

**TOWARDS AN AFRICAN STRATEGY
FOR THE UNESCO SHS**

**REPORT OF UNESCO REGIONAL CONSULTATION
NAIROBI, KENYA
26TH – 29TH AUGUST 2002**

Introduction

The Regional Consultation ‘Towards an African Strategy for the UNESCO Sector for Social and Human Sciences’ was organised by UNESCO Sector for Social and Human Science in collaboration with the University of Nairobi. The consultation was held from 26 – 29th August and brought together participants from: Kenya Uganda, Tanzania, Zambia, Botswana, Rwanda, Cameroon, South Africa, Mozambique, Ghana, Namibia, Senegal, Sierra Leone, Burundi and Benin.

The participants included academicians, policy makers, representatives of local, national, regional and international non-governmental organizations. The consultation was also attended by the Senegalese Minister for NEPAD.

UNESCO was represented by the Assistant Director-General for Social and Human Sciences, Chief Unit for Coordination and Evaluation SHS, staff from the Women and Gender Section Division of Human Rights and the Philosophy and Human Sciences Section. From the UNESCO field office were the regional Adviser Social and Human Sciences and the Director UNESCO Office Nairobi. Two members of the UNESCO Executive Board also attended the Consultation (see appendices for the list of participants).

The objectives of the consultation were:-

1. To focus discussion on emerging priority areas among the African Member States
 - advancing regional integration
 - reducing poverty
 - addressing the underlying causes of wars and civil conflict
 - promoting human rights, democracy and good governance
 - advancing gender equality
 - overcoming the HIV/AIDS pandemic
 - bridging the gap between research and policy
2. To make recommendations to UNESCO and partners on priorities for engagement in African Member States.

The consultation was part of UNESCO’s SHS process of developing regional strategic frameworks that are more responsive to the needs in each of the regions. The consultation a forum for the participants to receive and deliberate on the identified priority issues.

The modalities of work of the Regional Consultation were; short 10 – minute presentations by keynote speakers followed by moderated plenary discussions. Seven (7) breakaway sessions based on the identified priority areas were organized to enable participants discuss the priority issues and to make recommendations to UNESCO and partners. Each group later presented their recommendations during the final plenary session.

Official Opening

Dr. Paul Vitta Director UNESCO Office Nairobi, welcomed the participants to Kenya, Nairobi and to Gigiri. He recognized the presence of the Senegalese Minister for NEPAD Prof. Chelif Salif Sy and the two UNESCO Executive Board members Prof. Judith Bahemuka and Prof. Silas Lwakabamba. He pointed out that the conference was organized by UNESCO Social and Human Science Sector in collaboration with the University of Nairobi.

In his brief remarks, Mr. Vodoti the Secretary General of the National Commission for UNESCO noted that the conference had brought together the best brains in Africa and looked forward to good

recommendations that would address the problems facing the continent such as HIV/AIDS and poverty.

The Regional Consultation was officially opened by Prof. Japhet Kiptoon, Permanent Secretary Ministry of Education Science and Technology. The Permanent Secretary welcomed the participants to Kenya, and noted that the conference has representatives from all the parts of the continent. He noted that the theme of the conference 'Towards an African Strategy for the UNESCO Sector for Social and Human Sciences' is very appropriate and gives the social and human sciences the place it deserves. The timing of the conference is also timely in that we are beginning a new century and millennium.

There are many challenges facing Africa and scholars have to reflect on them. Some of these include; technological development, governance, poverty, violence, environmental degradation among others. All these concerns have adverse effects on human life. Poverty ignorance insecurity and violence are an antithesis to human dignity.

UNESCO's role is vital to redress these issues and in this endeavor, education, both (formal and informal) is key in addressing poverty ignorance and violence. The idea should be to go beyond access to lifelong learning.

In 1996 there was the International Commission on Education which outlined the following key pillars

- learning to know
- learning to live together
- learning to be

To what extent does ICTs enable people to live better lives?

A number of scientific and technological discoveries have been made in various sectors which have adversely affected man e.g. development of weapons of mass destruction on the other hand development in nuclear energy, space industry, medicine, transport and communication networks etc have been beneficial.

Technology is not neutral and can be used for good or bad. Destruction of earth is disastrous for mankind. Industrial countries destroy the environment through pollution while developing countries do it through deforestation. What are the global effects of free market economy? With the rapid population growth countries are encouraged to intensify farming. The challenge therefore is how to sustain this growing population with dwindling resources. What are the ethical issues in genetically modified products?

The hope lies in business technology and scholars have a great role to play. Africa cannot live in isolation. What is needed are structures to stir commercial growth. The SHS can expose Africa to partnerships that can facilitate this.

NEPAD has come at the right time to help address the continent's problems. The biggest challenge is the fact that Africa is culturally diverse and we are just beginning to utilize information communication technology. Secondly how do harness the skills that are emerging? Business opportunities exist and scholars need to identify and exploit them.

UNESCO has a role in creating peace. The place to start from is with children to ensure that there are no wars in the future. It is important to build a culture of peace based on the principles of freedom, justice, democracy, solidarity and respect for diversity, dialogue and understanding. The Permanent Secretary acknowledged that peace is expensive but it is imperative that we all work together to come up with ways of maintaining peace since it is the best legacy we can give our children. Our peace is violated from both within and without. What solutions can the scholars offer? What does peace mean to the child? All children should be given the opportunity to grow with dignity to realize their potential, to play.

Prof. Kiptoon concluded by underscoring the need to break the cycle of poverty and intolerance. He called for the strengthening UNESCO peace clubs and identify peaceful solutions to problems. He also urged the consultation participants to revisit the 1986 recommendation on the use of Kiswahili as one of the African languages.

The Assistant Director-General UNESCO Mr. Pierre Sane introduced all the participants and spelt out that the aim of the conference was to design a new strategy for UNESCO based on the recommendations of the consultation. The same process was happening in Latin America, Asia and Europe. The recommendations will be used to restructure the SHS Division of UNESCO. There is need to identify the priorities and ways of working and also the role of UNESCO in supporting social science research, capacity building and human rights.

Mr. Sane Presented the UNESCO Position Paper : UNESCO Global Programme in the Social and Human Sciences.

Revitalization/restructuring going on in UNESCO aimed at bringing in new energy to the social sciences. The presentation touched on UNESCO's mission, sector objectives and position as the think tank of the whole UN system (the incubator of progressive and ethical thinking. He stressed on the importance of studying what to anticipate, what could be and determine what should be. The programmes are evolving and evaluations are done regularly .

Dr. John Nkinyangi gave the background to the conference. It is a consultative process bringing the traditional stakeholders from the social science sectors and is part of a wider process of reform within UNESCO. The key questions are

- What are the priorities and challenges,
- What is the agenda in training research capacity,
- How do we cooperate? Who are the partners?
- How do we communicate the results?

The rationale for this process is that the programmes that will be developed after this process will be more relevant and more focussed. He underscored the importance of partnerships with national commissions for UNESCO.

The conference is an attempt to search for regional specificity. He spelt out the objectives of the conference thus:-

1. To focus discussion on emerging priority areas
2. To make recommendations to UNESCO partners on priority for engagement

The priority areas spelt out were:-

- Regional Integration
- Human rights, democracy and Governance

- Poverty reduction
- Women advancement and gender equality
- Underlying causes of civil conflict
- HIV/AIDS pandemic
- Social sciences development
- Bridging the gap between policy and research

He then gave the modalities of the consultation

- 10 minute presentations by the speakers
- Question answer sessions, 5 breakaway groups on the thematic issues.

OPEN DISCUSSIONS/QUESTIONS

- Given the proliferation of international and national agencies, what is UNESCO's competitive edge or its special capacities and skills?
- UNESCO's programmes are quite ambitious. What are the resource implications?
- The regional and global levels can be abstract. Are there country level strategies?
- What are the gender dimensions of all the emerging issues? How do we ensure that some groups are not marginalized? Gender should be seen as a concept cutting across all these issues.
- Social scientists have been agitators resulting in research institutions being closed down and people jailed. How do we sell the strategy to the governments?
- Why is UNESCO narrowing its focus to disciplines such as philosophy and history what about the other disciplines?
- One of the major research issues is HIV/AIDS. A critique of UN should be made in this area. Where is the missing link between the massive interventions vis-a-vis the output?
- Is war and conflict part of the working group?
- The word strategy means a diagnosis of specific objectives and vision/mission of UNESCO understood UNESCO intends to unearth values that could be inputted into the process of change especially of mentality.
- What are the priorities that were identified for UNESCO's current engagements?
- What is the function and role of national commissions for UNESCO? Probably this is the avenue for changing mentalities.
- In the groups we should discuss the role of science and technology in the social SHS.
- How do you ensure that there are no overlap in the different UN agencies programmes? Where does UNESCO come in? Strengthening national commissions may be the best solution.
- SHS is very fundamental. We need to view economics as a mother of the social sciences.

- Technological solutions are not working. Ethical and moral solutions are the answer.
- In analyzing gender concerns we have to be inclusive and include men.
- How can we address the fact that when we send our children to school agriculture suffers?
- SHS is mislinked from the other sectors it must be the linking sector.
- Given the need for impact in the face of our scarce resources, how do we organize ourselves to mobilize resources and also discuss issues exhaustively in order to undertake the ambitious agenda?
- We would like to hear more on social science research and policy. In some cases, the government uses social sciences to justify policy but at times government and researchers objectives may not be the same. What is UNESCO's position on this?
- What led UNESCO to reassess its democracy and governance sector?

RESPONSES

- Agencies should not compete but cooperate, consult and work in partnership with those institutions that are interested in promoting human rights.
- It is important to set high targets and look for resources to meet them. This is where the role of partnership is crucial.
- Gender has to be an integral part of all programmes but it has also to be given its own merit.
- UNESCO has to facilitate local level networking but which feeds into the regional work.
- Selling the strategies to government is easy since they are developed in consultation with governments and they are based on resolutions passed by governments.
- The Executive Board of UNESCO identified 5 priority areas for this cycle
 1. Education for all
 2. Water management
 3. Promoting cultural diversity
 4. Bio ethics
 5. ICT – making them more accessible.

It is good for each region to concentrate on a few manageable areas or priorities.

- National commissions for UNESCO are the liaison between UNESCO and governments. Their role is to translate UNESCO strategies into national strategies and hence the visibility of UNESCO. In some cases conflicts and acrimony has been there with the government.
- A lot of money is needed for capacity building in commissions. Dialogue with national commissions and UNESCO should continue. UNESCO is committed to this task.
- Each sector has a role to play in identifying the strategies and common programmes for action. In the SHS strategy, consensus has to be reached before a plan of action is developed.

- Governments are not really making full use of the social sciences research in their countries. In many instances governments have used external instead of internal consultants.
- National Liaison Committees have been established and these can bridge the gap between research and policy.
- The new programme of democracy in the SHS division undertakes research in democracy Vs values and attitudes.

Dr. John Nkinyangi

- The consultation is about specificities i.e. translating the global UNESCO programme to the regional and national levels. What do the UNESCO programmes mean for Africa?
- The role of the national commissions is very important. 1/3 of them are moribund another 1/3 are struggling and only 1/3 are vibrant. What do member states want to do with the commissions? How do you build the capacity of the national commissions? How do member states constitute their commissions? There is new space for narrowing our focus to where we have critical mass and capacities.
- UNESCO is unique or has a comparative advantage because of its progressive force.

REGIONAL INTEGRATION

Africa has many regional blocks each with different agendas, objectives and agreements. They face many challenges and yet they are the key to the continent's development.

Hon Cherif Salif Sy Minister for NEPAD

African's take it that their continent is marginalised and the poorest. It experienced 300 years of slavery and 100 years of colonization this leading to the exploitation of the people and their labour. Marginalisation is shared by non Africans too. The global economy ignores African economies. Africa is seen as being in the periphery yet Africa is at the heart of globalization. Unprecedented global restructuring from colonization to globalization witnessed the dynamics in supply and opening up of markets and the development of capitalist systems based on technological innovations, strengthening of state authority accumulation of human capital among others

Globalization has to do with overlapping of borders and economies thereby ensuring that capital flows very fast. In this process it is the market that is financing development but there is no equitable reciprocity. The relation are not equal. There has been a move towards monopolies in

- The concentration of international finance (the MNCs)
- The concentrations of ICTs (4 major firms control the news)
- Natural resources
- Manufacture of weapons of mass destruction

The major challenge is that these have social political and cultural implications.

No country can achieve development on their own. There is a triad controlling the world namely

- US/Mexico
- US/Japan

- EU/ N.Europe

Each of these is interested in establishing consumer regions in the developing countries rather than producer regions thereby leading to polarization.

Regional integration is important because of the polarization of global economy. for example, Africa controls only 2% of global trade. The situation can be changed through NEPAD.

Under NEPAD specificity is very important. In the Lagos Plan of Action all areas were looked at as priorities.

NEPAD's 3 fundamental elements are:-

1. Regional integration
2. Private sector
3. Human capital accumulation

Knowledge and ICT are very crucial in addressing Africa's problems.

What is new or unique about NEPAD?

- Commitment of governments
- Targeting priority programmes
- Partnership with the people
- Cooperation between policy makers and experts.
- Civil society and private sector involvement through conferences and meetings.

Dr. Olu Ajakaiye: Implications of Social Science Research on Regional Integration

There is need for Africans to provide intellectual backup to their own development because currently the innovations adopted originate from without. Abstractions on Africa must come from within for homegrown paradigms. The continent is lagging behind in many areas. There are high levels of poverty, mortality and morbidity rates are high, low access to safe drinking water, illiteracy is high and so is the dependency ratio and fertility rates. Africa has to catch up. Ironically the continent is well endowed with many natural resources.

NEPAD was developed by a different leadership from the LPA. NEPAD is also about Africans ownership and management of their own development through setting the agenda and identifying national and regional priorities through participatory methodology.

- Traditional mechanisms were top-top in nature but there is now a shift to bottom up approach. UNESCO's challenge is to facilitate the process of putting in place a participatory process through capacity building
- UNESCO needs to popularize NEPAD to the grassroots level. Simple versions of the documents need to be developed and disseminated so that everyone can engage in it.
- Researchers need to conduct prognostic research in ways of achieving the NEPAD objectives.
- UNESCO should provide the intellectual back up or support for NEPAD.

- UNESCO can promote regional cooperative research
- Exchange of knowledge should also be encouraged while making research finding available to policy makers.

Dr. Sehalre MAKGETLANENG

An important issue is that of the marginalization of Africa in African development.

NEPAD pays attention to other areas hitherto ignored. It calls for further integration of Africa into the global system. It draws from the experiences of earlier initiatives and its implementation improves on earlier initiatives.

The political will is a key factor in solving Africa's problems.

NEPAD

- recognizes the importance of internal factors over external factors. It recognizes the need for partnership between African countries and the role of the first majority of the people of the continent.
- NEPAD calls for negotiations with leaders to achieve African development.
- NEPAD is against the notion that African's are beggars and is not harsh on developing countries role in Africa's underdevelopment but rather it calls on them to play a positive role in the continent's development.
- In consultation, NEPAD is inclusive and consultative.
- It uses the bottom-up rather than the top-bottom or top-top approach.

Women have a greater role to play given what their contribution is.

Challenges facing Regional Integration

UNESCO has to provide a meaning for regional integration for Africa.

- Competition among countries
- Ensuring government commitment to regional integration.
- Unequal trade - We trade more with developed countries than among ourselves and we compete among ourselves for markets for our products.

We need to question power relations and dependency on the state/government.

Ms. Katherine Ichoya Gender Unit COMESA

COMESA comprises 20 member states and its focus is on trade and development, investment promotion and private sector, infrastructure development and ICT and works closely with other development partners. She acknowledges the wealth the continent has and also that women have all along been ignored and yet they comprise more than 50% of the population.

She noted

- the importance of Sub-regional groups for lobbying
- Gender perspective is needed for COMESA since gender is used for research to campaign and not for policy.
- the lack of communication between government ministries
- the inadequacies in trade and research information.
- The goods and services we produce are not internationally competitive and therefore initiatives such as AGOWA do not benefit many countries.
- the problems facing the agricultural sector resulting in post harvest wastage,
- the under developed infrastructure leading to challenges in regional trade

She recommended

- capacity building – mainstreaming gender even in the curriculum.
Institutional building what institutions do we have? What are they doing?
- UNESCO to help compile data on the capacities existing for use by AU.
- Universities working with MFI on opportunities that are most profitable.

Key issues in the presentation

- How can COMESA structures be optimally utilized for the benefit of the people e.g. the role of the COMESA court of justice?
- The women group infrastructure has not been fully utilized.
 - How can COMESA be used to lobby our governments?

Challenges in regional integration include:–

- Language Africa is divided into three different language zones – the francophone, anglophile and the lusophone
- Policies that do not encourage regional trade
- Production of goods and services that have no added value or are not competitive in the international market.

DISCUSSION

- Is the NEPAD emphasis on stopping capital flight (some protectionism) compete governance instead of attracting foreign investment?
- Are there any shortcomings of NEPAD?
- Given the priority areas, was there a time frame a deadline for the implementation?
- Integration appears economics as yet one cannot integrate slavery or shortage you can only integrate civil liberties and share abundance and yet these are not here.
- Will NEPAD succeed? given the fear that in its process it was not inclusive?
What are the financial commitments and who will contribute when they have not been involved in the process? How can African raise money for NEPAD instead of going to the donors what is our new accumulation model?
- The problem is managing and utilizing human capital effectively otherwise we are wasting a lot of valuable resources.

- The Lagos plan of action to development of an African strategy it failed due to lack of commitment even NEPAD is facing the same problem.
- Why is it necessary to think of men and women separately why not talk of human capital?
- NEPAD has not discussed key issues such as governance, gender etc.
- Is NEPAD a program of a or a programme guideline?
- SADC declaration on women's participation and all other human right conventions should be considered by UNESCO.
- Who was consulted on NEPAD?
- NEPAD should create conducive environment for intellectuals sharing.
- One of the prerequisites for integration is peace and stability. Link to UNESCO
- Should we talk about being marginalised or talk of what we should do?
- Should we talk about developed/developing or talk about moving towards a desirable state? Are we still following the modernization theory and is it marginalising us?
- NEPAD is a vision of development and it is the intellectuals who should operationalize the vision. Can we come up with a different development model based on our problems and priorities.
- We must study our resource endowment among NEPAD countries and private sector.
- The NEPAD process was not participatory. What is the role of research and documentation. What is the potential and uniqueness in NEPAD?
- Government documentation has limited circulation.
- Participatory model not seen in NEPAD. Africa has a history of initiatives begun and never completed resulting in lack of continuity.

RESPONSES

- Africa is vast and has many CSOs. The heads of state adopted the NEPAD document saying it is dynamic and flexible. Specific countries must take responsibility to discuss NEPAD. All the issues are in the NEPAD document. There are opportunities for testing what are the heads of state doing? People must also educate themselves using the website. Brain drain isn't the issue the issue is sharing and networking.

HUMAN RIGHTS DEMOCRACY AND GOVERNANCE

Introduction by the moderator Dr. Pityana

African Charter on Human Rights and people's rights was an African way of operationalizing the universal rights. The first commission set in 1986 will be part of AU. Issues of human rights and good governance are constitutive of the union itself.

Specialized commissions e.g. on education do not address human rights and governance issues.

NEPAD ignores issues of Human rights and governance but there is consciousness on this.

SHS have a vital role in the implementation of policy - relationship between science and technology and SHS. Challenges in this areas include publishing and distribution of ideas and for a for scholarship

Tade Akin Aina: Africa and the Challenges Of Democratic Governance in the 21st Century

There is lack of innocence and neutrality in governance. It is used ethnically and monolithically. It is a fragile concept, used in technocratic manner following world banks manipulation. It is a political notion it is about relations of power. Governance without democracy is insufficient. An important question to ask is Governance for what? We cannot take it for granted. It is the promotion of individual and collective well being as agreed by themselves.

Structures and processes must embody basic democratic principles such as; consensus inclusion, participation, freedom, justice and equity.

Democracy is different from good governance. The issue here is who determines what is good. It is better to talk of democratic governance – flexible dynamic and negotiable.

Elements of democratic governance – representation systems, empty shell electoral system civil society

In Africa corruption is key in the governance issues.

- We should bring politics back to governance – inclusion, speaking truth and power and challenging authoritarianism.
- The imperative in Africa is reconstruction. UNESCO is the knowledge institution. There is need for a project of reconstruction – bringing politics back to education
- Bring back curriculum on human rights democracy as a part of basic education

DR TOPANAU

Issue of governance is frail it is part of aid conditionalities and adjustment. From where did this diagnostic and prescription come from? From the 1960s we had powerful regimes with absolute power concentrated on one individual. The solutions are

- Deconcentration
- Good governance

Governance – deconcentration by civil society. we get an expansion of political space.

Decentralization – deconcentration by civil groups CSOs and local communities.

The legitimacy of local authorities is questionable. Democratization is dysfunctioning and characterized by massive electoral fraud, manipulation of constituents, massive violations etc.

Why is democracy normal everywhere else yet here it is evasive?

Democracy and human rights in an African way can be an intellectual debate but we can get into more difficulty.

If we do not agree on democracy and human rights we get different results.

Two democracies - institutional, human values

The only challenge of human rights and democracy is SAPs based on western models we have to do our own structural adjustment.

One basic value of democracy is the treatment of elderly people.

Role of UNESCO

- It cannot have the same approach all over.
- Ensure there is no excessive creation of UNESCO chairs to facilitate follow-up.
- Allocate resources to institutions that need them most.

ADVOCATE MELO ANGELA

Human rights is one of UNESCO's concerns. It is an integrated concept incorporating men and women. There has been a sexist approach to human rights by governments.

There is need to grant specific rights to women as women's rights are human rights. All these rights should be granted within a framework of democracy and governance. We assume women's conditions.

Democracy is a political science theory. Sovereignty is in the people as they are the ones who elect governors to govern on their behalf. The reality is that women are the least elected in the democratic process.

Africa is seeking specific democratic concept but encompassing conventional principles.

Good governance requires legitimacy of all authority, rule of law, transparency, justice, fairness in judiciary, redistribution of natural resources and equal opportunities for all.

Contribution of women

Women have always worked to defend their interests and dignity. There are networks of women and women's organizations which are mobilized to vote but women are not elected as political representatives and are not allowed to share power with those elected.

During armed conflict women are targeted and subjected to many acts of violence yet they take care of the fighters, children etc. yet they are ignored in post conflict democratic process nor in the peace negotiations.

Why are women still marginalized?

The contributing factors are culture and lack of political commitment.

Globalization has a major impact on poverty which is feminized.

There are quite a number of legal instruments passed the issue is that of implementation.

- UNESCO can promote attitude change and ensure that women are the instruments of change.
The use of the SADC declaration is vital
- Lobbying with members states can be done.
- UNESCO concentrate on priority activities e.g. education.

UNESCO also needs

- to help government to review education systems.
- to help governments to change attitudes and begin focussing on women.
- to expand national commissions to make them multi disciplinary in nature and to include human rights experts.
- to promote women's organizations into area of education.
- to work with the rapporteurs on women rights.
- to formulate links among organizations anchored around UNESCO.
- to provide financial support to associations for reaching the rural women.
- to set up a monitoring system.

ROGER SOUTHALL

Social science research fails us by not focussing on our (African) problems.

The types of research are mainly;

- basic research, applied or issue based research.

The terrain for discussing is changing. Scientists are weary of dichotomies there is no clear cut separation between basic and applied research.

Concerns of application and theory are mutually reinforcing. Academic freedom has changed due to government funding and the latter's needs. Excessive government criticism has led to new demand for freedom.

There has been a massive shift of research outside universities and dwindling research funding for universities. More research organizations have emerged.

Finance rather than social needs have become the driving force behind research.

Agencies have had the problems of transforming to changing needs e.g. the human Sciences Research Council of South Africa. For example

- Reorienting scientific goals
- reworking research objectives.
- securing external funds
- having broader research projects.
- Rendering produced knowledge more useful and accessible.
- application of even basic knowledge in terms of what society wants.
- Winning government tenders.
- Developing responsive research projects.
- Links with universities, NGOs, other research councils and non profit organizations.

Challenges

- Agenda of users of research may not correspond to public interest.

- Findings may be influenced by the need for the next contract.
- Client –focussed research can be a sacrifice to in-depth quality work.
- There is a dilemma between authority and collegiality –control of research or ownership.
- Academic freedom threatened by terms of tenure. Politically uneasy and incorrect messages not well taken.

DISCUSSIONS

- Comparative advantage –UNESCO working in culture and education hence can use these to address issues of good governance.
- The worst curse for women is to spend money earned by someone else. Economic empowerment of women is necessary. Address the invisibility of women.
- What is UNESCO’s work and role in civic education? Tanzania has benefited from peace and tolerance due to this. How can we bring this to other African countries?
The civic education should be crafted in a liberating manner. it should incorporate rights and responsibilities.
- What is the possible role of traditional governance structures in modern Africa? These have a high capacity to promote peace. Are traditional and modern governance structures mutually exclusive?
- Democracy and governance in African languages are very difficult to operationalise. We need to use clearer terms. Concepts like leadership, peace, security are less abstract.
- There is need to address the root causes of our situation.
- Who are the governors? Do they have rights and are they the same as those of the governed?
- How can we rebuild the self esteem of most of our men.
- We need to think positively using fora like NEPAD as a way of redefining our space.
- Good governance was an agreement based on conditions of debt repayment, Senegal fought a lot with Canada to indigenize the concept using African perspectives.
Issues attributed to Africa e.g. women’s rights are not true e.g. Senegalese respected and consulted women before making decisions.
Francophone Africa was made to fight each other using SAPs
- Status of research and status of researcher differ we have either Anglophone and francophone structures which make us not contribute to good local policy hence problem of food and other needs.
- Only governments are funding basic research and we must support this.

- Private sector investment is vital since no one else will invest in Africa.
- There is a digital divide separate us and fundamental research can help reduce this capital investment is needed – venture capital to fund research and need for strong intellectual property rights.
- Consensus on governance
- Are we sure that democracy as stated and practiced is the best i.e. electoral democracy? Can't we ask questions about it at the socio economic levels? Need for a historical reflection we even accept external specialists to give us tropicalised versions.

RESPONCES

Democracy is not an easy concept. It is a work in progress and is socially constructed and changed as a result of struggle. There are non western governance. The democracy we talk about is not tropicalised we should work with our African social project e.g. sharia among Muslims.

UNESCO SHS STRATEGY DEVELOPMENT WORKSHOP

DAY II: 27TH AUGUST 2002-08-27

Poverty Alleviation presentations

- Chairperson: Prof. Semboja talked about the history and focus of the Research on Poverty Alleviation.

The focus of this session is on how UNESCO could facilitate implementation of poverty alleviation strategies.

Our role is what to do to support implementation and support whatever adequacies exist.

We have to examine public expenditures on priority areas. Do we see focus of budgeting changing to priority areas after the strategy?

There is also the issue of monitoring the strategies. What adjustments should be made so that PRSP is a living strategy? Is there consistency with people's expectations? How do we involve people in the implementation and making sure they do monitoring?

There are issues of consistency with emerging dynamics, e.g. child labour, street children, urban poverty, etc.

Monitoring has to be informed by research and dialogue. This is where SHS come in.

- **Dr. Winnie Mitullah's presentation – One positive response to urban poverty through street vending**

Informal economy reduced to manufacturing, yet there is a lot of trade and service provision, e.g. home-based workers and vendors.

These people lack policy protection, yet the number is large – 30-40% of urbanites.

The sub-sector has become an option following SAPs and economic reforms. We are yet to understand it.

Areas that are of concern to policy makers and governments are:

1. Policies and regulations – need re-formulation to do away with colonial policies, e.g. Kisumu in Kenya using 1958 regulations. These policies must also be available to the street vendors themselves – an educative dimension. The policies also need constant review in line with changes taking place. An efficient management system for enforcement.
2. Site of operations and planning – The licensed ones in Nairobi are 8,000 but there are over 100,000 operators. The unlicensed are actually willing to pay since they incur lots of costs in non-compliance. They would want to pay in instalments using their organizations and capacities. Money is not the issue, but the harassment is more critical. The belief that vendors cannot be on the CBD is wrong as seen in the South African case – this is a western/modern notion of the urban. What do we want to achieve in poverty alleviation if we are ignoring supporting these vendors and other informal operators on board. Enforcement of policies and regulations is retrogressive, leading to confrontation between the parties involved – there is need for some systematic way, e.g. a forum for dialogue.
3. Communication between these operators and the governors at all levels – currently there is no communication. There is need to create or facilitate dialogue and rapport. The latter make the governors open up. There is also need to build capacity for engagement and dialogue. UNESCO could support this capacity building. There has been a lot of encouragement for alliance building in this sector – UNESCO could use this to popularise this sector and also identify areas needing support. There is also need to integrate street vending into the overall urban economy – participation in PRSP where this is being attempted needs to be stepped up.
4. Organization/vendors of the vendors – need to be supported to be organized so as to engage better with governors.

□ **Prof. Kabiru Kinyanjui – development of MFI in Kenya**

Insights and concerns related to microfinance.

The concerns include the role of microfinance in poverty alleviation.

Microfinance – credit and savings provided to the poor by institutions oriented to supporting small and micro enterprises. It is hoped that this will contribute to better livelihoods and welfare.

MFIs are very aggressive and organised, contributing to the development process.

How are MFIs affecting the poverty reduction in Africa? Three ways are vital:

- ✓ Improving the material well being, leading to better access to basic needs
- ✓ Empowering the poor through participation in solidarity groups – acquire power, voice and improve status, especially of women. This isn't translated to political power
- ✓ Improve the physical power and assets of the poor
- ✓ Helping in environment improvement

Who are these MFIs serving?

- ✓ First, formal banks are serving the middle class, including politicians

- ✓ Then there are the MFIs focusing on the entrepreneurial poor, e.g. vendors
- ✓ Third, there are the poorest of the poor, forming the lowest quartile of the poor. These are not being served by MFIs, especially since the institutions tend to concentrate on the urban areas and heavily populated rural areas.

What are the implications of the methodologies being used by MFIs?

- Financial services (the minimalist) approach is one method used – provides credit only through working with the economically active poor, i.e those who can repay. The concern is on the MFI and not the poor.
- Poverty lending (integrated) approach – gives credit plus training, social services support, etc.
- The debate is which method to follow – this has implications to questions of poverty alleviation. The debate requires data for exhaustive analysis.

What is the role donor?

- Have supported MFIs and the approaches, but also need to support research on MFIs and poverty alleviation.

What is the role of governments?

- They must provide the right infrastructure for poverty alleviation.

What is the research agenda/

- Research, which can accompany microfinance growth.
- Need for research on local dimensions of microfinance. Local experts should undertake the research.
- Need to build research capacities in our institutions. We need to build institutes into centres of excellence.

□ **Dr. Pempelani Mufune – Youth Development**

Why focus on youth?

- ❖ They constitute the majority of the population in Africa as evidenced by population pyramids. They constitute our future.
- ❖ Youth is a time when people acquire values, skills and other capabilities, hence the need to mainstream them into society.
- ❖ Most of the problems facing us are concentrated into this category, e.g. HIV/AIDS.
- ❖ Some groups of youth are stigmatised, seen as delinquents and discriminated. This undermines their rights and should be corrected.
- ❖ Many of the problems faced by the youth reflect our shortcomings in education, employment, etc.

Who are the young people?

- ❖ Described using all sorts of terms – juveniles, children, interval between childhood and adulthood, etc. – we need to explore a suitable definition.
- ❖ Fixed age limits are being questioned in defining youth – flexibility is being used and countries have to come up with working definitions.
- ❖ Many African countries use an age definitions, e.g. Tanzania (up to 55), Zambia (15-25), etc.
- ❖ These definitions reflect adult wishes. In Namibia, the definition is as per the convenience of a ruling party stalwart, who has to head the youth council all the time. Definitions change all the time to facilitate this.

Youth excluded from all sectors, e.g. employment – the last to be hired and the first to be fired. The female youth more marginalized.

Youth are the ones who enter street work – a form of marginalized occupation, departing from the norm (irregular, illegal, no standards, unhealthy, unstable, requires evasion and deceit, low wages).

Also excluded from capital and education.

Youth the main ones affected by HIV/AIDS, e.g. 36% of female youth, 28% in Lesotho.

Young people also excluded in politics. They are only used as instruments to push the agenda of dictators.

What is UNESCO's role?

- ❖ Support to youth research.
- ❖ Research in how to include the youth participation in development and planning.
- ❖ To support in-depth research so as to understand the socio-cultural contexts in which the young people's behaviour occur.

□ **Prof. Judith Bahemuka – PRSP and poverty reduction in Kenya**

Holds the UNESCO Chair whose focus falls on poverty alleviation.

Poverty is the real pandemic in Africa. UNESCO can help Africa to understand the pandemic – why Africa is poor.

We don't need outsiders to explain what poverty is in Africa. We need to do this ourselves.

UNESCO can use African scholars to reclaim lost glory in research from an academic perspective. But scholars should be paid well to be able to do this.

What is the real problem with the vulnerable groups? – Youth, street vendors, women and African men.

African men are actually very poor and they must own poverty reduction strategies. They are marginalized by work ethics.

We expect men to work and to provide – from which work?

Today we have worse slavery and colonialism – men come up with strategies and invite women to own these strategies.

What type of employment for the youth? Which jobs are they looking for? Are the jobs there? We need to inculcate values in them?

Leaders are the most marginal people since they don't know how to define the aspirations of their people's. What are the people's aspirations, which must be communicated to the leadership?

For us to move forward, we need to look at poverty from all its dimensions – social, economic, political, psychological, etc.

African scholars must re-define our African situation (poverty, human rights) and look at what the west is telling us. We must look at the real causes.

Questions and comments

- The informal sector is not well approached – we should see this sector as a sign of failure as it negates the orthodox development model. Indeed the youth hate these jobs/occupation. The main issue is to establish and utilize the linkages with the formal sector – e.g. vendors sell goods from the formal sector.
- Any society that does not pay attention to the youth cannot develop since there is de-link with the future. Youth may become people who are not wholesome.
- In order to reduce poverty, there is need for popular participation by civil society in budget management and monitoring, e.g. how much resources are going to education and health.
- Need to establish linkages between universities and the business community through a curriculum for the youth and business community. Kigali institute is already trying that.
- MFIs and sustainability has a lot of work done and sharing should be done.
- Rural financial services are also doing well in Uganda and other countries need to borrow.
- Are there linkages between the MFIs and the formal banks (the intermediaries)? What kind of relationships exists? How do we manage the funds in MFIs as well as in Asia? What gaps exist in policy and how do we address them?
- We need to look at the issue of “brain” poverty, i.e. dependency.
- There is a lot of research on poverty all over the world. There is need to relate research institutions and extension workers, i.e. making research more useful to practitioners. Research has to be linked to development and politics.
- How do we increase African production potential, e.g. need to look at work ethics. Need to understand why we have very many economic refugees. This is a psychology behind poverty and what we think about ourselves.
- Africa is not a poor continent, yet we account for only 2% of the world trade. Where are these resources going? Are they being harnessed for poverty alleviation? Do we need to look elsewhere? What about leadership? Who are our leaders and are they fit for managing our resources? What do we need to do to them?
- We live in a knowledge driven world, yet PRSP are not using science and technology for poverty reduction.
- The social sciences are very good to mobilise society for engagement and participation.
- Education can be explored in terms of how to contribute to poverty alleviation. It needs to be re-examined, e.g. catering for the knowledge needs of the marginalized rural dwellers.
- There is a research network in South Africa on poverty, which UNESCO could work with.

- Programmes have to show where the various components, e.g. vulnerable groups, policy and research, etc. fit into each other.
- We need human rights approaches to fight poverty. We must therefore keep in touch with international standards.
- The real problem in South Africa with regard to vendors is that even if there is policy, the conditions for trading is interesting, e.g. shopkeepers use vendors to sell their wares outside the shops, hence marginalizing the poor. There is also reluctance by shop-owners to release their sidewalks. These issues have led to socio-political disorder.
- The poverty situation is getting worse. We are partly to be blamed for this. What part have we played in this? Let's not only blame the international financial institutions.
- The poor work to supply coffee to the market, yet they are getting poorer since they are not having a voice in the pricing policy.
- Street vending is a way for those with no alternative. We must look at this sector positively and think how we could improve on it.
- What can UNESCO assist us so that we use S & T to understand the various aspects of poverty and poverty alleviation?
- We need to look at technology packs. How do institutions like ours train people in skills so that we train people part-time? We need to re-focus our institutions.
- Poverty is a very difficult subject and we need to get the root cause of the increasing poverty. It is vital to isolate the slavery and other historical factors. It is good to look at the internal and external approaches of government, NGOs, IMF and World Bank, e.g. SAPs as they contribute to poverty.
- The issue of culture and poverty must be examined.
- UNESCO can help in monitoring and evaluation of PRSPs so as to strengthen these components. Who is going to monitor to ensure budgetary allocation to priority areas?
- Given that there are a lot of resources in Africa, is there genuine political will to reduce poverty? E.g. in Tanzania, locally produced oranges are rotting when imported ones are selling in the supermarkets. We need to redress globalisation.
- UNESCO needs to support the techniques of production.
- In dealing with the issue of street vendors, we are dealing with poverty of spirit. The women vendors are only interested in buying and selling. SHS needs to re-orient these women to do profit analysis and educate them to think of the benefits they are getting from their work.
- S & T is a key area for UNESCO in terms of commercialising the results of research and applying these to development (R & D).
- Models of women should be supported through clinics for women to enter S & T.
- No country has ever developed if it ignored the agricultural sector. We have failed because we have ignored adding value to the agricultural produce mainly because of using foreign technology and failing to prioritise agriculture.
- We also need to share experiences with success cases, e.g. Malaysia.
- Youth are getting into war as child soldiers. This area is very critical and youth policies need to be made and followed.
- PRSP and other ways of re-thinking development seem very simplistic. We need to look at our resources and think where we are so that we move from there. This is the need to humanize development – how we are, how we can live better, how can we revitalise our rural areas?

□ Moderator's comments

- There are many vulnerable groups in Africa.
- Africa has to pay attention to S & T if it has to grow.

- Our responsibility in working with other initiatives besides PRSPs must be stemmed up and taken more seriously.

Women advancement and gender equality

□ Moderator's remarks

Issues of women are well documented.

There is also systematic analysis of the structural causes, e.g. political reluctance, socio-cultural factors.

The dilemma is what is to be done, e.g. we have yet to implement international instruments, e.g. CEDAW, ILO declaration, etc.

The challenge today is to focus on what is possible, especially the role of UNESCO.

□ Mme Kristiansen Annali – UNESCO's gender equality and development

- ❖ UNESCO has reviewed work done in the past on this area.
- ❖ Focus is on coming up with useful strategies, e.g. social status, human rights of women, gender mainstreaming, etc.
- ❖ Key challenges facing gender equality, e.g. HIV/AIDS, globalisation, etc.
- ❖ Consultants have identified priorities.
- ❖ What is the role of SHS in this area
- ❖ What can the sector contribute intellectually?

□ Ms. Kethusegile Juru – SADC Gender Unit

- ❖ Importance of participation in S & T by women.
- ❖ As in other issues of women's subordination, participation is symptomatic of male dominance in decisions regarding development, politics, education, etc. patriarchal baggage is brought into the picture hence the problems we face in these areas.
- ❖ How can we influence positively the issues of male supremacy, masculinity and subordination of women?
- ❖ No amount of female education can guarantee real transformation of society – we require social transformation.
- ❖ Power and decision-making are the real issues.
- ❖ Education alone has not been the sole criteria for male involvement, hence education should be the main reason for women's participation – this is a social justice and human rights issue.
- ❖ The challenge is in the articulation of interventions that guarantee change rooted in real democracy and sustainable livelihood.
- ❖ Those who experience the subordination can do the articulation better, hence the need to have women in decision-making positions.
- ❖ Human rights commitments and instruments (e.g. CEDAW) must be translated into real action on the ground. The activities have to be gender sensitive, monitored and evaluated. Otherwise tokenism will prevail. Women have to be equal partners in the development process.
- ❖ Where there are actions defined, there are no mechanisms for enforcement.
- ❖ In other cases, there is a problem of capacity in legal issues, so that women are not aware of what to do when discriminated against. Capacity building is vital.

- ❖ Engendering decision-making so as to achieve democracy. The latter cannot work unless men and women work together in making decisions. SADC experience shows that where women participate, there is a difference.
- ❖ Participation has several levels, e.g. issues of access to positions (getting there), women's effective participation, support to women's transformative agenda. All these areas need UNESCO's support.
- ❖ Gender budgeting is another critical area. Women need to be visible in budgets. Governments have to ask specific questions on women and men when it comes to budgeting, e.g. reproductive roles, etc.
- ❖ National gender machineries need to be strengthened – most are under-resourced and lack key skills. This is an area of capacity building.
- ❖ Strategic partnerships of all concerned need to be supported.
- ❖ Need to support with resources is also crucial.
- ❖ There is need to work with various stakeholders to ensure that the right women get to the right positions.
- ❖ Affirmative action also has a role to ensure increased participation.
- ❖ Intellectual capacity on gender equality has also to be strengthened.

❑ **Questions and comments**

- ❖ How can all of us in our respective capacities get involved in issues of gender equity?
- ❖ Women have a key role to play in governance.
- ❖ Women's rights are put as a sideline amidst other human rights issues. We must put women's issues at the centre.
- ❖ The dynamics of gender relations within society must be addressed, e.g. the marginalized men, who are jobless, must be addressed.
- ❖ UNESCO has doing work in transformation of women's status, e.g. capacity building to understand social, economic and gender analysis. If this is done, all people can be positive and benefit. This support needs to be intensified and implemented in other countries, even at the levels of schools.
- ❖ We need to be practical about women's empowerment. This issue has to be looked at from the education of the girl child – numbers, opportunities, risks and factors for drop out among girls.
- ❖ UNESCO plays a moral role in the world. Gender equality is difficult since it is based on socialization, e.g. boys being socialized to behave like men.
- ❖ Strengthening father-daughter relationship is a good way of ensuring transformation.
- ❖ Affirmative action and a conducive school environment, e.g. boarding schools, work very well as seen in Rwanda.
- ❖ Community attachment also helps students to understand and influence gender relationships.
- ❖ We can copy success cases from India and other countries.
- ❖ Transformation is a slow process as seen in Uganda. We need confidence building and amicable partnership building.
- ❖ One of the methods of changing mentalities is to get men to talk about women. Men should say how they want to help women bring about change.
- ❖ Is the gender unit at SADC concerned with human rights also?
- ❖ We need to organise a conference on men since that's where the problem is.
- ❖ It is a cultural problem and women must be enabled to get into this system so as to influence it. They can deliver especially if women convince them.
- ❖ It is too late to teach men the tricks. A syllabus on gender equality can be introduced at all levels of education.
- ❖ There is need to sensitise our opinion leaders.

- ❖ There should be focus on men regarding equality and what it really means for society – that it is a win-win situation for all.
- ❖ There is a knowledge gap regarding poverty in single male-headed households and there is need for research in this area.
- ❖ UNESCO should adopt a structural approach by focusing on issues of barriers on side, male and women. Research and knowledge should be used to understand and redress these barriers.
- ❖ UNESCO should carry out country studies on retrogressive cultural studies as they relate to gender.
- ❖ UNESCO should come up with annual country reports on performance in education of girls at all levels.
- ❖ We should be practical so that we don't empower the already empowered, e.g. one race, class, regions, etc. Gender cuts across other parameters and we must be sensitive to this. Affirmative action has to reflect these realities, otherwise there will be resistance.
- ❖ We must be clear regarding where we are coming from and where we are going to in terms of the gender paradigms.
- ❖ We must think at decision-making at the family level, e.g. on socialisation. Who is making decisions here and where do we go wrong in Africa?
- ❖ Where does the African men get power from?
- ❖ Men must be given a chance to tell gender advocates where they are going wrong.
- ❖ Women scholars must ask themselves whether they are talking about theory or practice.

Underlying causes of war, and civil conflict

□ Moderator's remarks

- Moral ethnicity makes us to identify with the group and is healthy. Conflict is brought about by strategic ethnicity, which breeds antagonism and conflicts/war. Politicians usually rely on this type of ethnicity.
- War in traditional African societies was not perceived as done today following modernisation.
- War methodically thought out and caution taken to move women and children.
- War did not mean a complete rupture of relationships.
- Elders using a well-crafted mode of handling conflicts worked out resolutions.
- Women had a prominent role to play in conflict resolution – they even had respected ways of preventing war from erupting.
- Relevance of indigenous conflict resolution to modern society – the latter has failed to trust indigenous systems. The decision is an imposition to the people. Most of the traditional conflict resolution methods have been found as difficult to transform by some quarters. This is denying Africans a history. If conflict resolution is to be done democratically, and democracy has to be indigenous, then we cannot ignore traditional conflict resolution.

□ Prof. Pascal Rutake – role of social researchers in conflict-torn and unstable countries of the Great Lakes

- Increasing poverty and insecurity has led to social disintegration, especially following value loss.
- Currently, several countries e.g. DRC & Burundi, have undergone difficult years – they are trying to return to internal stability and external security.
- Many African countries have adopted the democratisation process, but the scorecards are different and disappointing.

- Democracy is today the main model of government of public affairs – a regulatory tool mediating between governments and the people.
- In theory, it enables the rejection of dictatorial policies.
- Democracy today is in the western sense.
- African countries in general, especially the Great Lakes must find their way towards the best way of returning to stability.
- As African researchers, we must make a contribution.
- The three Great Lakes countries had their destabilization starting in 1993 in Burundi.
- Ethnic violence spread throughout the country, with armed groups fighting it out. Ethnic Tutsis are nearly being exterminated in the genocide directed towards them.
- Ethnic conflict has forced Tutsis to take refugee from DRC and Tanzania, from where armed groups attack.
- Proliferation of arms and the movement to and from Rwanda and Burundi into Tanzania and DRC have led to escalation of conflicts.
- DRC is the epicentre of this conflict since the wealth of DRC is enormous.
- Government peace accords are helping.
- Ethnic animosity between the Tutsis and Hutus in Burundi and Rwanda started during the colonial.
- Main causes of conflict include the colonial power that inculcated the myths of ethnicity in Rwanda and Burundi, e.g. all speak same language, intermarry. etc.
- Massive human rights violation led to chaos. Yet traditional values were lost.
- There is need to set governments of national unity.
- Competitive democracy is incomparable to the realities of countries like Burundi and Rwanda. We must apprehend these conflicts and rethink democracy so as to root it within the prevailing social values.
- Rwanda had a wise people's institution (gachacha) for conflict resolution. The group had decent and honourable people. Colonial rule killed it. Now there are efforts to re-institute traditional conflict mechanisms. These will make us reduce court workloads and respect order.
- Traditional elders even had authority to ask for accountability from their actions.
- We need to form a region centre around the Great Lakes for the area's research.
- Meetings and regional seminars on priority areas.
- Need for special courses for civil servants, workers, etc.
- Need for injecting new knowledge for peaceful coexistence.

□ **Prof. Dixon Kamukama – causes of war in the Great Lakes region**

- Africa is characterised by “arms and daggers”.
- The conflict is mainly external.
- Some of the effects such as deaths, political and socio-economic decline.
- Conflict prevention is a prerequisite to development.
- International community has been drawn into conflicts in the Great Lakes.
- Causes include poverty since colonialism, undemocratic colonial states, struggle for resources, and mismanagement. Colonialism is the underlying factor especially with regard to the manipulation of ethnicity.
- A careful study of the history of each of the conflicts is an important departure point for UNESCO.
- UNESCO also needs to engage in looking at early warning systems and preventive democracy, e.g. AU report on preventive diplomacy in Rwanda can be adopted and popularised.

- We need a multi-dimensional approach so as to look for African solutions to African conflicts. Intellectual initiatives could be assisted to understand the unique conflicts in Africa.
- UNESCO could also network ongoing conflict research, prevention and early warning systems. It could be done as in the MOST programmes.
- There is also need to sensitise our people
- Integrate conflict management with training and education, governance, human rights, sustainable development, debt relief and other socio-economic programmes.

□ **Dr. Nina Pratt – Mano River Union Peace Network**

- Mano River Basin comprises Guinea, Liberia and Sierra Leone.
- Sierra Leone achieved the apparent peace due to the Mano River Union, which was started in 1973 for economic purposes. The Union, however, paved way for expanded space for peace building and concomitant initiatives.
- The Union didn't achieve its objectives at first due to political instability.
- Countries of the Mano River Basin are very similar and the causes of conflicts are therefore similar, e.g. structural inequality, collapse of the state due to mismanagement and misrule, lack of democracy, corruption, indiscipline especially on the youth, illiteracy rates (80%), poverty and deprivation, etc. These causes provided an environment conducive for insurgency.
- Even children were involved in the insurgency.
- What contributions can scholars make in reconstruction and reconciliation?
- Sierra Leone is unique since the process of achieving some peace took place amidst serious odds, e.g. vast physical devastation, disruption of schooling, displaced populations, high numbers of physically and psychologically injured, and the disruption of the state.
- Efforts are now towards peace consolidation. This is made difficult especially because the Lome Convention instruments seem to support the perpetrators. The citizens are fortunately tired of war.
- The research question for SHS is how to bring greater understanding in the translation of issues of reconstruction to read the message of reconciliation and not revenge?
- There could also be support to the Truth and Reconciliation process in terms of information so that both perpetrators and victims can tell their story for people to be forgiven and to forgive.
- The special court is there to build confidence and could also be supported.
- What can and should be roles of ordinary people in shaping democratic institutions so that we can realise the statements “never again”.
- We need peace and conflict studies at the universities, which should then be used to sensitise communities.

□ **Questions and comments**

- The potential for peace is enormous.
- African traditions of peace making are alive and being used. These should be revitalised.
- The role of external forces in continuing to fuel conflicts in this region have to be recognised, e.g. Angola, DRC.
- We must also recognise the role of arm merchants, whose trade is even increasing urban-based conflicts.
- Resources in Africa are also being used to fuel conflicts here, e.g. oil in Sudan.
- We need to analyse the peace mechanisms, e.g. Truth and reconciliation, Rwanda tribunal and international interventions. What are the inadequacies and merits of these mechanisms?

- We need to see the role of civil society as actors of conflict management and peace building.
- The Rwandese genocide is shocking, spouses, neighbours and relatives killing each other – there is nothing African about this even if arms are from other countries. Senegalese for instance would never do this. We must think about international mechanisms, especially focusing on sensitisation. Access to national riches is key to the entire issue of conflict resolution.
- Looking at history is an important thing so as to learn from others regarding how conflicts were resolved, e.g. European experience first stabilised maritime communication, used the church to stop war, strengthened the state, etc.
- We must cooperate with even the bad/harmful people.
- The challenges of regional integration and globalisation are related to low intensity conflicts where some people want to keep some countries at war/conflict so as to control their resources. We achieve this through western democracy, which is essentially modernisation.
- Today's conflicts as in Rwanda are linked to SAPs, which weakened the state, social mediators, e.g. women's role in war decisions.
- Before finishing the framework document for NEPAD, a set up for conflict management was set up and this has led to some peace, e.g. in Somalia.
- Early warning systems are crucial.
- We should look at those who want to control state and governments and not just those who control. Most of those with leadership ambitions don't have a constituency or even women's representation. They are not pursuing citizens' interests, but their own. We must develop interventions focusing on these people.
- African leaders need to access information in the opposition, especially on self-seeking rebel groups, e.g. DRC.
- What were the philosophical aspects of nation-formation in Africa, apart from chasing away the colonialism?
- We need to think of our diversity and then we work out universal philosophies for uniting us.
- Lack of good leadership and lack of education explain the Rwandese education. Bad leadership can manipulate all the masses. What can UNESCO do to change such scenarios of bad leadership and ignorance? There is need for civic education. This could be done through setting up centres of conflict management.
- It is vital to also facilitate community-based reconciliation and justice seeking, where people judge one another and forgiveness follows.

□ **Moderator's comments**

- There is a group of scholars from 20 African countries focusing on conflict and peace. The network distributed a position paper in Durban.
- UNESCO could do more than this, especially in nurturing a network like this and also supporting the UNESCO Chairs.

Managing and overcoming the HIV/AIDS pandemic: strengthening collaboration between the social sciences and the medical sciences

□ **Moderator's remarks (National AIDS Control Council)**

- First case of HIV/AIDS diagnosed in 1980. Since then, the disease has become a key disease burden.
- Statistics indicate that the situation is terrible – in the world by 2001, people living with AIDS were 40 million, there were 5 million new infections and 3 million deaths.

- Sub-saharan Africa had by 2001 28.1 million people living with AIDS. This is the worst hit part of the world, followed by Latin America with 1.4 million.
- New infections in Africa were 3.4 million (out of the 5 million in the world).
- Deaths in Africa were 2.3 million (out of 3 million).
- Among children under 15, by 2001, there were 2.4 million in SSA (out of 2.7 million in the world).
- Deaths for under 15 in SSA (2001) were 500,000 out of the 580,000 worldwide.
- Newly infected cases among under 15 were 700,000 out of the 800,000 worldwide.
- What are the factors explaining this trend include cultural beliefs/attitudes/practices, myths and misconceptions regarding the pandemic, poverty, clinical aspects where the pandemic is ignored as a non-clinical issue.
- How can we share successful experiences? Provision of information on home-based care, condom policy, ARV guidelines, communication strategies, community and resource mobilization strategies, and networking.
- What constraints would countries face? Poverty, IT use, cultural resistance and lack of political commitment.
- Ways in which social and medical sciences could work together include regular sharing meetings for learning best practices (for Botswana to learn from Uganda), use of networks and information communication, and use of periodicals and regular newsletters for information dissemination.

□ **Prof. C.B.K. Nzioka – Managing and overcoming the HIV/AIDS Epidemic in Africa**

- 40 million infected – 3 mln are children and 46% are women.
- SSA has 70% infections.
- ESA most infected, with the western African region having a different pattern.
- The trend is upward, e.g. Botswana, Zimbabwe, Namibia, Swaziland & South Africa.
- Rates falling in Uganda. Zambia may follow as the second African country with success – need for more studies.
- Senegal took measures earlier.
- Stable rates in west, e.g. Burkina Faso.
- Sexual behaviour is the main drive behind the rates – sexual behaviour varies across cultures, age groups, SES and gender. It is also influenced by factors such as culture, economic and political factors.
- Africa's youthful population is another key issue.
- Impacts include heavy dependency at household levels, family debts, child parenthood, food insecurity.
- Demographic impacts include high mortality, reduced life expectancy, reduced bed spaces.
- In education, there is decline in quality and quantity of education, increased illiteracy, UPE targets not being achieved, loss of university staff (e.g. UoN losing 2 staff per week) with all the financial ramifications.
- Business sector impacts include reduced productivity, high turnover, etc.
- Challenges include low information – there is need for Behaviour Change Communication; need to support mother-to-child infections, support for Voluntary Counselling and Testing (VCT), and promotion of Condom use.
- Treatment is quite challenging in terms of policy and dialogue regarding ARVs.
- There is also need for a continuum of care and support at the community level.
- Role of UNESCO is to support social science research since all modes of transmission are behavioural – we need to know why people are not changing. The rational change/choice theories are not working. Maybe we look at cultural frames.

- There is also need to support HIV/AIDS education, e.g. traditional ways of courting and sexuality.
- Need to train students on HIV/AIDS at universities, e.g. UoN UNESCO Chair. The students can then be used as change agents.

□ **Prof. James Sengendo – Uganda’s efforts to fight HIV/AIDS, 1981 - 2002**

- First case identified in 1982.
- 4 years later, the disease had spread all over Uganda.
- Attempts were made to explain the problem using theory – that the problem is social explained by cognitive, affective and biological factors, risky behaviour and environmental factors.
- The pandemic mainly infected the age 15 to 40. Young children were infected through mother to child transmission.
- Women are more infected for 15-25 age groups. Men were more infected after 25 due to older men having relationships with young girls.
- Impacts have been noted in all sectors, e.g. agriculture, education, health, commerce and industry, etc.
- National responses in Uganda included: use of a multi-sectoral approach, creating individual and collective responsibilities, emphasising prevention, ensuring management of the problem, organisational capacity building and policy support.
- Uganda also set up an effective coordination mechanism, implemented AIDS Control Programmes, and also had a non-state coordination body (UNASO – Uganda Non-governmental AIDS Support Organisations).
- There were also VCT campaign, social support system (TASO – The AIDS Support Organisation) and using the media for education, debates and discussion.
- Research collaboration between social and medical sciences has covered areas of studies and education regarding mother to child transmission, prohibiting infected mothers from breastfeeding, researching on ARVs and highly ARV treatment, and there is a national advisory board on drug access initiative created to advise on ARVs. There is also research on STDs in relation to HIV/AIDS.
- Political commitment was there during the challenge of AIDS. The president led in the struggle.
- The result of all these efforts – the trend has changed from 23% in 1989, 16% in 1995 and 6.1% in 2001.
- The challenge is to conduct a sero-prevalence survey across the country to address doubts on the methods of collecting data.
- Culture can be used for building blocks to work out things. Culture is positive and we must begin from it.

□ **Questions and comments**

- The gap between knowledge and behaviour is critical and social sciences have failed to research here. There is need for research on this gap – why are social structures and people hard to change over time.
- In COMESA region, there is concern over what we are going to do with the youth yet they are sexually active, have to court and marry. Do they have to do pre-marital testing?
- Is there a possibility of changing the situation if at the same time we have no hope about a situation? Yet AIDS is seen as a development problem.

- In some countries, e.g. Burkina Faso, people don't want testing since they think death is immanent.
- Didn't Uganda succeed due to having a hope?
- How far have we gone on vaccine research?
- Is there a possibility of making ARVs available?
- What is the relationship between western and African scientists?
- What is the link between infections and sexual violence?
- How can we use culture to help women protect themselves, yet there are power relationships?
- Is it true there are HIV carriers? E.g. commercial sex workers in Nairobi. How is it possible?
- Africa seems not to have mobilised its forces and resources, e.g. there is no research on a cure/vaccine. We need to call upon all researchers to do a massive research in this area.
- Awareness has increased but behaviour change is slow – this is a major research area and institutions in Cameroon, Nigeria, Kenya to answer this. Information on this could be shared.
- ESA corridor has heavy infections and impacts. Would tourism be having an impact on the spread?
- We need to focus on the family since the pandemic is a family issue. Behaviour change has to start here.
- There are many religious/faith-based organisations working on this area. Is there any way in which UNESCO can link up with these organisations?

□ **Presenters' reactions**

- Prof. Sengendo – evidence is available to show that prevention is better than treatment. Adoption of non-risky behaviour is a problem that deserves attention. The types of messages must be segmented by audience, e.g. by age. Resistance is there but the challenge is to control behaviour for better epidemic management to avoid infection with worse AIDS. Need for policies on affordable ARVs. When it comes to sexual practices, people don't use condoms, yet they aren't sincere to each other. What is needed is conflict resolution mechanisms to address conflicts which drive spouses to risky behaviour.
- Prof. Nzioka – the disparities between knowledge and behaviour is mitigated against by environmental factors, e.g. poverty. The way we process information has to be situated to culture, cognitive processes and hence framed properly for intended reactions. We must think about the quality of information that we have, e.g. what is a virus in a vernacular? Yet it is not visible. Condom use carries negative meaning and suggests a sexual history hence the low use – self-images, which we must address. There also needs to be serious political backing to support policies and commitment. Vaccines must be developed here since HIV/AIDS is a problem of Africa – waiting for the west to develop a vaccine isn't useful. We must put in resources towards this.
- NACC (moderator) – Kenya has the vaccine development initiative. The case of commercial sex workers were supported to start businesses in Arusha, succeeded, but when they returned, they contracted – meaning that as long as the ladies were engaged in continuous sexual activity, they would have been resistant to the virus. The vaccine initiative is using this dimension for some possible results. The family is a crucial level, but how many people talk about sex at home? NACC has been advocating for family based actions and this should be encouraged.

Social Science and Development – Disciplinary Approaches, with Illustrations From Science and Technology, Philosophy and History

Prof. Eriabu Lugujo

Physical and social sciences are complementary. S&T is one of UNESCO's area of concern. It has a central role to serve society. Individuals are through S&T used as agents of change. This is a key way of achieving development. There is need to re-define development, but we need to know the actors, the strengths, our long-term goals, knowing what we want, knowing our position in globalisation.

- The nature and expectations of our nationals have to guide S&T
- Social sciences and engineers have to work together in a non-organic relationship
- There is need for multidisciplinary learning, where each learns what the other knows – the need to restructure education curriculum, e.g. introducing sociology within technical fields

What should UNESCO support in Africa?

- Collaboration and assistance
- UNESCO is the conduit and catalyst for fundraising for ideas from member states
- Education must be supplemented with training for it to address poverty
- there is need to create an environment that attracts talent and rewards science so as to promote and retain the continent's human capital
- It is important to embark on techno-economic S&T policy development
- We have to nurture S&T within the curriculum
- Need to complement indigenous research with modern one for food security
- To acquire environmentally clean technologies, biotechnology
- Promotion of people's awareness
- Promote management in S&T
- Support capacity building in S&T
- Engender S&T
- Support governments to work well in S&T
- Invest in networks, tele-centres, e-learning, etc.
- Learn the history and theory of science to bridge the disciplinary gaps
- Address HIV/AIDS to support S&T
- Support teachers and teacher training
- Support the technician/crafts personnel who work with the professionals

Prof. Shem Wandiga – Ethics, Bioethics and Biotechnology in Africa

Prof. Wandiga's presentation centred on the following areas:-

1. Water and its distribution crisis
2. Diseases epidemic patterns in Africa and
3. Bioethical issues arising from science and technology

Water is a scarce resource in most countries and regions. Two ethical issues in this area were outlined

1. Diversion of rivers for individuals' uses makes entire communities suffer. Is that ethical or moral?
2. Colonialism taught people to do terracing and not to plant uphill, but we have stopped this. Our rivers have unclean and muddy water, carrying chemicals and nutrients to

oceans and lakes, e.g. Lake Victoria – the water has limited oxygen, which cannot support life. This affects the Nile Parch, which is a source of food and livelihood for many. Was the policy of abolishing terracing a right one? What of the destruction of human life?

2. Diseases epidemic patterns in Africa and

There are numerous diseases plaguing the continent. These include among others; HIV/AIDS, malaria, TB, diarrhoea, respiratory infections, ebola, iodine and vitamin A deficiency – all these could be prevented by proper hygiene and personal protection.

The key questions we should reflect on are:-

1. Are the statistics and methodology correct – is our science correct?
2. What is the relationship between behaviour patterns and diseases?
3. What does child parenthood mean in terms of future generations?

The bioethical issues arising from biotechnology are the impacts of GMO on impacts on the environment, health, food safety, socio-economic aspects and ethics. Zambia's refusal to accept GMO food has led to conflicts with WFP. Yet Zambia's issue is legitimate.

Prof. Jean Bidima

Since 1960s, the issue of an African philosophy has been raised. Some people say this philosophy was oral, while others thought of it as written. This a problem of the existence of the philosophy, but today, we are concerned with the future of the philosophy.

Ethical future is critical – what ethics do we have and how are they developed? Equally important is our economic, legal and aesthetic future. What is the relationship between production and ethics? What is public space? How can we discuss the notion of responsibility and accountability? What is the beautiful and aesthetic?

Three actors of this philosophy were identified?

1. Teachers/students
The teacher is a salary worker, advising government – a model that cannot attract philosophical interest among the young, hence the few people getting into it.
 1. The State
The state is the sponsor of philosophy, but what does philosophy do to pay for this? It is an ivory tower discipline that bothers nobody.
 2. Non-state actors are also there but they are only interested when philosophy speaks a certain language
- Philosophy must be contextualised in a democratic space, where the impunity of violence and ignorance does not deter the discussion of truth
 - Respect of the other and tolerance are vital for philosophy to flourish – the same as democracy, where nobody has monopoly of ideas and truth
 - We must have a critical frame of mind, which is today despised in Africa – ignorance is accepted. Making money is equated to having wisdom – we need to rise beyond appearances.

- Authority is also confused with power, and we need to distinguish between the two concepts. What authority should be established in the teaching methodology in philosophy? How do we reconcile the notion of models with the space of philosophy?
- Philosophy textbooks have to be reworked as most of them are segmentalised. The syllabi have to be reviewed.
- We have challenges of recognising who Africans are, who are the other (my neighbour), knowing without hoping, which is difficult.

Prof. Godfrey Muriuki

What's the importance of history in Africa? The continent is facing a lot of problems, e.g. economic problems, war. The root causes of these problems can enable us to understand the problems and look for solutions

Colonial imperatives are clear to us, e.g. the White man's burden. This led to policies that were to introduce changes in education, economy, etc. Africa lost independence, culture and its ways and abilities, e.g. to feed itself. The international division of labour has led to dependency and servicing of the developed world.

In addition, education has become an industrial and western system. The system of government was changed, with new structures for controlling the population. Force was even used.

Africans have been at the lower edges of the system. Africans were given no representation, hence began to grumble. This was the beginning of nationalism and resistance. An examination of our historical context shows us where the "rain started beating us".

Most of the leaders at independence had no skills and capacity to take over leadership. They had no training and experience, hence their misrule and mismanagement of public affairs. A second liberation is needed to rid us of these leaders. Can't we go back to our traditions to see how our forefathers governed?

One of the major problems with HIV/AIDS is the loss of morality and weakening of social structures, e.g. the family following colonialism. This is an area of research.

Colonialists denied Africa a history so as to better control the continent. Yet after 1960s, African history started being taught. Even UNESCO has a book on this.

History gives us an insight into our past, solutions to our problems, appreciation of our culture and cultural diversity, and facilitating dialogue and tolerance. maybe this is where the solution to our armed conflicts lie.

Questions and comments

- Philosophy needs to be liberated from the ivory towers and people should be taught about its relevance in society.
- Rewrite the basic philosophical text books to make them reader friendly.

- Scholars have to engage with classical philosophical texts, e.g. how democracy is obliterated, the Zimbabwe land question, etc.
- Philosophy needs to be examined with regard to technology. Is African philosophy only dealing with speculation? What about production and links with the material world and daily lives?
- We need to think about an African epistemology. We need to think of other types of symbols and discourse. Are we dealing with schools and institutions when thinking of actors? Sometimes, you can't think of the beautiful without the technical dimension of its production. There is also the pedagogical dimension – are we promoting the teaching methods, which are inappropriate? Teaching is not just a matter of authority but a form of discussion.
- Is our history a representation of our ancestors? Are there material things that we can think of that time?
- Philosophy must add value and be relevant and understood by the common man – philosophy could be used as a tool to mobilise people by linking it with other topical issues. How can UNESCO make philosophy relevant, repackage it and use it more effectively, especially for social mobilisation?
- Were African post independence leaders unqualified? Is it the leaders who were unqualified or is it the systems that were inappropriate? Are there countries that were not colonised? And do they have problems?
- How do we move forward in research methodology given the weaknesses that are there today? How do we relate this with development paradigm shifts?
- We need to build an indigenous knowledge base and making it address current issues using appropriate methodologies.
- Are our problems 40 years after independence still a result of colonialism? We must question things and develop alternative approaches to solutions.
- Philosophy needs to be used to teach our young people that there is an African civilization, which could input to the global processes.
- Bioethics is an issue of sustainable development and our future. This relates to environmental education, which is not even in schools. There is a lot of ignorance on environment and a lot of distancing from it.
- There are ethical questions regarding GMOs and we may be threatening sustainability.
- There is a yearning for interdisciplinary approach for us to appreciate issues of philosophy, ethics and history. This will give us better outputs.
- How do we repackage and get our African history? There is need for research and dissemination using the media and African languages. How can we use these to do the repackaging and sharing?

- Africa has a message of hopelessness especially for our children. We need scholars to portray a positive message about Africa – a message of hope. Leaders need this to lead well. The tools for doing this, e.g. language, are here with us.
- We need to redefine our position in the world. UNESCO could position a book/network or any mechanism (even a drum like in South Africa) for this repositioning.
- Can we document our leaders' experiences so that our children could in future learn from their mistakes (and successes)?
- The linkage between democracy and philosophy is our hope and should be explored further.
- We need to redefine development by focusing on indigenous aspects of Africa, e.g. food security, population issues, etc. How do we remain at the indigenous level without adopting modern technology? Is it possible? How can we establish linkages between the two systems?
- African scientists are working in an environment of interference, e.g. western donors and their perception of HIV/AIDS among Africans. Scholars have to look for the shifting paradigms and appropriate methodologies that are our own and that tell the truth about our situation.
- Social and basic sciences must begin with us looking at ourselves as the actors.
- Given our mode of dress, language, etc, are we look-like Africans living in Africa or are really Africans? What is African about us? Can we reconstitute our past? Do we know this past? If we don't know it, can we ever know the future? We even laugh at children singing African songs. Non-Africans adjudicate these songs.
- What are our teachers teaching? African or western philosophy? How can they teach what they don't know since they are trained in western concepts and are living western lives?
- Bioethics is pertinent to poverty alleviation, food security and understanding the causes of wars and conflicts. The issue of water and its distribution should be elaborated since it is a potential source of conflicts.

Presenters' responses

Prof. Lugujo – Africans must develop themselves. The agenda for science is to improve on what you have in terms of the local. We must have what we can put in the global. Can we participate in the global without anything to put there. We must train some people to be negotiators in technology transfer.

Prof. Bidima – We should reconstruct the past by eliminating what is not useful and taking up what is positive. It is only Africans who will drive to the past using the rear view mirror. African works must be linked to other philosophies in other parts of the world. Classical philosophies are not merely western, but include all types of experiences. It is possible to draft a history book on African philosophy in relation to other philosophies. We cannot think of African philosophies without epistemological dimensions – there is already work on this. What is beautiful in Africa? How do you say nature in your language? Philosophy is not extra-mural, but experiential.

Prof. Wandiga – there is need for a multidisciplinary approach in our work. There is a lot of data generated in climate research as it relates to Malaria and Cholera. This data is analysed depending on the intended model. A negative model is demoralising and gives no hope to the population. Data and research must create hope.

Prof. Muriuki – it is right we should revisit our technology and material culture on our history. Not all the leaders were uneducated, not a majority were. Three factors explain our problems – leaderships, inherited structures and external interference. Countries that were not colonised were still controlled by imperialists, e.g. Liberia by USA. Colonialism is part of a wider power relationship in the world. Hopelessness can be addressed through an education that can reclaim the glory of Africa.

Bridging the gap between policy and research: international cooperation, networking, capacity building

Dr. Charles Mbock – Cameroon

Science must be for society. Knowledge is power and politics is a quest for power. It is likely that when these two meet there is bound to be a clash. How can we bring together governance and knowledge? Through coordination or through confrontation?

Most emphasises learning for concrete action.

- Any knowledge is social, including physical sciences. How can we come together to ensure what we think is shared with others? We need interaction as scientists so as to manage our knowledge and share with politicians.
- We need scientific diplomacy – are we ready for this?
- We must climb down from our ivory towers and take our knowledge where it is needed.
- Researchers are qualified, but research is allocated through personal contacts.
- Many studies are for publications for academic career. Very few are related to influencing decision-making. Research findings are allegedly used to advocate for change, but few studies are used for effective change.
- Funding research is mainly by foreign institutions; hence their interest is higher than that of national decision-makers. The foreign financiers, e.g. poverty alleviation, control us remotely.
- UNESCO has to support multidisciplinary interactions with decision makers so as to bridge the gap between research and policy.
- We must also have the courage to cross our bridge first through multidisciplinary work.
- We need a law on the protection of African researchers from being used and abused by powerful foreigners, who take all the credit for the work done by African researchers. The protection will avoid ‘scientific poaching’.

Prof. Kimenyi - Kenya

Kenya has very good research and policy papers, but implementation is very weak. There are extremely competent researchers in all fields. Development policy units focus on justifying policy.

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) works for government but outside government.

Other researchers in policy are Tegemeo and Institute for Development Studies, among others. The key areas of weaknesses in policy research include

- The way researchers operate under ministerial directives, making the research weak, not objective and less useful.
- Research is not demand driven, hence not available to policy makers when they need.
- Researchers' priorities differ with those of government.
- People from government distrust researchers from universities and independent research institutions. It is taken as criticism.
- Research also fails to take note of the government's budgetary constraints in their recommendations.
- Researchers' communication with policy makers is poor and unnecessarily technical.
- We rarely know how to market our research findings since researchers keep them at the universities instead of marketing them.
- Some research is not timely, especially due to the delays in collecting and analysing data.
- Researchers don't consult all stakeholders, e.g. private sector.
- Lots of research follows where the money is.
- Governance issues make government not to use research, which is not serving their interests.
- Low capacity in government makes absorption and implementation of research impossible.
- Informal decision-making negates the use of research findings.

KIPPRA is able to operate since it is autonomy yet works in consultation with government and private sector.

- Trust and the way we do research have to change.
- We must generate our own funds and think of long-term projects instead of donor-dictated research.
- UNESCO should strengthen understanding of the break between research and implementation.

Prof. Ajakaiye - Nigeria

NISER (Nigeria Institute of Social and Economic Research) is older than Nigeria as a state. NISER works in support of government in socio-economic research and dissemination of knowledge in collaboration with other actors. NISER has a clear governance structure with several departments and interdisciplinary units. The total human resource is 60 researchers, all with postgraduate training.

Policy research combines scientific inquiry with plans of action. It could be prognostic, evaluative or prospective.

The nature of policy makers is that they have no time, have short attention span, are not necessarily academic, operate under immense pressure, and receive advice from several sources especially where there is financial leverage.

NISER encourages individual research, monitoring studies, basic studies and development research.

Dissemination is done through distribution of publication in form of policy memos and briefs (more detailed than memos), policy makers workshops, policy discussions, conferences and workshops, keeping up to date, and training people at certificate and diploma levels on development planning.

Challenges

- There is inadequate funding, infrastructure and equipment.
 - NISER lacks opportunity for exchange programmes.
 - There are competitive rather than complementary approaches.
 - There is also the threat of leaders preferring external research and advice.
- UNESCO needs to build capacity through equipment support, exchange programmes, doctoral and post-doctoral programmes and library infrastructure.
 - UNESCO should promote core research by institutions.
 - UNESCO should also support a Network of African Research Institutes for doing collaborative research and sharing.

Questions and comments

- Provision of equipment is vital as a tool for research.
 - How can we disseminate the research works that have been done using common media, e.g. newspaper, offering certificate and diploma courses? This could inform very many people.
 - Why do African governments prefer foreign researchers? The solution is to work in teams and partnerships across Africa .
 - Research has problems due to the use of jargon and technical language.
- UNESCO could help in demystifying research for purposes of dissemination, i.e. having popular versions. A forum/centre for this task could be established.
 - UNESCO should give missions of evaluations to researchers since they are objective. The governments usually portray what they want to say and not what is. That is why there is a difference between researchers' and government reports.
 - UNESCO should lobby other international agencies to respect and use researchers from Africa.
 - How much are the states putting into research following the Lagos Plan of Action?
 - Researchers have problems because they cannot even meet their basic needs and be comfortable to think and do research. This has made research leave basic research for applied studies.
 - Was there any effect of SAPs on research funding? There was diversion by donor from basic to applied research. Yet the donors send their people to do the basic research.
 - How can we enhance the protection of intellectual property?
 - It is not only government that mistrusts what is local. Even scientists don't trust the local.
 - UNESCO could train researchers on how to market research findings, advocacy and lobbying skills for better engagement with policy makers.
 - We must own our research and its application. Ownership is related to funding by government for them to own what they fund as opposed to today's scenario where foreign funding funds research institutions. Governments must therefore reinforce these institutions.
 - UNESCO must build the capacity of other policy actors for them to push their agenda more effectively.
 - We must use the media to educate our leadership.
 - How do small NGOs without researchers get funding, yet research institutes fail to get funding? How do they write proposals that intellectuals cannot write?
 - COMESA has just formulated its gender policy. The biggest problem is to ensure the domestication of international instruments into national laws. How do we do this? Scholars should be educated on gender issues in policies.
 - We must start reviewing our policies to make them gender sensitive. UNESCO should support a seminar for women scholars and policy makers to brainstorm on this.

- African Association of Political Sciences generated knowledge on key issues in Africa. Knowledge is not the power but the individuals who possess that knowledge. Knowledge becomes power when it is organised to achieve particular objectives. Which objectives are we trying to achieve with our knowledge?
- Policy makers can easily dismiss us if we don't link knowledge to development objectives.
- Researchers have a right to a favourable environment and this has to be promoted. UNESCO could bring researchers and governments together to start trusting each other.
- Researchers can organise annual conferences on country situational analysis using research findings. Since this could be attended by the president and ministers as is done in Tanzania, it would lead to appreciation of researchers.
- UNESCO's scientific communication Programme is mandated to translate and simplify research findings. This programme needs to be strengthened.

Dr. Stanislas Adotevu

UNESCO has for a long time been sidelined from issues that are of its concern. This workshop of therefore useful. We must dialogue among ourselves and with others.

What does poverty and sustainable development mean to the World Bank and IMF? Is it the same for us as Africans versus other peoples? What does market forces mean to the different peoples? The IMF concerns are not the same as ours. What does economic rationality mean to the executives freezing the corporate sector in USA and Europe? Do they have the moral authority to tell us about governance? What about those who facilitated the collapse of Mexican economy? What can they tell us? We have to develop our own conceptions, which enable us to address our difficult situations and confront our problems. All the problems we are discussing must be solved by us making the first move before we ask for help. Social sciences should be used to find solutions. Networks and national political commitment are key to seeking solutions.

Dr. Rachael Gesami – African Economic Research Consortium (AERC) presented by Prof. Olu Ajakaiye

Research is useful for decision-making. Research findings must be communicated to policy makers, common people and other stakeholders in a language they understand. But research requires a lot of money, yet many African countries are poor.

AERC is a not-for-profit organisation aimed at advancing economic research and training in Africa. The mission of AERC is to strengthen policy research capacity in the continent through research and training. The consortium promotes retention of scholars through empowerment and creation of an enabling environment for scholarship. AERC also facilitates dissemination of research findings to promote linkages between research and policy.

There is focus on poverty, income distribution and market issues; trade, regional integration and sector policies; macro-economic policies, stabilisation and growth; and finance, resource mobilisation and investment.

AERC gives fellowships for graduate studies and engages in collaborative exchanges with governments and universities. There are plans to set up a programme for doctoral work/studies. AERC facilitates links with policy makers and produces materials for training using African empirical work produced by Africans. There are senior policy seminars and workshops for passing

and sharing knowledge. Reports are circulated for free to most African universities. Facilitates in sharing on best practices.

There are collaborative researches where countries even from other continents, both junior and senior, work together, e.g. there are studies on how to disengage from Aids dependency, what opportunities exist for Africa, financial management in Africa. This model can be replicated by other networks and disciplinary.

The challenges include resource constraints, and linkages with other actors.
There is an opportunity to leverage funding to support such networks.

Prof. Severine Rugumamu – crisis in higher education in Africa: The African Association of Political Sciences (AAPS)

Two crisis were identified:-

1. Intellectual Crisis
2. Crisis of African Academy

1. Intellectual struggles existed soon after independence in response to the fight against foreign theoretical frameworks (e.g. structural functionalism, modernisation, realism, etc.), which were not able to explain the African situation. University of Dar es Salaam offered a home for these critical scholars, led by Prof. Walter Rodney, among others, whose books were accepted as classics.

UNESCO offered resources to start this discussion and what came to be known as the Dar es Salaam School, focusing on history, economics, political science and law. Alternative paradigms were mooted. In 1973 AAPS and CODESRIA were born from this engagement.

2. In the 1970s, there were crises in political governance, economic growth and intellectualism. Universities lost autonomy, financial support, infrastructure support and other academic requirements. Schools sent unqualified students to universities. People left universities and countries.

The result was reduced academic debates and discourse. Scholars went out of academia to business, private universities, public service, etc. Universities lost their glory. Unrest characterised these institutions. They become areas of tensions and insecurity for national governments.

AAPS shifted in the 1980s to strengthening teaching and the environment, including research and linkages.

Five textbooks have been produced and distributed to 115 universities (5 to each institutions). Some of the books fell into the wrong hands and not in the departmental libraries. More volumes could be produced and distributed through UNESCO support.

- UNESCO could also support AAPS to go back to the intellectual discourse it embarked on hitherto the 1970s.
- UNESCO could also facilitate forthcoming UNESCO conferences.

Prof. Jean-Bernard Ouedraogo – CODESRIA’s experience

Started in 1973, CODESRIA is a continental and multidisciplinary organisation of the African scientific community. Researchers have had resource constraints and limited discussion space. CODESRIA was responding to these and making these initiatives sustainable. National and multinational working groups are the vehicles used. Methodological difficulties are addressed through summer workshops.

In training, CODESRIA has been giving scholarships to students undertaking theses and dissertation work.

The organisation is both a response and an African ambition that seeks to reduce different complexes experienced by the African academia. It aims at starting original African research and sharpens methodological approaches.

CODESRIA noticed that there were a lot of dispensations on discourse but without saying much about the continent.

It also tries to bridge the gaps in continental linkages between African researchers with those from Asia and Latin America.

African researchers have to break away from being engineers of original work, which is then used and taken over by others.

Questions and comments

- The discussions are timely on this day of the workshop.
- There is a Pan African Association of Anthropologists, which is also doing a lot of work to save the discipline through promoting debates.
- Professional associations do exist and UNESCO should energise and bring them together. The question is on how this could be done.
- The model of Pan African Association of Anthropologists in training young scholars in Anthropology was a step forward supported by UNESCO. The association also supports the production of a journal.
- Why was anthropology rejected as a discipline in African universities? This was due to the ethnocentric and colonial approach in the discipline at the time.
- How could universities be revitalised to become what they were in 1970s, i.e. to be centres of debates and engagement?
- AERC was started alongside efforts to develop parallel network to universities. These networks and parallels should collaborate and communicate. UNESCO can support this aspect.
- UNESCO should respect the presence of field offices in implementation of the strategy. Young African academics can be attached to these field offices.
- UNESCO should work with member states to ensure that schools and universities maintain quality in education, e.g. teacher-student ratios, facilities, etc.

REPORT OF WORKING GROUP ONE

Role of UNESCO in Regional Integration

In general UNESCO programmes in Africa should be geared towards the achievement of the goals of NEPAD. Towards this end, UNESCO should:

- Support the existing networks of universities in each of the regional integration groupings.
- Select at least one university in each of the regional groupings and develop them to world class. These universities will, in turn, help in the development of the other universities in the region.
- Support and advise on harmonization of curricula and standardization of grades so as to solve the problem of accreditation across countries.
- Support leading African scholars and Africans in diaspora to prepare publications aimed at projecting a positive image of Africa and disseminate the same through its wide international networks.
- Develop methodological approaches to bottom-up planning and propagate these among leaders and other stakeholders of NEPAD
- Step up educational and cultural exchanges especially among scholars, students, women groups, business associations, etc. As a way of deepening pan-African identity.
- Support the forthcoming conference of African scientists scheduled for 2003.
- Facilitate the development of curricula on peace, conflict resolution and tolerance to be taught at all levels of educational institutions in Africa
- Assist regional integration groupings to strengthen their databases on goods produced in Africa and potential investment opportunities and disseminate the same widely within and outside Africa and thereby enhancing intra-African trade and investment
- Support research to be conducted by regional research organizations and universities aimed at developing strategies for rationalization of regional integration groupings thereby solving the problem of overlapping membership by member states.
- Also support research to be conducted by regional research organizations and universities aimed at developing strategies for harmonization of programmes, policies and plans of regional integration groupings in Africa to hasten the operationalization of the African economic community.
- Promote training programmes for women groups to increase their understanding of trade-related issues in each of the regions.
- Support cultural exhibition of goods produced by women thereby promoting awareness of these potentials.
- Propagate the initiative currently being implemented in Dakar, Senegal, which involves cultural exhibitions among 42 countries.
- Support regional workshops on harmonization of gender policies of regions.
- Support the development of plans of action for implementing recommendations contained in various studies already conducted for promoting gender issues and other regional integration efforts.
- Facilitate the compilation and dissemination of gender policies through its networks.
- Promote the establishment of networks of research institutions as a means of sharing experiences in bridging the gap between research and policy as well as enhancing partnerships and building of alliances.
- Support the forthcoming COMESA regional gender policy workshop.

REPORT OF WORKING GROUP TWO

Human Rights Democracy and Governance

Introduction

In the context of democratization of African societies, we need to recognize that plural societies pose a problem of governability. The question is “How can one govern a society in which cultural, ethnic and linguistic divisions determine how things are done? How people are and how do they feel?” It is for these reasons that societal democracies appear as socio-political regulatory systems to make it easier to situate the search for cohesiveness in a context of breakdown and uncertainty.

What then are the challenges facing Africa today in the domain of governance?

Four challenges/issues have been identified by scholars. These are:

1. What has been called imperialist challenge or that of the African control of African destiny, deployment and benefit of resources on the African continent.
2. The Kalashnokiv challenge or that of reconstruction of political community which essentially is the challenge of building sustainable societies, justice, peace and reconstruction and states devastated by wars and crises.
3. The corruption and pangolin challenge for the common use of resources.
4. The challenge of social democracy for including all the people in the democratic agenda.

The Role of UNESCO

UNESCO has an important role to play, particularly from the point of view of its mission, mandate and core competencies in the field of education, science, culture and communication. UNESCO must seize its mandate and focus clearly on promoting the expansion and securing of educational scientific and cultural spaces that advocate and strengthen the growth of democracy, human rights and governance, by building and reclaiming of the role of just law and political cultures of peace, dialogue, debate and negotiation between different groups and institutions. It should also bring politics into education.

Strategy

The group identified two thematic areas for interventions

1. Democracy in Plural Societies
2. Building Governance Capacity

1. Democracy in Plural Societies

UNESCO should provide support the following

- Civic education for all
- Development and implementation of national action plans to enhance the promotion of political, economic, administrative and systematic governance.
- Support for UNESCO Chairs in human rights, democracy, peace and other social sciences related areas and give them an opportunity to work together to elaborate regional programmes in this priority thematic area in collaboration with civil society, universities etc.
- Advocacy for inclusive governance.

2. Building Governance Capacity

UNESCO should provide support to the following

- Research to better understand the concepts of governance and democracy and advanced research on sociological and cultural dimensions with a view to identifying universal values for human development in the milieu of cultural diversity
- Training of professionals, civil society and politicians.
- Strengthen the media fraternity

REPORT OF WORKING GROUP THREE

Poverty and Human Rights

The group members were in agreement that:-

- Poverty be looked at as a violation of human rights
- UNESCO should take lead due to its comparative advantage as the moral and ethical arm of the United Nations.
- Basic rights e.g. education, water, health should be met for people to overcome poverty.

The groups' discussions revolved around two issues

1. Research
2. Education

1. Research

- There is need to unpack concepts and paradigms that are unclear e.g. there is no common understanding of concepts like poverty, globalization, human rights etc.
- There is need for a clear understanding of rights which are violated and responsibilities.
- There is need to rethink the kind of research promoted. There should be a move from academic research to community involvement research to help address the issues of poverty. In this endeavour researchers should use different channels to promote research on the theme of poverty as a violation of human rights.

Education

- The group acknowledged that education improves income and wellbeing but it is not adequate for exploitation of full potential of citizen's human rights.
- The poor are illiterate and cannot take advantage of education.
- Education remains elitist and does not lead to participation.
- Is UNESCO's emphasis on primary education adequate?

Recommendations

- UNESCO should utilize its comparative advantage in taking the human rights issues and working to shift the paradigm in poverty reduction.
- Support research which enables the production of knowledge and provide appropriate concepts and tools to enable communities and civil societies to handle the issue of poverty as a human right.
- Promote new kind of research which engages communities and support new form of research through providing small grants.
- Support research and analysis focusing on unpacking of concepts e.g. definitions of poverty, responsibility, accountability, vulnerability, governance, participation, who generates knowledge for poverty eradication? reconceptualise the global order and the notion of sharing.
- Promote the development of new types of leadership which gives hope and inspiration
- Support dissemination of knowledge to all stakeholders – policy makers, communities
- Work with other UN agencies and provide the relevant tools to position poverty as a violation of human rights.
- Provide civil societies with tools to make relevant arguments for poverty as a human rights violation.
- UNESCO does not deliver education but establishes norms for other UN agencies civil society and other stakeholders.

Conclusion

There are no poor people but poor systems of sharing and distribution.

REPORT OF WORKING GROUP FOUR **Human Rights of Women, Gender Equality and Development**

The group spent the first day brainstorming about gender issues and obstacles in Africa and it was agreed that the definition of gender inequality is a state of being, whereas gender inequity is where one person actively oppresses the other. The gender perspective is about power relations and patriarchy is the prevailing societal structure in Africa. The group therefore chose to address the issue of socialization as an overarching theme for its work. The process of socialization concerns men and women, boys and girls.

Four themes were chosen as areas of focus: politics and participation in decision-making, the family, the economy and education. It was also agreed that socialisation firstly takes place at the individual (private) level, secondly affecting the community (public, national, global) level. These themes concern some human rights, cultural and religious issues are part of the socialization process.

The group also kept in mind the expected outcomes of the Medium Term Strategy (2002-2007) in the Social and Human Sciences (Strategic Objective 4) that relate to the enhanced protection of rights of women through the promotion of existing normative instruments as well as identification of new trends and obstacles, including changing patterns of social relations affecting the full enjoyment of human rights.

The issue of autonomy as a condition for equality was debated, as was the idea of gender equality of opportunity, whereby the disadvantaged in a given situation will be identified and changes made in order to further equality of opportunity, for instance through policy-making or policy change.

Furthermore, it was agreed that any results of research and analysis, ought to provide input for policy advice and formulation, preferably at the national state level. This is why the group saw a strength in conducting regional and comparative research and analysis. The following tables outline briefly the analysis and the recommendations proposed to UNESCO .

The comparative advantage of UNESCO addressing these issues, is its experience in education, culture, communication and information, natural as well as social and human sciences. The social and human sciences perspective should improve the quality of the efforts in, for example, education, as the dynamics of education are addressed, rather than education in itself.

The work proposed should be carried out with SADC, COMESA, ECOWAS, UNIFEM, NGO's, national gender machineries and UNESCO national Commissions.

Politics and participation in decision-making

Public community sphere Have an effect on (women's) participation in public life, politics and decision making

- *Private, individual sphere*
- Sphere of socialisation

- Economic limitations to participation in politics and decision-making
- Cultural and religious issues
- Gender-blind school curriculum/syllabus

UNESCO should facilitate research and analysis at a regional level regarding the socialisation processes that perpetuate/produce/reproduce inequalities and inequities.

Family Level

Private, individual sphere

- Have an effect on (women's) equal participation and opportunities
- Household tasks are not valued
- Access to and control of resources
- Domestic violence.
- Different treatment of sons and daughters by parents.
- How are women/men/girls/boys viewed by society

UNESCO should initiate, catalyze and facilitate social awareness campaigns and training

Economy

Public, community sphere

- Women's contribution to the economy is invisible/ unvalued
- Lack of public accountability with regard to the economy – lack of transparency

Private, individual sphere

- Unequal distribution of resources
- Unequal access to jobs/opportunities
- Unequal salaries for equal qualifications
- Distribution of household expenses
- Limited business management skills
- Unvalued/under estimated women's contribution to the economy

UNESCO should catalyze and facilitate research on the unpacking of national budgets with a view to establishing gender sensitive budgets/ mainstreaming gender in national budgets.

REPORT OF WORKING GROUP FIVE WAR AND CIVIL CONFLICTS

INTRODUCTION

War, civil conflicts and terrorism are destabilizing factors for humankind's peace. These phenomena are latent in virtually all countries of the Africa region. Where they come out in the open they can be deadly. Some of these conflicts are ethnic, civil and internal and sometimes spill-over from neighboring countries.

The group considered this theme critically important and therefore deserves attention because peace is a prerequisite for development. Wars and conflicts will only stagnate Africa's development.

Some efforts have been made, both at the local and international levels, at peaceful negotiations, peacekeeping forces, signing of agreements, but all these have failed to produce the desired results.

There is need, therefore to turn a new leaf in conflict resolution and post-conflict reconstruction, in areas such as DRC, Somalia, Southern Sudan, Uganda, Sierra Leone, Liberia, etc.

ISSUES OF PRIMARY FOCUS

- Africa has had a big toll in intellectual loss as a result of these conflicts, some have been killed while others have fled their countries. Such brain drain (loss) could only serve to retard the development of such countries and takes the countries back to the early days of independence where there was intellectual scarcity. This is also a social and economic problem. Unfortunately, an assessment of the impact of civil wars on the intellectual world has not been studied. There is need for such a study.
- The role of intellectuals in peace building or the search for peace needs to be highlighted and pursued
- There is need for drawing a curriculum that takes up the concerns for the search for peace and conflict management in Africa. This curriculum could be at three levels i.e. primary level, secondary and higher educational institutions (tertiary). The one at tertiary institutions could also target government administrators. Civic education in primary schools should be emphasized in this curriculum. UNESCO could come up to support the drawing up of this curriculum and also identify institutions where such peace studies have started and strengthen them. The curriculum could start on experimental basis in a few countries.
- UNESCO could also support civic education going to the wider public. This could be done through the mass media and civic societies.
- UNESCO could also provide seed money to help in doing research in the area of traditional African methods of conflict resolution. This method seems to be working in some areas and therefore needs more attention. All these are done after the realization that there has been informal studies and training in peace studies, but the curriculum could formalize such studies.
- There is also the need to network all the stakeholders that are involved in conflict management and post conflict reconstruction.

Post War Reconstruction/Rebuilding Process

- There is need to look into the question of citizenship –xenophobia which has also been a source of conflict. Research into the emerging phenomenon of xenophobia will be necessary for constructing a programme or a mechanism
- Truth and reconciliation committees need to be emphasized.
- The role of women in peace building and reconciliation should be enhanced.

UNESCO'S COMPARATIVE ADVANTAGE

- The area of education is within the mandate of UNESCO. UNESCO's mandate also goes into areas of peace and development.
- UNESCO also stands a better chance of doing all these because it has a certain degree of neutrality and scholarship and therefore a high chance of acceptability.

AGENDA

- UNESCO should commission a study in the traditional methods of conflict resolution to be done in six months.
- UNESCO should help in the drawing up of the said curriculum – a small working group could be picked from each sub-region to prepare the curricula – This could be done within a period of 1 ½ years.
- UNESCO should prepare a comprehensive African programme that examines interrelated causes of conflict and also promotes a culture of peace. Identification of institutes or groups that are

already involved in this could be done and then network them as a working group. This working group could be in place and meet for a workshop before the end of 2002.

CROSS-CUTTING ISSUES

These activities should be implemented in partnerships with UNESCO Regional Advisers for SHS, National UNESCO Commissions and UNESCO Chairs,

For regional cooperation for SHS in Africa:

- Enhancing and strengthening professionalism by supporting existing social science professional associations such as Association of African Political science, Pan African Anthropological Association, Association of African historians, African linguists, CODESRIA SAUSSC
- Strengthen support of existing networks of scholars working in areas of peace, democracy, human rights and social change
- Encourage the revitalization of scientific and intellectual life in Africa by helping to create enabling environment for creative social science research and providing moral encouragement and support to university research, training and information programme.

REPORT OF WORKING GROUP SIX HIV/AIDS

Preamble

HIV/AIDS is a serious developmental problem with devastating consequences in both mortality and morbidity. There is need to reduce incidence and prevalence of HIV/AIDS. The challenge is to control the spread of HIV/AIDS and mitigate its impact

Prevention and Social Mobilization

Voluntary Counselling and Testing (VCT)

Behavioural Change (IEC, BCC)

Advocacy (social mobilization)

Social Marketing and distribution of condoms

Youth friendly services (FP, abortion, STIs, counselling)

Treatment

Anti-retroviral drugs (access, availability, affordability)

Nutrition

Palliative care

Prevention of mother to child transmission

Traditional healers

Spiritual Care

Syndromic management

Care and Support

Family and community support (stigma, care)

Spiritual Care

Counselling (mental health)

Clinical care/palliative care)

Nursing

Nutrition

Mitigation of Socio-Economic Impact of HIV/AIDS

- UNESCO to support member countries in the culture approach in the prevention and care of the affected and infected.
- Legal framework and policies that address the stigma of HIV/AIDS (e.g workplace)
- Economic Empowerment: Income-generating activities for the affected and infected.

Research needed

- Formative, Applied, Operational and Evaluative Research
- Ways of producing ARVs locally at relatively cheaper prices
- Local medicines (herbal)
- Nutrition
- Behaviour change (why and why no change)
- Culture
- Ways of improving linkages and working relationships between formal and informal medical practices (Doctors/Traditional).

Gender Issues

- Mainstream Gender in all aspects of HIV/AIDS prevention, control, treatment and care

Ethics and legal issues

- Legislation (ARVs, Discrimination esp. workplace)

Monitoring and Evaluation

- Developing indicators
- Intervention models
- Common framework for evaluation

Co-ordination and Policy Issues

- Establishing clear ways of co-ordinating governments and NGOs - reduce resource wastage, duplication/replication of efforts
- Establish standardized legal guidelines for harmonizing coordination
- Enhance capacity-building for all stakeholders

UNESCO's Comparative Advantage

UNESCO has comparative advantage in that it has mandate to influence science, education, culture, information technology to fight aids within its mandate, UNESCO is better positioned to contribute to knowledge and skills in the areas of prevention, treatment, care and support in collaboration with other development partners

Framework for Strategic Planning

- Priority Areas (prevention, treatment, care and support, research, M&E, and coordination)
- Setting Goals (specify activities)
- Implementation plans (identification of partners)
- Development of Indicators
- Mobilization of Resources for activities
- Monitoring and Evaluation

- Time line

5 Year Strategic Plans Envisaged

REPORT OF WORKING GROUP SEVEN

The group discussed

Science and technology in development; capacity building and technology acquisition; science and its implications (social, ethical, economic, etc)

Water shortage and malnutrition

History and philosophy of Africa

Taking advantage of existing structure e.g. NEPAD

UNESCO's comparative advantage

It has various competencies in its areas of expertise

Its mobilization capacity

Networking through its recognized structure

Science and technology

- UNESCO should support member states to develop comprehensive science and technology policies that include women empowerment, social sciences and emerging fields such as ICT, biotechnology, material science and other futuristic studies.
- UNESCO in collaboration with NEPAD should launch a training programme for contract and convention negotiations in Africa.
- UNESCO should support sub-regional centres to conduct participatory baseline studies in ethical, moral and technical management of water and water resources. The findings of these studies should be disseminated as widely as possible to the stakeholders and the public.

UNESCO should help member states to:

- Review their education curricula and programmes to incorporate practical good practices.
- Retrain tutors and teachers to respond to the new demands of the revised programmes.
- UNESCO should help and facilitate African researchers to undertake studies in disease pattern in Africa.
- UNESCO should assist member states in the value-conscious appreciation development and utilization of indigenous food-stuffs in Africa.
- UNESCO should support the revival, development, protection of community rights and utilization of traditional medicine in Africa within the framework of Indigenous Knowledge.
- UNESCO should help member states to undertake studies in indigenous social and political institutions and practices.
- UNESCO should encourage and support historical research in the African sub-regions that have not been covered.
- UNESCO should assist member states in popularising the importance of history in nation building and development.
- UNESCO should assist member states to write new multidisciplinary philosophical textbooks. These textbooks should cover current philosophical issues across African cultures and languages.
- UNESCO should support the publication and distribution of African philosophical books.
- UNESCO should promote the production of philosophical programmes in the local media and the holding of regular community philosophy workshops and seminars etc. in Africa.
- UNESCO should encourage member states to adopt/adapt the approved African philosophers' curriculum into their school programme.
- The papers presented at this regional workshop form a rich background of our workshop recommendations and should therefore be translated into both French and English.

Closing Session

The Assistant Director General Social and Human Sciences Mr. Sane thanked UNESCO Paris Dakar and Nairobi offices and the University of Nairobi for the role in organising the conference. He also thanked the interpreters and the participants. He noted that the meeting was a consultation aimed at assisting UNESCO come up with programmes that respond to participants aspirations. The meeting had been an intellectual reflection and the contributions were rich and output useful.

The conference was a forum for reflection, exchange and action. He encouraged the participants to network among themselves. The ADG then outlined the way forward after the conference.

What Next?

1. Circulate Report to National Commissions. This will be done by October 2002.
2. Develop regional strategy with all 5 regions which should lead to an international Programme
3. Implementation of the strategy
Evaluate/Consult
Adjust

Stakeholders will be sent the conference report, the strategy and the UNESCO newsletter.

The Assistant Director General concluded by challenging conventional wisdom in Africa.

1. African solutions to African problems
Africans are owners of their organisations and must therefore shape their affairs and get their solutions however, internationally created problems must be internationally solved.
2. African Governments and elites are committed to integration
Majority of African leaders are not committed to regional integration. Lack of freedom of movement as a result of the many visa requirements is a key indicator. The needs of those in power often differ from those of the community members.
3. Human rights, democracy and governance are necessary for development
Human rights, democracy and governance though good are not necessary for development as evidenced in the Asiatic experience – Singapore, South Korea, Taiwan. The values should be introduced as ends in themselves not as prerequisites to development.
4. It is possible to eliminate poverty without eliminating extreme wealth
Elimination of poverty must be based on social justice and addressing the issue of redistribution and elimination of extreme wealth at the global level. A poverty line should be linked to a wealth line.
5. War is bad – peace is good
Peace is not always good since the oppressed are legitimate when they use war to achieve justice after all other means have been unsuccessful. He however underscored the importance of following the rules of war with regards to civilians or non-combatants, treatment of war captives etc.

All these conventional wisdom must be challenges so as to re-institute intellectualism and plural ways of thinking, which will allow us to find solutions to our problems as Africans.

In his closing remarks Dr. Paul Vitta thanked the participants for their contribution and wished them safe travel.

Prof. Judith Bahemuka UNESCO Chair (UON) thanked the participants for responding to the invitation. She noted that the conference had been a momentous time and each participant made a difference. She underscored the urgent need to repackage the conference and to act on the recommendations. Prof. Bahemuka noted that there has been emergence of African genius and wisdom which is vital for self discovery – an issue that is going to be critical for UNESCO in the next 7 years.

Prof. Bahemuka concluded by thanking UNESCO Dakar and Nairobi office for hosting the meeting.