions to problems faced by communities and societies in the region was a key feature of the YouthMobile Initiative and the YouthConnekt programme. Around 800 youths were empowered with coding and mobile application development skills, building a new generation of youth entrepreneurs.

Above all, partnership is key in the delivery of UNESCO MSRO Abuja activities in the region, in tune with SDG 17. Synergy with Governments, UN agencies, the private sector, civil society organizations, academia, and the media has been effectively leveraged on. As a result, in 2018, necessary mechanisms for the implementation of the Plan of Cooperation between UNESCO and the Government of the Republic of Benin were established. Besides, other

successes were recorded, notably in resource mobilization; through the UN Peacebuilding Fund, with projects under joint implementation in Côte d’Ivoire, Guinea, Liberia and Sierra Leone; as well as through Funds-In-Trust from Italy for awareness raising on migration in Guinea, Côte d’Ivoire and Nigeria, and from India for biosphere reserve conservation in Togo and Nigeria.

Looking ahead, UNESCO MSRO Abuja will remain consistent with the vision and aspiration set forth by the 2030 Agenda for Sustainable Development and the African Union Vision 2063, further informed by the ongoing “UNESCO Strategic Transformations” exercise and the “ONE UN” Reform, for a more relevant, visible and impactful UNESCO in the region.

On behalf of the UNESCO team in Abuja, I would like to reiterate our commitment for a more productive year 2019, with benefits and positive impact on the people and countries in the region and beyond. Happy reading!

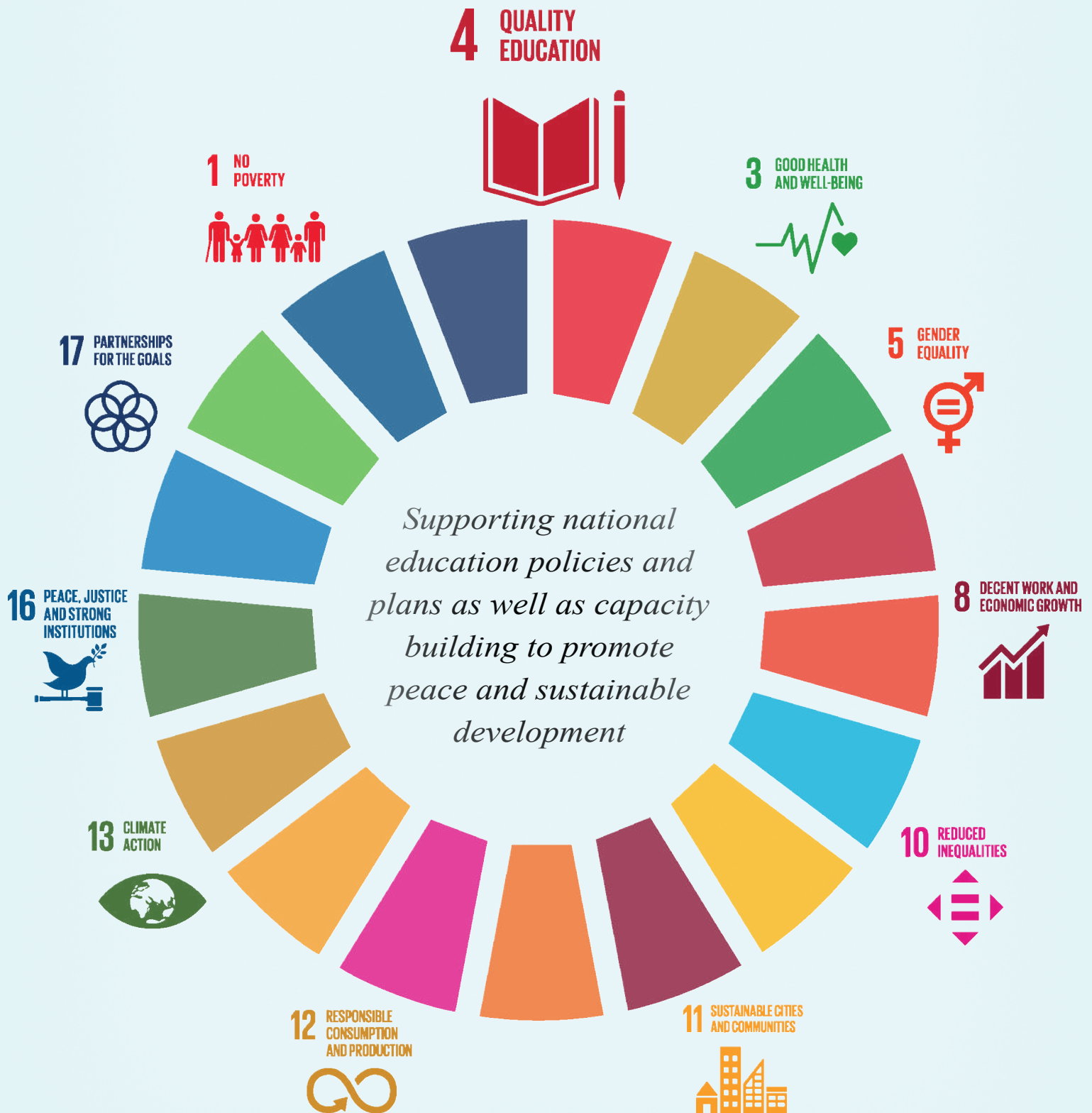


Yao Ydo

Regional Director & Representative

—March 2019

EDUCATION SECTOR



POLICY DIALOGUE FOR THE IMPLEMENTATION OF SDG 4

Launch Of Global Education Monitoring Report and Stakeholders Dialogue

The Global Education Monitoring (GEM) Report is the mechanism for monitoring and reporting progress on SDG 4 as well as other related education targets in the SDG agenda. The Report focuses on the implementation of national and international strategies to hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review. Countries always look forward to the GEM Report, which is the number one reference document in education. UNESCO receives commendations from governments and partners for undertaking the advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard-setting; and for monitoring progress towards the education targets and guiding the implementation of the agenda.

The UNESCO Regional Office, Abuja ensures the launch of the annual report in the countries in its region. For the 2017/2018 edition on '*Accountability in education: Meeting our Commitments*', Nigeria and Liberia organized high-level events to create awareness about the Report, stimulate national dialogues and call for political commitments in addressing the issues raised by the Report and the recommendations.

In Nigeria, over 140 education stakeholders and partners including the Honourable Minister of Education represented by the Permanent Secretary, Arch Sunday Echono, were in attendance at the event, which took place in Abuja in April 2018. The occasion featured a panel discussion with key stakeholders from different backgrounds including the government, CSO, Teacher Union, School Based Management Committee and a youth representative. Highlights of the panel discussions included:

- Mechanisms to track expenditure by the States to ensure accountability of the



Consolidated Revenue Fund going to Basic Education.

- Citizens participation in holding government accountable.
- Accountability of teachers as regards code of ethics, test scores, student evaluation, and results of external examinations.
- Accountability from the perspective of the right to education.
- The role of the youth in ensuring the enforcement of the right to education.

In Liberia, the launch, which took place in September 2019, had the participation of Assistant Minister for Teacher Education,

participants on the SDG 4 and targets, and discuss how Liberia could work towards achieving those targets. The Keynote speaker, Assistant Minister for Basic and Secondary Education, decried the absence of updated statistics on the education sector, and hoped that all would be done to ensure that the latest statistics are made available for appropriate planning and reporting purposes. According to the Assistant Minister, it was a milestone to launch the GEM Report as a wake-up call for aligning all Liberia's education programmes with SDG 4 and the achievement of the global targets with the view to increasing access to all, including the vulnerable and enhancing quality.



Some participants at the GMR Launch in Liberia (Centre- Assistant Minister, Ms. Felicia Doe-Sumah; and Resident Coordinator a.i, Ms. Fatima Mohammed-Cole)

Mr. Washington Gayflor, Assistant Minister Peter Bembah of the Ministry of Youth & Sports, Ms. Fatima Mohammed-Cole, who represented the UN Resident Coordinator as well as Ms. Felicia Doe-Sumah, Assistant Minister for Basic and Secondary Education, who represented the Minister of Education. The objective of the Launch was to educate

The representative of UNESCO recalled the key role of accountability and information management system in improving and promoting access to quality education.

IMPROVING NATIONAL EDUCATION POLICIES AND PLANS FOR ECCE, PRIMARY AND SECONDARY EDUCATION

Girls' Education Strategy Developed In Ghana

UNESCO supported the Girls' Education Unit (GEU) of the Ghana Education Service (GES) to draft a Girls' Education Strategy



The Facilitator of the Girls' Education Strategy Development Workshop

to guide the work of the actors in the girls' education subsector. The Girls Education Network (GEN) and the major development partners in Ghana's education sector

supported this initiative.

UNESCO cooperated with UNICEF to provide technical support to GES to develop guidelines on pregnancy and schooling, which have since been approved by GES management for implementation throughout the country. Among other things, the guidelines have provided an opportunity



to teenage mothers in Ghana to return to school without much hindrance. In addition, two separate capacity-building programmes were organized for forty-four Girls Education Officers on project development, proposal writing, coordination and report writing. At least five Girls' Education Officers have since developed their own projects, mobilized resources and are implementing these projects.

UNESCO Supports Girls' Access To STEM In Ghana



JHS girl asking a question during STEM Clinic at Jasikan, Volta Region, Ghana

UNESCO supported the Ghana Education Service to organize Science, Technology, Engineering and Mathematics (STEM) Clinics in three districts, sensitizing Junior High Schools students (particularly girls) on STEM-related careers through engagement with female role models and other activities. As a result, 800 JHS students (750 girls and 50 boys) gained more insight into STEM

and its importance in national development. The UNESCO International Institute for Capacity Building in Africa (IICBA) and UNESCO Office Accra jointly supported 12 science teacher educators (5 females and 7 males) from three Colleges of Education and four science curriculum specialists (2 females and 2 males) from the Ministry of Education with capacity building on gender-sensitive STEM. The training was aimed at strengthening the capacity of teacher educators to improve upon their pedagogical knowledge and practice in preparing their students for the teaching profession. In sum, the participants learnt about innovative ways to integrate a gender perspective and change the way STEM is taught.

Empowering Girls And Women In Literacy And Skills Development Through The School Meets The Learner Approach (SMLA) In Nigeria

Women and Girls literacy has been seen as the gateway to development. This underscores the economic benefits of educating women and girls in any society. By improving educational opportunities for girls and women, especially in North-East Nigeria, UNESCO, with financial support from Procter & Gamble (P&G), launched an initiative called School Meets the Learner Approach (SMLA) in December 2017. The launch actualised the second phase of the UNESCO P&G funded Project on *Empowering Girls and Women in Literacy and Skills Development using ICTs*.

The project, which was launched in Bauchi State, was to empower at least 50,000 girls and women in the State. Accordingly, the goals of the initiative were to increase the literacy rate among girls and women and to accelerate and underpin national efforts



to achieve the SDG 4 targets, which include ensuring that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy; and eliminate gender disparities in education and ensure equal access to all levels of education and vocational training.

The School Meets the Learner Approach (SMLA) which takes advantage of utilizing ICTs in transmitting e-lessons content through mobile devices amongst other means, empowered girls in six selected subject areas in JSS 2, and non-literate women in Basic Literacy, focusing on ensuring full and equal access to basic education of good quality. This is because of the inability of females to access quality education due to cultural, socioeconomic, religious, and more recently, security challenges.

As at December 2018, the project had:

- Procured and distributed over one thousand, one hundred and ninety (1,190) mobile devices directly to the beneficiaries;
- Mobilized over 200 000 USD from Bauchi state government and UBEB
- Developed an Application software capable of hosting both contents of the formal and non-formal lessons with the ability to run on Microsoft windows and Google android devices;
- Developed, improved and digitized 85 lessons content for Non-Formal Education learners as well as lesson

contents in six subject areas, comprising, Basic Science, Basic Technology, Information Communication Technology (ICT), Physical and Health Education, Mathematics and English Language, for Junior Secondary School Two (JSS2) students. This was achieved with the technical support and institutional validation of the National Mass Education Commission (NMEC) and the Nigerian Educational Research and Development Council (NERDC) respectively;

- Migrated the lesson contents onto mobile devices and desktop computers in 25 Computer Centers in the 6 target Local Government Areas as well as onto the over 1,190 procured devices;
- Trained over 200 personnel, which included 120 teachers and 80 facilitators to serve as the Training of Trainers for the Project;
- Procured and distributed 40,000 exercise books and other learning materials, T-shirts to the target groups to serve as learning aid to enhance learning

and provide visibility for the project;

- Produced a documentary of the Project;
- The project has also received full support from the Bauchi State Government, who has provided additional 3,000 units of mobile devices for beneficiaries.

UNESCO And Nigerian Prisons Service Celebrate 2018 UNESCO Confucius Prize For Literacy

The Nigerian Prisons Service (NPS) won the 2018 UNESCO Confucius Prize for Literacy and UNESCO celebrated this achievement with the Nigerian Government to give further visibility to literacy efforts in Nigeria. A Press Briefing was held in November 2018 at the Ministry of Interior with the participation of key stakeholders including the UNESCO Regional Director, the Honourable Minister of Interior, the Honourable Minister of Education, the





The Hon. Ministers of Education and Interior receiving the Medal and the Certificate from the Controller General of Prisons

Controller General of the Nigerian Prisons Service, the Vice-Chancellor of the National Open University of Nigeria (NOUN), and the media.

High points of the Press Briefing were the presentation of the video clip of the literacy and skill development project that won the 2018 UNESCO Confucius Prize for Literacy; and testimonies of two beneficiaries of the literacy programme organized by the National Open University of Nigeria (NOUN), in collaboration with the Nigerian Prisons Service. In his remarks at the event, the UNESCO Director promised to introduce the literacy and skill development project of the Nigerian Prisons Service as a model to be replicated in other parts of Africa.

National Capacity Building For The Achievement Of SDG 4: Contribution Of The CapED- EFTP@Benin Programme

The CapED-EFTP @Benin programme aims to support the strategy of technical education and vocational training in Benin. During the year 2018, CapED carried out several activities that advanced the cause of TVET in Benin.

TVET Policy Review

Benin had already benefited from a TVET policy review in 2013. UNESCO, in consultation with the Government, decided to update this review with regard to: i) the new socio-political context that has prevailed since April 2016 with the election of President Patrice Talon and his economic recovery programme, ii) the implementation of reforms for wealth creation, employment and poverty reduction; iii) the government's new orientations in education policy, the National Development Plan (NDP) document, the consideration of the SDGs-Agenda 2030; iv) the government's new vision for the development of the education and training sector. The policy review involved two international experts and national executives. The main focus areas of the review exercise were: (i) participatory governance, financial resources and communication; (ii) national framework for certification, quality and employability of young people; (iii) access and equity.

The main conclusions and actions resulting from this review were:

- Establish a link between TVET policies and employment policies; and
- Establish a link between TVET policies and literacy and non-formal education.

The validation workshop for the new version took place at the Benin Royal Hotel de Cotonou in May 2018 in the presence



of a joint UNESCO mission from Abuja and Paris and under the chairmanship of His Excellency MAHOUGNON KAKPO, Minister of Secondary Education and Technical and Vocational Training.

Launch Of A Process To Develop The Validation Of Acquired Experience (VAE)

The issue of skills development is a crucial one in Benin. The VAE represents the quintessence of the certification-trade relationship, from the point of view of the evaluation and recognition of competencies. But it requires the participation of representatives of the business community at all stages of the process, to ensure its relevance, reliability and credibility. Benin's economic and social data seem to characterize a country where VAE cannot be considered as a derogatory and marginal mechanism. In particular, the importance of the informal sector (90% of jobs), the number of sole proprietorships (more than 90% of companies), the proportion of entrepreneurs with an education level not exceeding

primary education (more than 67%) justify the implementation of a “structural VAE”.

It is within this framework that UNESCO has initiated a process of validating learning outcomes, commonly known as VAE¹

A national technical team led by the Directorate of Technical and Vocational Education and Training (DEFTP) worked with the experts between March and November 2018 to: (i) build a shared approach, common understanding and common language of VAE with national managers and officials of education, employment, technical education and vocational training and other relevant ministries, representatives of the economic and social world and the training community; ii) Set up the technical production and validation system for VAE-specific orientations and productions.

¹ The validation of prior learning is a procedure aimed at restoring a certain parity between the achievements of classical education and those resulting from parallel or self-taught paths. It allows any person to have the achievements of his professional experience (salaried, self-employed, voluntary) validated, with a view to obtaining a certification: diplomas from the National Education and Higher Education (from CAP to doctorate via the BEPC, the various BAC, BTS, DUT etc.).



participants and the expert Michel ARIAUD during the Workshop

Thirty management staff were involved in this process and their capacities have been strengthened to produce the legal documents and all the necessary institutional bodies.

UNESCO Heads The International Development Partners Group In TVET In Benin



Handover ceremony at the Swiss Cooperation between UNESCO and Swiss Cooperation. The resident director of the Swiss Cooperation Mrs Valérie Liechi and her colleagues delivering the handover speech.

Following his appointment, the Director of the UNESCO Regional Office Abuja, covering eight West African countries, Mr Yao YDO initiated institutional visits to the sub-region with national authorities, development partners and United Nations System (UN) agencies in order to define ways of cooperation. His meeting with the Resident Director of Swiss Cooperation, lead partner of the Education Development Partners Group and TVET subgroup, in June 2017, enabled him to clearly express UNESCO's intention to take over from Swiss Cooperation, the coordination of the TVET subgroup, active international NGOs and government representatives involved in TVET in Benin. The handing over took place in February 2018 between the Resident Director of Swiss Cooperation, Valérie Liechti, and the Education Programme Specialist, Rokhaya Diawara.

The quality of the dialogue between development partners, active international NGOs and government representatives on the implementation of TVET sub-sector policies and strategies is based on the sharing of a common vision by these different actors and the alignment of the efforts of partners with those of the government and consequently with national TVET development priorities. In this context, it is necessary for partners to reach a consensus to facilitate a structured dialogue with the government. To ensure the visibility of actions carried out in the sub-sector, UNESCO engages in sharing information on current events and the implementation of TVET projects and programmes in Benin through: the publication of an electronic newsletter; and the UNESCO Antenna Facebook account, the platform to boost the mapping of interventions of all development partners in the sub-sector created by the CapED/ UNESCO project. UNESCO has already provided the subgroup with a strategic action plan for 2018-2019 summarizing the interventions of all partners whose flagship activity is the development of a national strategy for TVET.

The UNESCO Regional Office Abuja mobilized the Pole of Dakar of UNESCO-IIEP, the Regional Advisor for TVET of UNESCO Regional Office Dakar, the Section in charge of TVET at UNESCO Paris to ensure the coordination, technical assistance and validation of the strategy.

UNESCO Supports Early Childhood Care And Education In Nigeria

Nigeria alongside South Africa and Zimbabwe are implementing an Early Childhood Care and Education (ECCE) project aimed at building resilience in children through play in 10 communities in



Peer Review Group: Front row sitting from L: representatives of UBEC, NCCE, UNESCO Abuja, FCE Yola and International Consultant, UNESCO ROSA and Zimbabwe

the 3 pilot countries. Funded by Victoria Charitable Trust Fund, the project aims to complement existing efforts by state and non-state actors to help selected communities underserved with quality ECCE services by building their human resource capacity and materials production. Specially, the objectives address four components: a. Awareness; b. tools development; c. capacity building; and d. relationships.

Within the period under review, Nigeria participated in a Peer Review meeting with the other pilot countries and China to share experiences gathered during countries' needs assessment exercise. Nigeria's

participation included officers from Universal Basic Education Commission, Colleges of Education from the two pilot States (Adamawa and Ebonyi) and an ECCE expert. The peer review meeting discussed countries' challenges; the challenges children face globally, especially in humanitarian context; and how to help kids bounce back from adversity by developing attitudes, competencies and skills relevant to resilience using play, the language that children understand best.

Achievements recorded so far include:

- Adoption of the training manuals by Universal Basic Education Commission for capacity building of teachers and parents in the Northeast geo-political zone.
- Play and resilience have been identified as part of the new contents to be integrated teacher education curriculum by National Commission for Colleges of Education.
- UNESCO membership of ECD Working Group chaired by Federal Ministry of Education; and National Child Rights Implementation Committee



Some participants at the Capacity building workshop on Play and Resilience

chaired by the Honourable Minister of Women Affairs and Social Development.

- Capacity building of 301 (159 M; 142F) stakeholders including teacher educators, school administrators, teachers, caregivers, community gatekeepers and parents from more than 30 rural communities in the four project's pilot Local Government Areas.

Our Rights, Our Lives, Our Future Project: Supporting Family Life And HIV/AIDS Education In Nigeria

The Project Our rights, Our lives, Our future (03 Programme) is a UNESCO/SIDA funded project, which has the overall goal of supporting adolescents and young people in Nigeria to realize a sustained reduction in HIV new infections, early and unintended pregnancy, gender based violence and child marriage. The project builds on Family Life HIV/AIDs Education (FLHE) in Nigeria

and addressing the identified gaps. The Honourable Ministers of Education and Health launched the programme in the presence of more than 120 stakeholders in Abuja in June 2018. With the collaboration of UNFPA and other UN Agencies especially the UBRAF co-sponsors, a two-day workshop was organized to develop the programme work plan.

Since the launch of programme, it has achieved the following results:

- Conducted SERAT assessment of Nigeria FLHE Programme. The Assessment findings has since been reviewed and validated by stakeholders.
- Sensitized more than 400 education policy makers at the 2nd National EMIS Conference that led to the approval of a review of Annual School Census tools to integrate CSE/HIV indicators.
- As a result of robust advocacy and networking, the Project has been incorporated as part of the country's national prevention response to HIV.
- Established public-private partnership



Front row R-L representatives of NACA, UNFPA, FMOH, FME, Director Abuja Office, NERDC, EU, WCA Regional Adviser, Prog Specialist; Abuja, FME and Lagos State

with a private sector organization; Lafarge Africa PLC and marketing O3 Programme to a plethora of stakeholders (more than 600) including high-level policy makers and financial institutions during the 5th Lafarge National Literacy Competition.

SMS) in- and out-of-school adolescents and young people with CSE/SRH and life skills information using FLHE curriculum. The Project through the outreaches is inspiring young people to reassess their lives and make amends. A teenage mother who dropped out of



O3 School campaign in JSS, Kpeyigi

- Mobilized additional resources of USD\$1,825,668 through the UN-EU Spotlight Initiative to support the achievement of SDG 5 and a Nigeria where all women and girls, particularly the most vulnerable, live a life free from violence and harmful practices.
- Collaborated with UNFPA in the development of CSE curriculum for Vocational Schools in Lagos State.
- Supporting National Agency for the Control of AIDS (NACA) to develop Parent-Child Communication Toolkit on CSE/SRH.
- Reached 6,331 (5,000 through bulk

school at JSS2 has resolved to go back to school. Another girl was able to confront a young man who harasses her daily on her way to and from school, while another got the courage to confide in her mother about an abuse.

- Sensitized 74 community leaders (47 females and 27 males) on the need for access to CSE/SRH information and services for adolescents and young people in Waru and Orozo communities in FCT who have given their goodwill to the success of the Project and are happy that the Project is helping them discuss issues they could not discuss with their children.



Promoting policies and plans for Technical & Vocational Education and Training (TVET)

UNESCO Supports The Development Of A TVET Curriculum Handbook In Liberia

UNESCO organized a 3-day stakeholders' workshop on the design of a TVET Curriculum Handbook, in March 2018. The objective of the workshop was to introduce stakeholders to the processes, procedures and guidelines in the design of a nation-wide TVET Curriculum Handbook for the teaching and training of TVET courses in Liberia. The event was attended

by at least 50 people, representing the Inter-Ministerial Task Force (IMTF) on TVET, development partners, TVET institutions, Youth organizations and Liberia Chamber of Commerce. Speaking on behalf of the IMTF on TVET, D. Zeogar Wilson, Minister Youth and Sports and Chair, said "the Liberian Government attaches importance to education through the TVET sector and that the future of the country rests in the hands of the young people." He also reiterated government's emphasis on the TVET sector as the sector is cardinal to developing the skills of the youth.

A follow-up training was organized in October, 2018 and participants provided technical inputs to improve the initial draft of the Curriculum Handbook. The handbook has been finalized and is currently being utilized by TVET institutions and development partners as a guide for designing all TVET related curricula in the Liberia.



Modernization Of Technical Education In Togo: UNESCO Supports The Revision Of The Curricula Of Two Industrial Technical Fields.

In March 2018, the national workshop for the validation of the curricula of the F1 and F3 industrial sectors, corresponding respectively to mechanical construction and electrical engineering, took place in Lomé. The revision of the two curricula was carried out with the support of UNESCO through its CapED project and underwent three important stages, namely the evaluation of existing curricula, their revision according to the APC approach and their validation.

The curriculum revision process was carried out using a participatory approach that enabled the capacity-building of sixteen (16) national frameworks on norms and standards in curriculum development or revision according to the competency-based approach (CPA) and integrating digital skills.

The validation workshop was chaired by Mr. Boniface AGAREM, Secretary General of the Togolese Ministry of Technical Education and was attended by Ms. Rokhaya Fall DIAWARA, Education Programme Specialist, representing the Director of the UNESCO Regional Office in Abuja.

Other links :

<http://www.fij-francophonie.org/atelier-de-validation-curricula-filieres-techniques-industrielles-au-Togo/>

<http://tvt.tg/atelier-de-validation-curricula-filieres-techniques-industrielles/>

<http://www.radiolome.tg/2018/03/13/le-nouveau-referentiel-curriculaire-des-filieres-f1-et-f3-en-cours-de-validation/>





Remise officielle des documents de la revue des politiques et de la stratégie nationale d'ETFP du Togo. De gauche à droite, Monsieur YDO YAO, Directeur du Bureau régional et multisectoriel de l'UNESCO à Abuja et Monsieur Georges Kwawu AïDAM, Ministre de l'enseignement technique et de la formation professionnelle du Togo.

UNESCO Supports Togo To Develop A National Tvet Strategy

The process of supporting the development of a National TVET strategy, WHICH STARTED IN April 2017, resulted in a National TVET Strategy Paper for Togo. Through this National Strategy, the Ministry in charge of TVET aims to develop a renewed vision of the TVET system in Togo and to open up new legal, institutional, organisational and managerial perspectives in order to ensure effective governance of TVET, in accordance with the frameworks set out in the Education Sector Policy Statement, the Education Sector Plan (ESP) and the National Development Plan (NDP).

The National Strategy was presented to the Minister of Technical Education and Vocational Training, His Excellency Georges Kwawu in October 2018, at a ceremony held in Lomé, in the presence of some 50 participants, representing public institutions, the private sector, civil society, and technical and financial partners. UNESCO supported Togo in the elaboration of this strategy through its CapED project and was represented at the presentation ceremony by the Director of the UNESCO

Regional Office in Abuja, Mr. Yao Ydo, accompanied by the Education Programme Specialist Ms. Rokhaya Fall Diawara and Mr. Borhene Chakroun, from the Youth, Literacy and Skills Development Section at UNESCO Headquarters.

The development of Togo's National TVET Strategy was carried out with the support of international and national experts. This process has undergone several stages, the most important of which are the conduct and validation of a review of Togo's TVET policies (in 2017), the official launch of the TVET strategy development process (October 2017), the holding of three technical workshops for the participatory development of the strategy and its action plan. The strategic options selected at each stage of the process have been subjected to institutional and technical validation.

Capacity building of national actors was ensured throughout the process through the participatory and inclusive nature of the development exercise. The process has strengthened the capacity of about 45 national managers from the public, private and civil society sectors to develop national TVET strategies.

Other links :

<https://edutech.gouv.tg/node/366>

<http://24heureinfo.com/le-Togo-se-dote-dune-strategie-nationale-de-lenseignement-technique-et-de-la-formation-professionnelle/>

<https://www.manationTogo.com/education-le-sous-secteur-de-lenseignement-technique-et-de-la-formation-professionnelle-se-dote-dune-strategie/>

https://en.unesco.org/news/strategie-nationale-leftp-du-Togo-ete-presentee-au-ministere?fbclid=IwAR2HlaiX9IBIKMcOKWhf10XeII_fq5ABcxILTdWIDkxFkiXFuLFyNbeCnI



Development Of Resources At The National Institute For Vocational Training And Professional Development For The TVET System In Togo

In order to develop a sustained capacity for the pre and in-service training of trainers in the Togolese TVET system, especially in engineering, UNESCO, through its CapED project, is supporting the National Institute for Vocational Training and Professional Development. In this context, series of activities have been implemented by the Institute to provide it with documents for planning its development. Thus, with the support of international expertise in this field, the Institute has developed four planning documents namely:

- An institutional and organizational diagnostic report of the Institute;

- An action plan for the development of the Institute;
- A global operation plan (5 years), with an annual operation plan; and
- An organigram of the Institute's operations.

The process of producing these planning resources has enabled the capacity building of some 40 national managers in planning for pre and in-service training of TVET trainers. All the resources thus produced were the subject of a sharing workshop held in November 2018 in Lomé. The workshop attracted the participation of TVET stakeholders in Togo, including technical and financial partners.

Link related to the activity:

<https://edutech.gouv.tg/node/371>



Support For The Process Of Setting Up National Qualifications Framework (NQF) In Benin And Togo

UNESCO and ECOWAS launched a new initiative to strengthen the recognition of skills and qualifications within and between ECOWAS countries in June 2018. This initiative is intended to strengthen the capacities of ECOWAS countries to reform certification systems, adopting a combined national and regional perspective. It aims to deepen integration and harmonisation, create a common identity, promote the transparency of multiple and complex systems, support the mobility of workers and learners, ensure the recognition and transfer of learning credits and serve social and economic imperatives as defined in the ECOWAS Vision 2020.

In order to support this initiative, UNESCO, through its CapED project, is supporting Benin and Togo in the implementation of their National Qualifications Frameworks (NQFs). Consequently, international experts were requested to conduct an exploratory mission to Benin and Togo, the aim of which was to raise awareness among the actors concerned and to make a diagnosis of the strengths and weaknesses of the contexts of the

two countries with regard to the objective of setting up and operating a national qualifications framework. The reports resulting from this exploratory mission will be validated in the coming months.

UNESCO Supports The Establishment Of TVET Commission In Liberia

UNESCO in collaboration with the Inter-Ministerial Task Force on Technical and Vocational Education and Training (TVET) held a capacity development seminar with over 35 participants from TVET institutions, government agencies and development partners to present best international practices in TVET governance and management as well as resource mobilization to improve the TVET system and engagement with the private sector. The meeting was held in September 2018 in Monrovia, Liberia.

The participants contributed to the development of follow-up actions, which reinforced the understanding of the Inter-Ministerial Task Force on TVET about TVET governance and led to the subsequent pronouncement by the Presidency on 29 January, 2019 to establish the Liberia TVET Commission (LiTCOM) through an Act by the National Legislature. The participants also supported the drafting of the guidelines and procedures leading to the full implementation of the TVET Act after passage into law.

UNESCO continues to provide technical support to the government to develop a TVET governance roadmap and engage stakeholders to support and provide financial resources to the establishment of LiTCOM. The passage of the TVET legislation and establishment of Liberia TVET Commission is fundamental to the regulation, coordination, promotion

and development of TVET through registration, licensing, accreditation, National Qualification Framework, and the development of institutions, programmes and trainers for delivering a labour market relevant and competent workforce.

UNESCO-ECOWAS Certification Framework Initiative

UNESCO, in collaboration with ECOWAS, has launched an initiative aimed at the development of National Qualification Frameworks (NQFs) and a Regional Qualification Framework (RQF) in the countries of the Economic Community of West African States (ECOWAS). The initiative's overall aim is to increase stakeholders' understanding of the issues and challenges related to the development of effective qualification systems at national and regional level.

As part of this initiative, regional

meetings were held in Dakar including a workshop held on 27 and 28 June, 2018 on qualification frameworks in the ECOWAS countries and a round table of Ministers in charge of technical and vocational education and training in June, 2018. Representatives of ECOWAS Member States, as well as experts attended these meetings from Southern Africa, Central Africa and Europe. Most of the participants represented national education and training authorities; there were also representatives from employment services, qualification authorities, the private sector and UNESCO.

A Ministerial round table took place on 29 June 2018, at the Ministry of Vocational Training and provided an opportunity for participants to discuss several key aspects of the initiative. Ministers from Ministries in charge of TVET from the following countries attended the round table: Senegal, Benin, Liberia and Togo.

The regional workshop on qualification frameworks in the ECOWAS region was a major step forward. NQFs and RQFs can



The Director, UNESCO Regional Office, Abuja (3rd from Right) and some of the participants and resource persons

help to create cohesion between training programmes and the labour market's demand for skills. A call for action was adopted and the implementation began with a Regional Technical Workshop on National Qualifications Frameworks in the ECOWAS Region that took place in December 2018 in Abuja.

The workshop served as a starting point for building a community of practice within ECOWAS and moving towards a “common language” for dialogue and cooperation in the area of recognition of skills and qualifications. The capacity of 22 national focal points was reinforced.

TEACHER POLICIES AND TEACHER TRAINING PROGRAMMES

Development Of A National Policy On The Teaching Profession, Cotonou, Benin

The official launch of the process of the development of a holistic national policy on the teaching profession took place in Cotonou in July 2018, under the chairmanship of His Excellency Mr. Karimou SALIMANE, Minister of Nursery and Primary Education, accompanied by his counterparts from the Higher Education, Secondary Education, Technical and Vocational Training, the Resident Coordinator of the United Nations System, and the Head of the International Development Partners (IDPs) of Education.

Benin had approached UNESCO, through the Chief of the Education Sector, to support the development of a national policy

document on the teaching profession. The national teacher policy document should include the vision, the strategic dimensions for the development of the profession such as training, career plan, teacher management /deployment, while maintaining a systemic character from pre-primary to higher



education regardless of the form of education (formal or non-formal). The request was timely because the Republic of Benin had just adopted in June 2018, a new Education Sector Plan (ESP) that responds to government priority of making education a lever for structural transformation of the Beninese economy.

Consequently, one of the sectoral objectives defined in the ESP is the strengthening of the quality of education and training. It is therefore necessary to focus on teachers by giving them the required skills to respond to the new education architecture in Benin, and improving their managerial skills and performance through motivation. These



are main areas of intervention that Benin's teaching policy document will bring, while taking into account the national context and the realities and capacities of Benin for the sector.

To this end, UNESCO is providing Benin with its expertise through the methodological guide developed by the Teachers Task Force and its experts. The guide advocates a highly participatory, inclusive and institutional approach that has led the Beninese authorities to set up a Committee that was inaugurated during the official launching

were carried out following the official launch. It can therefore be concluded that the implementation of the roadmap has so far made it possible to have a preliminary version of the teacher policy document.

Development Of A Harmonized Framework For The Professionalization Of Teachers Of Basic Education In West And Central Africa

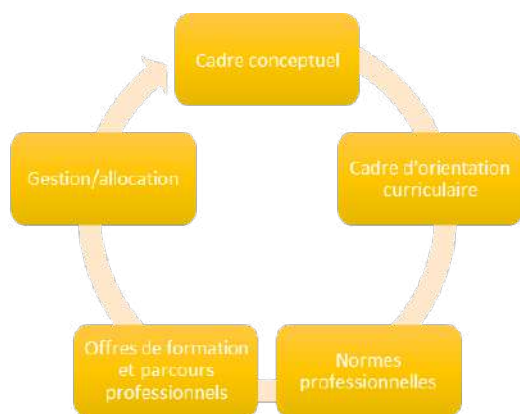


The three Ministers of education accompanied by the Secretary General of the Benin National Commission for UNESCO, the acting representative of the leader of TFP during the launching ceremony of holistic national policy development process teachers

ceremony. They are the representatives of the Ministries in charge of Education, Planning and Development, Civil Service and Finance as well as representatives of IDPs and CSOs.

Several activities namely, the contextualization of UNESCO's methodological guide; the collection and processing of data; the elaboration of policy options and strategic choices and the drafting of the first draft of the document;

Since 2016, the UNESCO offices in Abuja, Dakar and Yaoundé, supported by the Task Force on Teachers and the UNESCO Institute for Capacity Building in Africa, had embarked on the process of developing a harmonized Framework with a common orientation, for the professionalization of teachers of basic education in West and Central Africa. The project pursues the general objective of creating a harmonized 'resource pack' in support of ECOWAS



and ECCAS States engaged in the process of professionalization of teachers of quality basic education.

Several technical orientation meetings, production workshops, data collection and processing activities involving UNESCO specialists, national and international experts, and training of curriculum managers in the countries were carried out. The resource pack is practically at the end of the development process, with each component being handled by different consultants.

UNESCO specialists and experts met in March 2018 in Abuja, Nigeria, to firm up the UNESCO resource pack on teachers' professional standards for ECOWAS and ECCAS.

UNESCO-CHINA Funds-In-Trust Project In Liberia: Development Of Teacher Educators' ICT Pedagogical Skills

Liberia is one of 10 participating countries benefiting from the China-Funds-in Trust Project within the framework of the South-South Cooperation. In Liberia, the project aims at providing pedagogical skills and knowledge in ICT for teacher educators in three rural teacher-training institutions and Teachers' College at the University of Liberia. The main thrust is to ensure that

teacher educators acquire knowledge and ICT skills as well as pedagogical proficiency that will transition them from the traditional method of instruction to the utilization of ICT applications in the teaching and learning process. The project prompts a vital paradigm shift in the education service delivery programme in Liberia, in consonance with SDG 4 and the Liberia Education Reform Act of 2011.

The second phase of the project commenced with 81 teacher educators, with 70 of them advancing to the level where they now conduct their teaching and learning activities, using their acquired ICT skills. The teacher educators were trained exclusively by locally recruited ICT experts through the Ministry of Education, with support from the National Project Office and the National Commission for UNESCO (NATCOM).

During the implementation process in 2018, the project focused on the revision and reproduction of the ICT modules, improvement in internet browsing, integrating ICT pedagogy in courses of the curricula of the Teacher Training Institutions and the development of the first ICT Policy and a Master Plan in Education. One of the teacher educators at the Kakata Rural Teacher Training Institute commented, "I no longer have to depend on the use of chalk and the chalk board, but will now use a projector and a projector board for my teaching and learning process in teacher



Local ICT Experts and Trainers in ICT Curriculum and Certification Workshop

training.” A professor of Teachers’ College at the University of Liberia, asserted, “I am now able to design learning materials with the help of the computer.” Most of the teacher educators became excited that most of them have now acquired their personal laptops to keep themselves in practice.

The following were some of the recommendations of the participants:

- More activities should be included for e-learning as well as the MOOCS, which will enable teacher educators explore the internet and perform more ICT functions in the teaching and learning process, including research.
- Establishment of ICT labs in secondary schools of at least 12 counties where the teacher trainees would apply what they have learned while in training.

A Virtual Machine For Teacher Training Developed In Togo With Support From UNESCO

In order to provide teachers with easy access to real-time training content, UNESCO, through the «CFIT@Togo» project, supported Togo to set up a mobile training and learning system based on ICTs in pedagogical practices. This training scheme called «a virtual machine» has been deployed in the 13 teacher training institutions in Togo and has reached 326 teacher trainers. The virtual machine design process started with a technical specification definition workshop in November 2018, followed by a training workshop for 39 ICTE experts to train the 326 teacher trainers. Today this virtual machine, with a capacity of 45GB, already hosts five ICT modules.



The host PC of the virtual machine to the management formations

UNESCO Installs 13 FacLab/Medialab And Wifi Platforms In Togo

Within the framework of CFIT@Togo, whose objective is to improve teacher training through the use of ICTs, to close the quality gap in education in Africa, 13 FacLab/ MediaLab and Wifi platforms have been created in the 13 teacher training institutions in Togo. The official handover ceremony took place in October 2018 in Lomé, in the presence of the Minister of Education of Togo, the Ambassador of China to Togo, the Director of the UNESCO Regional Office, Abuja and the Education Specialist. During the event, UNESCO-CFIT equipment for the 13 training institutions were presented to the Government of Togo.

Each FacLab is equipped with:

- A hosting PC,
- A video editing PC,
- An interactive whiteboard,
- A printer,
- A scanner,
- An iphone,
- A router and multiplier
- An energy rescue,
- Two computer tables,
- A wardrob



Inauguration of FacLab / MediaLab at INSE of the University of Lome

These facilities will make it possible to build FacLab and Wifi platforms in teacher training institutions. FacLab and Wifi platforms are created and made available to the 13 teacher training institutions with ICT training content in order to facilitate easy and real-time access to the training system set up and enable trainers to design teaching materials through ICTs. The virtual machine developed by the project is accessible locally on the platforms created for this purpose.

More than 350 teachers were trained after the installation of this equipment to improve teaching practices through FacLabs and Wifi platforms. The inauguration of these FacLabs and wifi platforms was chaired by the Minister of Higher Education, Professor Nicoué BROOHM in the presence of Minister of Technical Education, Georges Kwawu AĪDAM, His Excellency Chao WEIDONG of the Embassy of China in Togo and Mr Isselmou BOUKHARI, UNICEF Resident Representative in Togo.

UNESCO Provides Togo With A Package Of Pedagogical Resources On The Use Of ICTs In Teacher Training

Between February and May 2018, UNESCO organized a series of training and production workshops on ICT and

Pedagogical modules for teacher training institutions in Togo. Five (5) international and national experts were mobilized to train 39 trainers. The resource package is now available and consists of 5 modules (Module 1 : Classrooms using an interactive digital board (IWT) and the Open-Sankore tactile educational suite; Module 2: Classrooms online with Scenari (Basar, Opal, WebMedia2); Module 3: Mass assessment on the table using self-corrected MCQs with Auto-Multiple-Choice and optimized exam service management; Module 4: Manage administrative schooling (governance and business process management) with Odoo-OpenEduCat; Module 5 film: shoot, edit with ShotCut and display dynamic information on screen with Xibo.

In addition to the ICTE modules, a series of pedagogical modules were digitized and uploaded to the virtual machine to serve as virtual learning teaching content. These pedagogical modules were developed with 33 trainers of trainers and are presented as follows: Module 1: Monitoring and management of an educational institution: case of an inspection; Module 2: Development, project management and partnership research; Module 3: Monitoring and management of a school (School leadership); Module 4: Alternative to school violence; Module 5: Athletics; Module 6: Research methodology; Module 7: The use of the Oscilloscope

A certification ceremony for the 39 developers of educational content for distance learning received their training certificates in February 2018. A guide to the production and training of the ICT modules produced was published by UNESCO.

HIGHER EDUCATION

E-Education: Online Courses, MOOCs And Challenges Of Virtual Universities At The Heart Of A Regional ICT Training Workshop In Côte D'Ivoire

With the democratization and massification of Higher Education, heterogeneity of targets, and the evolution of learning practices of students from a digital culture, the landscape of Higher Education has changed considerably in recent years. In this context, practices by teachers and professors have been questioned and are changing. The use of ICTs, a catalyst of change, seems to be a vector for the evolution of pedagogical practices. The possibilities of using ICT in Higher Education are twofold. On the one hand, they can help Higher Education institutions reach new students by overcoming the current barriers of time and space; from this angle, the integration of ICT in education helps to improve the quality of education and also provides large access to education. Secondly, ICT

brings new methodology of teaching, called techno-pedagogy.

However, such a transformation does not occur at the same pace in developed and developing countries. In developed countries, artificial intelligence, large data, online courses and MOOCs associated with cloud computing can increase access to lifelong learning while improving the quality of learning and scientific research.

How can innovative pedagogical methodologies contribute to the successful integration of ICTs in universities? What is educational engineering? What are the interactions between teachers, learners and ICTs? What is the place for the learners? What support methods exist? What are the skills required for trainers? What is the educational contract between the different actors and partners of e-learning? What is digital educational ecosystem? What are the limits to the use of ICTs in education?

It is to answer all these questions that the UNESCO Regional Office Abuja, the Ministry of Higher Education and Scientific



Dignitaries and Participants at the Opening Ceremony

Research of Côte d'Ivoire, the ECOWAS, Association of African Universities (AAU) and the Virtual University of Côte d'Ivoire, co-organized in Abidjan, in April 2018, a bilingual regional training workshop on the Design and Management of online courses and MOOCs, with the support of Her Excellency Mrs. Ramata Ly Bakayoko, Minister of Higher Education and Scientific Research of Côte d'Ivoire and Mr. Yao Ydo, Director of UNESCO Regional Office Abuja. The workshop took place in the context of the digital transformations that affect African universities and has enabled the establishment of a network of West African experts in techno-pedagogy. In addition, several concrete recommendations emerged from the workshop, in particular, for Member States, international organizations and experts in digital education.

***Quality Assurance In
Higher Education: The
UNESCO-SHENZHEN Project
Supports The National
Workshop For The Validation
Of Evaluation Benchmarks
In Côte D'Ivoire***

In response to the call made at the 2009 World Conference on Higher Education for UNESCO and its Member States to continue their capacity-building activities to support quality assurance in higher education, and to establish or strengthen quality assurance systems, the Ministry of Higher Education and Scientific Research of Côte d'Ivoire, through its Directorate for Quality and Evaluation continues to take the lead. It is in this context that the National Workshop for the Validation of Evaluation Referentials, was organized in Grand Bassam in March 2018 with the support of the UNESCO-



SHENZHEN project to strengthen quality assurance in Côte d'Ivoire.

The general objective of the national workshop was to provide the Higher Education and Scientific Research System with a set of three (3) national reference systems - Institutional Evaluation Framework, Training Offer Evaluation Framework, Research Programme Evaluation Framework - through a participatory process, including all stakeholders in the higher education and research system. More specifically, the aim was, on the one hand, to make observations and suggestions on the form and content of the documents, and on the other hand, to adopt the documents taking into account remarks coming from all stakeholders in the higher education and research system. More than 60 experts and teacher-researchers participated in the national workshop. The workshop was a follow-up to the launch of the UNESCO-SHENZHEN Project to Strengthen Quality Assurance in Higher Education in Côte d'Ivoire, organized in December 2017, as well as the appointment of members of the National Quality Assurance Commission (NQAC).

Strengthening Quality Assurance In Higher Education In Africa: The UNESCO-Shenzhen Project Strengthens The Capacities Of Teacher-Researchers And Experts In Togo

Following the Lomé workshops in 2017, the UNESCO-SHENZHEN project organized a workshop in the University of Kara to raise awareness and build capacity in quality assurance in higher education. The workshop was held in January 2018 and was attended by several public and private higher education institutions. A total of eighty (80) experts were trained during the event, which was coordinated by Professor François Kuassi Deckon, the Coordinator of the project in Togo. The themes covered were:

- “External quality assurance”, by Professor Kou’santa S. AMOUZOU;
- “Internal quality assurance”, by Professor Denis SOUSSOU; and
- “The challenges of quality assurance”, by Professor François Kuassi Deckon.

In his intervention, the Advisor in charge of Internal Quality Assurance at Kara University thanked all the participants, the project steering team, the technical and financial partners, UNESCO and the municipal government of the City of Shenzhen for setting up the UNESCO-Shenzhen project to help African universities improve the level of quality in higher education. He particularly highlighted the mobilization of teacher-researchers for the project.

For Professor Kuasi Deckon, the UNESCO-SHENZHEN Project to Strengthen Quality Assurance in Higher



Education in Africa partly empowers the Ministry of Higher Education and Research to achieve one of the objectives of the Law (No. 2017-005) on the Orientation of Higher Education of 19 June 2017, namely the establishment of a quality assurance system (Art. 38-39 L.)

The President of Kara University said he was looking forward to the implementation of the project to help build the capacity of his professors in the field of quality assurance. He also took the opportunity to thank the Municipality of Shenzhen, UNESCO, the government authorities, as well as the teams that continue to work on the project.

UNESCO Signs Agreement For A Plan Of Cooperation With Benin For 2018-2022

In April 2017, UNESCO and Benin signed an agreement for a Plan of Cooperation covering 15 projects in five Ministries, that are in line with UNESCO’s fields of competence worth \$49,142,969 (forty-nine million, one hundred and forty-two thousand, nine hundred and sixty-nine USD).

Benin’s decision to undertake this new approach of cooperation with UNESCO reinforces the African Union’s vision that Africa must mobilize more of its internal resources to implement its development programmes. Thus, several meetings

were held by UNESCO along with the concerned ministries, highlighting the new mode of cooperation based on the use of national resources and the joint mobilization of additional resources needed to accelerate the expected results. These meetings were held specifically with ministries in charge of education, culture and communication in Benin, covering UNESCO's fields of competence.

This thus led to the establishment of a restricted inter-ministerial technical committee charged with preparing the document for the plan of cooperation and developing a multi-sectoral pilot programme to be implemented over a period of four to five years. The steps taken following the formation of the committee are summarized as followed:

- The preparation of the 15 projects of the Plan of Cooperation by the ministries with the technical support of UNESCO.
- The introduction of a joint communication to the Council of Ministers

for the approval of these projects and the signing of the Agreement.

- The official visit of the Assistant Director-General of UNESCO for Education to Benin, who forwarded the letter of invitation from the Director-General of UNESCO to the President of the Republic of Benin for the signature of the Agreement in December 2016.
- The actual signing of the Plan of Cooperation in April 2017 by the Minister of Commerce and Cooperation, Mr Aurélien AGBENONCI and the Director-General of UNESCO, Ms. Irina BOKOVA.
- Under the leadership of the Minister of Nursery and Primary Education, and of the President of the Beninese National Commission for UNESCO, the year 2018 was marked by the establishment of the necessary mechanisms for the implementation of the Plan of Cooperation and the mobilization of technical and financial partners for additional resources.



The Minister of Business and Cooperation, Mr. Aurélien AGBENONCI with the Director-General of UNESCO, Irina BOKOVA during the signing ceremony of the Agreement

NATURAL SCIENCES SECTOR



UNESCO Contributes To The Achievement Of SDG6 By Training African Water Experts On Water Quality

In the light of water quality challenges in Africa and the need of meeting the SDGs, UNESCO Regional Office Abuja and UNESCO International Initiative on Water Quality (UNESCO IIWQ) have made great efforts in tackling the issue of water quality in developing countries of Africa. These efforts include commissioning of case studies and organising workshops to ascertain status of water quality management in Member States. In another effort, both entities implemented a Regional Training workshop titled “Regional Training Workshop on Effective Management of Water Quality and Emerging Pollutants in Water and Wastewater”, held in Accra, Ghana in September 2018. This was the first training on emerging pollutants and water quality in sub-Saharan Africa and it was organized in cooperation with UNESCO Category II Regional Centre for Integrated River Basin Management (RC-IRBM) and National Water Resources Institute, Kaduna, Nigeria.

The aim of the training was to increase

knowledge of African water experts, on the subject matter of emerging pollutants, water quality and the management of wastewater.



The training, which contributed to the achievement of SDG6 and SDG15, received 71 participants comprising quality experts, researchers, and policy makers in the water sector from 27 countries from Western, Central, Eastern and Southern Africa. The Director of National Water Resources Institute Nigeria (the host institute of RC-IRBM) welcomed participants to the meeting and noted the importance of water quality in the sub-region. The Director UNESCO Regional Office Abuja, Mr. Yao Ydo was present at the meeting and he informed the participants that UNESCO would continue to organize similar trainings to assist Africa attain the Sustainable Development Goals. The Honourable Minister of Water and Sanitation of Ghana Mrs, Cecillia Abena Dapaah was also present to grace the occasion and she officially declared the training workshop open.



UNESCO Abuja Office Trains Science, Technology And Innovation Experts From Nine Countries Of West Africa

In an effort to support member states to achieve the SDGs, UNESCO Regional Office Abuja, in collaboration with UNESCO Headquarters, UNESCO National Office in Abidjan and UNESCO Institute of Statistics (UIS) in Montreal, organized a training workshop titled “Strengthening Inclusive and Gender Transformative Science Technology and Innovation (STI) Systems in West African Countries”, which took place in Abidjan, in November 2018.



experts from nine countries of West Africa namely, Benin, Côte d'Ivoire, Gambia, Guinea, Liberia, Nigeria, Sierra Leone, The Gambia and Togo.

During the opening session, the Director of UNESCO Regional Office Abuja, welcomed the participants while the Ivorian Minister of Higher Education and Scientific Research, Monsieur Abdallah Albert



The aim of the workshop was to strengthen the capacity of participants to design and monitor STI policies and instruments, ensure accurate STI information, develop adequate indicators, as well as mainstream gender in STI. The training used the tools and methods developed by the UNESCO STEM and Gender Advancement (SAGA) and Global Observatory of Science, Technology and Innovation Policy Instruments (GO-SPIN) projects. The training received 45 STI

Toikeusse Mabri also informed participants that Côte d'Ivoire had opted to encourage STI and place particular emphasis on the participation of girls in STEM. The Minister expressed the gratitude of the Ivorian Government to UNESCO and declared the workshop open.

UNESCO Contributes To The International Conference Of Lake Chad (ICLC) Abuja, Nigeria

UNESCO supported Nigeria and the Lake Chad Basin Commission to organize the International Conference on Lake Chad, which took place from 25th to 28th February 2018, in Abuja, Nigeria. The Conference was declared open by the Vice-President of the Federal Republic of Nigeria, Professor Yemi Osinbajo. The Conference aimed at creating global awareness on the socio-economic and environmental challenges arising from the shrinkage of the Lake Chad. The platform of the Conference was also used to solicit political and financial support for the restoration of the Lake.

UNESCO was represented at the highest level, with the Deputy Director General (DDG), the Assistant Director General for Natural Sciences and the Assistant Director General for Africa. A total of 1127 participants attended the International Conference, representing Heads of State, Ministries, Extra-Ministerial Departments and Agencies (MDAs) at Federal, State and Country Government levels, the Academia, External Support Agencies, Civil Society Organizations (CSOs) and the Private Sector. Notably, the DDG gave a keynote presentation during the opening ceremony on 26 February and key remarks during the High Level Session, on 28th of February.



The Lake Chad Conference was a landmark event during which, participants adopted a Roadmap for Saving the Lake Chad. The roadmap recognizes UNESCO's existing activities in the Lake Chad basin, BIOPALT, and its readiness to support Member States to promote the status of Lake Chad as transboundary World Heritage Site(s) and Biosphere Reserve(s) and to mobilize international partners for sustainable development and peace promotion in the Region.

Launch of BIOPALT

During the first day of the ICLC, the Deputy Director General of UNESCO, Mr. Getachew Engida, officially launched the Biosphere and Heritage of Lake Tchad (BIOPALT) project. The launch of the BIOPALT project saw the attendance of over 150 people from the beneficiary countries, Cameroun, Niger, Nigeria, Central African Republic and Chad, together with their development partners. Civil society and local communities were also represented.

First BIOPALT Regional Review Meeting Holds In Njamena

The BIOPALT project, funded by the African Development Bank (AfDB), aims at strengthening the capacity of the member states of the Lake Chad Basin Commission (LCBC) to safeguard and sustainably manage the hydrological, biological and



cultural resources of the Lake Chad Basin, in order to contribute to the reduction of poverty and to promote peace. In particular, the project will focus on assisting States in the preparation of a nomination dossier for the creation of a transboundary Biosphere Reserve and World Heritage site in the basin. UNESCO in cooperation with the Lake Chad Basin Commission is implementing the BIOPALT project in the five beneficiary countries, Cameroon, Central African Republic, Chad, Niger and Nigeria, from 2018 to 2020. A Regional Review Meeting took place in Ndjamen, Chad in May 2018. During the occasion, the Scientific and Technical Committee was also launched.

The regional meeting attracted 54 participants from 11 countries, including a delegation from UNESCO Abuja Office.

UNESCO-BIOPALT Training On Green Economies In Biosphere Reserve (GEBR) Methodology

Among other activities, and in line with the efforts to support member states to achieve SDG15, the BIOPALT project foresees to use the Green Economies in Biosphere Reserve (GEBR) methodology in the Lake Chad Region. In implementing the GEBR component of BIOPALT, the Forestry Research Institute of Nigeria (FRIN) will work with UNESCO to build capacity on GEBR Methodology in the five BIOPALT beneficiary member states of the Lake Chad Basin namely Chad, Central African Republic, Cameroon, Niger and Nigeria.

A first and important step in the BIOPALT GEBR capacity building was the development of training modules and as such, a consultative meeting with selected resource persons, MAB National Committees, relevant stakeholders and UNESCO was held in September, 2018 in Ibadan, Nigeria, to discuss and produce training modules/materials on the GEBR methodology. Participants included researchers from



FRIN, Nigerian MAB National Committee members, Nigerian National Park Service, National Biotechnology Development Agency, members of the BIOPALT S&T Committee and UNESCO. A zero draft training material was developed consisting of nine modules, drawing experience from the UNESCO-KOICA GEBR project implemented from 2013 to 2017.

In November 2018, the developed training Module was used to train 30 participants from five beneficiary countries of the BIOPALT project namely Chad, Cameroun, Central African Republic (CAR), Niger and Nigeria.

approach for the peaceful management of the Lake Chad natural resources. As such, UNESCO and the Regional Center for Integrated River Basin Management (RC-IRBM) have joined efforts to develop a capacity building programme on water diplomacy and peaceful management of natural resources of the Lake Chad Basin through the PCCP.

The first step of the capacity building programme was the training of five facilitators by UNESCO-IHE Delft, in September, 2018 in Abuja. During this training, existing training modules on water diplomacy and PCCP were adapted, contextualized and tailored to the context of Lake Chad Basin

and also expanded to include peaceful



UNESCO-BIOPALT Training On Water Diplomacy And Peaceful Management Of Natural Resources Of The Lake Chad Basin

In order to support the achievement of SDG6, with a focus on target 6.5, one of the activities of BIOPALT is the use of Potential Conflict to Cooperation Potential (PCCP)

management of natural resources of that region in general.

The second step was a capacity-building workshop which took place in November 2018. The aim of this workshop was to use the training material/modules to train two participants each from the five BIOPALT project beneficiary countries namely; Central African Republic, Chad, Cameroun, Niger and Nigeria. 25 participants have been trained, from the 5 countries around the Lake Chad.

SOCIAL AND HUMAN SCIENCES SECTOR

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



BUILDING INCLUSIVE, SUSTAINABLE, AND PEACEFUL INSTITUTIONS AND SOCIETIES IN ECOWAS

As stated by Audrey Azoulay, the UNESCO Director-General, “building peace is a continuous process. For more than 70 years, the pursuit of peace has been at the core of the mandate of the United Nations system and a major driving force behind all actions undertaken by its different entities. This work requires constant attention and effort, taking into account specific contexts and adapting swiftly to changing realities on the ground. Constructing ‘the defences of peace’ in the minds of men and women needs constant investment.”

In 2018, the 70th Anniversary of the Universal Declaration of Human Rights (1948-2018) was celebrated, and several activities undertaken by UNESCO Abuja Office contributing to strengthening a culture of peace and sustainable development in the region, as a foundation for peaceful and inclusive societies, as called upon under SDG 16.

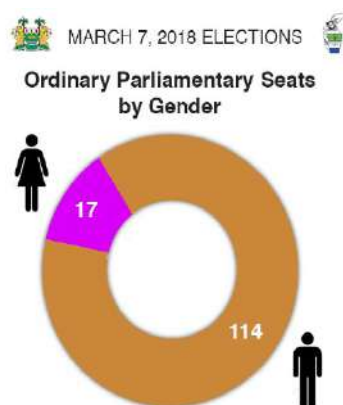
¹ Foreword in the “Long Walk of Peace: Towards a Culture of Prevention”, UNESCO, 2018

SUPPORTING WOMEN AND YOUTH PARTICIPATION IN DECISION MAKING AND ACTIVE CITIZENSHIP

The electoral period remains very sensitive in Africa, and women and youth are essential to be empowered to build a more organized and democratic society through enhancing their active participation and engagement in decision-making.

Sierra Leone: Improving Women's Participation in Political Processes

Women's participation in politics is restricted in Sierra Leone, with only 17 out of 131 seats in the parliamentary poll of March 8th 2018 taken by females. A project under the United Nations Peacebuilding Fund was therefore implemented by UNESCO, in collaboration with UN Women and UNDP, to promote women's inclusion in national policies and action plans for peace, broad participation as political actors and peacebuilding ambassadors at local and national levels. Engaging traditional and religious leaders and the media in awareness raising and narrative shift on women's potential roles and importance in decision making is the key strategy of this project and it would help fully integrate women's rights



and gender equality principles for sustained conflict prevention over the electoral cycle.

Investing in Youth, Building a New Generation of African Leaders

The tremendous potential and creativity



of young people for social, political, and economic participation has been affirmed by the United Nations Security Council Resolution 2250 on Youth, Peace and Security. Also, the UNESCO Operational Strategy on Youth (2014-2021) takes “Civic Engagement, Democratic Participation, and Social Innovation” as its third Axis to realize youth's creativity and potential. With this mission, UNESCO Abuja Office renewed its efforts to empower youth and leaders of youth organizations through capacity building, awareness raising and sensitization in Nigeria and Sierra Leone.

In Nigeria, a Youth, Peacebuilding and Leadership Training towards the 2019 Election was organized by UNESCO together with the Institute for Peace and Conflict Resolution in April 2018. Fifty participants, including youth





leaders from North-Central Geopolitical Zone, attended the five-day intensive course and had a profound enhancement on leadership, capacity to generate and analyze concepts and terminologies for informed decision, programme and project designing to address key social issues relevant with youth, and strategies to influence youth towards the “Culture of Peace”. Furthermore, a vanguard of conflict mediators and negotiators in participating States was built, and it would contribute to the grooming of a new generation of youth leaders and influencers with skills and mechanisms to understand and mainstream peacebuilding and leadership as well as the instilment of proper outlook towards non-violent approaches to conflicts. In addition, the Center for Youth Advocacy and Development, which acts as the coordinating body in Nigeria for the Pan-African Youth Network for a Culture of Peace (PAYNCOP), is at task as well. With UNESCO’s support, it undertook a series of activities under the Make Peace Happen Campaign to build awareness among youth and other stakeholders about effective participation and violence-free elections.

In Sierra Leone, Passion for Humanity, a youth-led organization affiliated to the PAYNCOP, trained youth, women organizations, and community stakeholders about peace and security through organizing peace dialogue sessions and radio discussion programmes as well as peace match and community sensitizations during the cool off day for the run-off elections at the district level. All these promoted youth active

participation and engagement both in and for violence-free elections.

COTE D’IVOIRE: INSTILLING THE CULTURE OF PEACE IN THE MINDS OF YOUNG PEOPLE

Writing Peace

Sainte-Marie College of Cocody, in Abidjan, Côte d’Ivoire, hosted the second pilot workshop on “Writing Peace” in October 2018, following the first experience that was held in Rabat, Morocco.



The training was organized by UNESCO, in partnership with the Ministry of Education of Côte d’Ivoire, the Regional Education District of Abidjan and the National Commission for UNESCO for Côte d’Ivoire, and involved 12 colleges in the region.

Writing peace is a journey through the history of humanity, undertaken in the context of the International Decade for the Rapprochement of Cultures (2013-2022). The Manual is an educational tool developed by UNESCO to engage young people in a dialogue for peace through different writing



systems around the word “peace”. It is available in English, Arabic and French, and soon in Spanish. It is designed to raise awareness on cultural diversity for peace and conflict prevention. It helps school children (aged 8 to 18) to put intercultural dialogue into practice, by initiating its readers to value the interdependence and mutual heritage between cultures, by familiarizing them with ancient and contemporary writing systems.

After a two-day training, facilitators continued to interact with their students for six weeks and submitted an assessment on the impact of the tool to promoting empathy and respect for diversity, which are important steps in the development of intercultural competencies and skills in peace and conflict prevention. A Certificate sanctions this process. It was presented to the facilitators at a ceremony that was held on 3 January 2019 at the UNESCO Office in Abidjan.

Introduction to adversarial debate



UNESCO supported the 3rd edition and pilot phase of the nationalization of a project to raise awareness on non-violence through adversarial debate. Initiated and implemented since 2013 by the NGO OMED, the project benefits from UNESCO’s technical, institutional and financial support.

It consists of an inter-school competition



bringing forward debate on major social thematic; with a view to inculcating among young people the reflexes of a culture of peace, non-violence and dialogue. It also contributes to the reduction of violent behavior among young learners, by encouraging an appropriation of the values of respect and diversity of opinion, as promoted by the practice of adversarial debate. It thus serves as a tool for peaceful crisis management in schools, and promotes the establishment and maintenance of a peaceful learning environment.

The 3rd edition took place in the Marahoué Region, Côte d’Ivoire and involved 12 schools, raising awareness among more than 10,000 young people. In addition, this edition was marked by a real appropriation of the project by the administrative authorities of the region, with the involvement of teachers, students and administration of the various schools, and the creation of non-violence clubs, officially set up by UNESCO to ensure the sustainability of the project.

PROMOTING YOUTH CIVIC ENGAGEMENT

A Youth Civic Engagement Initiative was raised by UNESCO Regional Office Abuja to provide capacity building to the leaders of youth organizations and instill youth-led productions of knowledge for the co-designing and co-delivering of youth-centered innovative solutions to the challenges that youth is facing for democratic participation in public debate, action and

decision-making at local, national, and regional levels.

A Training of Trainers workshop was organized in October 2018 to facilitate the implementation of this Initiative, and it gathered eight selected youth-led organizations from Ghana, Liberia, Nigeria, and Sierra Leone. The workshop was composed of various tailored activities, such as interactive sessions, sharing of experience, case studies, dialogue with key stakeholders working on youth matters, and group work. One important event feature is that key stakeholders from the specialized government agencies on youth and civil society, both at federal and local levels, were invited to have an interactive session with participants. The participating organizations were capacitated for civic engagement, particularly the initiation of a research action to address peculiar issues for youth active participation in decision-making in their respective countries. The quality research results and innovative proposal addressing the key findings will be selected by UNESCO and granted with seed fund for implementation.

GUINEA: THE UNITED NATIONS FIGHTS AGAINST RADICALIZATION AND VIOLENT EXTREMISM



The rise of violent extremism remains a major concern in the region. UNESCO is providing its expertise to address this phenomenon in Guinea, as part of the project on the Prevention of Radicalization and Violent Extremism in Guinea's Risk Areas, implemented by UNFPA, IOM and UNESCO, with the support of the United Nations Peacebuilding Fund.

This 18-month project, officially launched in April 2018 in Conakry, Guinea, targets 14 Districts considered at risk in the country, and aims to strengthen the capacity of the State, in partnership with communities and other relevant stakeholders, to supervise and regulate Franco-Arab schools, Koranic



"In the absence of meaningful opportunities to participate socially, politically and economically, marginalized young people are strikingly creative in forging alternative places of belonging and meaning through which to express themselves."

homes and Muslim places of worship, while improving understanding of the phenomenon of violent extremism and the establishment of early warning mechanisms.

Presiding over its launch, the Secretary General for Religious Affairs, Mr. Elhadj Aly Jamal Bangoura, welcomed the commitment of United Nations agencies to support Guinea's efforts to combat this phenomenon. According to Ms. Séraphine Wakana, then Resident Coordinator of the United Nations System in Guinea, it is not just three agencies, but the entire UN system that is mobilizing for this preventive action, as prescribed by the UN Secretary General's Action Plan against Radicalization and Violent Extremism. For his part, the Regional Director of UNESCO Office in Abuja, Mr. Yao Ydo, welcomed the participatory process both in the development and implementation of this project. He stressed the mobilization of additional resources for long-term impact, through the empowerment of young people from Franco-Arab schools and Koranic households, through technical and vocational training and support for income-generating activities. He also highlighted the sensitive nature of this project and the proactive communication that must accompany its implementation.

OBSERVANCE OF THE INTERNATIONAL DAY OF PEACE IN NIGERIA

UNESCO Regional Office Abuja joined the Government of Nigeria (led by the Institute for Peace and Conflict Resolution) and the international community to celebrate the 2018 International Day of Peace (September 21st), which is set up to annually to strengthen the ideals of peace and to alleviate the tensions and causes of conflicts. The year's theme, "The Right to Peace—The Universal Declaration of Human Rights at 70", was observed in Nigeria in collaboration with key partners¹. The week-long activities for observance in



¹ UNDP, UNESCO, UN WOMEN, Nigeria Security and Civil Defence Corps (NSCDC), African First Ladies Peace Mission (AFLPM), National Gallery of Art (NGA), Rotary Club of Abuja Metro and FIRST Initiative in Nigeria, and the Toguna Foundation.

Peace is feasible only when an inclusive society is promoted, access to justice for all is ensured, and effective, accountable, and inclusive institutions at all levels are constructed.



Nigeria included a Press Conference, inter-religious prayers for peaceful coexistence, a peace art competition and exhibition, a peace football match, a peace parade/walk, peace lectures, and a book launch.

UNESCO Regional Office Abuja facilitated the launch of the book “Long Walk of Peace: Towards a Culture of Prevention”, which is a UNESCO publication released in May 2018 and was developed in partnership with the Abat Oliba CEU University in Barcelona, Spain as well as in collaboration with other UN agencies.

Experts and stakeholders attending the Launch reiterated the need to respect fundamental human rights as a prerequisite for peaceful and inclusive institutions as well as a foundation for social cohesion and sustainable peace in society, as echoed under SDG 16. The Peace Lecture on the occasion was delivered by Professor Dakas C.J.

Dakas, University of Jos, who underscored the fact that peace is feasible only when an inclusive society is promoted, access to justice for all is ensured, and effective, accountable, and inclusive institutions at all levels are in place.



ENGAGING WITH RESEARCHERS TO INFORM POLICY-MAKING



UNESCO works to ensure responsive, inclusive, participatory and representative decision-making and policy making through fostering innovative production of knowledge, consolidating efficient linkages between research practice and policy-making and building constructive dialogue among stakeholders. UNESCO Regional Office Abuja supports Member States in improving inclusive and evidence-based policy making and implementation as well as strengthening regional and global cooperation and exchanges to valorize human rights and build peace.



BRIDGING THE RESEARCH-POLICY GAP ON MIGRATIONS

Nowadays, migration is frequently reported in the media, with a highlight on the particular population flows from sub-Saharan Africa to Europe and the corresponding challenges, mainly from a Western perspective. For further looking into this phenomenon and developing an African perspective, UNESCO field offices in Africa, through their Social and Human Sciences sectors and under the lead of UNESCO Office Harare, organized an international conference in Johannesburg, South Africa, themed “Southern Perspectives on Migration: Addressing Knowledge Production, Policies, and Cooperation”.

This conference registered perspectives of African scholars and analysts working on the topic of migration in order to strengthen collaboration and conversation within the Global South. The exploration of the linkage between theoretical perspectives on international migration and the implementation of public policies was done and offered a reflective and critical space to bridge some of existing gaps between the supply and demand sides of migration data and knowledge production in the following sub-themes:

- (a) Migration data: Ethical, methodological and political challenges;
- (b) Migration and development between academia, activism and policy-making;
- (c) Policy formation: Dynamics and drivers of change; Categories and definitions in migration debates;
- (d) Scales of migration: Cities, regions, states and international organizations;
- (e) Comparative perspectives on migration and South-South cooperation;
- (f) Migration and social transformation;

(g) New frontiers in African migration research and policies: What’s next?

The recommendations from this conference nurtured discussions towards the adoption of the UN Global Compact on Migrations in Marakech, Morocco, in December 2018. They also built a solid foundation for the preparation of the Regional Colloquium on “Irregular migrations from West Africa towards Europe: Stakes and Challenges for ECOWAS”, which is to be held in March 2019 in Grand Bassam, Côte d’Ivoire.

PROSPECTS TOWARDS ESTABLISHING A UNESCO FUTURE LITERACY LAB (FLL) IN AFRICA

In January 2018, a UNESCO mission was held at the Covenant University in Nigeria to explore possible collaboration opportunities between UNESCO and the Covenant University as well as to assess the university’s interest and capacity to host a Future Literacy Lab (FLL) research hub. This was in the frame of the “Imagining Africa’s Future project” implemented by UNESCO and funded by the Moroccan Foundation “Office de Phosphate Cherifien”. The FLL is a new research approach bringing together different stakeholders to reflect and predict feasible scenario in line with a given societal



issue, in as diverse areas as education, governance, social inclusion, etc.

The mission to the Covenant University included a public lecture entitled “Transforming the Future – Africa and the Role of Anticipation in the 21st Century”. This entailed a conversation with main visitors—Riel Miller from UNESCO and Lots Damhof from Hanze University, Netherland, with the presence and participation of Bayo Akomolafe from the Covenant University as well as Prof. Atayero, the Vice-Chancellor of the Covenant University. Through their presentations, they provided relevant ideas and tools to inform participants on approaches towards critical thinking and new methods for building assumptions for predicting and imagining possible scenarios, and the means to probe such assumptions, namely through evidence-based research.

12TH GLOBAL BIOETHICS SUMMIT 2018

In March 2018, , 138 participants from National Ethics and Bioethics Committees, Governments, Bioethics and Research Networks, and other related organizations from 71 countries gathered in Dakar, Senegal for the 12th Global Summit of National Ethics/Bioethics Committees, which was organized by the World Health Organization and UNESCO on the theme “Bioethics, Sustainable Development and Societies”.

The Summit assessed the needs of National Bioethics Committees, notably for capacity building, networking through the building of interregional collaboration, and for resource mobilization, in particular to support the development of research and higher education in Africa. This Summit on bioethics in Africa was attended by five countries covered by the UNESCO Regional Office Abuja, namely: Benin,





Côte d'Ivoire, Guinea, Nigeria and Togo. The establishment of National Bioethics Committees remains limited in the region, and the need to strengthen their contribution to debates on bioethics and ethics of sciences and technology is essential.

A final statement was endorsed by participants at the end of the Summit, calling for more cooperation on (a) Ethics of electronic data (including the rising questions on artificial intelligence); (b) Health systems resilience during outbreaks and disasters; and (c) Social justice and civil society.

CELEBRATION OF THE WORLD PHILOSOPHY DAY 2018 IN NIGERIA

The 2018 Biennial Conference of the Philosophers Association of Nigeria (PAN) held in November 2018 at the Adekunle Ajasin University served as a platform for the celebration of the World Philosophy Day, which is observed every year on the third Thursday of November. This event was organized with support from UNESCO

Regional Office Abuja and its theme was “Teaching Moral Character and Creative Thinking in Primary and Secondary Schools for National Development”.

Presentation of research abstracts and relevant discussion shed light on the challenges and opportunities for teaching moral character and creative and critical thinking at the pre-tertiary level of education in Nigeria. Some pedagogical suggestions were raised, such as promoting moral education and teaching of philosophy in the way of using cultural values to share relevant ethical principles and norms. Also, a development project of philosophy teachers and academia was proposed by the PAN in order to contribute to sustainable development of Nigeria.

The Celebration of the World Philosophy Day ended up with a march around the Adekunle Ajasin University, as a means



for the PAN to raise awareness on the Day as well as the challenges faced by their discipline within the academia.

COMMITMENT TO ERADICATE MODERN DAY SLAVERY

The commemoration of the UNESCO designated International Day for the Remembrance of the Slave Trade and its Abolition usually takes place on the 23 of August of every year. This mirrors the landmark event that took place on the night of 23 August, 1791 in Santo Domingo, the two nations of Haiti and Dominican Republic, which played a crucial role in the abolition of the transatlantic slave trade. In its celebration, the day serves to re-inscribe this sad page of human history in the recollections of all peoples.

The celebration of the Day took place in Abuja in September 2018. The commemorative event, was organized under the theme “Awareness on Modern Day Slavery: A Sure Route to its Eradication”, and implemented as a collaborative effort between UNESCO Regional Office Abuja and the Federal Ministry of Information and Culture. It started with a radio discussion on the chosen theme, aired over Voice of Nigeria, the national radio station, in September 2018, and witnessed a large turnout of people from diverse walks of life.



The UNESCO Director-General, Audrey Azoulay, in her Message on the occasion of the International Day for the Remembrance of Slave Trade and of its Abolition stated that: “the Day helps to guard against racial prejudices that have been developed to justify slavery and continue to fuel everyday racism and discrimination against people of African descent”. She further outlined that trafficking and slavery had been recognized by the international community as crimes against humanity since 2001 and that the scourges resurface at regular intervals in different ways and in different places. The Director-General therefore, invited everyone to support efforts to raise awareness about shared history and to oppose all forms of modern slavery.

Addressing the participants, the Honourable Minister of Information and Culture, Alhaji Lai Mohammed, represented by the Permanent Secretary, Deaconess Grace Isu Gekpe, made reference to millions of men, women and children, that were victims of the transatlantic slave trade and reiterated the commitment of the Ministry to commence in earnest a campaign on the eradication of human trafficking, child labour, forced marriage, kidnapping, and other similar vices, which are the realities of modern day slavery.

Among the activities of the Day was a paper presentation by Mr. Chidi Okafor of National Agency for the Prohibition of Traffic in persons (NAPTIP). A video clip was also displayed to showcase different tricks ranging from football, jobs, marriage, to educational pursuits that traffickers employed to lure innocent young men and women into slavery. Mrs. Nddi F. Aimienwawu, Director General, Centre for Black and African Arts and Civilization presented a paper on “Irregular Migration, Organized Crime and Modern Day Slavery in Africa”. The ceremony ended with exhibitions and a cultural performance.

CULTURE SECTOR



The Culture Sector of the UNESCO Regional Office in Abuja, remains committed to working with the countries under the aegis of the Office to ratify and effectively implement all the six trend setting UNESCO Conventions on Culture. To achieve this, the Sector works closely with the Ministries in charge of Culture as well as other relevant stakeholders in the various countries to protect, promote and transmit heritage in all its forms. The Sector also collaborates with the relevant parastatals, donors and industry stakeholders to foster creativity and support the positioning of culture as a driver for sustainable national development within the larger framework of the countries' development strategies. Pursuant to this objective, the Culture Sector has engaged with Nigeria towards ensuring that the National Policy on Culture was updated, approved and fully implemented. The Sector also worked with Ghana to validate the needs assessment outcomes for preserving the intangible cultural heritage of Ghana. The Abuja Office also supported Guinea in the conduct and validation of a needs assessment in terms of cultural and natural sites. The Sector supported Côte d'Ivoire as well in the update of its tentative list, all in regard of the 1972 Convention on the Protection of the World Cultural and Natural Heritage.

UNESCO Supports The Implementation Of The National Policy On Culture In Nigeria

In a bid to support Nigeria to position culture at the centre of its development strategies, UNESCO Regional Office, Abuja in partnership with the Federal Ministry of Information and Culture organized a workshop on “The Draft Reviewed National Policy on Culture” in July 2018. The workshop, which aimed at supporting the country to expedite the adoption, approval and implementation of the draft culture Policy, brought together stakeholders from relevant organizations and the government of Rivers State.



UNESCO Regional Director presents Opening Remarks

The Regional Director emphasized that culture can only play its role effectively if the government makes deliberate and conscious efforts to meet cultural needs by making use of institutional resources available and ensures that the nation's cultural policy is approved and implemented to the letter. He further described as imperative the need to update and validate the pre-existing National Culture Policy for Nigeria in view of the fact that it was produced since 1988. The Director urged the responsible stakeholders to do the needful to expedite the passage process of the Culture Policy by the Federal Executive Council, as this would go a long way in ensuring that the policy becomes a

living, operational document, rather than mere words on paper.



A cross section of the participants

The Permanent Secretary, Ministry of Information and Culture, Deaconess Grace Gekpe, represented by Mr. Sallau Makan acknowledged the tremendous efforts UNESCO had exhibited to support the Culture sector in Nigeria. He informed the stakeholders that Nigeria's reviewed draft National Policy on Culture was at the verge of conclusion, as the policy document was ready for the approval of the Federal Executive Council.

The highpoint of the programme was the presentation of the broad overview of the draft National Culture Policy on Culture by a top management officer in the Ministry, Mr. Ralph Fubara Wilcox. This paved way for the stakeholders' discussion on the implementation strategy of the culture policy and subsequent production of a communique on the effective implementation of the reviewed draft National Policy on Culture when approved and adopted by the nation's Federal Executive Council. The communique, which detailed the proposed steps to achieve full adoption and implementation of the reviewed and updated National Policy on Culture for Nigeria, was shared with relevant stakeholders and partners including but not limited to ECOWAS, UNDP and AFDB.

Creating An Enabling Environment For The Safeguarding Of Intangible Cultural Heritage (ICH) In Ghana



Within the framework of UNESCO's global capacity building strategy for the implementation of the 2003 Convention, a strategy was put in place to assist States Parties to create institutional and professional environments favorable to the sustainable safeguarding of intangible cultural heritage (ICH). In this context, support was given to Ghana to lay a solid foundation in strengthening its capacities for safeguarding the country's ICH.

UNESCO therefore organized a validation Workshop on Needs Assessment in the field of Intangible Cultural Heritage (ICH) for Ghana in December 2018, after fieldwork to identify needs for the sustainable safeguarding of ICH. The fieldwork included one on one conversations, observations and focus group discussions in Accra, Kumasi, Tamale and Cape Coast.

The activity was organised under the patronage of the Ministry of Tourism, Arts and Culture and involved the Ministry of Chieftaincy and Religious Affairs, National Commission for UNESCO, Folklore Board and Ghana Culture Forum. The needs assessment report was presented together with a multi-year capacity building project proposal. Both were validated. The proposal could later be used to raise funds to support the culture sector in general and in particular the safeguarding of ICH in Ghana.

Key focus areas of concern are as follows:

Policy and legislation;
Public awareness/
education; Community
based inventorying;
and Sustainable
development.

The Government committed to review the cultural policy created in 2004. This step would enable the integration and localization of the key international conventions within the sustainable development agenda.



Diverse participants from the Government, Civil society, Academia, social enterprise, youth and private sector.



Côte d'Ivoire Revises Its Tentative List

As part of the implementation of the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, UNESCO supported Côte d'Ivoire in updating its Tentative List. The workshop brought together 34 participants from the Ministries of Culture, Environment, Higher Education and Tourism and local authorities. Also part of the participants were youth associations, including the Youth Parliament and the National Youth Council of Côte d'Ivoire.

Organized jointly by the UNESCO Offices in Abuja and Abidjan in collaboration with the Ministry of Culture and Francophonie, the workshop was chaired by the Minister of Culture and Francophonie and had the general objective of enriching the Tentative List of cultural and natural properties of Côte d'Ivoire.

The activity took the form of plenary sessions, which were devoted to presentations and discussions that relate to the objectives of the workshop. Two papers were presented by the Culture Programme

Specialists of the Abuja Regional Office and the Abidjan Office. Ms. NIBONA Adèle's presentation focused on the "Key Concepts of the Convention" while Ms. CAMARA Maïmouna's was on the "Presentation of the Tentative List of Côte d'Ivoire". Two consultants, Mr. MALAN Djah François, Senior Lecturer, Researcher in Ethnobotany at Nangui Abrogoua University and Mr. TIEGBE Kouadio Sylvain Charles, Cultural Heritage Manager at the Ivorian Office for Cultural Heritage (OIPC) made presentations on the cultural and natural potential of Côte d'Ivoire. In addition, they supervised the work of the groups to identify the sites to be proposed, and to fill in the forms for the submission of sites on the Tentative List.

The workshop identified and documented eight of Côte d'Ivoire's most significant new cultural and natural properties. These are the five cultural sites (the Slave Route, the Ruins of the Tehini area, the Samory Touré Route, the Independence Route, the Tumili Pierriers de Fanfala sites) and two natural sites (the Mount Sangbé National Park and the Banco National Park). The Ehotilé Islands National Park site, already existing on the Tentative List, in the natural category, has been proposed as a mixed site. All these properties complement the two properties



already listed in 2015, namely the Ancient Iron Metallurgical Complex in northern Côte d'Ivoire (serial nomination) and the Azagny National Park.

The Director of the Abuja Regional Office commended the Minister of Culture and Francophonie, Mr Maurice Kouakou BANDAMAN, for the quality of the collaboration between his Ministry and UNESCO, which is reflected in his availability and constant support for the activities of the UNESCO Office. He invited Côte d'Ivoire to take up the challenge of better representation on UNESCO's World Heritage List. He pointed out that in May 2018, Africa had 51 Cultural properties, 37 Natural sites, 05 Mixed properties for a total of 93 properties and sites inscribed. This represents 8.67% of the properties inscribed on UNESCO's World Heritage List with only 35 African States Parties having properties listed. The challenge is immense but surmountable in view of these figures, added the UNESCO Representative.

The Minister of Culture and Francophonie, Maurice Bandaman, encouraged the Directorate of Cultural Heritage to continue

the inventory work in all regions of the country to identify and inform new sites, cultural and natural properties. He also enjoined the Regional Directorates of Culture to contribute to this data collection to enrich the National Tentative List in order to have a better representation of Côte d'Ivoire on UNESCO's prestigious World Heritage List.

The recommendations of the workshop included the following:

(i) The creation of a platform of Ivorian professionals to work on the finalization of the Tentative List; and

(ii) Financial and technical support from the Ministry of Culture and UNESCO for further work on the elaboration of the National Tentative List (documentary research, data collection missions).

Creation Of A Favourable Environment For The Protection Of The Cultural And Natural Heritage In Guinea



Within the framework of the implementation of the Convention Concerning the Protection of Cultural and Natural Heritage in Guinea, UNESCO Regional Office Abuja and the Ministry of Sports, Culture and Historical Heritage, held a workshop in Conakry in November 2018. Representatives of the Ministries of Environment and Water and Forestry, Tourism and Hotels, Communication, from both the regions and Conakry, actively participated in the seminar. They discussed, enriched and validated the synthesis of the inventory of the cultural and natural heritage of Guinea. They also followed closely the presentations by the Cultural and Legal Advisers of the Minister of Sport, Culture and Historical Heritage on cultural policy and the Law on the Protection and Promotion of Culture as well as the Director General of the Guinean Parks and Reserves Office (OGUIPAR) on “national policy and measures for the protection of the environment, water and forests in Guinea”.

Group work was organized to enable participants amend the above-mentioned inventory and validate a multi-year project document for the protection of the cultural and natural heritage in Guinea.

Participants recommended the following:

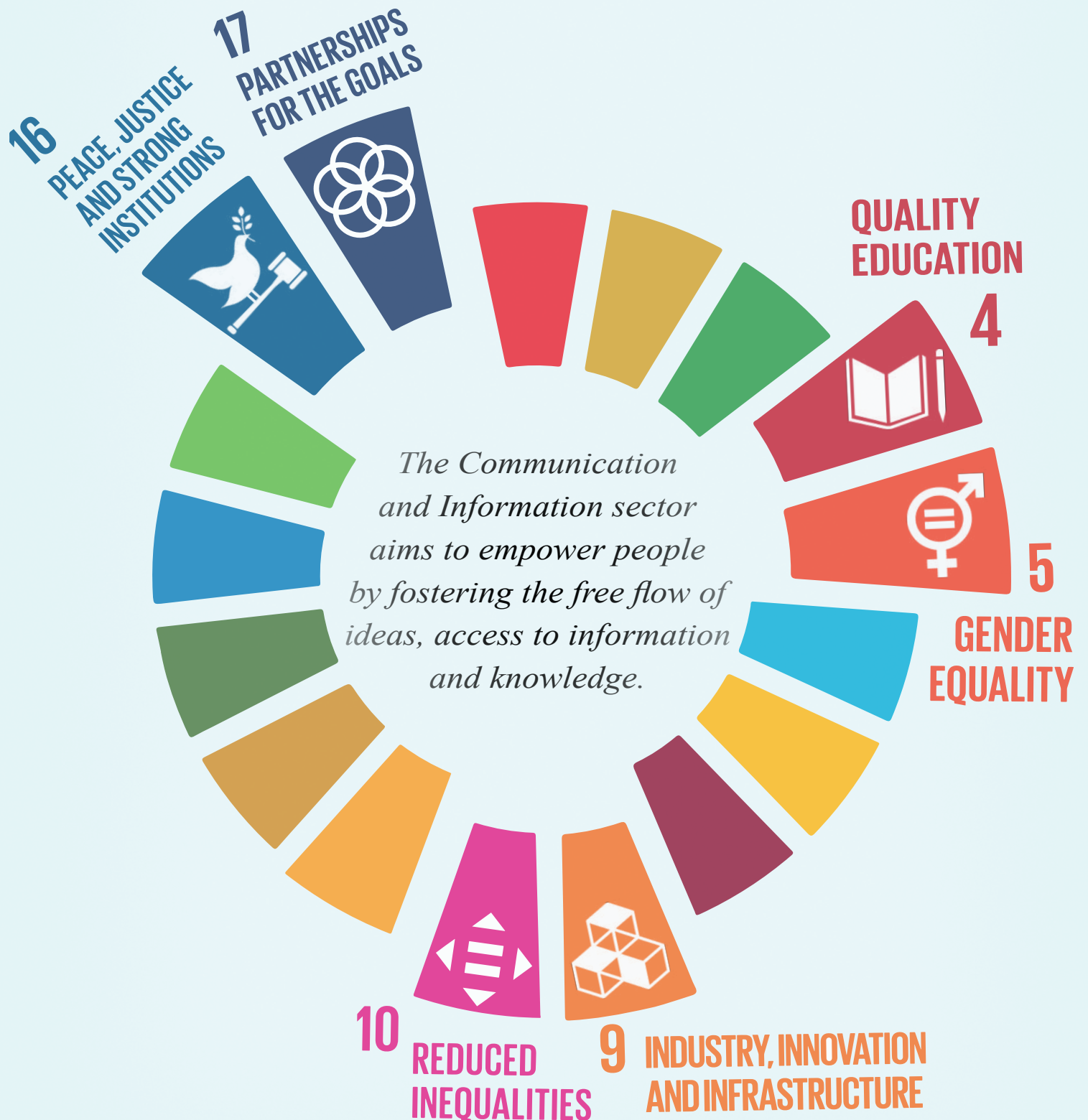
- Establish a national intergovernmental World Heritage Committee;
- Elaborate a new Tentative List containing cultural, natural or mixed properties likely to have Outstanding Universal Value and examine the possibility of submitting a request for international financial assistance from the World Heritage Fund;
- Identify a property for inscription on the World Heritage List;
- Organize a workshop to improve knowledge/appropriation of the process of preparing the nomination file for

inscription on the World Heritage List;

- Establish regional cultural and natural heritage committees (according to existing natural regions);
- Create regional lists of cultural and natural heritage with a view to their promotion and enhancement and the execution of in-depth scientific research activities for a potential view;
- Take part in the creation of a Master’s degree in the professions of heritage promotion, conservation and enhancement in collaboration with one or more national universities (in collaboration with the Ecole du Patrimoine Africain (EPA), the Gaston Berger University of Saint Louis or the Cheik Anta Diop University of Dakar);
- Provide training to traditional and modern communication actors in order to develop information and awareness-raising programmes at the national level.



COMMUNICATION AND INFORMATION SECTOR



Promotion of Universal Access to Information through the use of ICTs

With the barriers to accessing information and knowledge in Africa, UNESCO is taking measures to promote universal access to information through open and inclusive solutions and innovative use of ICTs for sustainable development. This would provide Member States a strategic opportunity to improve the quality of lives as well as facilitate policy dialogue and a knowledge based society.

UNESCO Abuja during the year has supported countries through policy development and training. Young people are also targeted through the YouthMobile initiative that empowers them to create mobile applications that solve some of the most important developmental challenges that they face.

Youth Mobile Initiative In Nigeria

The YouthMobile initiative is an innovation by UNESCO, launched in 2014 at the global level, which aims at engaging a critical mass of young people to acquire basic technical skills and confidence to develop, promote, and sell locally relevant mobile applications (Apps) that address local issues for sustainable development.

Within the framework of this initiative, UNESCO Regional Office Abuja is collaborating with the Federal Capital Territory Administration (FCTA) to implement a project tagged UNESCO-FCTA YouthMobile Project. The UNESCO/FCTA YouthMobile project began its first phase in June 2017 graduating over 400 beneficiaries in March 2018.

Overwhelmed by the project's achievements during the first phase, the Minister of Federal Capital Territory further committed to the project by supporting UNESCO to train additional 600 youths in the second Phase, of which 360 youths

were empowered as at December 2018. The beneficiaries were equally trained on building resilience in business and entrepreneurship; introducing them to seasoned entrepreneurs and business start-ups.

Reiterating UNESCO's commitment towards peace building, the UNESCO Office would continue to engage and collaborate with young women and men, in promoting peace, preventing violent extremism and engaging them meaningfully. Youths stand at the heart of the 2030 Agenda for Sustainable Development, and UNESCO is working across the board to support them not only as beneficiaries but as leaders, playing vital roles at local, national and global levels. This starts with creating an enabling environment to empower young men and women as change makers in their communities.

In furtherance to engaging the youths in ICTs through the YouthMobile initiative in the region, UNESCO Abuja has begun discussion with some states' government of Nigeria and the Sierra Leone government on areas of collaboration to achieve this aim. Some of the partners who contributed to this project in Nigeria include Samsung Nigeria and Microsoft Nigeria.



*Some Beneficiaries of the YouthMobile project with UNESCO Director and FCTA
L-R: UNESCO Regional Director and Honourable Minister of FCTA*



Female beneficiaries in hardware class

Girls In ICTS

Gender equality is one of UNESCO's mandate and UNESCO has identified ICT for girls as a key driver of gender equality and women empowerment. With improved access to transformative technologies, girls and women would benefit from increased employment and business opportunities.

The theme for the International Girls in ICT Day 2018 was 'Expand your horizon, change attitudes', which not only involved global efforts to help bridge the digital divide but also presented an opportunity to encourage young women and girls to pursue

studies and careers in science, technology, engineering and mathematics.

UNESCO Abuja used the opportunity to collaborate with CISCO Nigeria to organize a One-day Workshop on Girls in ICT. The objective of the workshop was to introduce the girls to series of activities, which included having an interactive session via Cisco Telepresence with female mentors in ICT, who were delighted to share their experiences that would in turn build the girls' careers in ICT. The girls likewise, shared their experiences in ICTs from their schools and communities.

The shared experiences helped in broadening participants' scope on Information Technology. As part of the activities for the day, participating schools competed among themselves on assembling a set of computers and the best school went back with a brand new laptop donated by UNESCO. A key outcome of the workshop was the recommendation to establish a UNESCO Club in each of the schools as a monitoring and mentoring platform for UNESCO Regional Office Abuja.



Participants at the one-day workshop



Participants at the YouthConnekt in Kigali

YouthConnekt

The youth in Africa is the continent's greatest resource but its potential is relatively untapped. This can be traced to limited access to education, finance, mentorship, health and employment opportunities needed to meaningfully participate in the continent's social-economic transformation. YouthConnekt seeks to empower young people and connect them with opportunities in the public and private sectors of which the UNESCO YouthMobile Initiative is a strategic partner.

Four of the beneficiaries of the first phase of UNESCO/FCTA YouthMobile project, were invited to participate at the YouthConnekt International Conference, which took place in Kigali, Rwanda in October. The conference provided a platform for the beneficiaries with opportunities to

improve their hard and soft networking skills, increase their employability in the ICT environment and likewise engage them in Mobile App development competition and experience sharing with beneficiaries from other countries.

Africa Code Week Nigeria

As part of the YouthMobile Initiative, UNESCO Regional Office Abuja collaborated with partners across the continent to organize Africa Code Week 2018. From 15-26 October 2018, Africa Code Week coding and programming skills training took place in the Federal Capital Territory Abuja. Ten training facilitators trained students from five schools in the Federal Capital Territory Abuja. The trainers included eight beneficiaries who graduated from the UNESCO-FCTA YouthMobile project in March 2018, and two who participated in the YouthConnekt International Conference organized by UNESCO in Kigali, Rwanda in October 2018.

The impressive representation of girls in the year's programme demonstrates Africa Code Week's dedication to encouraging and supporting girls' digital capabilities and closing the digital gender gap.

In total, 842 students and teachers benefited from training on coding skills, of which over 50%, (443) were girls. 38 teachers were empowered with skills to implement coding education.



Beneficiaries of the Africa Code Week

Enhancing Press Freedom and Right to Access to Information

Ensuring freedom of expression and freedom of the press is at the heart of UNESCO's mandate, and plays a crucial role in developing sustainable democracies and peaceful societies. In supporting freedom of expression, community media and media development, UNESCO works in close cooperation with international and national stakeholders to promote press freedom, both online and offline, as well as diverse, pluralist, and independent media.

Gender Sensitive Reporting And Peace Building Training For Journalists In Freetown, Sierra Leone

The involvement of women in the media space should not be limited to the newsroom alone. Women should be involved at all levels of media organisations and policymaking. In order to guarantee gender sensitive reporting, for the media to accurately mirror our societies and for complete and diverse coverage, it is critical that the news should reflect the world as seen through the eyes of women as well as men.

To improve the participation of women in politics in Sierra Leone as well as in Africa, UNESCO, UN-Women and UNDP are collaborating under the Project; “Improving Women’s Participation in Political Processes as Peace Building Ambassadors,”

an initiative implemented under the UN Peacebuilding Fund to capacitate, sensitize and raise awareness. In this regard, a workshop was held in Sierra Leone to train a network of media practitioners, leaders and managers of media houses on gender sensitive reporting and inclusive journalism. The training also focused on promoting TV debates and “Talk Shows” that encourage exchange of experiences and highlight the participation of women as role models in peace building activities and policymaking processes.

Conflict Sensitive Reporting In Nigeria

In the past we have seen terrifying examples of how media have functioned in an inciting and inflammatory manner contributing to fuel conflict and civil war. Unfortunately our world is still marked by a high number of conflicts and by the consequences of natural disasters. It is with



Cross section of participants at the workshop in Freetown

the objective to strengthen the capacity of media professionals to report in a well researched, factual and non-biased way, and without contributing to conflict, that UNESCO supported the Federal Ministry of Information and Culture to conduct a Two-day training workshop for journalists, on conflict-sensitive reporting and safety of journalists. The workshop, which held in January 2018, targeted 50 journalists in the print and electronic media, drawn from both public and private sectors. The workshop brought together, important stakeholders, such as the European Union, the Nigeria Police, the Senior Special Adviser to the President on Media, media houses and several other organizations. While the training was aimed at protecting Nigeria's virile democracy and ensuring peace in the country, ahead of the 2019 general elections, the training workshop was also to encourage media accountability and professional and ethical standards in reportage. The need for non-partisanship in reporting conflict situations was also underscored during the training.



Cross section of participants



Local Wrestling competition (Danbe) at Deide Community in FCT

World Radio Day 13 February 2018, Abuja, Nigeria

The World Radio Day is celebrated every 13 February to encourage decision-makers to create and provide access to information through radio, including community radio. The 2018 World Radio Day came with a unique theme, "Radio and Sports". UNESCO Regional Office Abuja in partnership with Aso Radio on 13 February took the celebration to a community in Deidei, a suburb in the

Federal Capital Territory, with over 1000 participants comprising of mostly youths. It was an opportunity to display traditional sporting events that unite the hearts and minds of the people within the communities and society. The event featured various traditional sports that promote cultural heritage, peace and positive role models for young people. While building on the theme, UNESCO called on the government to rekindle all traditional sports that were going into extinction, with a view of leveraging on their potential to instill the values of respect, mutual understanding and peaceful coexistence.

Support For Community Radio

Within the framework of ensuring universal access to information, and addressing crucial social issues at the community level, the UNESCO IPDC is

currently supporting EKIMOGUN Radio Foundation to strengthen the Kakaki Community Radio for enhanced community participation in Ondo State, Nigeria.

International Day To End Impunity For Crimes Against Journalists 2018, Marked In Abuja And Cotonou

According to UNESCO's statistics and reports, in the past twelve years (2006-2017) close to 1010 journalists have been killed for reporting the news and bringing information to the public. Recognizing the far-reaching consequences of impunity, the United Nations General Assembly in 2013, proclaimed 2 November as the International Day to End Impunity for Crimes against Journalists (IDEI).

In marking the 2018 IDEI, UNESCO Regional Office, Abuja collaborated with the Center against Brutality and for Safety of Journalists in Africa by calling on partners and stakeholders to take definite measures in

opposing the present culture of impunity, at a conference, held in Lagos.

The issue of safety of journalists in election coverage and the role of stakeholders in preventing violence, including violent extremism during elections was the focus of the year's celebration. The event, had in attendance representatives of security agencies, journalists, media professionals and the public.

During the conference, participants were informed that impunity damages whole societies by covering up serious human rights abuses, corruption, and crime. Consequently, Governments, civil society, the media, and concerned stakeholders were urged to uphold the rule of law and join in the global efforts to end impunity.

Also in the Republic of Benin, the Union of Media Professionals (UPMB) in Cotonou organized an activity to celebrate the international day through a sports activity aimed at strengthening links among media professionals and creating a framework for fraternal exchanges.



Regional Conference On Preservation And Promotion Of Documentary Heritage

Documentary heritage reflects the diversity of languages, peoples and cultures. It is the mirror of the world and its memory. However, this memory is fragile and every day, irreplaceable parts of this memory disappear forever. The Memory of the World (MoW) Programme is a UNESCO initiative created in 1992, aimed at preserving the documentary heritage of the world that faces grave threats: ransacking and dispersion, illegal sale, destruction, as well as the fragile particularity of its support, the obsolescence of storage and the lack of financing.

In order to address the issues of deteriorating audiovisual and documentary heritage, and save the world's documentary heritage, UNESCO is closely cooperating with international, national and private partners to reinforce the capacity of Member

States to safeguard, preserve and render accessible documentary heritage, through awareness raising workshops such as the one held in Abuja in June 2018.

The Three-day workshop was a regional consultation on the implementation of UNESCO's Recommendation concerning the Preservation of, and Access to Documentary Heritage including in Digital form, which was adopted on 17 November, 2015. The Recommendation represents a significant milestone in UNESCO's effort at preserving documentary heritage, providing universal access to it, and raising public awareness of its shared value.

The workshop, which was a joint collaboration of the Abuja Office, Dakar Office and UNESCO Headquarters, had in attendance, 105 experts and policymakers from 29 African countries. The workshop was to reinforce the capacity of Member States to safeguard, preserve and render accessible, documentary heritage; as well as raise awareness for the MoW inscription



Cross section of participants

process and registers. Professional groups at the workshop urged UNESCO to develop a standard-setting instrument to provide the basis for the protection of the world's documentary heritage, including in digital form. As part of efforts to encourage the preservation of Africa's heritage, an award was presented to Ms. Eyitayo Abiodun Oyelowo, the winner of the 2017 UNESCO-UNEVOC Skill in Action Photo Competition.



2018

Annual Report



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