

Foreword by the Director



We are pleased to bring to you this information booklet on the activities of the UNESCO Nairobi office. Several Member States of UNESCO and our other partners have frequently posed the questions: What are the programme activities of the Nairobi office? What countries does the office cover? And how big is the office? This booklet is therefore, first and foremost, an attempt to answer these questions. It is also intended to present the vision of the office with respect to the role of UNESCO in the resolution of local development issues in the fields under its mandate. Through the brief accounts of the activities of the office, the book shows how the office is responding to local needs while remaining faithful to the global strategic objectives of the organisation.

The UNESCO Nairobi office is one of the oldest field offices of the organization. Over the years, its roles and functions have changed many times. Today it is an office with two major responsibilities. First and foremost, it is a Regional Office for Science and Technology in Sub-Saharan Africa. The office therefore has the responsibility to develop strategies and regional plans and to oversee the implementation of UNESCO's science programmes in 47 countries in sub-Saharan Africa. The Nairobi office is also a UNESCO cluster office covering five (5) countries: Kenya; Uganda; Rwanda; Eritrea; and Burundi. As a cluster office, it implements activities in these five countries in all of UNESCO's fields of competence (i.e. education; natural science; culture; social and human sciences as well as communication and information). This means therefore that for Science, the Nairobi office covers all of sub-Saharan Africa, whereas for UNESCO's other fields of competence, the office only covers Kenya, Uganda, Burundi, Eritrea and Rwanda.

Occasionally the office is also given responsibility for projects in different fields which may have national, sub-regional and regional coverage.

The scope and geographical reach of the various activities in the UNESCO Nairobi office is vast and complex. However, the office is able to face the challenges with the collaboration of our numerous partners. We wish therefore to use this opportunity to express our gratitude to them. They exist in governments, civil society and in the UN family.

A handwritten signature in black ink, appearing to read 'J.G.M. Massaquoi'.

Joseph G.M. Massaquoi
Director, UNESCO Nairobi Office

“UNESCO contributing to peace and sustainable human development in an era of globalization through education, the sciences, culture and communication.”

UNESCO Strategy

Our History

United Nations Educational, Scientific and Cultural Organization's Office in Nairobi

United Nations Educational, Scientific and Cultural Organization (UNESCO), was established on the 16th of November 1945.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to further universal respect for justice, the rule of law and human rights and fundamental freedoms, which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

UNESCO has its headquarters in Paris, France, and has field offices and units all over the world.

UNESCO Nairobi Office was established in 1965 as a Regional Centre for Science and Technology. In 1973 the office changed its name to: Regional Office for Science and Technology in Africa (ROSTA).

The Office got its present name, UNESCO Nairobi Office, in 1995, in conformity with the current designation of all Field Offices of UNESCO.

Since 2001 the Office is functioning as a Cluster Office in all UNESCO's fields of competence for Burundi, Kenya, Rwanda and Uganda. However, the Office remains a Regional Office for Science and Technology in Africa.

Location

The UNESCO Office like other United Nations agencies in Kenya, is based at the UN-Gigiri Complex, approximately 10 km from downtown Nairobi. The complex is also the Headquarters for UNEP and UN-HABITAT. ■



Programmes at the UNESCO Nairobi Office

Theme, Goals and Strategic Thrusts

UNESCO is an organisation that promotes intellectual discussion of ideas and issues that will assure global peace. Thus, the organization's unifying theme is "contributing to peace and human development in an era of globalisation through education, the sciences, culture and communication"

The strategic thrusts of the programmes are as follows:

- i. Developing and promoting universal principles and norms, based on shared values, in order to meet emerging challenges in education, culture and communication and to protect and strengthen the "common public good"
- ii. Promoting pluralism, through recognition and safeguarding of diversity together with the observance of human rights
- iii. Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.

The UNESCO Nairobi office has directed the above-mentioned strategic thrusts to target activities that will enable African countries to achieve internationally-agreed development goals. These goals are the Millennium Development Goals (MDGs) and those of the Education for All (EFA). In addition, the Office also contributes to the achievement of the objectives of the New Partnership for Africa's Development (NEPAD). ■

Natural Sciences (SC)

There are two strategic objectives guiding the UNESCO natural science programme:

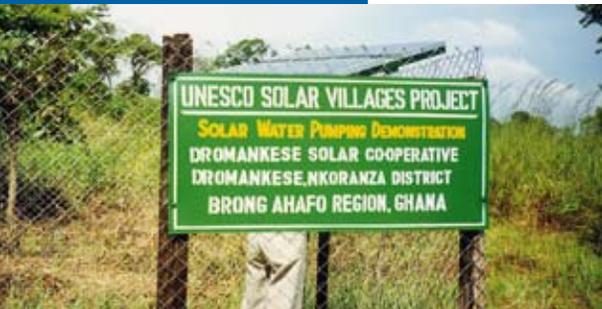
- (1) Improving human security by better management of the environment and social change, and
- (2) Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies.

Furthermore, in Africa, UNESCO Nairobi office has pursued programmes and activities that enable it to align the global UNESCO strategic objectives with those of other internationally agreed development goals such as the Millennium Development Goals (MDG) and those of the Science programme of the New Partnership for Africa's Development (NEPAD).

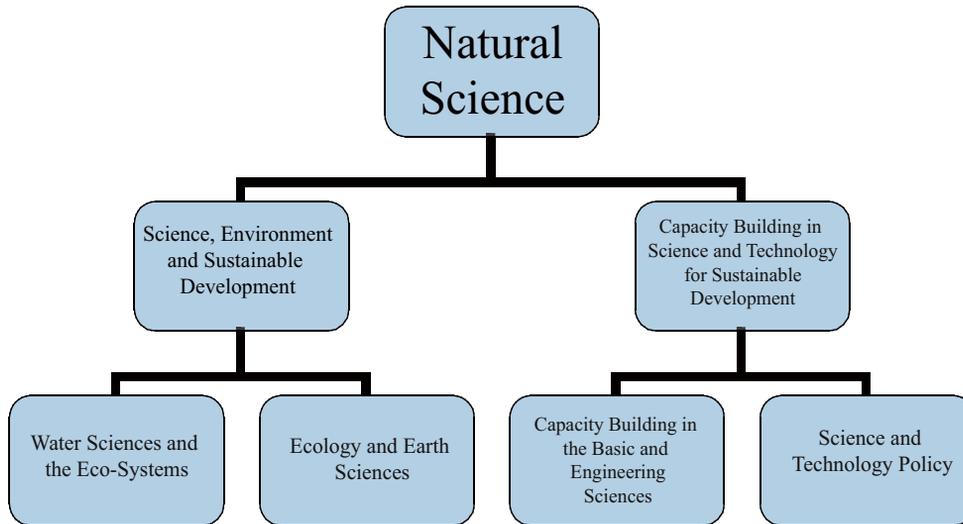
The pursuit of the UNESCO strategic objectives and the MDGs as well as the NEPAD goals is done through two programmes, namely: *a) Science Environment and Sustainable Development* and *b) Capacity Building in Science and Technology for Sustainable Development*.

Under the programme on environment the Nairobi office deals with the following subject matters: Water Science and the Ecosystems; Ecological and Earth Sciences and those matters under the Intergovernmental Oceanic Commission. UNESCO in recognition of the numerous water-related problems in the Africa region has put a lot of emphasis on the activities pertaining to the supply and management of water.

Within the framework of the second programme (i.e. capacity building in science and technology), UNESCO Nairobi office works with Universities to strengthen research and teaching in basic and engineering sciences in member states. It also works with government ministries and other institutions responsible for science and technology to build the capacity for the formulation of Science and Technology policies.



The diagram below shows the structure of the science programmes that are pursued by the UNESCO Nairobi Office. Further details of the various actions and subject matters covered in each sub-programme are provided in subsequent pages.



Capacity-building in Science and Technology for Sustainable Development

The biggest problem in using science and technology for development in Africa is the lack of human resource. Africa needs human resources to manage and use scientific and technical knowledge. In response the UNESCO Nairobi office has two main sub-programmes for capacity building in science and technology. One programme which is referred to as “*Science and Technology policies for sustainable development*” deals with capacity building of policy makers to enable them formulate policies for harnessing and managing scientific knowledge. The other, known as “*basic and engineering sciences, renewable energy and disaster mitigation*”, supports activities to strengthen or build scientific human resource capacity in relevant areas of basic and engineering sciences.



Basic and Engineering Sciences, Renewable Energy and Disaster Mitigation

Capacity building requires strong research and training institutions. The challenge in Africa is the poor state of most universities. The strategy which works best in such a situation is institutional networking. This enables institutions in member States to pool together their training and research resources for the purpose of capacity building. Individually the institutions may be weak but working collectively they can nullify each other's weakness and become stronger. Thus one of the major strategic approaches employed by the UNESCO Nairobi office is to provide support for institutional networks. In particular the Office uses the *African Network of Scientific and Technological Institutions (ANSTI)* as a vehicle for delivering capacity building activities in science and technology in the region.



The modalities for capacity building include activities such as administration of post - graduate fellowships, visiting staff fellowships and conference grants. Assistance is also provided to institutions for the development of innovative curricula through the establishment and support for UNESCO chairs. The office also promotes the use of Information and Communication Technologies (ICT) for the delivery of courses in basic and engineering sciences.

Examples of Recent Activities:

- Promotion of the use of ICT in the teaching and Learning of Science and engineering courses. – Training of university staff in the development of e-content.
- Support for UNESCO chairs in institutions in member states.
- Support for the participation of women in international/regional scientific activities.
- Support for the organization of thematic conferences in chemistry and biological sciences.

The target beneficiaries of most of these programmes in capacity building are university staff and students. UNESCO intervention is usually at the post-graduate level where it is assumed that each person trained is able to impact on many others below him in the academic ladder. Special attention is paid to the enhancement of women's participation in science and technology

The African Network of Scientific and Technological Institutions (ANSTI)

ANSTI, the African Network of Scientific and Technological Institutions, is an organ of cooperation that embraces African institutions engaged in University level training and research in the fields of science and technology. It was founded in January 1980, by UNESCO at the request of the first Conference of African Ministers responsible for science and Technology (CASTAFRICA 1). It is hosted by the UNESCO Nairobi office. The network has grown over the years to become an effective institution for the development of human resource capacity in the fields of Basic and Engineering Sciences. To-date it has 105 member institutions in thirty-four (34) countries in sub-Saharan Africa.

The original aim of ANSTI, which has remained unchanged over the years, was to develop active collaboration among African scientific institutions so as to promote research and development in areas of relevance to the development of the region. ANSTI emphasizes the pooling of resources available in the region so as to provide quality training and research in various scientific disciplines. In order to achieve this objective ANSTI is engaged in numerous activities. These can be grouped into four programme areas:

- i. Training
- ii. Seminars & Workshops
- iii. Publications and Promotion of Research
- iv. Dissemination of information on issues relating to capacity building in science and technology

Science and technology policies for sustainable development

Policies are essential tools for the use of science and technology in development. In Africa the challenge is that several countries do not have a science and technology policy. Furthermore some of the countries which have enacted such policies, did so several years ago and need to revise them to reflect the emergence of new technology. UNESCO is helping some African countries to build the capacity for science and technology formulation. The organization provides training and technical assistance to member States for policy formulation and review. In the 2006/07 the office will conduct a study to map out the state of Science and Technology policies in countries in the region.



Examples of Recent Activities:

- Convening a conference of 250 university leaders responsible for science and technology in Africa (COVIDSET 2005), Accra Ghana 15-17 November 2005.
- Publication of the book “*State of Science and Technology Training Institutions.*”
- Contribution to Universities staff development- Award and Administration of 10 postgraduate fellowships each year.
- Publication of the *African Journal of Science and Technology.*

Disaster Mitigation

Although natural hazards and disasters seem to be inevitable, their catastrophic impact can be considerably reduced through various methods of pre-disaster planning and post-disaster reconstruction and rehabilitation. In many developing countries, characterized by heavy concentration of population, shanty towns, slums and marginal settlements, a natural hazard or disaster can lead to grave consequences even where its initial impact is not very severe. Hazard and disaster management requires response, incident mapping, establishing priorities, developing action plans, and implementing the plan to protect lives, property and the environment. Mapping and information acquisition is therefore vital for disaster management. Available technologies such as GIS and Remote Sensing provide analysis of environmental factors for the identification of potential geohazards and disasters.

UNESCO Nairobi Office and NEPAD

In July 2001, a new socio-economic development programme for the African continent under the name “A new Africa Initiative” was adopted by the Heads of States and Government at the Summit of the then Organization of African Unity (OAU), held in Lusaka Zambia. The name was later changed to the “New Partnership for Africa’s Development” (NEPAD).

The work programme of NEPAD is structured around five priority areas and actions which were approved by the Heads of State and Government Implementation Committee (HSGIC). These programme clusters are: Governance; Infrastructure; Environment; Science, Technology and Development; and capacity Building. UNESCO Nairobi Office which has the responsibility for coordinating the organisation’s programme in science in sub-Saharan Africa is involved in many activities in the NEPAD programme area in science and technology development.



In October 2003, UNESCO Regional Bureau for Science in Africa organised the preparatory meeting for the first NEPAD Ministerial Conference on Science and Technology (AMCOST). The preparatory meeting took place in Nairobi from 13 to 15 October 2003.

The meeting discussed the specific Science and Technology areas/ fields for inclusion in the Action Plan. Among the other issues discussed were the Research and Development strategies, Science and Technology policies, national Innovation systems and governance of the ministerial meeting including procedures for the election of the bureau and the Agenda.

The Ministerial Conference which was later held in Johannesburg, South Africa from 3 to 7 November 2003 endorsed the framework of the Action Plan and established the NEPAD ministerial council and steering committee. Two years later, in 2005, a consolidated action plan including the budget was presented to the second AMCOST where it was discussed and approved. UNESCO Nairobi Office once again participated in the meeting.

The office has also been involved in the implementation of the action plan through many activities. Examples include:

- Facilitating human resources capacity building in the basic and Engineering Sciences through “*the African Network of Scientific and Technological Institutions (ANSTI)*”. The latter is a UNESCO Nairobi Office project established to facilitate the pooling together of the region’s training resources for the purpose of capacity building;
- Conveying a meeting for 200 university leaders who are involved with science and technology. The meeting deliberated on problems of Science and Technology training institutions and capacity building. An action plan for the revitalization of faculties of science and engineering in African Universities was developed;
- Participating in the process for the establishment of centres of excellence in Water Science. ■

Water Sciences (IHP)

The International Hydrological programme (IHP) is an evolving programme, ready to adapt the needs of an ever-changing society. In order to respond promptly and with appropriate actions, the Programme is implemented in six-year phases, so as to identify emerging problems, alert decision makers, raise public awareness, and provide necessary resources. The International Hydrological Programme is UNESCO's international scientific cooperative programme in hydrology and water resources. The programme was established in 1975 as a result of the realization by both the international scientific community and governments that water resources are often some of the primary limiting factors for harmonious development in many regions and countries of the world. This made them see the need for an internationally coordinated scientific programme that focuses on water. It has since had a prime role in acting as a catalyst to promote cooperation.

The sixth phase IHP VI (2002 – 2007) has been defined as Water interactions: systems at risk and social challenges. It is based on the fundamental principle that freshwater is as essential to sustainable development as it is to life and that water, beyond its geophysical, chemical, biological function in the hydrological cycle, has social, economic and environmental values that are inter-linked and mutually supportive.

UNESCO Nairobi Office performs functions and tasks regarding the implementation of IHP in Africa, with special emphasis on the following issues:

- i. Human activities, in particular changes in land use and rapid urbanization further affects water resources by increasing the demand for water and at the same time contributing to water quality deterioration. In addition to the role that improving access to domestic water and sanitation plays, water's role as a resource for agriculture, energy and industry is essential for fighting poverty and hunger. Efforts should be made to meet the water demand for food production. Water scarcity, closely linked with desertification in arid and semi-arid regions, further affects the integrity of aquatic and terrestrial ecosystems and their biodiversity.
- ii. Vulnerability analysis should help to understand the combined effects of different stresses acting upon regional water resources. The results of such analysis will provide the



basis for identifying pathways towards integrated water resources management and hence sustainable use and equitable allocation of water.

- iii. The trans-boundary nature of many of the African rivers and regional underground water resources calls for cooperative institutional solutions that should maximize the joint benefit of resources use.

Scientific capacity building is required to carry out interdisciplinary studies.

Main priorities

1. Education and training: postgraduate training programmes and development of regional centers of excellences in hydrological research and training.
2. Focus on regional problems such as the arid and semi-arid countries groundwater hydrology and groundwater resources management.
3. Regional focus on integrated water resources management and understanding of water-health relationship (assessment of vulnerability and pollution of water throughout the region).
4. Involvement in new water partnerships and initiatives in Africa at political and technical levels (AMCOW, NEPAD, UN-Water Africa). ■



Ecological & Earth Sciences (EES)

Ecological Sciences



The Ecology Programme at the UNESCO Nairobi Office implements its activities in particular through the Man and the Biosphere Programme (MAB) and associated interdisciplinary scientific research and capacity-building related to the sustainable use of biological resources. Generally it is aimed 1) to contribute to minimizing biodiversity loss through the use of ecological and biodiversity sciences in policy- and decision-making, 2) to promote environmental sustainability through the World Network of Biospheres Reserves, and 3) to enhance the linkages between cultural and biological diversity.

Capacity-building is the key modality of the sub-programme, including the development of a network of learning centres for integrated ecosystem management and through South-South cooperation. Efforts are aimed to promote interdisciplinary training institutions, particular in post-conflict countries. Emphasis is also placed on linkages between biodiversity conservation and socio-economic development in specific biosphere reserve contexts. The World Network of Biosphere Reserves (WNBR) and its regional networks shall be used as vehicles for knowledge sharing and exchange of experience. Biosphere Reserves shall not only serve for research and monitoring, education and training, but also be used for the testing of participatory decision-making, thereby contributing to the emergence of “quality economies” and to conflict prevention. Furthermore, cultural landscapes and sacred sites, including those inscribed on the World Heritage List, will receive special attention and allow to learn about biological and cultural interactions.

Earth Sciences

The 53 independent nations and six other territories of continental Africa and adjacent islands are in 2006 home for almost 900 million people. For many of these countries mineral exploration and production constitute significant parts of their economies and remain key to future economic growth. Africa is richly endowed with mineral reserves and ranks first or second in terms of concentration (20-80%) of world mineral reserves of bauxite, chromite, cobalt, coltan (columbite-tantalite), diamond, gold, manganese phosphate rock, platinum-group minerals (PGM), titanium minerals (rutile and ilmenite), vanadium, vermiculite and zirconium. Although Africa attracted significant investment in mineral development, particularly in the gas and oil sector, widespread civil wars, internal ethnic or political conflicts and refugee displacements continue to destabilize



a number of African countries and constrained investment in mineral exploration and development in many areas.

Although the Earth Sciences only play a rather marginal role in UNESCO's Programmes, capacity building in all the above-mentioned aspects is very necessary and will be carried out in the framework of diverse activities.

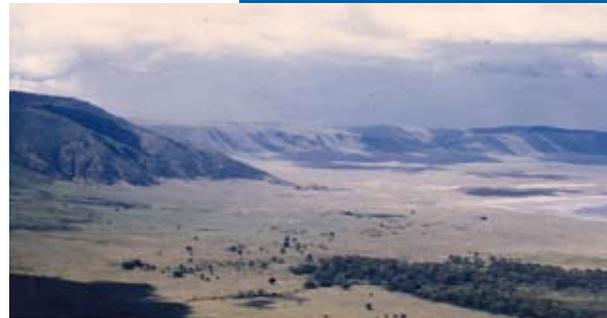
The long-term implication of the HIV/AIDS epidemic on the workforce presents another disincentive to foreign investment and economic development on the continent. In several southern African countries, from about 20-35% of the working age population are infected. HIV/AIDS is increasing the operating costs for the mining sector in many countries, where the social welfare and health costs of employees are absorbed by the mining companies.

Across the whole continent of Africa there are many examples of landscapes, rocks and fossils that provide key evidence of a particular moment or period in Earth history. Such Earth heritage sites are important for educating the general public in environmental matters. They also serve as tools for demonstrating sustainable development and for illustrating methods of site conservation as well as remembering that rocks, minerals, fossils, soils, landforms and activities like mining form an integral part of the natural world. It is, however, only since 1996, that the International Union of Geological Sciences (IUGS) and UNESCO have been sponsoring the global GEOSITES project, which is aimed at compiling a global inventory of important geological sites of both scenic and scientific value.

The Earth Sciences Programme will carry out during the current biennium an activity related to the management of HIV/AIDS in the African mining sector, strengthening the institutional and individual capacities of mining employees and related earth scientists through workshops and awareness campaigns.

Numerous geosites could contribute to the effective exploitation of geotourism, often in conjunction with ecotourism. Geological heritage sites, properly managed, can generate employment and new economic activities, especially in regions in need of new or additional sources of income. Geosites are also a medium of education, not only with regard to the natural sciences, but also with respect to mining industry and to history.

At least an inventory of potential geosites of Africa will be completed during the current biennium and it is anticipated to implement measures for the protection of recognized geosites in the region. ■



Intergovernmental Oceanographic Commission (IOC)

The Project's Office of the Intergovernmental Oceanographic Commission of UNESCO (IOC), based at the UNESCO Nairobi Office coordinates the implementation of the Commission in the region. Its activities include:

i) Development of the Ocean Data and Information Network for Africa – ODINAFRICA (www.odinafrica.org)

The Ocean Data and Information Network for Africa (ODINAFRICA) has since 2001 focused on enabling participating institutions to get access to data that is available in other data centres (within and outside Africa), develop skills for manipulation of data and preparation of data and information products, as well as develop infrastructure for archival, analysis and dissemination of the data and information products. These were used in preparing databases such as the directory of Marine and Freshwater professionals from Africa (<http://ioc3.unesco.org/afridir>), Directory of marine related institutions in Africa, Catalogues of library holdings of participating institutions, catalogue of marine related publications from/about Africa, catalogue of marine datasets, national marine atlases and other data/information products necessary for integrated management of the coastal environments and resources.



The goal of the current phase (2004-2007) is to improve data flows into the national oceanographic data and information centres in the participating countries, develop data and information products required for integrated management of the coastal areas of Africa, and increase the delivery of services to end users. Twenty five (25) member states are participating in the initiative (Algeria, Angola, Benin, Cameroon, Comoros, Congo, Cote d'Ivoire, Egypt, Gabon, Ghana, Guinea, Kenya, Madagascar, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Nigeria, Senegal, Seychelles, South Africa, United Republic of Tanzania, Togo, and Tunisia), which is implemented with support from the commission.

The project is divided into three thematic work packages: (i) *Coastal Ocean Observing System*: focuses on upgrading and expanding the African network for in-situ measurements and monitoring of ocean variables (e.g. sea-level, temperature, salinity, currents, winds, etc),

provision of near real-time observations of ocean variables, and building adequate capacity for collection, analysis and management of sea-state variables; (ii) *Data and Information Management*: focuses on further development and strengthening of National Oceanographic Data Centres (NODC) to manage data streams from the coastal ocean observing network, upgrading infrastructure in the NODCs (including internet access and computer systems), integrating biogeographic and hydrological data streams into NODC systems, building capacity for data and information managers for new NODCs established as part of this project, and Rescue historical data (especially sea level data) ; and (iii) Product Development and end user communication and information delivery: focuses on identification of end users of marine/coastal data/information products and their requirements, identification and development of set of core products to be prepared by each NODC, development of Regional and National Marine Atlases, improvement of atmospheric and oceanic monitoring databases, promotion and dissemination of outputs of the project to all stakeholders, and assessment of the impacts of products on the end-user.

ii) **Development of the Indian Ocean Tsunami Early Warning and Mitigation System**

The Indian Ocean Tsunami of 26 December 2004 caused extensive damage and loss of life, resulting in negative economic, psychological, environmental, and other consequences and impacts in the affected areas, which included the Western Indian Ocean coasts and island states.

UNESCO Nairobi Office is involved in the development of the Indian Ocean Tsunami Early Warning and Mitigation System in the region. Some of the elements that will be considered include (i) Seismic measurements, data collection, and exchange, (ii) Sea level data collection and exchange, including deep-ocean tsunami detection instruments, (iii) Tsunami hazard detection and characterisation, including modelling prediction and scenario development, and (iv) The establishment of a system of interoperable operational centres.

iii) **Collaboration with the NEPAD/COSMAR secretariat**

UNESCO/IOC provides support for the development and implementation of the Coastal and Marine sub-theme of the Environment Initiative of NEPAD (NEPAD/COSMAR), whose secretariat is based at the National Environment Management Authority (NEMA) in Kenya.





This includes

1. Development and maintenance of databases (experts, institutions, data catalogues, and literature catalogues).
2. Development of the African Ocean Portal (www.africanoceans.net) which provides access to information and data on all aspects of ocean/coastal research and management for the benefit of various communities such as decision makers, the private sector, the research and education community and the general public, the publication of the COSMARNEWS newsletter, and development and maintenance of the NEPAD / COSMAR website (www.nepadcosmar.org).
3. Assessment of projects and programmes (finalised, on-going, or planned) on coastal and marine issues, so as to produce a report of potential linkages that focuses on existing gaps, lessons learnt, and possible synergies.
4. Development of capacity building mechanisms and enhancement of community participation in management of coastal environment and resources. ■

Education (ED)

UNESCO Nairobi Office develops cluster and country specific education activities and programmes. It identifies areas where UNESCO can contribute expertise, capacity-building and other relevant services to its cluster Member States. Education For All (EFA) is at the heart of the cluster's education agenda. The education programme promotes dialogue and consultation to foster exchange, understanding and debate on key education issues among a range of education players such as government ministries, higher education institutions, non-governmental organizations, civil society, UNESCO National Commissions among others. The focus is on consensus-building and action toward achieving EFA and the Millennium Development Goals (MDGs).



The five cluster countries met in Nairobi, Kenya, in November 2005, to set priorities for 2006/2007. The cluster countries resolved to focus on a number of EFA undertakings including improving the quality of education, adult literacy and education, teacher education and professional development and HIV/AIDS. These are described under eight main lines of action.

Main Lines of Action in the Education Programme

- Action 1:** Dialogue and information exchange among education stakeholders on EFA and MDGs.
- Action 2:** Development of early childhood policy frameworks and sharing policy development work within the cluster.
- Action 3:** Improving the quality of education – documenting 'good practices'.
- Action 4:** Teacher education and professional development.
- Action 5:** Forging literacy partnerships under the United Nations Literacy Decade (UNLD).
- Action 6:** Implementation of the United Nations Decade on Education for Sustainable Development (DESD).
- Action 7:** Strengthening coordination for HIV/AIDS preventive education EDUCAIDS (Global initiative on HIV/AIDS preventive education) in the cluster countries.
- Action 8:** Life skills and sustainable livelihoods integrated into technical and vocational education (TVET).



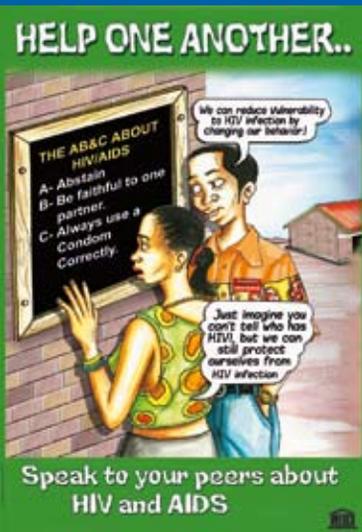
HIV and AIDS Prevention Education

The activities of the UNESCO Nairobi Office in preventive education are in response to the Millennium Development Goals (MDG) that call for the need to halt and begin to reverse the spread of HIV and AIDS by 2015, the Education For All (EFA) goals that acknowledge the threat of HIV and AIDS and call for education programmes and actions to combat HIV and AIDS as a matter of urgency, and the commitment of the United Nations General Assembly Special Session (UNGASS) on HIV and AIDS, that set in place a framework with targets for countries to attain.

The activities are in response to the needs of the five countries under the Nairobi cluster, namely: Burundi, Eritrea, Kenya, Rwanda and Uganda. These include the increased demand for education and the need to ensure quality in spite of the high prevalence of HIV and AIDS in the region. The ever increasing need for Ministries of education to manage and mitigate the impact of HIV and AIDS on the entire education sector is a major concern for UNESCO as well as the Member States and this is a major component of the Office's strategy. The activities are geared towards responding to the effects of the AIDS pandemic on a sector that is faced with challenges such as lack of teaching and learning materials on HIV and AIDS, lack of teachers with adequate training in HIV and AIDS prevention, lack of a curriculum on life-skills to facilitate life-skills based teaching and peer education and lastly, lack of policy frameworks to guide a strategic response to the impact of the AIDS pandemic.

Issues of concern

1. How ministries of education should address the impact of HIV and AIDS on educators, learners, institutions and the education system itself.
2. The development of policy frameworks for effective and strategic response to the impact of the pandemic.
3. How ministries of education can mount effective prevention programmes in order to protect learners and educators from vulnerability to infection including the principles of safe and healthy learning environments.
4. How ministries of education can ensure access to quality education and the retention of orphans and vulnerable children in a safe and friendly learning environment.
5. Data collection through impact assessment to establish the extent to which HIV



and AIDS have impacted on the education sectors with particular emphasis on teacher mortality and increased number of orphans and vulnerable children.

Approach and strategy

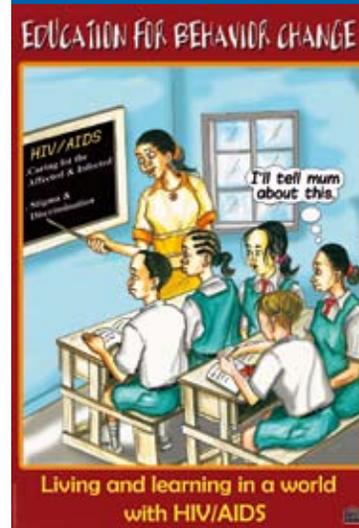
Our approach as an office is to raise awareness and understanding on not just how HIV and AIDS affect education but more importantly, how education can affect HIV and AIDS. Our strategy is to work in partnership with the ministries of education in our cluster countries and other stakeholders in education with a view to ensuring the most adequate and efficient way of reducing HIV and AIDS prevalence within the education sectors in the region. We also encourage research on HIV and AIDS and the sharing of research results with relevant institutions in Africa with a view to enhancing possibilities of making a breakthrough towards finding a solution for the AIDS pandemic.

So far, UNESCO Nairobi Office has been involved in several initiatives on HIV and AIDS and education, including supporting a series of cluster consultations and numerous national level consultations on HIV and AIDS and the education sector.

The cluster consultations have succeeded in raising awareness and understanding on how HIV and AIDS affect education and how education affects HIV and AIDS. They have assisted cluster countries in identifying the way forward with regard to a strategic response to HIV and AIDS in and through education. In considering issues and challenges facing Ministries of Education much attention has been given to the policy frameworks that are needed to guide strategic planning and implementation. Burundi, Eritrea, Kenya, Rwanda and Uganda have successfully developed education sector policies on HIV and AIDS. These are products of wide consultations among concerned stakeholder groups in formal and non-formal education sectors including Teacher Unions.

- *Cluster country projects on capacity-building for HIV and AIDS prevention*

The five cluster countries met in May 2005, to peer review country projects that support national policies/policy frameworks on HIV and AIDS, specifically with regard to teachers and teacher training. Key to these is partnership building with Teacher/Education Service Commissions, Teacher Unions, Non-Governmental Organizations, Community-Based Organizations and others. Five country capacity-building projects have been implemented by the UNESCO National Commissions in the cluster since May 2005. The office will conduct an evaluation and scaling up of these projects during the 2006-2007 biennium, in accordance with the recommendations of the consultation.



Following the launch of a global initiative on education – EDUCAIDS – in 2004, UNESCO Nairobi is rolling out a series of activities among the cluster countries to implement EDUCAIDS. The activities include consultations with policy and decision makers, education planners, development partners, professionals, civic society, faith-based organisations and other interest groups. Next it will focus on resource mobilisation, build consensus and rally public support around EDUCAIDS. The Nairobi Office will undertake public awareness and advocacy through information dissemination on EDUCAIDS that seek to consolidate gains made on the fight against HIV and AIDS, while speeding up the momentum and charting new directions.

For the 2006-2007 biennium, the office will also focus on the importance of mainstreaming HIV and AIDS into programmes of Science and Engineering Institutions. The aim is to raise the awareness of faculties of sciences on the need for a common course on HIV and AIDS in each institution with a view to producing graduates who can respond to the employers' needs in HIV and AIDS prevention. Such graduates will also be able to respond effectively to Africa's quest for an AIDS free society. The office will also advocate for good cultural practices by focusing on the role played by some cultural practices in enhancing the spread of the virus that causes AIDS. ■

Culture (CLT)

The principal priority for the biennium 2006/2007 is promoting cultural diversity, with special emphasis on the tangible and intangible heritage, for which more than 60% of the overall amount of resources have been devoted. It is also generally anticipated that updating of cultural policies and the development of cultural industries should be pursued, taking into account the need to promote intercultural and interfaith dialogue. The Member States will be assisted in the field of innovative cultural policy design and its integration into development strategies. Sectoral cultural policies, in particular with regard to the development of cultural industries (i. e. crafts and design), will also be developed. Programme activities will be developed in line with three of UNESCO's core functions (i. e. advocacy, capacity-building, standard-setting) through heritage protection, rehabilitation and safeguarding, through the effective implementation of cultural policies and through the development of sustainable cultural industries in Member States. The following new trends and challenges may also be considered: 1) A palpably stronger commitment and interest in the 1972 World heritage Convention, 2) the safeguarding of the intangible cultural heritage, 3) the role of culture in post-conflict reconstruction, and 4) the conservation of museum collections and endangered movable cultural property. At national and sub-regional levels, especially in Africa and the least developed countries, efforts will be intensified to harness national expertise and build capacities in heritage conservation and management. The search for stronger linkages between cultural policy and intercultural dialogue will have an emphasis on multi-ethnic environments and pre- and post-conflict situations. Activities in the area of intercultural dialogue and pluralism, including inter-faith dialogue, will complement the development of cultural policies, notably through the support of national, regional and interregional initiatives and related research.

For over thirty years, UNESCO has been working with countries around the world to identify World Heritage sites and ensure their safekeeping for future generations. From altogether more than 750 sites inscribed on the World Heritage List, only 68 are located in sub-Saharan Africa, whereby from the 47 sub-Saharan nations 15 have not yet presented a single site to be included in the World Heritage List. Several potential sites to be inscribed and protected (e. g. Oldoinyo Lengai in northern Tanzania, which represents a mixed site, because it is the Holy Mountain of the Maasai People, and on the other hand worldwide the only active volcano with a carbonatitic lava) are often threatened by vandalism. It is at least very necessary to produce an inventory of these potential sites in sub-Saharan Africa, because they are part of humankind to share, to cherish and to respect. Their disappearance would be an irreparable loss to humanity. ■

LIST OF WORLD HERITAGE ON THE AFRICAN CONTINENT

- **MOROCCO**
 1. Medina of Fez
 2. Medina of Marrakesh
 3. Ksar of Ait-Ben-Haddou
 4. Historic City of Meknes
 5. Archaeological Site of Volubilis
 6. Medina of Tetouan (formerly known as Titawin)
 7. Medina of Essaouira (formerly Mogador)
 8. Portuguese city of Mazagan (El Jadida)
- **ALGERIA**
 9. Al Qal'a of Beni Hammad
 10. Tassili n'Ajjer
 11. M'Zab Valley
 12. Djémila
 13. Tipasa
 14. Timgad
 15. Kasbah of Algiers
- **TUNISIA**
 16. Medina of Tunis
 17. Site of Carthage
 18. Amphitheatre of El Jem
 19. Ichkeul National Park
 20. Punic Town of Kerkuane and its Necropolis
 21. Medina of Sousse
 22. Kairouan
 23. Dougga/Thugga
- **LIBYAN ARAB JAMAHIYRA**
 24. Archaeological Site of Leptis Magna
 25. Archaeological Site of Sabratha
 26. Archaeological Site of Cyrene
 27. Rock-Art Sites of Tadrart Acacus
 28. Old Town of Ghadames
- **EGYPT**
 29. Memphis and its Necropolis - the Pyramid Fields from Giza to Dahshur
 30. Ancient Thebes with its Necropolis
 31. Nubian Monuments from Abu Simbel to Philae
 32. Islamic Cairo
 33. Abu Mena
 34. Saint Catherine Area - Wadi Al-Hitan (Whale Valley)
- **MAURITANIA**
 35. Banc d'Arguin National Park
 36. Ancient ksour of Ouadane, Chinguetti, Tichitt and Oualata
- **MAU**
 37. Old Towns of Djenné
 38. Timbuktu
 39. Cliffs of Bandiagara (Land of the Dogons)
 40. Tomb of Askia
- **NIGER**
 41. Air and Ténéré Natural Reserves
 42. "W" National Park of Niger
- **NIGERIA**
 43. Sokur Cultural Landscape - Osun-Osogbo Sacred Grove

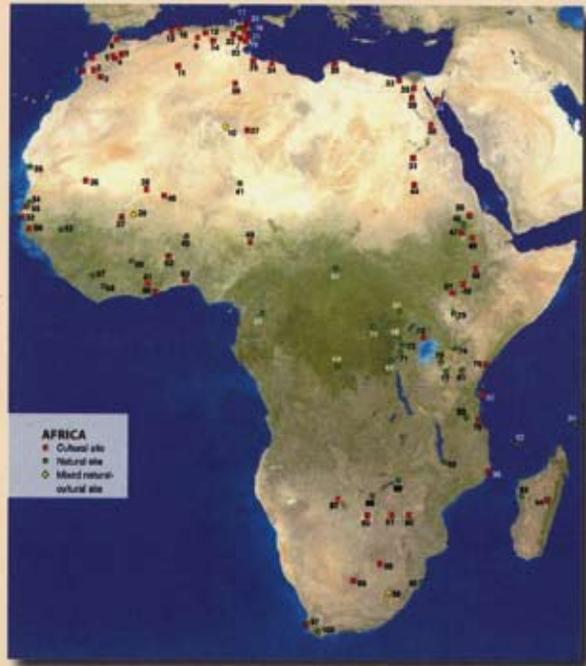
- **SUDAN**
 44. Gebel Barkal and the Sites of the Napatan Region
- **ETHIOPIA**
 45. Simien National Park
 46. Rock-Hewn Churches, Lalibela
 47. Fasil Ghebbi, Gondar Region
 48. Lower Valley of the Awash
 49. Tiya
 50. Aksum
 51. Lower Valley of the Omo
- **SENEGAL**
 52. Island of Gorée

- **GHANA**
 60. Forts and Castles, Volta, Greater Accra, Central and Western Regions
 61. Asante Traditional Buildings
- **TOGO**
 62. Koutammakou, the Land of the Batammariba
- **BOHNI**
 63. Royal Palaces of Abomey
- **CENTRAL AFRICAN REPUBLIC**
 64. Manovo-Gounda St Floris National Park
- **CAMEROON**
 65. Dja Faunal Reserve

- **KENYA**
 74. Mount Kenya National Park/Natural Forest
 75. Lake Turkana National Parks
 76. Lamu Old Town
- **UNITED REPUBLIC OF TANZANIA**
 77. Ngorongoro Conservation Area
 78. Ruins of Kilwa Kisiwani and Ruins of Songo Mnara
 79. Serengeti National Park
 80. Selous Game Reserve
 81. Kilimanjaro National Park
 82. Stone Town of Zanzibar
- **SEYCHELLES**
 83. Aldabra Atoll
 84. Vallée de Mai Nature Reserve
- **MALAWI**
 85. Lake Malawi National Park
- **MUZAMBIQUE**
 86. Island of Mozambique
- **BOTSWANA**
 87. Tsodilo
- **ZAMBIA AND ZIMBABWE**
 88. Mosi-oa-Tunya/Victoria Falls
- **ZIMBABWE**
 89. Mana Pools National Park, Sapi and Chewore Safari Areas
 90. Great Zimbabwe National Monument
 91. Khami Ruins National Monument
 92. Matobo Hills
- **MADAGASCAR**
 93. Tsingy de Bemaraha Strict Nature Reserve
 94. Royal Hill of Ambohimanga
- **SOUTH AFRICA**
 95. Greater St Lucia Wetland Park
 96. Fossil Hominid Sites of Sterkfontein, Swartkrans, Kromdraai and Environs
 97. Robben Island
 98. uKhahlamba / Drakensberg Park
 99. Mapungubwe Cultural Landscape
 100. Cape Floral Region Protected Areas - Vrededorst Dome

OTHER AFRICAN STATES PARTIES TO THE CONVENTION

- ANGOLA
- BURKINA FASO
- BURUNDI
- CAPE VERDE
- CHAD
- COMOROS
- CONGO
- ERYTREA
- GABON
- LESOTHO
- LIBERIA
- MAURITUS
- NAMIBIA
- RWANDA
- SIERRA LEONE



- 53. Niokolo-Koba National Park
- 54. Djoudj National Bird Sanctuary
- 55. Island of Saint-Louis
- **GAMBIA**
 56. James Island and Related Sites
- **GUINEA AND COTE D'IVOIRE**
 57. Mount Nimba Strict Nature Reserve
- **COTE D'IVOIRE**
 58. Tai National Park
 59. Comoe National Park

- **DEMOCRATIC REPUBLIC OF THE CONGO**
 66. Virunga National Park
 67. Garamba National Park
 68. Kahuzi-Biega National Park
 69. Salonga National Park
 70. Okapi Wildlife Reserve
- **UGANDA**
 71. Bwindi Impenetrable National Park
 72. Rwenzori Mountains National Park
 73. Tombs of Buganda Kings at Kasubi

Communication (CI)

The UNESCO Regional Communication Adviser based in the Nairobi Office is responsible for Communication and Informatics (CI) activities in the following countries: (i) UNESCO Nairobi Cluster countries which include: Burundi, Eritrea, Kenya, Uganda, and Rwanda (ii) Dar-es-Salaam Cluster countries covering the Comoros, the Seychelles, Madagascar, Mauritius and Tanzania and (iii) Addis Ababa Cluster covering Ethiopia, Djibouti and Somalia.

The principal strategic objectives of the CI programme is to (i) Promote the free flow of ideas and universal access to information, (ii) Promote the expression of pluralism and cultural diversity in the media and world information networks and (iii) promote access for all to ICTs. In addition to this, the office also implements various international, regional and national projects with the extra-budgetary funding in collaboration with various partners such as other UN agencies, bilateral development agencies, International and regional non-governmental agencies as well as with the private sector.

Major projects carried out in the region include

- The Communication and Information Policy and framework projects;
- The establishment of Community Multimedia Centers;
- Civic Education for Peace;
- Communication, Democracy and Development, and;
- Media strategy against HIV / AIDS;
- The establishment and continuous support of journalists associations networks;
- Training and purchase of equipment for various media organizations;
- News agencies, and
- Empowerment of public information officers and the community groups.

One of the unique projects is the Africa Animated - a project which was launched in 2003 to assemble resources and expertise for the production of culturally relevant children's animated cartoons and programmes in Africa. At its core lies the construction of a marketable, quality driven and "African branded" training and production model, in order to make African animation competitive for regional and international broadcast. Preceded by a series of regional hands-on training workshops in 2004 and 2005, this initiative now plans the eventual establishment of a Regional Centre for Animation Training and Production in 2006/7 in Nairobi Kenya.

In the 2006/2007 Biennium, the Office of the Adviser for Communication and Information will focus on the following major projects:

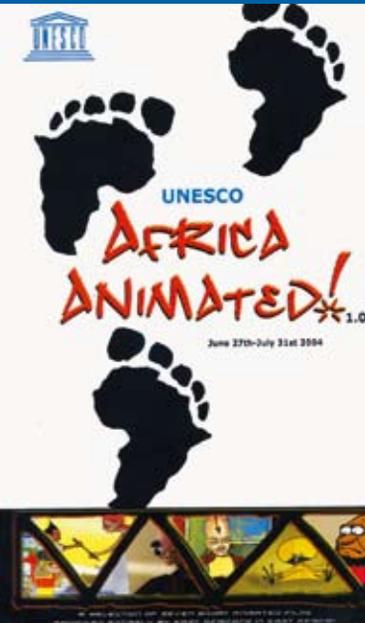
1. The Eastern and Southern Africa Media Strategy against HIV/AIDS

- *African AIDS Feature Syndication Service.* In cooperation with an international news Agency and local media, a network and editorial centre for the production of media products on HIV/AIDS is to be established. This project will enhance the quality of articles and programmes on the subject and provide sustainable revenue for journalists to produce, package and market quality print and audio visual materials related on HIV/AIDS for the local and international media.
- *Networking of African media and journalists: The inter-regional and continental exchange network database as a major channel for dissemination of information and communication material on HIV/AIDS:* The network has a database of 938 members as of today. This database will provide journalistic with best practices materials on HIV/AIDS and will use materials produced by the Joint United Nations Programme on HIV/AIDS (UNAIDS).
- *Manual of Style.* Best practices of reporting on HIV/AIDS will also be compiled and produced for journalists reporting on HIV/AIDS as a basis for future activity on the preparation of model curriculum for introduction of HIV/AIDS subject in departments of Mass Communication/Journalism in African Universities.
- *HIV/AIDS Red Ribbon Media Award for Excellence.* This yearly price for best the journalist in writing and reporting on people living with AIDS will be held every year on the 1st. December. It aims at promotion of journalistic Best Practices in the production of articles and audiovisual programmes on HIV/AIDS.

2. Establishment of a Regional Training and Production Centre for Animation in Kenya

Within UNESCO's programme for the Promotion of Communication Development and ICTs for Education Science and Culture, the ACI Office developed a programme for the development of the African audiovisual industry, through the cooperation with African broadcasters for the improvement of local content production and to harness ICTs for Africa's development and at the same time support cultural industries, arts and heritage preservation.

UNESCO launched the *Africa Animated!* Initiative in 2003 to assemble resources and expertise for the production of culturally relevant children's animated cartoons and programmes in Africa. To this end UNESCO is launching a regional centre for animation training and production in 2006 with the aim of training animators and producing marketable, quality driven and "African branded" animation for children, in order to make African animation competitive for regional and international markets.



Other national and regional projects will include the following:

1. Development of civic and social education through community media programming in Sudan, 2) Regional and National training workshops and establishment of Community Multimedia Centres (CMC's), 3). Regional projects funded by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) which include Media training projects as well as the establishment of CMCs in Kenya, Burundi, and Tanzania. They also cover the development of University based communication projects in Mauritius.



In addition to the above in 2006/7 biennium, the Regional Communication office will also implement other projects funded by both multilateral and bilateral donors such as the training of young women in ICT's in collaboration with Czech republic and the on-going civic education for good governance in Somalia. ■

Social and Human Sciences (SHS)

The Sector of Social and Human Sciences (SHS) – one of the five specialized Sectors of UNESCO has the mission of advancing knowledge, standards and intellectual cooperation in order to facilitate social transformations where the values of justice, freedom and human dignity can be fully realized. The Sector advances its mission through a diversity of actions, including a number of regional Programme actions and activities coordinated out of the UNESCO Nairobi Office, outlined below. Some of these actions or activities were initiated during the 2004-2005 biennium, others are to be implemented during 2006-2007.

Bioethics: Developing Regional Documentation and Research Centre

The short term objective of the activity is to support the collection of comparative empirical data and descriptions on existing teaching programmes on ethics in selected countries of Eastern and Southern Africa as a contribution to the UNESCO Global Ethics Observatory (GEO) database in bioethics and other areas of applied ethics in science and technology such as environmental ethics, science ethics, and technology ethics. The longer-term objective is to build a network of scholars and institutions to promote and improve ethics teaching in countries of Eastern and Southern Africa and the Africa region in general. At the international level, the Observatory is intended to become a platform for supporting and advancing ethics activities by assisting interested Member States and other parties to identify experts, establish ethics committees, construct informed policies in the area of ethics, and design ethics teaching curricula.

Philosophical reflection: Celebration of World Philosophy Day

Philosophical reflection underlies all of UNESCO's action as is outlined in the three prongs of its strategy on philosophy (i.e., promoting inter-regional philosophical dialogues among philosophers; teaching of philosophy in Member States; and expanding the reach and scope of Philosophy Day). Celebration of Philosophy Day [Third Thursday of November] aims to promote public debate on the relevance of philosophical reflection to contemporary issues of importance to the Member States.

Celebration of this day continues to elicit enthusiastic participation in many countries of the region, especially among university circles and interested philosophical associations and other groups. In Kenya, the event is organized on a rotational basis between national institutions. The scope in 2005 was widened to incorporate participation of UNESCO Clubs and youth

forum members, which was commendable in terms of expanding the reach and scope of Philosophy Day. Consultations are ongoing with stakeholders (National Commissions for UNESCO, philosophical associations, national universities and other interested partners) on ways and means of expanding the outreach of Philosophy Day.

Promotion of human security and peace: Establishment and strengthening of regional network of research institutions and civil society organizations

Efforts will be concentrated on identifying professionals in public institutions, including universities, think tanks and governmental and non-governmental organizations, actively involved in research and policy analysis on human security, peace and conflict prevention, and in organizing them into an operational regional network.

Support will be provided to the regional network especially to undertake research and policy analyses on questions of peace, human security and prevention of conflicts. Emphasis will be on a few contemporary themes, including root causes of human insecurity, violence and conflict, new forms of violence and continuing conflicts around resource use (e.g., minerals, land, grazing areas, water, etc.) and possible frameworks (e.g., legal, social, cultural) of upholding peace, promoting human security and preventing conflicts.

The activity will also develop organizational and institutional frameworks to facilitate the sharing of the results of the research and policy analyses undertaken by the regional network especially with concerned regional entities (e.g., the African Union - AU) and relevant sub-regional bodies (such as the East African Community - EAC; Intergovernmental Authority on Development – IGAD; Southern African Development Community - SADC, etc.).

Human Rights and Social Transformations: Support to regional network on economic, social and cultural rights

In line with the recommendations of the meeting of experts on Priorities for Human Rights Research to Advance Economic, Social and Cultural Rights in Africa (organized by UNESCO and Addis Ababa University, Addis Ababa, Ethiopia, 9-11 March 2005), UNESCO action will be focused on providing support to two regional networks on economic, social and cultural rights (one for Eastern and Southern Africa, and one for West and Central Africa), in close collaboration with UNESCO Chairs in human rights and the National Human Rights Institutions in Africa. A small preparatory meeting of the key facilitators identified for each network will be convened in the near future (possibly in Rabat, Morocco, in March 2006) to

outline a plan of action for the research on economic, social and cultural rights in Africa and the other regions, including how the 'seed' money provided by UNESCO should be utilized and the ways and means of sourcing complementary resources in support of the two networks in Africa.

Small grants programme on poverty eradication: Building national capacities for research and policy analysis

This cross-cutting theme project on poverty eradication aims at contributing to the attainment of UN Millennium Development Goal number 1 in UNESCO's areas of mandate by providing grants to institutions and mid-level professionals to undertake research and policy analysis on the effects of development programmes on poor populations.

This is an inter-sectoral and interregional endeavour targeting selected Member States in parts of the world that are least likely to meet the Millennium Development Goal of halving poverty by 2015 (Sub-Saharan Africa, South Asia and Latin America and the Caribbean). Through this action, UNESCO hopes to contribute to building national capacities for research and policy analysis, developing country strategies and action plans on poverty eradication and monitoring their implementation.

A number of researchers and institutions in Eastern and Southern Africa, including some from the Nairobi Office Cluster countries (e.g., Kenya), are beneficiaries of this capacity-building programme. ■

Library and Documentation

The Library and Documentation Centre enhances and facilitates research on UNESCO programmes in Education, Natural Sciences, Culture, Social and Human Sciences, Communication, Information and Informatics, by providing an effective assistance to UNESCO staff and to organizations and institutions which participate in UNESCO programmes.

The Library/Documentation Centre consists of about 20,000 volumes of books, 500 bound periodicals, and a range of audio-visual materials covering subject areas of concern to UNESCO. The Centre also maintains a number of special collections of documents of the United Nations and other Specialized Agencies. Additionally, a comprehensive selection of UNESCO policy documents and publications are housed, including records of the General Conference, Executive Board documents, Programme and Budget, UNESCO Headquarters Press releases, and keynote speeches by the Director General.



Access to the Library and Documentation center

The Library and Documentation Centre is located at the UNESCO Nairobi Office, UN Complex Gigiri: Block C Room 127. All enquiries, to the librarian, Dorothy Achieng': unesco.library@unesco.unon.org.

Opening Hours are

Monday - Thursday 0800 - 1630 hrs

Friday 0800 - 1400 hrs

Services

1. Reference services

Users can request for information either by telephone, email, fax or by coming personally to the library.

2. Photocopying

3. Online services

Users can access the Library's online catalogue, UNESCO Web-world Library Portal, the portal that offers many links to other online library resources and Economist Intelligence Unit database. In addition the Library also subscribes to International Network for Availability of Scientific Publications (INASP) databases through a consortium of libraries. INASP databases have over 14,500 full text journals, many of the worlds leading citation, bibliographic and reference databases.

4. Selective Dissemination of Information (SDI)

This service is restricted to UNESCO members. In order to determine the research needs of this category of users, a questionnaire is usually passed every year to gather information regarding their specific areas of interest. They are then alerted as new information is received.

5. *Inter-library loan*

Materials that are not available in our library can be borrowed for UNESCO staff from other libraries on inter-library loan agreement.

Users

- UNESCO staff members and consultants.
- Temporary staff and collaborating partners may borrow items through UNESCO staff under whose supervision they are working.
- Staff members from other UN agencies may borrow reading materials through their respective Documentation/Information Centres.
- Members of the general public may consult the Library/Documentation Centre or borrow through any library they are registered in. They are, however, allowed to photocopy materials.

Borrowing terms

- Authorized users may borrow up to four documents each for a period of one month
- Loans of materials may be renewed once for an extra week provided the borrowed materials are not required by other users. This applies to books and non-current periodicals.
- Current periodicals and audio-visual materials can be borrowed overnight, weekends, and public holidays. They are to be returned by 9.00 am on the next working day.
- Each item borrowed from the Documentation Centre must be checked out on the appropriate Loan Request Form.
- Documents on loan may be recalled if required by other users.
- Users will be held responsible for the loss or disfigurement of materials borrowed under their names and will be required to replace them in either case.
- Reference materials are not available for loan and can only be accessed within the Documentation Centre.

Facilities

The library has a cyberspace. The service is for users who may want to do online research through the internet, online databases and CD-ROMs. ■



National Commissions

UNESCO works with its Member States through the National Commissions. They ensure links with other Government Ministries and enhance working relationships with parliamentarians and other sectors of Government in support of UNESCO's programme priority areas. UNESCO Nairobi has a close working relationship with the National Commissions in all the countries within its cluster.

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Communication

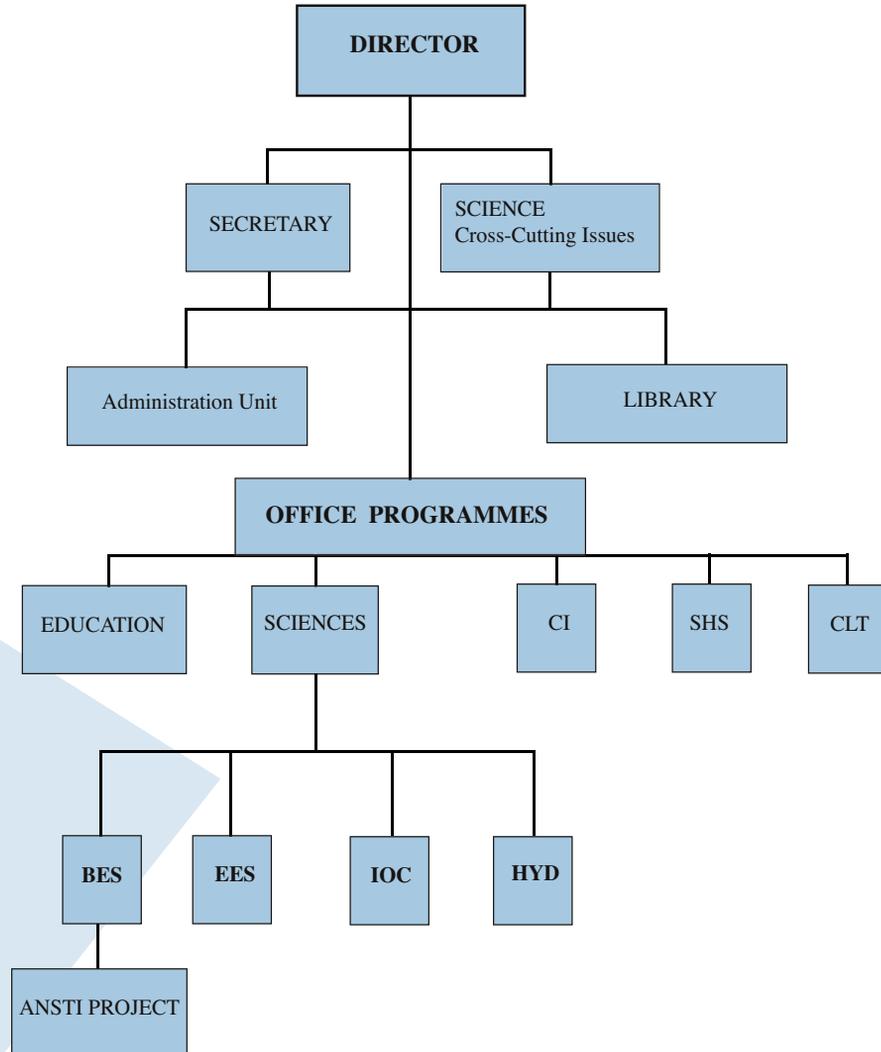
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