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## Multisectoral Action for Peace and Sustainable Development

Dear colleagues, friends and partners,

I have the pleasure of presenting the 2017 Annual Report of the UNESCO Regional Office in Dakar. The work of the Office covers seven countries in the region: Burkina Faso, Cabo Verde, Guinea-Bissau, Niger, Senegal, The Gambia, as well as Mali, supported by the national office in Bamako.

Across the globe, the 2030 Agenda remains the unifying tool of the international community in the construction of a prosperous, peaceful, and sustainable world for all. The 17 Sustainable Development Goals are the expression of a shared global and transformative vision to change the world and improve the well-being of all peoples. UNESCO plays a transformative role in the implementation of this agenda, thanks to its education, culture, sciences and communication and information programmes. This annual report underlines the drive and spirit of our team in promoting innovation to uphold the 2030 and 2063 Agendas. It is a resounding testament to the unwavering efforts of our team in 2017, and the depth of their commitment to advance the ideals and objectives of UNESCO.

I would like to highlight the accomplishments of the UNESCO teams in Dakar and Bamako, which have enabled the continued development of multi-sectoral programmes. These programmes are aimed at providing interdisciplinary solutions to complex problems facing Member States, streng-

thening innovative action in the empowerment of youth and women, preventing violent extremism, and protecting humanity's common heritage. This is all to improve the conditions of peace and human dignity in West Africa (Sahel).

I am particularly proud of this edition of the 2017 annual report that presents in a concise manner a large number of activities, which have been carried out for our Member States in partnership with National Commissions for UNESCO, other UNESCO offices, United Nations agencies, multi-lateral organisations, civil society organisations, and the private sector. I encourage you to continue strengthening these links and partnerships in 2018, with the aims of proposing initiatives that bring people together, reinforcing the intellectual and moral solidarity between peoples, and strengthening the idea that humanity is one single family, united in its diversity.

On behalf of the whole UNESCO team in Dakar and Bamako, I would like to reiterate our commitment to work even harder towards a productive and fruitful collaboration, for the benefit of peoples and countries in the region.

Mr Gwang-Chol Chang  
Officer-in-Charge  
UNESCO Regional Office in Dakar



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**QUALITY EDUCATION  
AND LEARNING**

In 2017, UNESCO Dakar continued its mission of supporting Member States to ensure high-quality, inclusive education and lifelong learning for all. UNESCO's action supports the achievement of the Sustainable Development Goal on Education (SDG 4), as well education-related targets of other SDGs, in alignment with the 2063 Agenda of the African Union and its 'Continental Education Strategy for Africa 2016-2025' (CESA 16-25). Its mandate covers all levels and ways of learning, from early childhood to higher education to youth and adults literacy across formal, non-formal and informal education.

## **Education 2030: Full commitment to SDG4 Integrating SDG4 into national policies and planning**

UNESCO Dakar supports the integration of SDG4 into national education planning and policies, in response to country-specific challenges and needs, and in accordance with CESA 16-25.

In the sub-region, the Office facilitated sectoral and inter-ministerial dialogue and national capacity development for policy-making, management, and monitoring of education systems from the perspective of lifelong learning. In particular, the work involved the development of materials, tools and guides aimed at strengthening the capacities of national education authorities and other groups of actors in the context of localising and incorporating SDG4 – Education 2030. In addition, workshops and online forums have facilitated the exchange of information and experiences between countries.

Mali and Senegal have particularly benefitted from technical support provided in the context of the 'Capacity Development for Education' (CapED) initiative for SDG4.

In Mali, various stakeholders debated and discussed the results of the sectoral analysis and identified solutions, based on SDG4, to the underlying causes of the challenges facing the education system. Deliberations were conducted with education sector stakeholders about the relevance of the Malian education system and the new vision for lifelong learning. In Senegal, CapED supported the development of an education policy simulation model, involving the costing of resources necessary to achieve SDG4. In addition, national capacities were strengthened through the development of the National Education Accounts, an important instrument for informed financial decision making. In these two countries, the UNESCO Institute for Statistics (UIS) assisted in the enhancement of the information and data capacities and systems for identifying relevant indicators for SDG4.

Since April 2017, UNESCO Dakar has played the role of lead agency for education development partners, as well as that of coordinating agency of the local education group in Senegal.



At the regional level, UNESCO Dakar established a regional task team on education systems strengthening as part of the Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA) in order to create synergies between active partners in this area.

### Consolidating partnerships

The Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (RCG4-WCA), established in May 2016 and coordinated by UNESCO Dakar has widened its scope of activities in 2017. Three new task teams (on higher education, technical and vocational education and training, and early childhood education) have been put in place. These task teams have been established in addition to the other three teams set up in 2016, working in the fields of: education systems strengthening, teaching and learning (i.e. the TALENT team), and gender equality and inclusive education. The first two of these teams are coordinated by UNESCO Dakar.

The Office, through the RGC4-WCA, has worked to facilitate the sharing of experiences between partners and, in particular, build a link between the processes and the discussions at the global level and the challenges and realities at the national level.

Deliberations have also been held with the African Union to better align the regional coordination of SDG4 with that of the CESA 15-26.

### Strengthening the relevance of education

Youth represent an enormous potential for African development. Without education allowing them to obtain the necessary skills to demonstrate their capabilities and to transform their lives, as well as those of their families' lives, they will look elsewhere for feelings of accomplishment. UNESCO Dakar, in its role of laboratory of ideas, has been working to prepare a publication titled "Rethinking education in Africa" aimed at prompting a debate on the transformational role of education in responding to emerging challenges in Africa. UNESCO has also continued to produce two studies (each initiated in 2016) on the relevance of post-basic education to changing realities of youth and on education policies and practices harnessing African values and cultures.

The results of these studies will inform the on-going discussions and debate about the future direction of education. Three guidance notes have also been produced, presenting options and recommendations on the integration of SDG4 in national education policy-making, on education in emergencies and protracted crises, and on sexual and reproductive health education.



## Giving everyone the opportunity to shape their future and the world

### Improve the quality of teaching and learning

Over the course of the previous year, UNESCO Dakar has focussed its resources on two flagship initiatives considered critical for the improvement of teaching and learning in the Sahel countries and, more widely, sub-Saharan Africa.

The first initiative is the formulation of the 'guiding framework for the professionalization of basic education teachers in West and Central Africa'. This document responds to the request expressed in October 2016 by West and Central African countries at the inaugural workshop of the Teaching and Learning Educators' Network for Transformation (TALENT).

The purpose of this framework is to guide countries in their efforts to improve the quality of teaching. It discusses the curriculum framework for teacher training in light of the SDGs, the CESA 16-25 and the evolving conditions of teacher recruitment, training and qualification. The 'guiding framework for the professionalization of basic education teachers in West and Central Africa' will be published during the first quarter of 2018, in collaboration with the UNESCO offices in Abuja and Yaoundé.





The second initiative relates to the strengthening of student-learning assessment systems. The analysis of results of the online study launched in June 2017 reveals the weaknesses of national systems in regularly monitoring student learning and guiding decision-makers to take measures necessary to improve the quality of education. These shortcomings were discussed in depth at the regional TALENT workshop on the strengthening of national learning assessment systems, held in December 2017. The 17 participating countries and the main regional and international actors involved in this field (ADEA/NALA, OECD/PISA-D, IEA, ELAN, PASEC, SEACMEQ, UNESCO-UIL, UNICEF, GPE, Brookings Institution, etc.) produced a list of the needs for capacity development and knowledge sharing, which TALENT will incorporate into its priority actions for 2018 and 2019.

At the national level, UNESCO Dakar has carried out its initiatives in support of teachers in Mali and Niger, in the context of CapED:

► A training module for teaching assistants in reading, writing, and mathematics has been designed in the national language of Mali, Bambara, in collaboration with the National Resource Centre for Non-Formal Education. This module will be used as the national module for assistant training.

► Modules on didactic, active teaching and the reactive approach to gender issues were introduced in the initial training programmes of 11 primary teacher training institutes in Niger so that future teachers make learning more meaningful, and to eliminate gender stereotypes in the teaching of science and mathematics.

Two other modules on pedagogical leadership and school management have also been introduced to prepare teachers to take on greater school management responsibilities. The discussions and deliberations on the formulation of a primary and secondary education teacher policy were also initiated in 2017 and will be developed further in 2018.

## Learning to live together

### Education for sustainable development (ESD)

Activities relating to ESD are aligned with the Global Action Programme (GAP) for ESD, which addresses topics such as climate change, sustainable livelihoods, and responsible and active citizenship. In 2017, a progress review of the implementation of ESD in the seven Sahel countries covered by the Dakar office revealed that the majority of education policy documents refer to concepts linked to sustainable development, but that the policy implementation required an increased political commitment and stakeholder capacity development.



## Global citizenship education

In 2017, activities were focussed on the emerging issues linked to the prevention of violent extremism (PVE), guided by the decisions of the Executive Board of UNESCO and the United Nations Action Plan for the PVE in 2015. The Dakar office organised a regional workshop on 'Education to prevent violent extremism in West Africa and the Sahel' for members of parliament, decision-makers and senior-level teacher trainers from 10 countries in West Africa and the Sahel.

A 'National consultation on the situation of prison in Senegal: Improvement of condition of detention, social integration and prevention of violent extremism through education' was also organised.

In The Gambia, in collaboration with the National Commission for UNESCO, a training workshop on "peace, sustainable development and global citizenship" was organized for 200 young people. The Office has also consolidated its partnerships with universities and research centres, such as the Timbuktu Institute, which works to promote peace, as well as the University of Cheikh Anta Diop of Dakar (UCAD) and the Teachers College of the University of Columba where students designed curricula on human rights.

## Building skills for life and the world of work

For a number of years, UNESCO Dakar has supported the fight against youth unemployment in the Sahel countries by strengthening: Technical and Vocational Education and Training (TVET), Literacy & Non-Formal Education (LNFE) and Higher Education.

In particular, a number of the earlier documents were reviewed in view of a publication. This involves producing an issue note that explains the importance of synergizing AENF and TVET programmes for the development of suitable general, technical and vocational skills in response to the social demand and the needs of the economy. This adds to the study produced in Mali on the use of ICT in this synergy, and the evaluation report on the Al-azhar institutions, who offer illiterate and out-of-school youth vocational training opportunities, incorporating ICT in order to allow them access to decent jobs.

In Senegal, CapED supported the approval of a mechanism for the validation of prior learning (VPL) of "facilitators" (literacy workers not recognised by the State) being taught in training centres. Three guides (on evaluation, certification, and for candidates of VPL) were developed. 800 facilitators (of which 640 were women) were invited to sit the exam for VPL. CapED also assisted in the translation of carpentry training materials for young people into the national language, Wolof. With the integration of ICT, including the production of video animations with lessons in Wolof, this new learning model should attract more young people in this training programme which had no sufficient candidates in the past.



In response to strong demand from countries, UNESCO Dakar has promoted the introduction of African language and cultures in education as a way of improving student learning performance, in particular in reading. In this respect, a resource kit for the training of teachers in bilingual education in Francophone countries, designed in collaboration with the UNESCO Institute for lifelong learning (UIL), UNESCO Abuja and the 'Organisation Internationale de la Francophonie', was finalised and approved in 2017. In addition, the support to strengthen South-South cooperation, facilitated by UNESCO Dakar, has led to the harmonisation of the orthography of two national languages (Manjaco and Serere) in The Gambia and Senegal, for the purpose of their use in formal and non-formal education programmes.

In relation to higher education, UNESCO Dakar initiated the support for the implementation, or the strengthening of the capacities of the national quality assurance mechanisms in the Gambia, Mali, Niger, and Senegal. In addition, the project 'Valorization of cultural heritage and citizenship education in Senegal', funded by the Italian Development Cooperation, was launched. It seeks to strengthen the capabilities of the Cheikh Anta Diop University and the Gaston Berger University of Saint-Louis in university pedagogy. The project also supports the training in heritage management occupations, citizenship and peace, and functional Italian language.

## Contribution to healthy lifestyles and gender equality in education

### Improving the quality and coverage of comprehensive sexuality education

UNESCO Dakar has provided technical and financial support so that the education sector in West and Central Africa (WCA) can provide children and youth with the knowledge, skills, and attitudes necessary to enable them to build social and sexual relationships, which are healthy, respectful, fulfilling and supportive of gender equality.

UNESCO Dakar has also supported the development of a consolidated curriculum for comprehensive sexuality education (CSE) in Senegal, a CSE curriculum for primary schools in Gabon, teacher training tools in Côte d'Ivoire and Ghana. UNESCO Dakar also initiated, in partnership with the 'Réseau Africain d'Éducation à la Santé et à la Citoyenneté' (RAES), the development of a mobile app so that teenagers most at risk of contracting HIV can access CSE.

### Promoting and enabling environment for health and well-being education

UNESCO Dakar upholds two complementary messages in the co-ordination mechanisms on HIV and education: to achieve SDG4 targets, the education sector must respond to HIV, teenage pregnancy, and gender-based violence. In WCA, education is critical for the prevention of and responses to these threats. UNESCO Dakar has published, both on its own and in partnership, guidance notes carrying these messages.



The dissemination of data on sexual and reproductive health in teenagers and young people, the production of data on sexuality education programmes (carried out in Gabon) and the promotion of the international technical guidance on sexuality education has also contributed to a conducive environment.

### **Response to school-related gender-based violence**

UNESCO Dakar supports Cameroon, Togo and Senegal in their responses to school-related gender-based violence (SRGBV) through training, development of an analytic and animation tool, as well as diagnostic studies.

The validation of the diagnoses in the three countries has led to concrete action plans in relation to curricula, teacher training, regulation and sector planning. These plans will be executed in partnership with UNICEF and Plan International, with financial support from France. In Mali, the project on the empowerment of adolescent girls and young women through education (financed by KOICA, Republic of Korea), was launched. It will be implemented in the regions of Segou, Mopti, Timbuktu and in the Bamako district. In the Bamako district and the Timbuktu region, 350 young women received training on their roles and responsibilities and the awareness of the gender dimension in everyday school activities. This programme will continue in 2018.



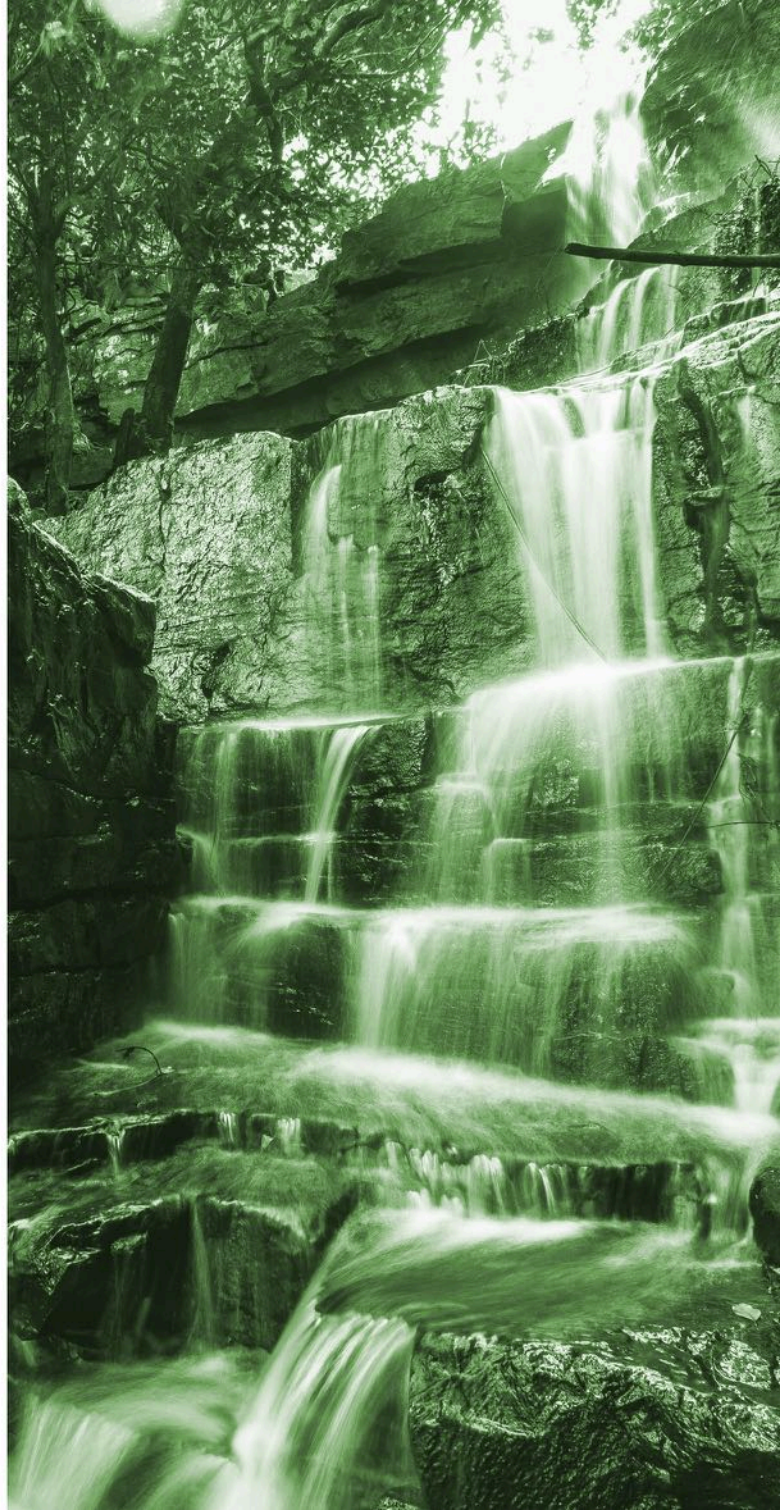


**HARNESSING NATURAL  
SCIENCES FOR A  
SUSTAINABLE FUTURE**

UNESCO Dakar's Science Sector supports the seven Member States under its coverage in promoting strong science, technology and innovation (STI) policies and management, an integrated approach to the management of water resources and the efficient management of the environment focusing on the utilization of the benefits of the Man and Biosphere (MAB) programme of UNESCO. Within these domains, it promotes the development of human capacities and knowledge necessary for the impact of the sciences in the socio-economic development of the Member States.

## Capacity development for management of national science, technology and innovation (STI) systems

Considerable developments are taking place within the countries in the Sahel region in developing their science, technology and innovation systems within the last three to four years. Cabo Verde has now prepared its draft policy on science, technology and innovation and has a full-fledged Department with a Directorate General in charge. Burkina Faso has made STI a development priority and has created a Ministry of Scientific Research and Innovation in January 2011. Burkina Faso adopted a National Policy for Scientific and Technical Research, the strategic objectives of which are to develop R&D and the application and commercialization of research results.



Niger Republic with the support of UNESCO has advanced its “Politique STI du Niger (POSTINI),” and is working on the development of policy instruments within the framework of the UNESCO GO-SPIN Platform. The Gambia finalized and launched its STI Policy and is working on the development of policy instruments within the framework of the UNESCO GO-SPIN Platform while also updating its STI statistics and indicators with the support of the UNESCO Institute for Statistics Office based in Dakar. Senegal has further advanced in moving its science and technology systems towards meaningfully contributing to its socio-economic development.

In support of these developments, UNESCO organized several capacity building activities between 2014 and 2017 where over 111 STI systems managers and experts were trained in the STI system management, GO-SPIN and STI indicators, as well as improving STI/STEM capacities. Furthermore, the Office has worked on the promotion of skills in innovation and enterprise development and management benefitting young entrepreneurs within the region. Within this domain, the office has trained 50 young entrepreneurs between 2014 and 2017 with the last being an intersectorial activity with the SHS Sector in the context of the Global Strategy for Youth in the Sahel region, held in Praia, Cabo Verde. The office did not leave out the young people in promoting STEM/STI pathway in their studies for the next generation of experts.

## Sustainable management of biosphere reserves

The resilience of communities in the Sahel depends heavily on the diversity and health of the eco-systems that underpins their livelihoods. The Sahel region’s environment is very fragile susceptible to the challenges of climatic variabilities and manmade problems chief among which are desertification, flooding and rapid demographic growth with its attendant heavy pressure on available natural resources. The UNESCO MAB approach for environmental conservation helps member states to find solutions to environmental challenges within these specially designated spaces through scientific research and its applications. There are twelve biosphere reserves in five of the six countries covered by the office, including a transboundary one.

Cabo Verde and The Gambia are still in the process of identifying sites to inscribe in the World Network of Biosphere Reserves. UNESCO supported Member States to participate in global and regional activities such as African encounters on MAB (AfriMAB), including the 5th Session held in September 2017 in Nigeria.



UNESCO organized a workshop in September 2016 in St. Louis, Senegal, to diffuse the Lima Plan of Action and the MAB Strategy 2015-2025 to key managers and coordinators of MAB sites in Senegal, Guinea Bissau, Mali and Niger. Altogether, about 30 experts were reached with various supports and training held in the region on the MAB processes.

One area of increasing impact on the environment is the impact of mining especially on protected sites. These activities threaten the very fundamental concepts of the MAB approach. The science sector worked with the Culture Sector to provide support to the managers of the Niokolo-Koba Biosphere Reserve in Senegal that is also a World Heritage Site to find solutions to the endangered site subject to the impact of mining activities. Within this work, UNESCO's science sector supported the remapping and rezoning of the MAB site and a census of the mammals within the core areas of the biosphere reserve.

UNESCO did not leave out young people in the region from benefiting from its work in environmental conservation and the mitigation of climate change impact. In October 2015, it organized a COP21 simulation for over 30 young Malians in Bamako and in November 2016, it organized another in Senegal with again about 25 participants drawn from Youth Clubs and associations for the COP22 preparations.





## Strengthening capacities for the management of shared water resources

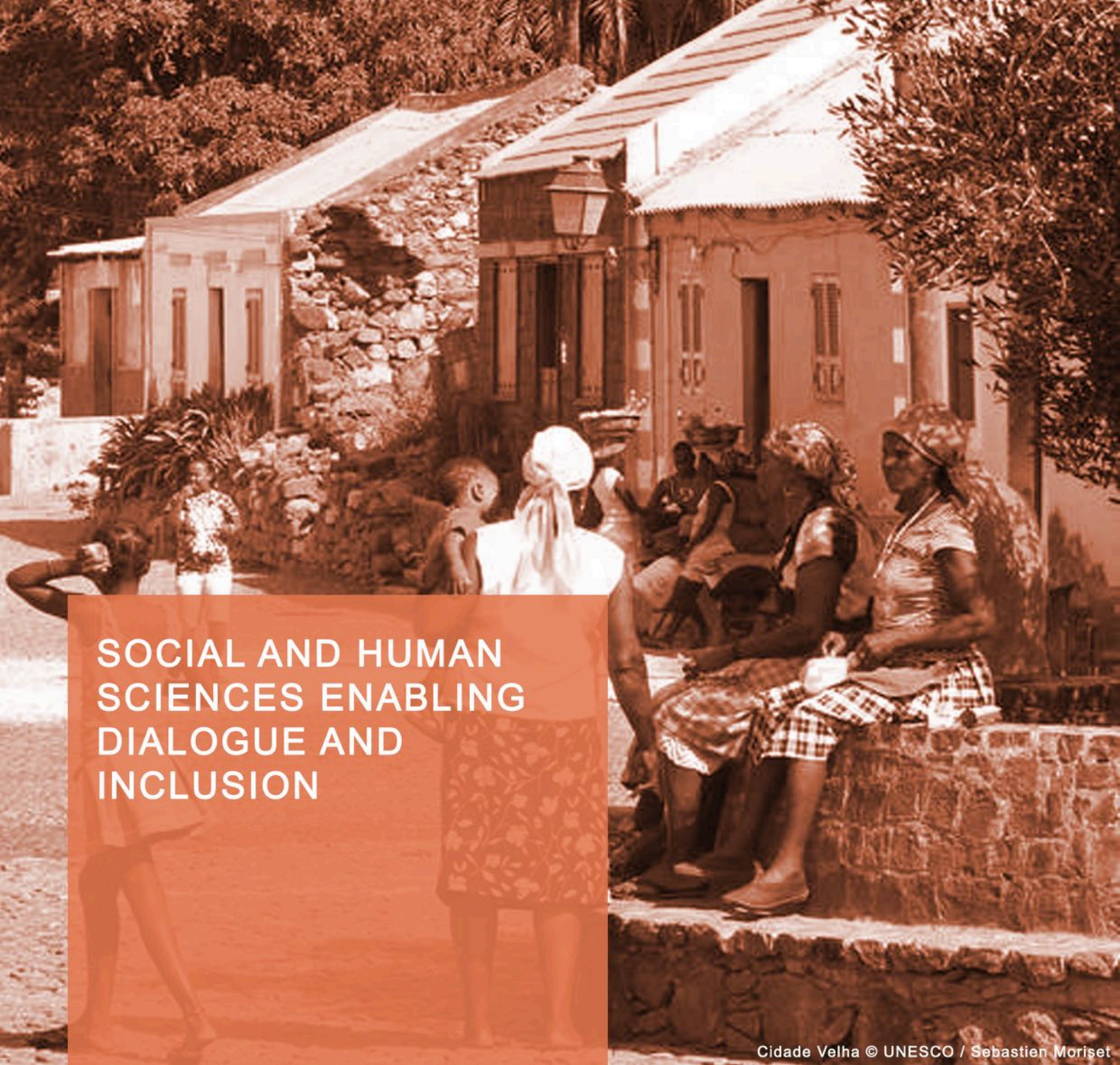
Water is a critical asset in the Sahel and faces several challenges chief of which are the impact of climate change, natural disasters such as flooding and demographic pressures arising from migration and overutilization and poor management. Much of the water resources are underground and the efficient management of aquifers is a critical issue even on the Islands of Cabo Verde which is not immune to the influence of the Sahelian climate on water resources. Member states have created several organizations with oversight over the surface water resources. Research institutions and higher learning institutions are engaged in training of water engineers, technicians and experts within the region. Despite these laudable developments, the management of water resources including transboundary-shared resources remain problematic. Inadequate capacities arising from complicated national realities such as economic crises limit employment opportunities for newly trained experts. Others are the lack of or obsolete equipment needed to monitor quality and enhance protection against flooding around the several river basins.

Since 2014, UNESCO Dakar has mounted several training activities to help train technical and managerial staff of Ministries of water resources and their affiliates within the region.

The focus has been on the management of underground water resources of transboundary resources and water quality, water policy and the Integrated Water Resources Management (IWRM) approach. Training courses covered methods of estimating groundwater recharge in arid and semi-arid areas and techniques for managed artificial recharge; water policies for the management of transboundary underground water resources; the use of remote sensing for the management of underground water resources for the Sahel G5 countries; data acquisition, data quality and management for water resources. Altogether, over 110 personnel of water-related Ministries have been trained and sensitized on the management of underground water resources in the region and reports from the participants show great interest in such activities as they help them in improving their efficiencies at their places of work.

There have been challenges. Funding limited the number of countries that could benefit in some of the activities. The region covered is vast and organizing of regional activities are often very expensive thus limiting either the number of participants or the number of participating nations.





**SOCIAL AND HUMAN  
SCIENCES ENABLING  
DIALOGUE AND  
INCLUSION**

West Africa is the youngest region in the world. The countries covered by the Office are particularly affected by this socioeconomic and demographic situation. All of the countries of the Sahel region (except Cabo Verde) are classified as “low human development” countries. The lack of employment, as well as the underemployment of young people, are at the heart of the problems of poverty and social exclusion. The exceptional socio demographic dynamics in the region, which creates insight fear in some and gives hope to others, undeniably requires the elite and partners to think and prepare the “future we want”.

### Promoting multidisciplinary research in social and human sciences

Aimed at maintaining the relevance of social and human science (SHS) in the 2030 and 2063 agendas and at consolidating UNECO’s leadership in the contemporary debates and discussions, this programme remained focused on the “World Conference of Humanities (WCH): Challenges and responsibilities for a planet in transition”. This was a great success with approximately a thousand participants from 60 countries. Its primary objective, which consisted of reshaping and redesigning the humanities in a changing world, by reviewing, in a polycentric approach, the modalities and conditions with allow them to understand and better manage social and cultural transformation, was largely achieved.

In the process towards the WCH, the African Conference of Humanities (ACH) was organized with the technical and financial support of UNESCO Dakar.

The two consultants recruited by UNESCO carried out a critical analysis of the influence of the humanities in Africa. The ACH was successfully held between 28 June and 1 July 2017. A number of strong recommendations were made under the topic of “Transforming the world epistemological order” to better shape the “social transformation happening in African societies” and create the necessary conditions to building “the Africa We Want” in a fair, inclusive and respectful environment.

### Connecting cultures through dialogue and the fight against poverty and discrimination

This activity is primarily centred around excluded women accused of “witchcraft” in DELWENDE centres in Ouagadougou. It combines both advocacy and empowerment of women. As well, in the context of empowerment, 11 sessions and modules related to the production, organisation, self-confidence and peaceful living together were delivered. In respect of advocacy, the outcome of the workshop on the challenges of the “Law on the prevention, repression and reparation of violence against women” the government organised in March 2017, there is a large debate around the question.





The citizen platform supporting the fight against exclusion, has successfully driven key actions, including the organisation of the third advocacy session in June 2017. Today, building on its legitimacy, the platform won the legal battle for recognition, marked by a note duly published in the Official Journal of Burkina Faso. The UNESCO Dakar office, which is positioned as champion of the excluded in Burkina Faso, made the commitment to support them.

In Senegal, as part of the joint programme: “Eradication of GBV and promotion of human rights”, UNESCO Dakar has benefited from USD 13,000 of budget allocated from the United Nations Development Assistance Framework (UNDAF). This has enabled the successful training of 30 media professionals (journalists, television producers, radio directors, site administrators), drawn from 13 institutions about GBV and human rights. They also gained knowledge and skills on the communicational issues regarding gender and related themes of social inclusion, culture of peace, and global citizenship. All these actions were key moments for the media coverage and dialogue around exclusion and societal violence.

UNESCO Dakar, through the national office of Bamako, provided technical support for the implementation of the project: “Support to children and child-mother victims of the crisis in North Mali” for which a contract was signed with the National Directorate for the Advancement of Women in May 2017.

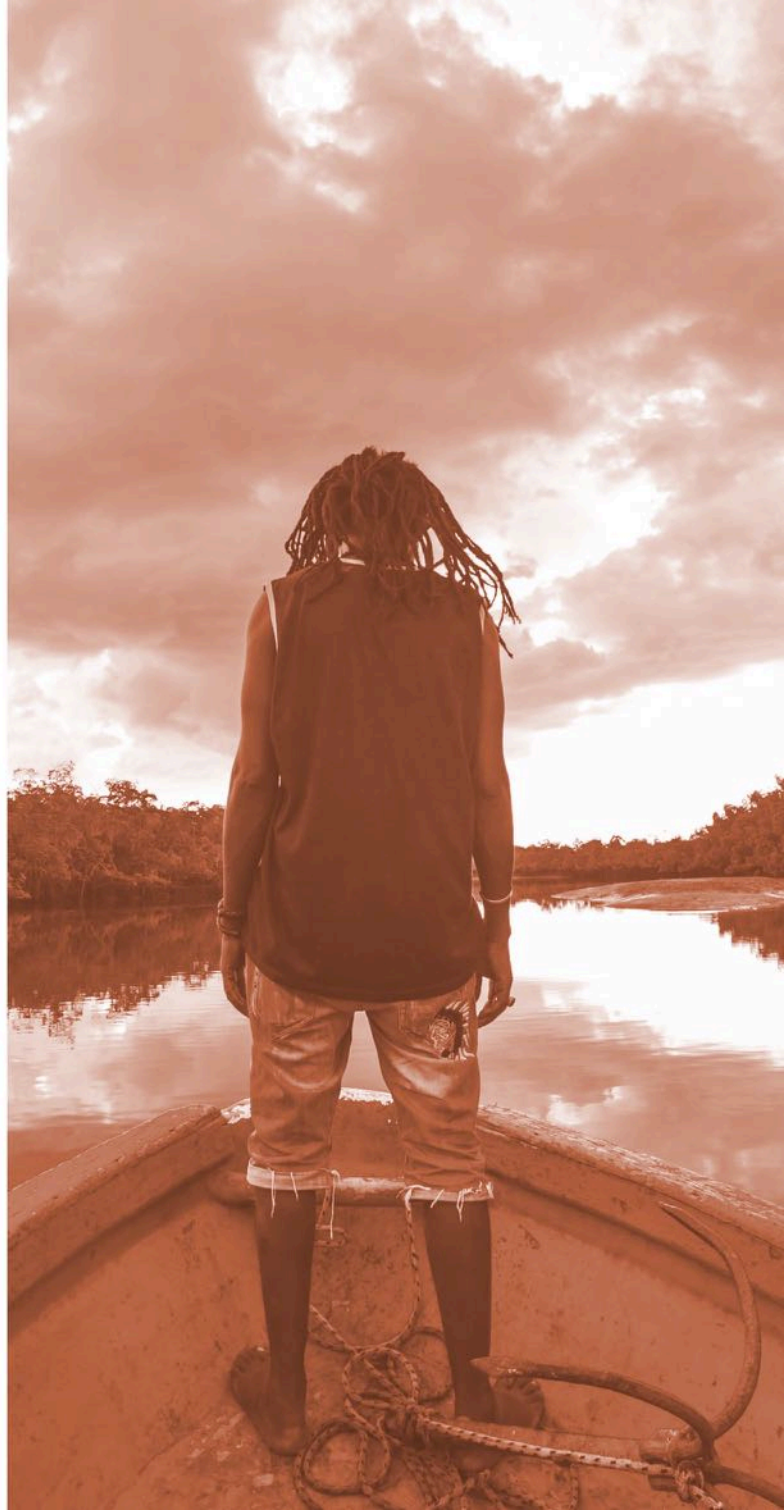
The office will also work with Malian authorities to put in place a TVET project in support of women in Mali with the Ministry of the Promotion of Women, Children and Families (MPFEF), to valorize the cultural dimensions in the advancement of women in Mali, and further involve the MPFEF in the implementation of the KOICA project.

The office also supported the strong communication campaign of 16 days of activism to end violence against women and girls (VWG). A number of radio and television programmes commended the co-ordinated efforts for the eradication of VWG to recall that the pursuit of justice and peace is at the heart of the mandate and work of the UN system and the States.

## Strengthening the capacities of national bioethics committees

This activity was formalised in the Sahel region in 2016. In Senegal, a Working Group (WG) was established in 2017 for the creation of the National ethics and bioethics committee on (NCEB). In Burkina Faso, Niger and Mali, specific meetings were held with key actors to kick-start the national processes to implement the NCEB.

Following the first meeting (16 February 2017) of the WG-Senegal the members were assigned the task of driving discussion with ministers and senior authorities involved. All of these people, duly informed of the interest of the question, confirmed the relevance and the current need for the creation of such a committee, notably in the context of the world summit on bioethics expected to take place in Senegal in 2018.



The second meeting of the WG (13 June 2017) enabled the assessment of consultations and to bring to light concrete measures based on the relevant directions. The WG requested the support of UNESCO for the formulation of a draft decree, in consultation with the legal department of the ministry of higher education and research (MESR). The WG was informed of the approval of the budget for the World Summit on Bioethics expected in Senegal in March 2018 and examined the draft decree submitted to it. The WG has also identified that the NCEB must be established as a non-profit organisation, directly attached to the Presidency or the Prime Minister. It is motivated – more than ever – for the creation of NCEB before March 2018.

## Developing youth policies and supporting youth civic engagement

The process of finalising the UNECO Operational Strategy on Youth made it possible to cover all the countries in the Sahel region. With the support of UNESCO Dakar, the National Youth Policy and its updated strategic document of Niger and the Youth Sectoral Policy Letter of Senegal were published in 2017.

In Niger, the synergy of SHS and ED activities initiated as part of the Literacy Project of Young Girls and Women in Senegal (PAJEF) was replicated under a pilot project.

In the wake of the celebration of the 10th anniversary of the African Youth Charter (Banjul + 10), an African youth forum was organised in Banjul in Mai 2017. The forum had the double aim of commending the peaceful transition to democracy in The Gambia and to reflect on the role of youth movements in the consolidation of democracy in Africa. UNESCO Dakar, in partnership with CODESRIA, Article 19 and various actors, also supplied young Africans with a forum to discuss with their brothers and sisters of The Gambia.

The Cultural Academy of Guediawaye (Senegal) for which the manager is an active member of the PAYCOP network, has benefited from modest financial support and technical assistance for the completion of its project: “Tek Thi Beat for the culture of peace”. The main objective of this project is the educational and social support of youth for the culture of peace as a way of implementing the Banjul action plan framework.





CULTURE THE DRIVING  
FORCE FOR PEACE

## Preserving and transmitting West African heritage

Activities for the conservation of World Heritage properties in West Africa have focussed on both improving management tools as well as the execution of rehabilitation works. The Stone Circles of the Senegambia, a transboundary property between Senegal and The Gambia; The Djoudj National Bird Sanctuary in Senegal, the Ruins of Loropéni in Burkina Faso, and Mali's four World Heritage sites count now with new management plans.

As part of a pilot test on techniques to effectively fight coastal erosion in Gorée, emergency works to rehabilitate breaches in the North Battery have been undertaken as well the restoration of the contention wall and Quay in the Bay of the port. Rehabilitation works on the destroyed heritage of North of Mali have also been finalised putting an end to an important phase on the Mali's Heritage Programme.

Overall, the six out of seven countries covered by Dakar Office have 17 World Heritage sites; Guinea Bissau is the only country with not property inscribed in the World Heritage list, and that despite its outstanding cultural and natural wealth. In partnership with the Institute for Biodiversity and Protected Areas' (IBAP's) and other partners, the Office continues to support the country to prepare Bijagos archipelago's nomination file.





## Seven exceptional sites: a photo tour to reconnect Senegalese youth with their heritage

The photo exhibition “Seven outstanding Sites” designed to promote Senegalese heritage, has been a great success among youth. On loan to local partners such as SODEFITEX or the Alliance Française of Kaolack, the exhibition has been touring the regions in Senegal (Tambacounda, Kolda, Kaolack...) touching hundreds and hundreds of students and teachers. A permanent version of the exhibition has been installed at the Cheikh Anta Diop University (UCAD) and visitors have free access to it. The Mobile App VUE d’Afrique, developed by Dakar Office, is expanding, progressively reaching its young audience and new versions promoting other West African World heritage sites are being assessed.



The Stone Circles of Senegambia © Layepro



VUE d'Afrique  
Available on Playstore

## Illicit trafficking of cultural property: a new thrust for sub-regional cooperation

The experience of Mali and Middle East has shown how destruction of cultural heritage in conflict area fosters the expansion of illicit tracking of cultural property (ITCP) and contributes to financing extremist groups and terrorism. Ranked behind weapons and drugs trafficking, ITCP is gaining ground particularly in the Sahel region, thus demanding action and the reinforcement of prevention and fighting measures. A joint response is now imperative. In this regard, Dakar office has sought to revitalise the sub-regional cooperation, targeting 5 Sahel countries, namely Burkina Faso, Mali, Mauritania, Niger, and Senegal.

With a clear objective to kick-start joint action against the ITCP including national and sub-regional components, the approach undertaken has been innovative and pragmatic. It has focussed on and the development of new partnerships and deepening the research on available information and the elaboration of cartographies and typologies of objects. Furthermore, to generate interest of technical and financial partners and mobilise funds to put in place such a regional mechanism, a joint project document was developed. The Dakar Office brought together Heritage experts, Museums Directors of the 5 countries, national security forces (policy, customs, army), INTERPOL, UNOWAS, ONUDC, etc. to define collectively the main lines of action of this joint project. Main axis of action include the strengthening of national capacities, the development of knowledge management in relation to mobile cultural heritage, the strengthening of national legislative frameworks and finally, public raising awareness campaign.

Finally, this project reflects the new thrust given within the Sahel region through the Resolution 2347 of the UN Security Council, which set out opportunities of cooperation and new financing.

## Giving life back to Intangible cultural heritage : transmission and community participation

In West Africa, there is a growing gap between generations regarding knowledge and skills transmission. Yet, spaces to exchange and establish a real dialogue are essential in reducing this gap. In this regard, UNESCO Dakar initiated a series of intergenerational dialogues in the Island of Gorée. There are 'waxtanes' under "l'arbre à palabre" where elders and youngest debate on questions related to living together and linked to the conservation of this heritage which is also under their responsibility; a great opportunity for the youth to learn more about traditional techniques of rehabilitation, fighting against erosion and many others issues the island is facing.

A key strategy in the transmission of elements of intangible cultural heritage (ICH) and their safeguarding is the elaboration of inventories. Inventories help building awareness on the importance of ICH for individual and collective identities. They also encourage creativity and help building self-esteem among communities and individuals, which is the source of expressions and practices of this heritage. This year, Burkina Faso and Mali closed two major inventory projects with the support of the Intangible Cultural Heritage Fund.

In Mali, UNESCO supported the implementation of the inventory of its intangible cultural heritage heavily damaged due to the occupation of the North and Central East Regions of the country by armed groups. Although Burkina Faso is not in the same emergency situation, a similar exercise has been carried out in order to provide quantitative and qualitative data on ICH elements present in the national territory and assess their state of viability for their promotion. The Office has also supported the government of Senegal in the launching of its national inventory. Lastly, a concerted effort was made for mobilising funds.

## Supporting dynamic cultural sectors and fundamental freedoms

### Music is also a women's affair

*Did you know that women represent only 30% of the music industry in West Africa? 90% work in tailoring, hairdressing, and 60% in choreography?*

UNESCO is persuaded that the protection and the promotion of creativity is not possible without respecting fundamental principles such as freedom of expression and creation as well as gender equality. This is why Dakar Office in Dakar is working both on the promotion of women's rights in the music industry and the development of role models that could inspire and mobilise young African women in the pursuit of diverse careers in the industry. The phase 1 of the project consisted this year in advocacy action and strategic planning.

Three workshops took place in partnership with Tringa Musique, the Association des Musiciens du Sénégal (AMS) and Urban Women Week (AFRICULTURURBAN) as well as the regional ACCESS 2017 Music in Africa conference, in November 2017.

### Strengthening capacities

The Office supported the preparation of quadrennial periodic reports (QPR) in Burkina Faso and Niger. These efforts in assessing and promoting public policies for the benefit of creation, production and distribution of cultural goods and services have involved civil society as well as public institutions and resulted in the restitution of the second QPR of Burkina Faso in June 2017. Considerable support was also provided to the new Category II Centre CERAV/AFRIQUE in Burkina Faso.



## Mali Focus

### Success of Phase 1 of the rehabilitation programme of cultural heritage and the safeguarding of ancient manuscripts

The first phase of the programme on “Damaged heritage sites in Northern Mali: Safeguarding, reconstruction, rehabilitation and revitalisation” was successfully completed in 2017. An international conference organised in Bamako by UNESCO and its partners was an opportunity to take stock of the action taken, and the results achieved. The success of this first pilot phase by UNESCO is thanks to the huge commitment from local communities, as well as technical and financial partners. This has led to the reconstruction of 20 mausoleums and the rehabilitation of 3 mosques and 6 ancient manuscript libraries. 60,600 ancient manuscripts have been safeguarded and the Al-Farouk monument has been reconstructed. Beyond these visible and tangible results, these actions have had an important impact on the restoration of local community integrity, but also on the peace-making efforts, social cohesion and national reconciliation.

## Launch of Phase 2

However, at a time when turmoil is persisting and expanding toward the south of the country, it is essential to continue these efforts. As part of Phase 2 of the programme, the UNESCO office in Bamako (and its partners – specifically the National Directorate of Cultural Heritage), committed to continue the on-going rehabilitation efforts, initiating preliminary work for the creation of site museums, namely: the mausoleums of the saints of Timbuktu, the Al Mansour Korey Museum, the municipal museum, as well as the Sankore and Sidi Yahia mosques. A particular focus was dedicated to the safeguarding of ancient manuscripts. With its partners SAVAMA-DCI and the Ahmed Baba Institute of Higher Learning and Islamic Research, UNESCO contributed to the production of 2000 conservation boxes and 15,000 repositories as well as a catalogue of 4000 manuscripts. Equally, new content analysis work has been commenced, as well as critical and thematic studies of the manuscripts, the results of which will be published in March 2018.

To improve the management of the four Malian sites included on the list of world heritage sites, efforts are concentrated on the updating of management plans. This process involved various communities and stakeholders who participated in the consultations in Djenne, Timbuktu, Bandiagara and Gao. In addition, the first components of the application for the inscription of the Kamablou of Kanagaba and its associated sites have been produced with the support of the World Heritage Fund.

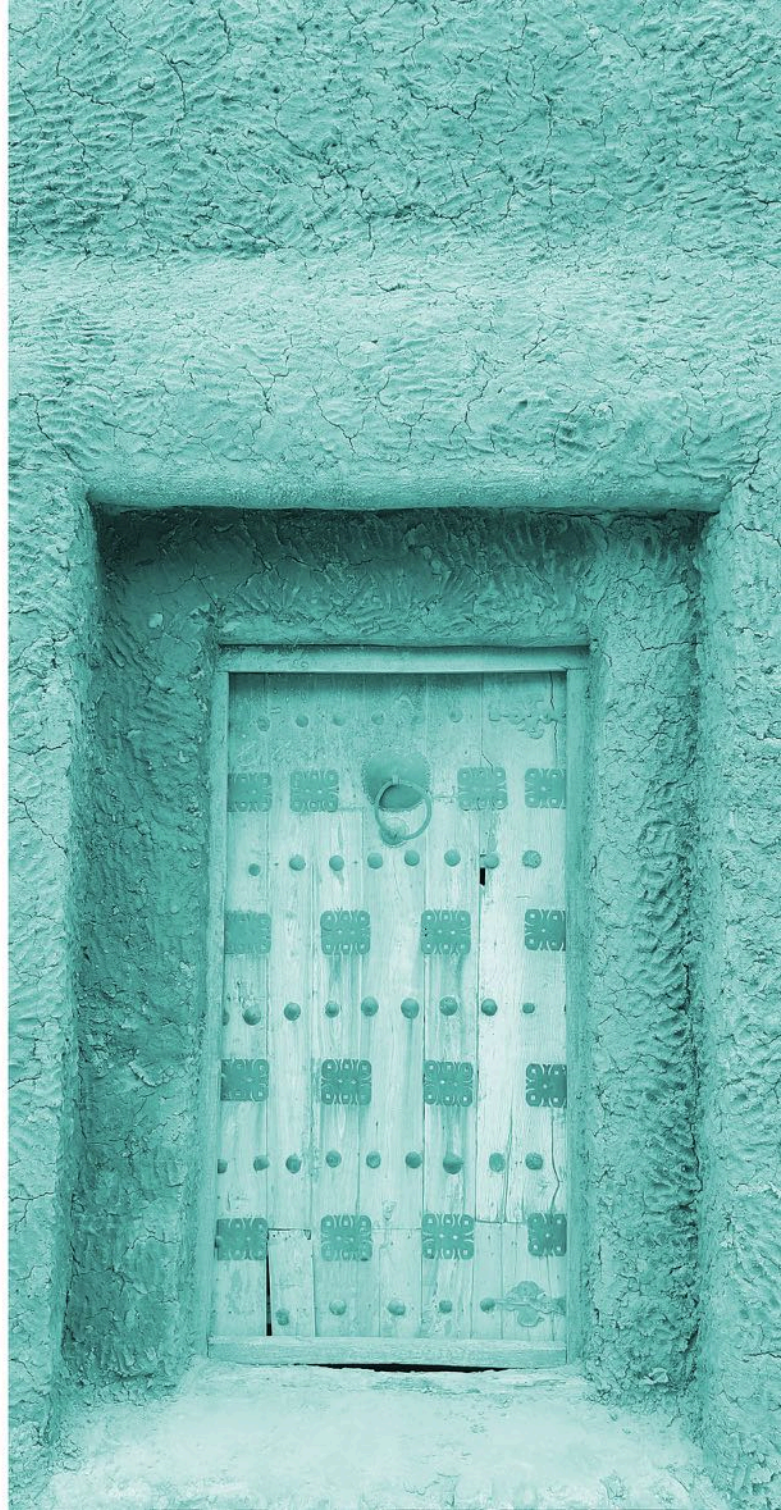
## Tomb of Askia : Increased protection

A number of measures (among others) were taken in 2017 to ensure more effective protection of the Tomb of Askia, and in particular, under the framework of the 2nd Convention Protocol of 1954. With the backing of the 1954 Convention Fund, security forces were trained, an emergency plan was designed, and legislative texts were revised and updated. Relatedly, following the collapse of a section of the roof due to heavy rains, emergency diagnostics were conducted by an ICOMOS expert to ensure its rehabilitation. A public awareness campaign about the site, targeted particularly at younger people, was also carried out.

## Training of defence and security forces

During 2017, UNESCO continued to provide regular training courses for MINUSMA peace-keeping forces on the protection of Malian heritage. In addition, work undertaken with the national forces in 2016 was reinforced with two training workshops (22-23 June in Segou and 25-27 October in Bamako) aimed at incorporating heritage protection into their security operations. Funding from the Swiss Government also enabled new training tools to be developed and tested.

[http://www.unesco.org/new/fr/dakar/about-this-office/single-view/news/un\\_nouvel\\_elan\\_dans\\_la\\_protection\\_du\\_patrimoine\\_culturel\\_ma/](http://www.unesco.org/new/fr/dakar/about-this-office/single-view/news/un_nouvel_elan_dans_la_protection_du_patrimoine_culturel_ma/)



## Fight against the illicit trafficking of cultural property

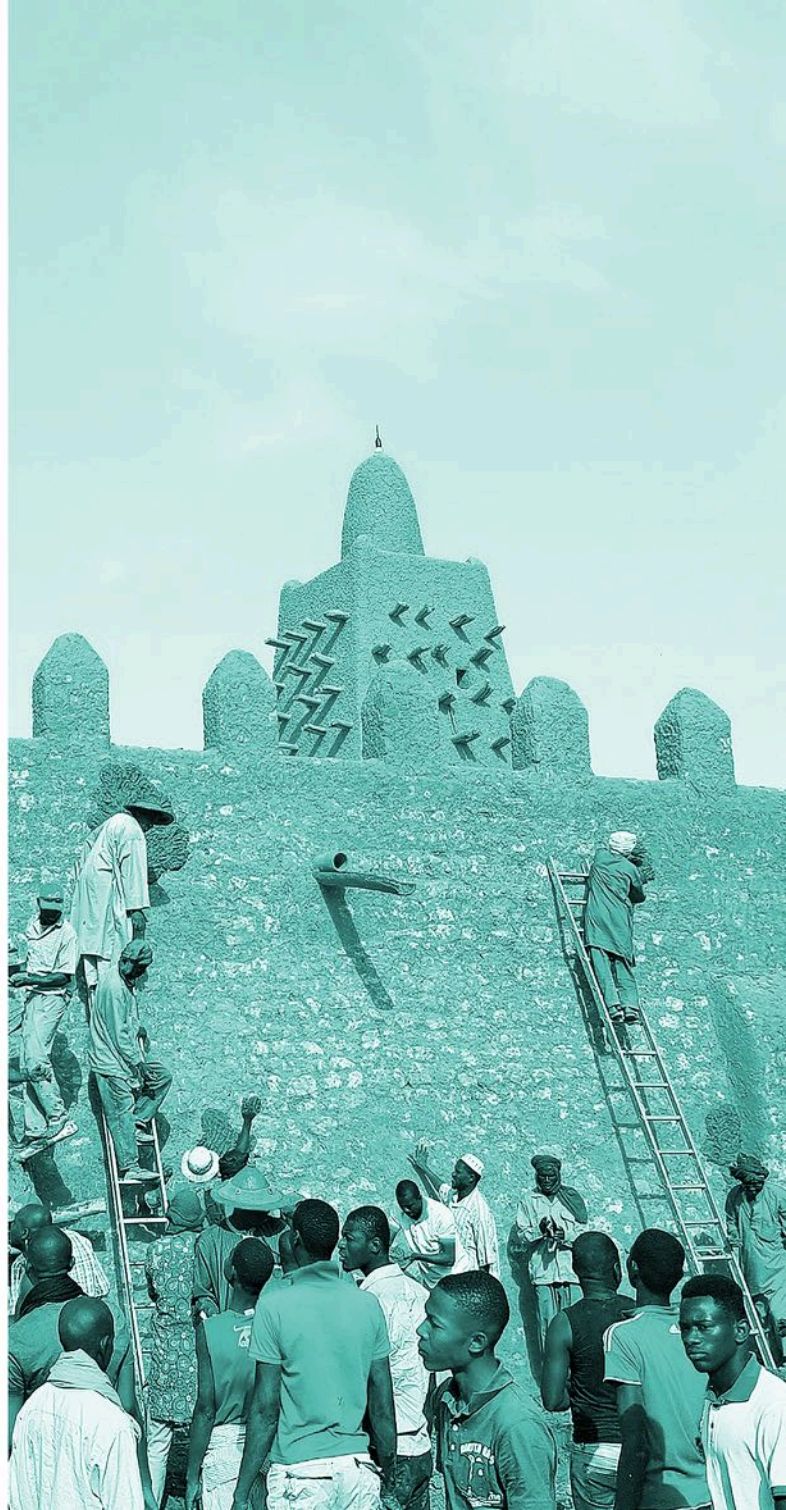
In order to counter the illicit trafficking of cultural property, which has reached a new high since the crisis, UNESCO has pursued its efforts in 2017 in the fields of prevention, sensitization and capacity development. In light of the situation analysis, emphasis was put on sensitization and community involvement in the most-affected communities in the region. UNESCO also organised three workshops on awareness raising and capacity development in the fight against illicit trafficking of cultural objects, in Timbuktu (17-18 February 2017), Gao (7-8 November 2017) and Bandiagara (14-15 November 2017).

The Bamako office also organised the first edition of “Équations Nomades” in January 2017. The event allowed young Malians to mingle with international artists and learn more about different artistic disciplines.

## Hip Hop for the protection of cultural heritage

For this work in Mali to have a real meaning, it is imperative that the public is informed and feels concerned about the protection of their heritage. This is why particular attention has been placed on the necessity of this recognition – especially with youth – with the production and broadcasting of a rapped reporting on the protection of Malian cultural heritage. This is the first activity in a larger process that will continue throughout 2018.

<https://www.youtube.com/watch?v=Rh1-pbTydq8>





COMMUNICATION,  
FREEDOM OF  
EXPRESSION AND  
ACCESS TO  
INFORMATION

As the United Nations agency with a specific mandate to promote “the free flow of ideas by word and image”, UNESCO supports the implementation of freely-accessible, independent, and pluralist media. Media development encourages freedom of expression and contributes to peace, human rights, poverty elimination, and sustainable development. UNESCO is also working to construct knowledge-based societies and ensure that local communities can access, preserve and share such knowledge and information.

### Promoting a conducive environment for freedom of expression, and safety of journalists and their professionalism

#### Foster an environment for freedom of expression, freedom of the press and safety of journalists

UNESCO Dakar’ Communication and Information Sector works on developing the capacities of journalists, media development, freedom of expression and press freedom and training of security forces on press freedom and the safety of journalists within the framework of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity.

In 2017, training of security forces was held in partnership with OHCHR, OIF, EUCAP Sahel-Mali and Article 19, in The Gambia, Mali, Senegal and Burkina Faso. In Mali, the training manual produced by UNESCO on the Freedom of Expression and Public Order was officially adopted by the school of peace-keeping and the ministry of protection and security of Mali, to ensure that the freedom of expression and the safety of journalists contributes to peace and security in the region.

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





## Promoting a pluralistic media and journalistic professionalism

Promoting gender equality in the media is a priority for UNESCO. Launched each year on International Women’s Day, “Women Make the News” is a global initiative aiming at creating awareness of the question of gender equality by, and within, the media. This is intended to create debate and encourage solutions towards the fulfilment of the global objectives. The celebrations of “Women Make the News” in the Sahel sought to encourage media executives to treat their female employees fairly in terms of task allocation and career development.

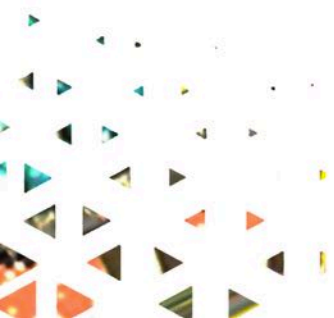
According to UNESCO, a pluralistic and diverse media enables the public to widen their minds by developing critical thinking. In addition, UNESCO Dakar has contributed to the implantation of communal media to ensure the amendment to legislation in relation to freedom of the press, freedom of expression and access to information in the Sahel, as well as the professional training of journalists. A particular focus has been directed on Gambia, with the support of the European Union.

## Enabling universal access to information and promoting knowledge-based societies

### Supporting inclusive knowledge-based societies

UNESCO supports open access and is helping governing to formulate and implement policies on open access, by creating mechanisms for knowledge transfer, establishing measures to strengthen capacity and documenting successful operations and activities in Africa. Aware of the lack of open access policies in African countries and the challenge of access to scientific and educational information on the Continent, the Ministry of Posts and Telecommunications of Senegal, in consultation with all national stakeholders concerned and with the technical support of UNESCO, decided to begin the process to ensure the establishment of a national open access policy. The result of this policy will encourage the creation of open platforms free and accessible for all researchers, innovators, teachers, students, media professionals and the public and will encourage collaboration, production, dissemination, and management of knowledge. Senegal will be the first African country to establish an open access policy, which represents an important lever for accelerated development in the country and positions Senegal as a leader in this domain.

UNESCO Dakar is also working in the ICT Competency Framework for teachers, which sets out the skills required by teachers to integrate ICT into their professional practice.



## Support for gender equality in the ICT policies and programme and female entrepreneurship

UNESCO Dakar promotes young girls' competences in the use of ICTs thanks to the UNESCO initiative YouthMobile created in 2014. This initiative targets young people to enable them to acquire basic technical skills for the development, promotion, commercialisation of mobile applications which address local issues. On 13 March 2017, the inaugural day of the Commission on the condition of women, at the UN in New York, UNESCO organised, in partnership with the government of Senegal, a side event evidencing the best practices and reproducing them in other Sahel countries.



YouthMobile Initiative © UNESCO / Sasha Rubel

To ensure the adoption of ICT policies and programmes, which support female entrepreneurship at the regional level, UNESCO organised a regional conference for Francophone Africa on the integration of gender in ICT sector policies in Dakar, Senegal, in September 2017, in partnership with the Senegalese ministry of Communication, Telecommunications Post, and the Economy, UNWOMEN, ECOWAS Gender Development Centre, World Wide Web Foundation, Alliance for Internet Access, African Development Bank, and Facebook, with support from UNESCO's "Information for all" programme.

This conference enabled the formation of alliances, with the purpose of accelerating integration of the gender-dimension in the ICT policies in francophone Africa, to achieve the Sustainable Development Goals (SDGs) and in particular, those addressing gender equality.





Reintegration of child victims of the Malian crisis, fabric dying, Timbuktu, Mali © UNESCO-Maria Muñoz Blanco

The cumulative expenditure for 2017 (regular and extrabudgetary programmes combined) by the programme sectors of the offices in Dakar and in Bamako amounts to US\$3.9 million. The total amount of expenditure from extrabudgetary funding is US\$ 3.2 million compared with US\$ 0.7 million from the regular programme funds

The activation of the contingency plan in August and October 2017 and the subsequent freeze on an important part of the available regular programme budget had a significant impact on the execution levels of a number of programmes in 2017.

Extrabudgetary funding has reached relatively high levels due to different projects to safeguard damaged heritage in Northern Mali and the project for the empowerment of adolescent and young women in Mali. These projects have positively contributed to the results shown for 2017, for the extrabudgetary funding. The figures, however, put the spotlight on the importance of extrabudgetary funding for the implementation of UNESCO programmes in the region.

The table below indicates the breakdown of expenditure between the different programme sectors, the principal sources of funding implemented in 2017 and the relative weight of each sector in respect of the total expenditure by the regional office as a whole.

Sector	Regular programme expenditure	Extrabudgetary projects expenditure	Total expenditure	Regular programme	Extrabudgetary projects	Weight of different sectors
ED	289 244	1 894 322	2 183 566	42%	59%	56%
CLT	145 962	891 237	1 037 199	21%	28%	27%
SHS	127 818	8 262	136 080	18%	0%	3%
SC	88 472		88 472	13%	0%	2%
CI	45 196	398 509	443 705	6%	12%	11%
<b>Total</b>	<b>696 692</b>	<b>3 192 330</b>	<b>3 889 022</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The table below provides slightly more detail on the relative weight of the Dakar office and the Bamako office in the amounts spent, as well as the contribution from each programme sector to this performance by funding source. It illustrated in comparative data the relative funding between extrabudgetary and regular programme in the operations of UNESCO in the countries covered by the regional multisectoral office in West Africa (Sahel).

Sector	Regular programme expenditure			Extrabudgetary projects expenditure		
	Dakar	Bamako	Total	Dakar	Bamako	Total
ED	285 950	3 294	289 244	973 524	920 789	1 894 322
CLT	145 962		145 962	20 384	870 853	891 237
SHS	107 783	20 035	127 818		8 262	8 262
SC	62 499	25 973	88 472			0
CI	45 196		45 196	370 961	27 548	398 509
<b>Total</b>	<b>647 390</b>	<b>49 302</b>	<b>696 692</b>	<b>1 364 869</b>	<b>1 827 461</b>	<b>3 192 330</b>



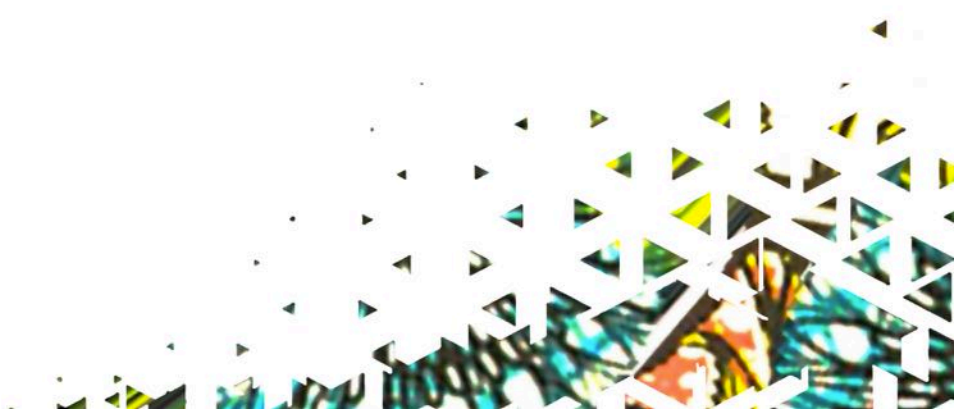
## EDUCATION

1. The Capacity Development for Education Programme (CapED) is one of UNESCO's key operational responses to strengthen systems and help countries achieve their national SDG4 priorities. This programme is funded by a group of financiers, namely: Dubai Cares, Finland, Norway, and Sweden.
2. For more information, please consult the TALENT web site: <http://www.education2030-africa.org/index.php/en/regional-coordination-group/task-team/teaching-and-learning-talent>
3. 19 countries participated in the review of national learning assessment systems in sub-Saharan Africa. The complete results will be published in the first quarter of 2018.
4. The 17 countries are: Burkina Faso, Burundi, Cabo Verde, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Kenya, Mali, Tanzania, Mozambique, Niger, Nigeria, Sao-Tome and Principe, Senegal, Somalia, The Gambia and Zambia. For more information on this activity, please consult the workshop web site: <http://education2030-africa.org/index.php/en/atelier-6122018-en>
5. This resource package comprises a policy guide on the integration of African languages and cultures in education systems, analytical studies carried out in four countries (Burkina Faso, Niger, Senegal and The Gambia) and the synthesis report, a curricular policy framework for bilingual education (CoFEB), a training programme for bilingual education teachers (ProFEB), and support tools: the training manual for the use of participatory action research, and a virtual library.

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1. The Wolof term means "discussion".
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