



Eritrea and UNESCO Bulletin 1993-2011



United Nations
Educational, Scientific and
Cultural Organization



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Abbreviations

AsDB	Asian Development Bank
AfDB	Africa Development Bank
CAB	Cultural Affairs Bureau
CARP	Cultural Assets Rehabilitation Project
CLT	Culture
CTP	Core Team of Professionals
DGE	Department of General Education
DRHRD	Department of Research & Human Resources Development
ED	Education
EFA	Education For All
EIT	Eritrea Institute of Technology
ERC	External Relations Cooperation
ERINATCOM	Eritrea National Commission
FIT	Funds – In – Trusts
GC	General Conference
ICOMOS	International Council on Monuments and Sites
ICT	Information Communication & Technology
IDB	Inter American Development Bank
IIEP	International Institute of Education Planning
IUCN	The World Conservation Union
LDC	Least Developed Countries
MDG	Millennium Development Goals
MOE	Ministry of Education
MOTC	Ministry of Transport & Communications
MoU	Memorandum of Understanding
NATCOM	National Commission
NESIS	National Education Statistical Information System
NME	National Museum of Eritrea
NUEW	National Union of Eritrean Women
NUEYS	National Union of Eritrean Youth & Students
PFDJ	Peoples' Front for Democracy & Justice
PPP	Participation Programme Projects
RDC	Research & Documentation Centre
SC	Sciences
SWP	Summer Work Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOA	University of Asmara

Introduction

This bulletin¹ titled: “**Eritrea and UNESCO: 1993-2011**” provides information about the major programs and projects carried out by the Eritrea National Commission (ERINATCOM) for UNESCO in collaboration with the pertinent stakeholders. Subsequent to the joining of Eritrea to UNESCO on September 2, 1993, the ERINATCOM was established in July 1995 as a Division under the auspices of the Ministry of Education. During the last 18 years the Commission has been engaged in the promotion of UNESCO’s ideals and programs. As the following pages attest, ERINATCOM has endeavoured to build strong relationships with pertinent partners while at the same time striving to develop new partnerships to ensure that UNESCO’s values and goals reach the widest possible audience.

The aim of this bulletin is to further raise awareness on the missions and mandates of UNESCO to Eritrean readers, to know more about the functions and roles of ERINATCOM for UNESCO in collaboration with the relevant institutions and to thereby document the programmes and activities implemented in the fields of education, sciences, culture and communications. The MOE, therefore, extends its gratitude to UNESCO for funding the publication of this bulletin.

After a brief Introduction in **Chapter 1**, the report will introduce UNESCO’s ideals, mandates and responsibilities as an organ of the United Nations (UN) in **Chapter 2**. This will be followed by a detailed account in **Chapter 3** on Eritrea’s cooperation with UNESCO, the experiences gained and the details of the programs, projects, and capacity building activities carried out at national, regional and international levels. This chapter will further present details of UNESCO’s Missions to Eritrea, any Memorandum of Understandings (MoUs) made with Eritrean Officials, experts’ missions to Eritrea to provide short term trainings, seminars etc. Moreover, the outward mission travels and contributions by Officials from the Ministry of Education, the ERINATCOM officers, or other Eritrean personnel to meetings and conferences organized by UNESCO in its Headquarters or in any of the member states, etc will be presented here. **Chapter 4** will be devoted to the conclusions and recommendations. ■



1 The sources for the bulletin are mainly from UNESCO Publications: UNESCO’s Approved Programmes and Budget (C/5 Documents 32, 33, 34 35 and 36); Practical Guide for National Commissions, 1995; Handbook for National Commissions for UNESCO, 2007; Participation Programmes handbooks and guidelines



UNESCO – its Structure and Fields of Competence

The United Nations: The United Nations was established on 24 October 1945 by 51 countries (founding members), soon after the end of World War II. Article 1 of its Charter I stipulates the purpose of its establishment:

- to maintain international peace and security;
- to develop friendly relations among nations;
- to achieve international cooperation in solving international problems and in encouraging respect for human rights;
- to be centre for harmonizing the actions of nations.

The current system of the United Nations comprises of:

- the United Nations;
- the programmes and funds of the United Nations (such as the United Nations Save the Children's Fund (UNICEF) and the United Nations Development Programme (UNDP);
- specialized Agencies² (such as the World Health Organizations (WHO) and the United Nations Food and Agricultural Organization (FAO) and UNESCO).

Purpose and functions of UNESCO

The famous acronym UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. It is a specialized intergovernmental agency of the UN that was established in November 1945 immediately after the end of Second World War. The primary purpose of UNESCO is associated with the celebrated phrase of its constitution, "Since wars begin in the minds of humanity, it is in the minds of humanity that the defences of peace must be constructed." Article I of the Constitution of UNESCO stipulates that its purpose, "is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the 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." Its mission is to "work to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture."

² The various specialized agencies established by intergovernmental agreement and provided with extensive international duties and responsibilities in specific areas connected to Article 63 of the UN Charter are referred to as 'Specialized Agencies'.

The General Conference

UNESCO holds General Conferences every two years usually in Paris, France, where its Head Quarters is located. The General Conference, as the sovereign organ and main decision making body of UNESCO, invites all Member States to send their delegations to participate in the sessions. The General Conference is highly crucial since it is during these sessions that the Organization's policies are determined and decisions are taken regarding the programmes and budgets in UNESCO's fields of competence. The principal functions of the General Conference are:

- to determine the general policy of UNESCO;
- to act as an advisory capacity in relation to the UN;
- to adopt the Organization's Programme and budget for the following biennium;
- to adopt draft recommendations to the Member States and international conventions to be ratified;
- to elect the members of the Executive Board, and of certain committees, commissions and intergovernmental structures;
- to appoint the Director General for a term of four years.

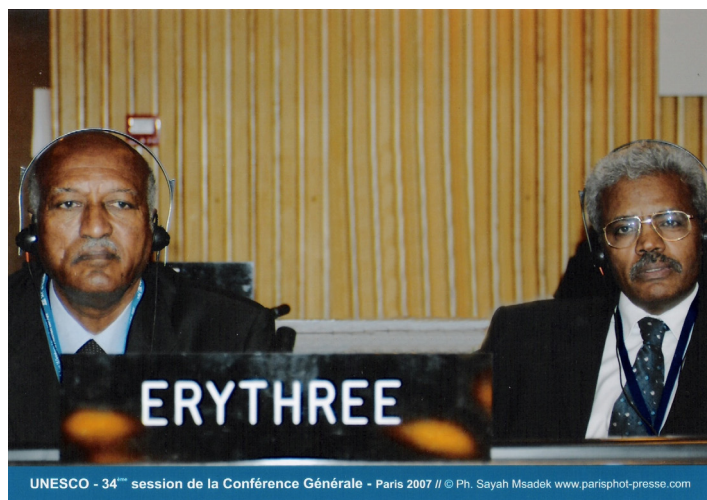
During the plenary sessions, Heads of Delegations of Member States have the opportunity to deliver speeches with respect to their countries' vision, achievements in



H.E. Mr. Osman Saleh, the first Chairperson of ERINATCOM, delivering speech during the plenary session of the 33rd General Conference in 2005

implementing UNESCO's programmes as well as forward their views and proposals on the functions of UNESCO and its future developments.

Each country has one vote, irrespective of its size or the extent of its contribution to the budget. Observers from certain non-member countries or from other international bodies may attend the debates. To date 36 Sessions of the General Conference have been held. Eritrea's delegation participated in 8 of the Sessions: (27th, 30th, 31st, 32nd, 33rd, 34th, 35th and 36th). The six working languages of the General Conference are English, Arabic, Chinese, Spanish, French and Russian: there is simultaneous translation as the debates proceed.



H.E. Mr. Semere Russom, the current Chairperson of ERINATCOM during the plenary session of the 34th General Conference in 2007 with H. E. Ambassador Dr. Ahmed Dahli.

The Executive Board

The Executive Board is the supervising body for the execution of UNESCO programmes. It consists of 58 Member States elected for a period of four years by the General Conference giving due regard for geographical distribution. Its duty is to examine the UNESCO programmes of the work and the corresponding estimated budget. Furthermore, it supervises and monitors execution of the programme by the Director General and may take important decisions between the sessions of the General Conference. (Handbook of National Commissions for UNESCO: 2007).

The Secretariat

The Secretariat consists of a Director General as well as administrative, technical and professional staff as may be required. The Director General is UNESCO's chief administrative officer. He/she is elected by the General Conference for a period of four years and may be reappointed for a second term. He/she has the power to appoint the staff of the Secretariat and uses a competitive process and a fair geographical distribution in order to secure the highest standards of efficiency, competence and integrity. All vacancies are advertised on line on the UNESCO's

website and are sent to all National Commissions. In 2007, the Secretariat comprised of 2068 staff members (55% are women) of whom two thirds work at UNESCO Headquarters.

The National Commissions:

The National Commissions for UNESCO are established as per Article 7 of the Organization's Constitution, which provides: "Each Member State shall make such arrangements as suits for its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of such Commissions broadly representative of the government and such bodies". Member States have established National Commissions with diversified organizational structures, but all have the communality of a legal status, a permanent secretariat and a budget. Three main types of National Commissions have been distinguished:

- governmental, which functions as a unit in a ministry or ministerial department;
- autonomous, whose administrative functioning is not dependent on any governmental authority of their countries; and
- semi-autonomous, having a status midway between the other two categories.

It is known that UNESCO is the only specialized agency of the UN mandated to establish National Commissions by each of the Member States. At present there are 196 functional National Commissions established world wide.

Special characteristics of UNESCO

In fulfilling its mission for the international community, UNESCO carries out its five established functions:

1. It serves and creates facilities for intellectual forum and a laboratory of ideas by:
 - supporting research and applications;
 - identifying emerging problems and seeking strategies to solve these problems;
 - creating space for dialogue and testing innovative solutions;
 - providing advice and expertise for the formulation of policies, and offering support in their development efforts.
2. UNESCO acts as a standard setter
 - through preparation of legal instruments, recommendations, conventions and declarations intended as standards for the international community;
 - Develops new standards in such key areas as technical and vocational education and the recognition of higher education qualifications.

3. UNESCO performs as a capacity builder
 - it encourages countries to introduce infrastructure and to secure expertise, and know how in its fields of competence;
 - assists Member States in national capacity building by expanding the capacities of governments, experts, civil society and communities that may take a great many forms like advisory services, training, training materials, workshops, international conferences and distribution of text books and information sharing.
4. UNESCO serves as a clearing house for information gathering and dissemination:
 - acts as a store of knowledge and information;
 - seizes a key function in gathering, disseminating, transferring and sharing knowledge by means of database, reports and, publications in its fields of competence as is specified in its constitution.
5. It plays a key role as an international catalyst:
 - facilitates international cooperation through national commissions and other agencies;
 - ensures that multilateral and bilateral programs reflect UNESCO's goals and priorities.

UNESCO's decentralization policy

UNESCO is represented by Field Offices in the five continents which have a role of coordinating the work of the Organization at a regional level. UNESCO's drive to decentralization began in 1999 as part of the reform process taking establishing field offices as its starting process. The main motivation for their establishment is:

- improving efficiency and effectiveness in program delivery;
- delegating some levels of decision-making authority to the Field Offices;
- transferring financial resources from Headquarters to the Field Offices;
- relocating staff from Headquarters to the Field Offices.

As of 2010, UNESCO has 52 Field Offices outside its Paris based Headquarters. Of these, 29 are Regional Bureaus and Cluster Offices representing regions and a smaller group of countries, 21 are National Offices (cover only one country due to huge size) and 2 Liaison Offices one in New York and the second in Geneva. 10 of the regional bureaus or cluster offices are located in Africa reflecting that it is a priority area for UNESCO.

The UNESCO Field Offices serve the following purposes:

- Link between the Director General in UNESCO Headquarters in Paris and the national authorities;
- Represent UNESCO in Member States;
- Assist and facilitate in implementing large UNESCO activities;

- Respond effectively to the needs of Member States in the region they serve;
- Advise countries on policy formation, project design and fund raising opportunities;
- Have direct contact, and work in close cooperation, with the National Commissions of Member States;
- Collaborate with sister UN agencies;
- Cooperate with bilateral and multilateral partners.

UNESCO' Regular Programmes

Part I – General Policy and Direction

- **Governing Bodies**
- **Direction**

Part II – Major Programmes and Related Services:

Part II a: Major Programmes

UNESCO major programmes indicate the Organization's fields of competence and they are structured along the following five broad categories:

- Education (Major Programme I);
- Natural sciences (Major Programme II);
- Social and Human Science (Major Programme III);
- Culture (Major Programme IV);
- Communication and Information (Major Programme V);
- UNESCO's Institute for Statistics;
- Inter-sectoral Platforms;
- Field Office implementation of decentralized programmes.

b: Program Related Services

Included here are:

- Coordination and monitoring of action to benefit Africa and Gender;
- Strategic planning, programme monitoring and budget preparation;
- Organization wide knowledge management;
- External relations and public information.

Partnership Programmes and Fellowships

- Participation Programme;
- Fellowship Programme.

Part III Corporate Services:

- Human Relations Management;
- Financial Management;
- Support Service Management.

UNESCO's medium term strategy sets out the Organization's mission, functions, main thrusts, priority fields of actions, programming principles, main lines of action and strategic objectives for a period of six years. As an example, the overarching objectives and strategic programmes for the 6 year period of 2008-2013 include the following (see UNESCO document 34/C4 for details).

Table 1: Latest UNESCO's Overarching Objectives and Strategic Programmes

Overarching Objectives	Strategic Programme
1. Attaining quality education for all and lifelong learning	<ul style="list-style-type: none"> Strengthening UNESCO's global lead and coordination role for Education for All and providing support to national leadership in favour of EFA Developing policies, capacities and tools for quality education for all and lifelong learning as well as promoting education for sustainable development
2. Mobilizing science knowledge and policy for sustainable development	<ul style="list-style-type: none"> Leveraging scientific knowledge for the benefit of the environment and the management of natural resources Fostering policies and capacity-building in science, technology and innovation Contributing to disaster preparedness and mitigation
3. Addressing emerging social and ethical challenges	<ul style="list-style-type: none"> Promoting principles, practices and ethical norms relevant to scientific and technological development Enhancing research-policy linkages on social transformations Fostering research on critical emerging ethical and social issues
4. Fostering cultural diversity, intercultural dialogue and a culture of peace	<ul style="list-style-type: none"> Strengthening the contribution of culture to sustainable development Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace Sustainably protecting and enhancing cultural heritage
5. Building inclusive knowledge societies through information and communication	<ul style="list-style-type: none"> Enhancing universal access to information and knowledge Fostering pluralistic, free and independent media and info-structures Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations



Mrs. Irina Bokova of Bulgaria, 10th Director-General of UNESCO as of Oct, 2009; the 1st woman to hold the post.



H.E. Minister Osman Saleh in discussion with Prof. Joseph Massaquoi, Director, UNESCO Nairobi Office, March 28 2006.

UNESCO's Affiliation with Member States is ensured through:

- Sector for External Relations and Cooperation (ERC);
- The African Department (AFR) e.g., for the African countries;
- The Directors and Heads of the Regional Cluster and National Offices.

UNESCO's target groups

UNESCO accords global **priority to Africa** and to **gender equality** in all its fields of competence throughout the duration of the 5 year Medium-Term Strategies. Moreover, **specific interventions** are also envisaged for the following priority groups and groups of countries:

1. Youth,
2. The Least Developed Countries (LDC)

Some Briefings on UNESCO's Major Programmes I – V

Major Program I - Education

The 2000 Dakar Framework of Action on Education for All (EFA) whose goals are shown in Box I will continue to guide UNESCO's action in the field of education, in an inter-sectoral manner, throughout its fields of competence. Beyond its role as the lead coordinator of all EFA partners, UNESCO has been reinforcing its actions at the country level through the core initiatives LIFE (Literacy Initiative for Empowerment), TTISSA (Teachers' Training Initiatives in Sub-Saharan Africa) and Global Initiative on HIV/AIDS and Education (EDUCAIDS). Therefore, the principal priorities are: leading EFA, ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education related MDGs based on the Global Action Plan; and fostering quality education for all at all levels and in both formal and non-formal education throughout life, with particular emphasis on vulnerable and disadvantaged groups. (Refer to C/5 Documents).

The main strategic objectives in the education programs are:

- To promote literacy and non-formal education in a lifelong learning perspective,
- To promote quality education (from ECCE to secondary education),
- To strengthen Member States' capacity to develop and implement policies and strategies for equitable expansion of access to quality and development-responsive higher education systems,
- To design and implement effective policies and systems for training and retaining enough teachers to meet the demands
- To support the education sector response to HIV and AIDS,
- To improve business, technical, vocational education and training (TVET),

- To lead the education agenda by coordinating the EFA partners and the Decade of Education for Sustainable Development (DESD, 2005 – 2014).

Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



Adhanet Mogogo (dissemination of improved stove programme)

Source: Ministry of Energy and Mines

Major Program II - Natural Sciences

The Natural Sciences Sector has the task of promoting and fostering development of scientific knowledge. It also endeavours to improve human security, further build capacity and promote ethical norms in science. It is responsible for the implementation of two programmes: a) Science, environment and sustainable development: promoting a better understanding of natural and social systems, and providing a scientific basis for human and environmental security by means of research, training, education, policy advice and information; b) Science and technology capacity-building for sustainable development: promoting capacity-building in science, technology, engineering and mathematics.

Some of the main strategic objectives of the Natural Sciences programs are:

- To improve on the Quality of Science, Technology and innovation;
- To support the formulation and implementation of Science and Technology Policy;
- To enhance awareness on climate change and promote sustainable management of fresh water, ocean, biodiversity and terrestrial resources as well as disaster preparedness and mitigation;
- To combat poverty and pursue sustainable development in line with the Plan of Implementation of the World Summit on Sustainable Development.

Major Program III - Social and Human Sciences

The key function of this program is to strengthen national capacities in the fields of ethics of science and technology, in particular bioethics; and also provides spaces for research policy dialogue and to develop national policies for social and human sciences.

The main strategic objectives of the Social and Human Sciences programs are:

- To Strengthen research policy linkage for the Management of Social Transformation;
- To promote the physical education and sports policy and popularize the international Convention on Anti-Doping in Sports;
- To support development of policies in the ethics of Science and Technology.

Major Program IV - Culture

Currently, the Culture Sector's main mission is to protect cultural diversity across the world. UNESCO as the vanguard of international efforts to safeguard tangible and intangible heritage, has been highly involved in the preservation and protection of several world heritage sites in different parts of the world deemed to be of "exceptional universal value" on account of their historic, cultural, geographical and natural interest. The need for sustainable use of heritage

resources for social and economic development to become a long-term goal in the conservation and management of heritage resources is of particular importance on the African continent – to focus on enhancing the use of African World Heritage sites as tools for social and economic development through targeted conservation and management activities.

The main strategic objectives of the natural and cultural heritage programs are:

- To promote cultural diversity through the safeguarding of Natural and Cultural heritage in all its dimensions and enhancing cultural expressions
- To promote social cohesion by fostering pluralism, the dialogue of cultures and the establishment of a culture of peace as well as securing the central role of culture in sustainable development
- To preserve humanity's irreplaceable riches: its diversity and shared heritage

Major Program V - Communication and information

The overarching objective of this programme is to build inclusive knowledge societies through information and communication. To that end, some of the principal objectives of the Communication and Information Sector are:

- Fostering universal access to information
- Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in open-and post-conflict areas
- Advancing the development of infrastructures
- Promoting people's participation in sustainable development through communication media.
- Supporting innovative applications of ICTs for sustainable development

UNESCO's budget

UNESCO's funds come from the regular and extra-budgetary resources. The regular budget is sourced from direct and compulsory contributions by Member States, whose amount varies according to a country's resources, area and number of inhabitants and is indicative of membership to the Organization. For the 2012-2013 UNESCO Programmes, a regular budget of \$685.7 Million 36 C/5 has been Drafted which represents a zero growth over the previous two year programme 35 C/5 according to the Director General. In addition to this UNESCO has extra-budgetary resources totalling USD \$ 539,307,100 for these two years planning period. The breakdown of the budget is summarized in Table 2.

In comparison, the 2006-2007 regular budget was 610 Million USD showing clearly the zero-growth in funds year after year.

The regular program funds are payable on 1 January each

UNESCO – its Structure and Fields of Competence

year. Countries which do not fulfil their financial obligations to the Organization lose their rights to vote in the General Conference unless proven it is beyond their control. This holds true also for a State Party who is a member of any of UNESCO's committees, commissions or other subsidiary organs. For instance a State Party becomes eligible member of the world heritage committee if it meets the requirements of the World Heritage Convention.

The Purpose of the regular or obligatory contribution are used, in particular, to pay the personnel and operating costs, and to finance activities essentially connected with international intellectual cooperation and ethical actions such as research, studies, documents, publications, and meetings. The rights in UNESCO do not differ according to the amount of the contributions. As in the entire United Nations system, the rule in UNESCO is 'one country, one

vote'. Contributions are in USD or Euros. Nevertheless it is obvious that on the average over 50% of the regular budget is utilized to cover expenses incurred at the Headquarters in Paris (see Table 3 for details), which may be considered as inevitable wherever it is located. The next higher budget expenditure category is Africa perhaps indicating the priority accorded to it.

The **Extra Budgetary Funds** are voluntary contributions other than the obligatory funds. The following are the main sources of this funding:

- The financing agencies of the UN system;
- Voluntary contributions by Member States;
- Multilateral development banking institutions such as the World Bank and regional development banks e.g. the Asian Development Bank (AsDB), the Inter-

Table 2: Regular and Extra-budgetary funds for UNESCO for the current biennial 2012-2013

	Description	Regular Budget, 2012-2013 in USD	Extra-budgetary Resources in USD
Part I	General Policy and Direction	48,914,200	2,471,800
Part II	Programs & Program Related Activities		
	A. Programs	403,063,700	512,955,700
	B. Program Related Services	52,679,800	9,700,400
	C. Participation Programme & Fellowships	22,154,000	1,566,500
Part III	Corporate Services	129,409,900	12,752,700
Part IV	Miscellaneous expenses & contingency	29,476,400	
	Grand Total	685,700,000	539,307,100

Table 3: UNESCO Regular Budget Allocation 2012-2013 in Percentages

Regions	Education	Natural Sciences	Social & Human Sciences	Culture	Communication & Information
Headquarters	39.4%	63%	63.7%	65.7%	55.6%
Africa	22.4	11.4	10.5	10.2	16.9
Arab States	9.5	5	5.8	5.1	6.2
Asia and Pacific	15.9	9.8	10.2	9.3	12.1
Europe & North America	1.8	4.7	1.6	2.7	0.2
Latin America & Caribbean	11	6	8.2	7	8.9
The Regular budget allocation	120,335,700	61,314,200	30,567,600	54,999,300	33,759,300

American Development Bank (IADB), the African Development Bank (AfDB), Islamic Development Bank (IDB), Arab Bank for Economic Development in Africa (BADEA) and other agencies also operate in accordance with the same methods;

- Funds-in-Trust that “are funds for definite projects put at the disposal of UNESCO for purposes specified by donor countries to benefit a third party country”. They are contributions governed by formal agreements that are binding to UNESCO and the source of the fund(s).

The purpose of the extra budgetary resources is meant to primarily finance development projects in the fields of UNESCO’s competence. UNESCO acts as the executing agency and is responsible for defining the project in liaison with the funding partner and the beneficiary and for the different stages of execution. UNESCO has to keep the two partners regularly informed about the developments of the projects and the respective resources.

UNESCO’s assistance

Assistance may be granted to member states, associate member states, or territories, and international non-governmental organizations having formal or operational relations with UNESCO. Assistance is of two kinds: Financial contribution and technical assistance (including materials: e.g. books, publications, magazines, videos, CDs, DV, etc).

Financial Contributions: The financial support is usually from extra-budgetary sources, from the Participation Program Projects (PPP) and Emergency Projects.

Participation Program Project (PPP)

The maximum amount of financial assistance that can be provided under the PPP is specified during the General Conference every two years and it does not exceed the following amounts:

- USD 26,000 for national request
- USD 35,000 for a sub-regional request
- USD 46,000 for a regional request.

The PPP is an effective means of strengthening partnerships and improving regional cooperation. It boosts the action of the National Commissions and strengthens their capacities. It also involves the Secretariat’s sectors and services more closely in the evaluation and implementation of projects. The PPP enables the Organization to associate itself with Member States’ initiatives and activities in the execution of the program and provides them with the necessary technical and financial assistance.

The PPP is open to all Member States, Associate Members, international non-governmental organizations and institutions’ that have formal relations with UNESCO. It is one of the main ways to assist Member States in carrying out of projects not covered by the regular program. Often the PP must have a close link with the major programs and

interdisciplinary projects in Africa, LDCs, youth, women, and the activities of the NATCOM for UNESCO.

Emergency Assistance

The emergency assistance is granted through the Participation Program. Any Member State that has experienced war, natural catastrophes, etc. can carry out preliminary damage assessments and begin the process of seeking external funding within UNESCO’s fields of competence. UNESCO may also provide its assistance through contributing expertise to help the stricken country evaluate the damage suffered and identify outside funding sources for reconstruction. In the event of a natural disaster in Member States, the National Commission may submit a request for emergency assistance under the Participation Program.

Fellowship Programme

UNESCO fellowships programme aims to contribute to the enhancement of human resources and national capacity building in areas that are closely aligned to UNESCO’s competence. With the view to expanding and increasing training opportunities abroad, UNESCO seeks ‘sponsored’ fellowships, under the “UNESCO Co-sponsored Fellowships Scheme”. Through this scheme, Member States, foundations, institutions and private donors may offer fellowships (Contributions-in-kind), or may finance fellowships (cash contributions through cost-sharing arrangements or total funding) in fields within UNESCO’s competence. The NATCOM is the official channel in Member States for the submission of fellowship applications. Applications not endorsed and submitted by the NATCOM are not considered by UNESCO.

Technical assistance:

Whenever a Member State is in need of special expertise in the various fields of UNESCO’s competence it has the right to submit a request for technical assistance along with the TOR (Terms of Reference). In such cases, UNESCO will provide a list of candidates for selection by the Member State. UNESCO will cover the fee, cost of travel, accommodation and related expenses of the international expert/s. ■



Assab Wind Farm, Eritrea.

Source: Ministry of Energy and Mines

Activities by the Eritrean National Commission for UNESCO: 1993 – 2011

Eritrea was liberated in 1991 after 30 years of armed struggle. The official independence of Eritrea was achieved after a UN supervised referendum in April 1993. Eritrea was terribly devastated by the long war. Its economy, infrastructure, and other social services were in shambles. Hence, the Government of the State of Eritrea had given prime priority to the rehabilitation of the education, culture and science sectors in the nation building process.

The Government of the State of Eritrea became a Member State of UNESCO on September 2, 1993 and participated for the first time in the 27th Session of the General Conference in Paris that was held in the same year.



H.E. Ambassador Hanna Simon (2nd from left) and the Eritrean Delegation, during the 32nd UNESCO General Conference.



Head of Delegation: H.E. Mr. Osman Saleh, Minister of Education and first Chairperson of ERINATCOM for UNESCO (1993-2007) with UNESCO Director General Mr. Koichiro Matsuura (1999-2009)

Mission

To involve the emergent Eritrea after a 30 years devastating war of independence, to actively participate in UNESCO programs and activities and, to thereby contribute to its reconstruction, peaceful coexistence and sustainable development.

Goals

- Attract Eritrean intellectuals, scientific communities, cultural resources and capacities in UNESCO activities;
- Lifting UNESCO's visibility in Eritrea by increasing public awareness of its goals and ideals;
- To provide support services in the field of research and development in UNESCO fields of competence;
- Contribute to the rehabilitation of the war damaged economy particularly in the fields of education, culture and science sectors

National obligations

UNESCO's Membership automatically entails certain obligations that need to be fulfilled. Accordingly, Eritrea was at the time committed to accomplish the following:

Contributions

Member States are obliged to pay annual membership dues or contributions. Membership dues allow the participation of member States in UNESCO's various meetings. The membership due is determined by each General Conference.

There are also other contributions to be paid for each convention signed. For instance Article 16 of the convention concerning the Protection of the World Cultural and Natural Heritage states that “the General Assembly of the State Parties thereto will determine the amount of the contribution to the World Heritage Fund”. The contributions would be one percent (1%) of the contribution of those States Parties to the regular Budget of UNESCO. It is worthwhile to mention that as a Member State, Eritrea has been paying its contribution regularly and on time.

Permanent Delegation

UNESCO urges Member States to establish Permanent Delegation. The Ministry of Foreign Affairs represents the Government of Eritrea at UNESCO Headquarters through its Permanent Delegation headed by an Ambassador. Until 1999 the Eritrean Delegation was led by the Ambassador of Eritrea for the European Union in Belgium. With the opening of Embassy in Paris in 1999 the Permanent Delegation was represented by the Ambassador from Paris. H.E. Ambassador Hanna Simon became the first Eritrean Permanent Delegation, then followed H.E. Dr. A. Dehli, H.E. Mr. Nafi Hassan Kurdi and currently H.E. Mr. Fasil Ghebreselasie. The Permanent Delegation’s duty is to maintain close working contact between the Government of the State of Eritrea and UNESCO’ Director General.

Establish National Commissions (NATCOM)

In order to fulfil its mission in the Member States, UNESCO encourages strong National Commissions (NATCOMs) to be established that are efficient and influential in governmental and non-governmental circles likely to be associated in its work.



Excellencies Minister Semere Russom and Ambassador Fasil Ghebreselasie at UNESCO General Conference.



In 1995 the Eritrean Office of the NATCOM was established under the auspices of the Ministry of Education; as in the majority of countries, this Ministry is designated to coordinate UNESCO's programs in Eritrea.

Organization of the ERINATCOM for UNESCO

The Eritrea National Commission for UNESCO operates through a secretariat led by a Secretary General/Director and program officers, mainly the Program Officer for Culture and the Program Officer for Education. There are plans to strengthen the NATCOM by assigning more experts to work as program officers for the sectors of sciences, Communication and Information. It is up to each Member State to define the structure of its NATCOM from the following three recommendations by UNESCO (governmental, autonomous or semi-autonomous) for which Eritrea has opted for the Governmental status.

Organizationally, the Eritrea National Commission is a Division under the Ministry of Education. It serves all government ministries, including public community organizations such as youth and women's associations. UNESCO provided the NATCOM with capacity building elements like providing relevant publications, seminars and enabling training workshops to carry out its duties in implementing the programs and mandates of UNESCO.

Members of NATCOM

Eritrea intends to consolidate its NATCOM by including representatives of ministerial departments, services and other bodies interested in matters of the Major UNESCO Programmes as well as representative individuals belonging to the specialized communities involved. NATCOM members may be drawn from:

- National bodies responsible in implementing UNESCO's major programmes;
- Executive Board representatives and permanent delegates to UNESCO;
- Celebrated national writers, journalists artists and performers, and leading figures from the scientific world;
- Public organizations such as museum, higher education institutions and colleges, teachers training institutions;
- UNESCO prize winners;
- Representatives of the media;
- Representatives of non-governmental organizations;
- Representatives of the private sectors;
- Former members of the Organization's Secretariat;
- Representatives of groupings of former UNESCO fellowship holders.

Care will be taken to choose members that are sufficiently senior, competent and capable to secure the support and cooperation of national institutions they represent in order to contribute significantly to the achievement of UNESCO's objectives and work programmes.

All members of the Commission should convene at least once a year to determine policy guidelines. The Commission should delegate a technical committee, chaired by the Secretary General/Director to coordinate the ongoing activities. Currently, the Eritrea NATCOM for UNESCO is run by a Secretariat and whenever necessary ad-hoc committees from pertinent institutions of education, natural/social sciences, culture, communication and information sectors are formed to accomplish specific tasks.

The Secretariat of the ERINATCOM

The Minister of Education is the Chairperson of Eritrea's NATCOM for UNESCO and it has a Secretariat that acts as "the operational arm" or daily management section of the National Commission". The Secretariat comprises of two bodies:

- The Director sometimes referred to as the Coordinator and/or Secretary General is described by UNESCO as the National Commission's "mainspring, its motor, and leader." The Director plays a key role in the process initiating, organizing, supporting, managing, implementing, and evaluating projects within its competence.
- The other staff of the NATCOM may vary depending on the context of the country. The Eritrean NATCOM consists of two program specialists in education and culture, a documentation staff, as well as a retired volunteer from UNESCO, Mr. Hailemichael Misghinna, who has served as advisor to the Chairperson and the Director on a volunteer basis since the establishment of the NATCOM. Soon there will be additional experts in the fields of sciences and communications.

The NATCOM and UNESCO Cluster Office/Field Office

Between 1993 and 1998 Eritrea was part of the UNESCO cluster office in Addis Ababa. With the breaking out of the border conflict with Ethiopia in May 1998, the contact with



Mr. Hailemichael Misghinna,
Advisor on UNESCO to MOE



Mrs. Miliete Ghebremedhin,
Education Expert



Mr. Solomon Woldu,
Culture Expert



Nuria Abdelwassie,
Documentation Center

the cluster office in Addis Ababa was disrupted. Consequently, appeals were submitted to UNESCO to resolve the problem.

On December 24, 2003 the then Director General of UNESCO, Mr. Koichiro Matsuura, paid a short visit to Eritrea. The Eritrean delegation headed by H.E. Mr. Osman Saleh, Minister of Education and Chair person of the Eritrean National Commission briefed the UNESCO delegation on the various on going cooperation areas with special emphasis on the problems which ensued as a result of the border conflict with Ethiopia. Accordingly, the Director General gave top priority to this issue and in January 2004 UNESCO officially decided that Eritrea join the Cluster Office in Nairobi. UNESCO Nairobi Office incorporates the Regional Office for Science and Technology in Africa and is the Cluster Office for Burundi, Djibouti, Eritrea, Kenya, Rwanda, Somalia and Uganda.

Functions of Eritrea NATCOM for UNESCO

The functions of Eritrea NATCOM are quite wide. Primarily it is the bridge that links UNESCO with Eritrea. All the professional matters of UNESCO's programs including coordinating, briefing and updating various government ministries and other public organizations are the responsibility of this office. The fundamental responsibilities of the NATCOM can be summarized as follows:

Consultations

- Advises the ministerial authorities of the Government of the State of Eritrea on matters relating to UNESCO and its Programs mainly on policies and agreements performed with UNESCO;
- Counsels stakeholders on the submission of project proposals;
- Supplies the national authorities with expert advice on project formulation and their implementation as well as monitoring and evaluation of UNESCO's programs;
- Proposes on the representation of the Eritrean delegates to the General Conference of UNESCO every two years.

Liaison

As a liaison, the NATCOM

- Establishes contacts with other United Nations institutions and agencies active in UNESCO's field of competence;
- Ensures the active participation of the State of Eritrea in UNESCO's programs and activities;
- Cooperates with the Permanent Delegation to UNESCO;
- Promotes international collaboration and establish cooperation between UNESCO and relevant organizations and institutions in Eritrea;
- Makes efforts to obtain extra-budgetary funds in support of programmes and projects of UNESCO.

Information and public awareness

The NATCOM makes efforts:

- To collect, process and disseminate, to the general public, information on UNESCO's aims, activities and program for the purpose of promoting visibility and awareness of the organization's aim at the national level;
- To serve as intermediary for the dissemination of publications and documents, ensuring their translation into national languages;
- To promote UNESCO's program in public opinion, education and legislation, for example on the Conventions on Safeguarding the Cultural and Natural Heritages, International Literacy Day, International Mother Language Day, etc.

Program formulation, implementation and evaluation

The NATCOM also:

- Assures the promotion and implementation and evaluation of UNESCO programs and activities in Eritrea;
- Identifies priorities and involves the intellectual and scientific communities of the country in the process of preparing and implementing UNESCO's programs;
- Actively participates in selecting and prioritizing projects based on a clear set of guidance;
- Arranges programs and work schedules for UNESCO missions/visits in cooperation with the relevant sectors;
- Reviews projects to see that the necessary information has been provided, in the light of the Resolution voted by the General Conference for the Program;
- Monitors the use of UNESCO's name and logo at the national level;
- Responds to documents and questionnaires originating from UNESCO headquarters, upon completion by qualified national bodies;
- Coordinates and briefs representatives of the partners who participate in some major UNESCO meetings;
- Assists in the preparation of the speeches to be delivered by the delegation during the General Conferences.

The implementations of UNESCO's programs are carried out in cooperation with the various ministries and institutions through either focal persons or ad hoc committees of the government sectors and non-government organizations. For instance the Secretariat of the ERINATCOM works in close collaboration with the Departments, Divisions and Education Branch Offices in the Regions of the Ministry of Education as well as Higher Education Institutes and Colleges with respect to the implementation of Education Programs.

In the case of Culture Program, ERINATCOM has been

working with the National Museum of Eritrea, Cultural Affairs Bureau (MOE), Cultural Affairs Bureau (PFDJ), RDC (Research & Documentation Centre) and CARP (Cultural Assets Rehabilitation Project). Moreover, in activities related to the preservation and conservation of natural heritage attempts have been made to liaise with the Department of Wild Life and Conservation (Ministry of Agriculture), Ministry of Tourism and the Ministry of Marine Resources.

In the area of Sciences efforts have been exerted to implement projects in partnership with the Ministry of Energy and Mines and the Ministry of Land, Water and Environment. With regards to Communications and Information attempts have been made to strengthen cooperation with the Ministry of Transport and Communication as well as the Ministry of Information in the area of capacity development. Furthermore, with respect to the approval and signing of conventions and international instruments the cooperation of the Ministry of Foreign Affairs and the Ministry of Justice has been quite valuable.

As a cross cutting issue, gender equality is integrated in all of UNESCO's programmes and some steps have been taken to enhance cooperation with the National Union of Eritrean Women (NUEW). To date 7 Youth Forums have been organized with the aim of fostering the links between UNESCO and youth in order to promote their participation in the development of the Organization's programs and activities. Members of the National Union of Eritrean Youth and Students (NUEYS) have participated in some of these forums where they have been able to share their experiences and to gain lessons from best practices.

The budget of ERINATCOM

In undertaking the duties entrusted to it, the ERINATCOM mainly depends on the financial resources allocated to it from the Government of the State of Eritrea through the Ministry of Education. The Ministry of Education is responsible for allocating sufficient resources to the NATCOM to enable it to discharge its responsibilities. The budget mainly covers operating costs and salaries, travels, etc. ■

Major Programs undertaken in Eritrea

The work plan of the NATCOM goes in line with UNESCO's biennium strategic programmes and the corresponding budget approved during each session of the General Conference. The relevant UNESCO's biennium programs are adapted to the Eritrean context in the fields of education, natural and social sciences, culture and communications and information for drawing the national work plan. With the very limited capacity and resources, the NATCOM has been facilitating the implementation of activities in the area of UNESCO's Programs in collaboration with the various partners since the biennium 1994-1995. In order to enhance its operational capacities, UNESCO has provided ERINATCOM with the necessary equipment.

Detailed activities carried out with respect to the Participation Programme Projects (PPP) are tabulated in the Annexes/ Tables A.1, A.2, A.3, A.4 and A.5. Emergency Programs are shown under Table 5 and projects financed from the extra budgetary resources are indicated in Table 6. As shown in the summary of PPP in Table 4 below, during the past 18 years, the ERINATCOM Secretariat has solicited the formulation of 112 projects from the relevant institutions in Eritrea of which 60 projects have been approved and implemented; these are in the core fields of:

1. Education;
2. Natural Sciences;
3. Culture, and
4. Communication & Information.

ERINATCOM has stated that Eritrea has implemented projects worth around 1,445,909 USD from the PPP (Participation Program Projects 1994/1995 – 2010/2011), which averages around 100,000 USD or nearly 4 projects each of \$26,000 a year. From the outset this may look small for a country that has recently joined the world community after a 30-year war of independence followed by the 1998-2000 war with Ethiopia. It shows clearly that Eritrea made

Table 4: Summary of Projects Executed under the Participation Programmes in 18 years, 1994/5 to 20010/11

Major Programmes	Number of Projects	Implementers
I - Education	30	28 by the Ministry of Education and 2 by EIT
II - Science	10	<ul style="list-style-type: none"> • 4 by Ministry of Energy and Mines; • 3 by University of Asmara; • 2 by Dept. Environment, 1 Dept. of Water
IV - Culture	17	<ul style="list-style-type: none"> • 7 by the Cultural Affairs Bureau, CAB • 5 by the National Museum of Eritrea, NME • 3 by the Research and Documentatio Centre, RDC • 1, jointly by NME and RDC • 1. Cultural Assets Rehabilitation Project
V – Communication & Information	3	<ul style="list-style-type: none"> • 2, by Min of Transport & Communication • 1, by Ministry of Information

relatively good benefits through Projects financed by the Participation Programmes whose yearly budget is around 10 Million USD worldwide (See Budget line for Part II C in Table 2 above). The referred maximum fund per project of 26,000\$ is set by the General Assembly. UNESCO's support to Eritrea is relatively small from its Regular Budget or Extra Budgetary resources. To improve UNESCO's visibility more could have been done e.g., in renovating and expanding the war damaged schools at all levels, but this is unlikely to happen unless Eritrea prepares and submits projects for UNESCO to consider financing from its regular or extra budgetary sources. The numerous to- and fro- expert missions are normally for laying the foundations for proposals and assistance package to be developed. Lack of access, knowledge and experience from the Eritrea counter parts might have been one of the limiting factors.

Some international organizations may have better feasibility in Eritrea possibly due to larger resources that could be allocated to it or may have more conducive functional structures e.g., having own offices and staff to mobilize in the country. UNESCO's visibility is comparatively less conspicuous in the tertiary education institutions of Eritrea. For example, Table 4 indicates no project was financed by UNESCO under its competence area III of Social and Human Sciences, possibly due to lack of attention by the relevant Eritrean institutions and/or experts. Perhaps the Sector for External Relations and Cooperation of UNESCO could have made an assessment of why some countries are lagging behind in utilizing UNESCO's resources for each of its competence areas should this be the case. A possible reason may also be linked to the fact that the ERINATCOM Office in Eritrea through which UNESCO strictly operates is not strengthened enough with experts from the other areas of UNESCO's competence, especially in natural/social sciences.

Some capacity building activities in Eritrea financed by UNESCO

Support for training and fellowships in Africa and the other least developed countries are one of the main methods used by UNESCO to attain sustainable development goals as enshrined in its strategic objectives and programmes as well as the Millennium Development Goals (see the Box). Numerous Government reports indicate that Eritrea is very likely on track to achieve the MDGs relating to gender equality in primary education, child health, maternal health, HIV/AIDS, malaria and other major diseases, and access to

safe water. However, in two crucial areas, namely eradication of extreme poverty and achievement of universal primary education, the country is below target. This achievement is largely due to Government endeavours with some assistance from its development partners.

In the reporting period of 18 years numerous capacity development programmes have been undertaken as elaborated below. Four fellowships programmes in theatre studies have been arranged for Eritreans to study at the University of Leeds, UK (see Table A.6). As indicated in Table A.7, some staff members of the Ministry of Education

were able to attend in trainings offered at the International Training in Education Planning and Administration at UNESCO in Paris, France.

For the purpose of promoting UNESCO's goals and values in Eritrea, and as part of the capacity building procedures, about 18 workshops, trainings and seminars were also conducted locally in Eritrea (see Table A.8 for details). The participants of the national workshops were ministries, universities, educators, cultural officials, representatives from the administrative regions and

community based organizations.

UNESCO Peer Emergency Assistance

UNESCO PEER implemented the project on "Strengthening Access to Quality Basic Education in Drought-affected Regions in Eritrea" in 2004-2006 through a project coordinator of the implementing partner who worked in close collaboration with the Ministry of Education. UNESCO PEER was on a mission to oversee the project activities and provided backup technical assistance and financial management support, while the day-to-day activities of the project were handled by the Project Management Division of the Ministry of Education. The project interventions from emergency funds are presented in Table 5.



Solar Ovens for households/institutions in rural Eritrea supported by UNESCO.

Source: Ministry of Energy and Mines

Table 5 indicates some of the details of the request codes, years, project descriptions and the implementing bodies of the Emergency Assistance projects.

S/N	Request code	Year	Project Description	Implementing body
1.	585.043.5	1994/1995	Emergency assistance to building and equipping of a school at Tesenei in Gash-Setit Province – Priority Africa Program	ED
2.	Contract No. 105080.	2000/2001	Emergency	ED
3.		2000/2001	Preservation work of the Stele of Metera	CLT
4.		2002/2003	Urgent assistance for the purchase of basic materials for schools – situation resulting from conflict	ED
5.	534.ERI.014	2003/2004	Emergency educational assistance for the drought affected and displaced children in elementary level education in Eritrea	ED
6	27265801ERI	2004/2005	Procurement of solar panels for six schools which accommodate returnee students	ED
7	27265802ERI	2004/2005	Provision of stationery for the internally displaced returnee students of Addi Keshi IDP camp	ED
8	37585702ERI	2006/2007	Strengthening access to basic education through supporting educational program for adult learners in war affected regions	ED
9	37585701ERI	2006/2007	Stationery to elementary schools especially in the Northern Red Sea Region	ED

The following 5 projects listed in Table 6 were financed from the UNESCO Extra Budgetary Funds.

Table 6: shows the years, project titles, implementing bodies and the sources of the approved Extra Budgetary Funds:

Year	Title	Implementing Body	Source of finance
2005	Waste water management and use of underground water by UNESCO IHE training course*	Dept. of Water Resources (Ministry of Land, Water & Environment)	Italian Ministry of Environment and Territory and UNESCO
2005/07	Qualitative assurance in basic education- guidelines	DGE/MOE	UNESCO Nairobi Cluster Office
2005/07	HIV/ Aids & Education	MOE	UNESCO Nairobi Cluster Office
2006/2007	Interactive pedagogy training for Eritrean teachers (school based support for curriculum implementation)	MOE /DRHRD	UNESCO Japanese Fund in Trust
2010/2011	Enhancing school based support for curriculum implementation – exchange of best practices	MOE/DRHRD	UNESCO & the Sultanate of Oman

*It is worthwhile to mention that 40 national experts from the Department of Water Resources benefited from the training course on Waste Water Management and Use of Underground Water provided by UNESCO IHE (International Hydrology Education).

UNESCO in Eritrea

There were 34 mission travels to Eritrea by UNESCO Officials as well as experts during the reporting period as indicated in Table A.9. Many of these expert missions were to provide advices and monitor the implementation process

of the projects funded by UNESCO. The initiatives involved many professional, technical and official missions from UNESCO Headquarter and the Field/Cluster Offices. Some Memorandum of Understandings made between Institutions of the Government of Eritrea and UNESCO during these visits are indicated in the next section.

Achievements & MOUs

As indicated herein some results have been achieved during the last 18 years of partnership between Eritrea and UNESCO through ERINATCOM and the pertinent national institutions and organizations.

Prizes and Awards

The Division of Adult Education and Media (DAEM) of the Ministry of Education won the award “UNESCO’s International Reading Association Literacy Prize” in the meeting held in Paris on July 1-5, 2002. A Certificate as well as a grant of USD 15,000 was awarded.

Signing of the standard setting instruments

The Government of the State of Eritrea has ratified the following four conventions:

- The 1972 World Heritage Convention on the Protection of Cultural and Natural Heritage was

signed in October 2001. Subsequently, the reparation of the *Stele of Metera* (Zoba Debub), which was wantonly destroyed by the invading Ethiopian army in May 2000, was finalized in May 2005. During Phase I, UNESCO sent two experts to conduct a study on the site. Based on the study, in Phase II, the national experts from the National Museum of Eritrea and MOE as well as the local stone masonry experts in Senafe region successfully implemented the restoration works. The funding was from the Government of the State of Eritrea, Embassy of the Republic of France and UNESCO.

In cooperation with the World Heritage Centre (WHC), which is the permanent secretariat of the Convention concerning the Protection of the World Cultural and Natural Heritage, two international experts (from IUCN and ICOMOS) – conducted an awareness raising workshop on the World Heritage Convention and its implementation in August 2005 in Asmara. As a result of the workshop, 12



United Nations Educational,
Scientific and Cultural Organization

On the occasion of
International Literacy Day,
the International Literacy Prize Jury
has awarded


the International Reading
Association Literacy Award

for 2002
to the

*Division of Adult Education (DAE),
Ministry of Education, Eritrea*

In witness whereof this diploma,
bearing the seal of the Organization, is conferred

Paris, 8 September 2002


Koïchiro Matsuura
Director-General

potential cultural and natural heritage sites have been identified. Since then, the national experts are in the process of preparing dossiers of tentative list to be inscribed at the World Heritage List. Parallel to this task, the drafting of Heritage Act/Legislation for the preservation and conservation of Eritrea's Heritage and the development of a comprehensive Site Management Plan are underway.

- On August 6, 2004 Eritrea deposited its instrument of accession “Convention for the Protection of Cultural Property in the Event of Armed Conflict” (The Hague, 14 May 1954). This convention mainly helps to rebuild broken communities, re-establish their identities and link their past with their present and future.
- The International *Convention against Doping in Sport* (Paris, 19 October 2005) was signed in December 2008.
- Eritrea ratified the 2003 *Convention for Safeguarding of the Intangible Cultural Heritage* on April 1, 2010. The aim of this convention is mainly to create an international platform to protect intangible cultural heritage, ensure mutual respect for the living heritage of communities worldwide and to raise awareness of its importance. Prior to the signing of the convention, a National Consultation Meeting on: a) Awareness Raising on the 2003 Convention on the Safeguarding of Intangible Heritage and b) the Establishment of a Legal Framework for the Safeguarding of Heritage was conducted in Asmara (April 8-10, 2009). This national workshop was organized by UNESCO Cluster Office in Nairobi, the National Museum of Eritrea, the Cultural Affairs Bureau and the National Commission for UNESCO (see photo on page 25).

In addition to the above,

- Eritrea became a member of the Intergovernmental committee for *promoting the return of cultural property to its country of origin* or its restitution in case of illicit appropriation in October-November, 2001 for the biennium 2002-2003.
- In order to ensure the implementation of the Conventions on Culture, a National Committee has been established. This committee has been entrusted with the responsibility for implementing the provisions of the 1972 World Heritage Convention on the Protection of the World Cultural and Natural Heritage and that of the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage. Accordingly, three sub-committees respectively for Tangible Heritage, Intangible Cultural Heritage and Natural Heritage have been established. The main task of the committees will be the preparation of national documents pertaining to the submission of Eritrea's

candidatures for inclusion in the World Heritage List, and Inscription on the Urgent Safeguarding List and Inscription on the Representative List in the case of intangible cultural heritage. Currently, the Committee has been engaged in making the necessary preparations to finalize the dossier for the nomination of *Qohaito Cultural Landscape*, which is already in the Tentative List.

- The Restoration Works of the Kidane Mehret Church:

The Church of Kidane Mehret (St. Mary the Merciful), a unique representation of the Eritrean religious architecture is found in the village of Metera near the town of Sen'afe. It is one of the few churches in Eritrea which possesses the original style of construction known as **ፍጳሴ ሀይ** (re'ssi hibey) meaning “monkey head” technique or architectural style. The style takes its name from the appearance of the rounded ends of wooden support dowels that emerge from coursed stone masonry exterior walls. Its architectural form dates back to antiquity (6th century AD to 15th century AD).



Restoration work at Kidane Mehret Church

This church was selected for restoration since it is probably the only original religious edifice of such style and the edifice is an exception and a rare example of an architecture known as “monkey head technique” a combination of wood and stone architecture. The frames of windows and doors are made of timbers cut into each other with no nails but with shallow recesses and projections beautifully fitted into each other. It also represents a unique example of early Eritrea architecture and medieval paintings that should serve as a sustainable representative of otherwise vanishing work of art. The restoration work was conducted by a handful of traditional masons, who inherited their



Workshop on the Nomination of Qohaito Cultural Landscape, Asmara, August 2-5, 2011

skills from their ancestors and who gained more experience from the successful restoration work of the Stele of Metera under the supervision of experts from UNESCO and the National Museum of Eritrea. The restoration work was realized technically according to the convention of the “Charter of Venice” and the integrity and originality of the church have been respected.

National EFA Committee and Technical EFA Committee

At the time when Education For all (EFA) was launched in Jomtien (Thailand) in 1990, Eritrea was not yet liberated. It became an independent country just a year after and was then able to join the international community and thereby to affirm its commitment in adopting the EFA goals in the year 2000 in Dakar, Senegal. As part of the preparations for the Dakar World EFA Forum, a national committee and a technical committee were set up in April 1998 and a National Assessment on EFA was submitted. In assessing the achievements made and constraints encountered during the mid-term period (2007) as well as end of decade period (2010), one notes that Eritrea, like most Sub-Saharan African countries, is still far from achieving the EFA goals. As a result, it is one of the 21 countries in Sub-Saharan Africa that have been selected to benefit from UNESS (UNESCO National Education Support Strategy). This intervention is expected to enhance the development of education and thereby to speed up the realization of the EFA goals.

Currently, the MOE is finalizing the EFA End of Decade Assessment (2000 – 2010) at a national level, to review the progress made towards the attainment of the 6 EFA Goals and on how to address the issues and gaps by the year 2015. ■



Workshop on Education for all, Keren, Oct 26-27, 2006

Eritrea in UNESCO

In the past years, representatives of ministries, researchers of public organizations and members of the NATCOM participated in conferences, forums, meetings, training workshops and seminars of various types. Such gatherings aim at fostering relationships and initiating projects in conjunction with member states. The NATCOM coordinated, prepared and briefed the professional delegation that attended the various types of professional gatherings abroad as summarized in Tables A.10 to Table A.12 respectively for the different UNESCO competence areas. Table A.13 summarizes additional miscellaneous regional and international conferences, seminars, workshops and training activities sponsored by UNESCO where Eritreans participated as part of capacity building efforts. ■

Main Challenges Encountered

Between July 1995 and December 2003 the both the NATCOM for UNESCO and the Division of Project Management were functioning in one office. As a result of the overwhelming tasks, it was only possible to mainly focus on education and some culture programs. In January 2004, the Minister of Education decided and acted accordingly to separate the NATCOM for UNESCO Office from the Project Management Division. Consequently, the NATCOM began to concentrate in executing UNESCO programmes including the sciences and communications.

Failures in implementing some approved PPPs

One project entitled “Preparation and printing of a concise dictionary in Geez Language” that was approved in 2000-2001 by the Secretariat for UNESCO was later terminated by the beneficiary, the Cultural Affairs Bureau, due to the change in its work plan as well as due to other priorities. Thus in accordance to the principles and conditions governing the PPP the unutilized fund USD 10,000 was reimbursed to UNESCO Headquarters.

In the biennium 2004-2005 eight projects listed in Table A.5 were approved but the funds for implementing these projects was not released from UNESCO Headquarter. The reason behind was the delay in submitting the evaluation and financial reports of the previous biennial 2002-2003 by the implementing bodies. As a result of the lessons learnt, it has been possible to alleviate the delays in the procurement of goods and services. The NATCOM as well as the implementing partners gained a lot of experience in improving the work plans and schedules and since then the execution of the PPP for the consecutive bienniums have improved a lot. ■



Conclusions and Recommendations

Conclusions

It has been almost two decades since Eritrea joined UNESCO. As a national body, ERINATCOM has undergone through various stages and it had the opportunity to participate in interregional, regional training and information seminars which were designed to increase the knowledge of UNESCO, its programmes and procedures, to exchange ideas and experiences as well as to promote efficient cooperation between the Organization and the pertinent partners in the Member States. As we have witnessed from the above account, UNESCO's support in enhancing the capacity development and operational proficiency of the NATCOM as well as that of the implementing institutions, even though more could be done, was very critical for the successful realization of the majority of the programmes and projects.

It is noteworthy to mention that the Embassy of the State of Eritrea in Paris, France – which is the Permanent Delegate to UNESCO, has been quite instrumental in strengthening the cooperation between Eritrea and UNESCO and furthermore in creating conducive atmosphere for ensuring efficient communication.

Eritrea National Commission is thus very grateful to UNESCO and for the continuing support and contributions of the national stakeholders and partners of the Government of the State of Eritrea. Special gratitude goes to the Ministers, Director Generals, Directors and experts of the various ministries and public organizations who participated in the various activities.

In addition to the above the UN offices in Eritrea namely, UNDP and UNICEF have demonstrated their cooperation with UNESCO during the various missions, General Conferences of UNESCO as well as in facilitating the implementation of programmes, especially in the area of education and culture.

In the future as a Member State of UNESCO, Eritrea will, exert all efforts possible to foster greater participation to benefit and contribute towards the realization of its common objectives - peace, sustainable development and the overall ethical mission of UNESCO.

The editor would like to highlight the following conclusions about UNESCO's programmes and activities in Eritrea:

- Eritrea have benefited from the UNESCO's Participation Programme by implementing on the average about four projects per annum, but not that

much from the other UNESCO Programmes funded from its regular budget or extra budgetary resources. The conclusion is that more could have been done with the involvement of the relevant national institutions and experts in designing and implementing projects that can reflect more UNESCO's visibility in the country;

- UNESCO has supported reasonable number of capacity building efforts inside Eritrea through sponsoring workshops, seminars, and arranging educational forums in different disciplines spreading along its competence areas. It has also financed numerous mission travels abroad for Eritreans and to some of its staff members that have come to Eritrea to meet with Eritrean officials;
- As a result of these to and fro mission travels some MOUs between the Parties and the signing of four major UNESCO coordinated Conventions by the Government of Eritrea has been achieved; these are:
 1. The 1972 World Heritage Convention on the Protection of Cultural and Natural Heritage
 2. Convention for the Protection of Cultural Property in the Event of Armed Conflict on Aug 2004
 3. Convention Against Doping in Sport in Dec 2008
 4. Convention for Safeguarding of the Intangible Cultural Heritage in April 2010;
- UNESCO has identified few candidate cultural heritage sites in Eritrea and is yet to recognize them as one of the 911 World Heritage sites of which 704 are cultural, 180 natural and 27 mixed (WORLD HERITAGE 2010-2011), contrary to the editors due expectations;
- Looking at Table 3, some critical observers may be tempted to say that most of the UNESCO regular budget is being spent in the developed countries where the Headquarters and the liaison offices are located, in spite of its intention to support sustainable development efforts in the developing countries;
- It was unfortunate to see nine of the approved PP projects not implemented and eventually cancelled, as a result of delay in the evaluation and financial reports of the previous biennium projects. The editor contends that only the new projects from the relevant sectors that caused the delay should be penalized. ■

Recommendations

- We encourage the Government of Eritrea and UNESCO to consider planning how to invigorate their mutual cooperation areas, strengthen the National Commission Office with facilities as well as consolidating its staff with experts from the different competence areas. When found necessary they may even consider establishing an independent National Commission Office that is accountable to a Board of Directors drawn from the relevant sectors that is chaired by the Minister of Education;
- Some Member States may appoint their respective Ambassadors in France to be their Permanent Delegations to UNESCO. However, most of UNESCO's activities may be outside their core areas of influence for the Ambassadors. When viewed from the very high professionalism required to make ones presence felt in the UNESCO's general assembly meetings and specialized meetings, then it may be necessary to appoint an appropriate professional(s) to fill the Office of the Permanent Delegation at the Headquarters;
- UNESCO should endeavour to shine more as a pioneering organization and have a visible footprint in its areas of excellence and on emergent issues by ensuring that each Member State has its fair share from the financial and technical resources that UNESCO could mobilize;
- The execution of new biennium projects should be handled independently and not be penalized by delays in evaluation and reporting of projects of previous biennium projects. In case penalty is unavoidable only projects emanating from the sectors responsible for the delay should face it;
- Some countries may have succeeded in establishing an effective National Commission others may not have. UNESCO could consider evaluating the merits and demerits of National Commissions vis a vis establishing own offices, in those countries where its footprint is poor, as an option to lead its own programmes and activities.

UNESCO support is required to spread out the digital revolution in Eritrea:

The digital divide between urban and rural areas is becoming a serious issue in Eritrea and is mainly due to lack of Information and Communication facilities powered with electricity in the rural areas. This is better manifested in Table 7 that was compiled by the Ministry of Energy and Mines from data obtained from the Ministry of Education in 2010, with the motivation of designing a project to

energize schools without power, where the Editor himself was a member. It is obvious that modern and clean energy is directly related with the most pressing social issues which affect sustainable development: poverty, employment and income levels, access to social services, gender disparity and domestic chores, agricultural production and food security, health, and environmental quality.

Table 7: Schools in Eritrea without any form of power

Facility	Total	Without Power	Percent
Pre-primary Schools	359	271	75.5%
Elementary schools	764	592	77.5%
Middle schools	205	132	64.4%
Secondary schools	58	18	31.0%
All schools	1386	1013	73.1%

Source: Ministry of Education, 2010.

The rural-urban gap in access to electricity will remain unchanged if rural people have to wait for grid-based electrification, which is showing very slow progress. Hence, there is a need for the promotion of decentralised energy technologies, particularly renewable energy-based ones with focus on the grid-remote areas, to complement grid-based electrification efforts. It is known that solar PV and wind energy systems have been at the forefront of providing decentralized, clean and dependable energy services. Moreover, it is on the horizon to energize the latest Information and Communication Technologies (ICT) like tablet computers, laptops and mobiles by painting them with solar materials on their screens. The provision of solar powered ICTs should be well coordinated with the EFA goals, one laptop per student goal, and distance education for those who need it, where UNESCO is playing a pioneering role.

The digital divide between rural and urban areas will then gradually disappear and the dire need for more teachers in schools and lecturers at colleges can be eased dramatically as it will be centrally possible to provide lecture modules through TV screens and laptops for students to follow wherever they are.

Note that this programme will require huge funding expected to be generated mainly from the Government contribution and UNESCO's regular and extra-budgetary financing sourced from bilateral and multilaterals. This programme will also be multi-faceted involving practically all UNESCO's competence areas. It is also well known that there are pioneering organizations that specialize in distance education, like Open University from whom lessons could be learned and technical support garnered. ■



Participants of the Workshop, posing for a memorial photo with his Excellency, the Minister of Education, at NCEW



Ato Eskias Kebte (Mai-Dima)



Haji Siraj Mohammed (Senafe)



Ato G/Medhin Bisrat (Senafe)

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Table A.1: This table indicates the details of the request codes, years, project descriptions and the implementing bodies of the activities accomplished in PP in the Field of Education since 1994 up to 2011.

Nº.	Request code	Year	Project description	Implementing body
01	6279	1994-1995	Literacy work for the Non-literate Women in Sahel Province	ED
02	6280		An Audio Cassette Based course for Improving the proficiency of English language of elementary School Teachers in Eritrea: A Pilot project	ED
03	6282		Experts Assistance for Curriculum Development Institute	ED
06	96ERI002		Literacy Program for illiterate Women in Denkalia Province	ED
07	96ERI003		Survey, Training and Workshop on Science Teaching at the Basic Primary Education	ED
08	96ERI004		Capacity Building of a Vocational Training Center	ED
09	96ERI001	1996-1997	Strengthening of the Newly Established National Commission (at MOE)	NATCOM
10	98ER1005		Development of Data Base for Female Teaching and Non- teaching staff Through Research	ED DRHRD
11	98ER1003		Procurement of Equipment & Furniture for strengthening of the NATCOM for UNESCO	NATCOM (MOE)
12	98ER1040		PANA[Department for Priority Africa]	???
13	00ERI502	2000-2001	Completion of the Development of Educational Management information System EMIS	ED
14	00ERI506		Training on Educational Management Information Systems – EMIS	ED DRHRD
15	18353704ERI	2002-2003	Celebration of 8Th September International Literacy Day for public awareness raising	ED Adult Education
16	18353706ERI		The contribution of information and technologies to the development of education, science and Culture and the construction of a knowledge Society	ED
17	37553401ERI	2006-2007	Celebration of International Mother Language Day in Eritrea – February 21, 2007	ED DGE
18	37553402ERI		Updating of the network infrastructure of the Ministry of Education	ED ICT
19	37553405ERI		Improving Quality of Education by focusing on Teachers	ED MOE+EIT
20	37553406ERI		Establishment of Audio Visual Center to improve access and quality of education	ED Adult ED
21	37553407ERI		Development of Occupational Standards and Competency Based Training	ED TVET
22	37553410ERI		A survey on the factors that contribute to students repetition: A case study of secondary school students in Eritrea	ED DRHRD
23	4653400003ERI	2008-2009	Equipment for Eritrea –NATCOM for UNESCO	NATCOM
24	4653400002ERI	“	Evaluation of Summer Work Program from 1994 to 2007	MOE, SWP
25	4653400006 ERI	“	Improving Quality Education by Focusing on Education Policy & Management	College of ED & EIT
26	5656015001ERI	2010-2011	Adaptation of Self-Training Manual for the Non-Formal Facilitators	MOE
27	5656015006 ERI	“	Bulletin – Eritrea and UNESCO: 1993-2011	NATCOM, MOE
28	5656015007 ERI	“	Strengthening the Documentation Centre	Dept. of DRHRD
29	5656015008 ERI	“	Forestation of 10 primary schools in 5 Regions	MOE, SWP
30	5656015009 ERI	“	Capacity Building – Methodology training for English & Mathematics teachers	Debub Region, MOE

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Table A.2 illustrates the details of the request codes, year, project description and the implementing bodies of the PP activities performed in the Field of Sciences (SC) since 1994 - 2011.

Nº.	Request code	Year	Project Description	Implementing body
1	6281	1994-1995	Preliminary Identification and Screening of Plants having: Toxicological, Therapeutic, Industrial and Drought- resistant.	SC
2	98ER1042	1998-1999	Research on Medicinal Plant [Financial Contribution]	SC (UOA)
3	00ERI503	2000-2001	Solar Ovens for Institutions in Rural Eritrea	SC (Ministry of Energy & Mines)
4	00ERI504		Dissemination of improved fuel wood stoves throughout rural Eritrea	SC (Ministry of Energy & Mines)
5	00ER1505		Provision of science laboratory equipment and assistance for survey of materials	Sc (UOA)
6	1835701ERI	2002-2003	Capacity Building and Acquisition of basic geological data	SC (Ministry of Energy and Mines)
7	18353705ERI		Household and Commercial Energy Survey	SC (Ministry of energy and Mines)
8	4653400001ERI	2008-2009	Environmental Public Awareness Program in all the Six Regions	Department of Environment
9	4653400008 ERI	2008-2009	Capacity Building Focusing on Equipment supplies: Dept. of Water Resources	SC (Ministry of Water, Land and Environment)
10	5656015004 ERI	2010-2011	Environmental Public Awareness Program in 10 Sub-Regions	SC (Dept. of Environment)

Table A.3. shows the details of the request codes, year, project description and the implementing bodies of the PP activities accomplished in the Field of Culture (CLT): 1994 -2011.

Nº.	Request code	Year	Project Description	Implementing body
1	96ERI015	1996-1997	Theatre for development group tour	(CAB)
2	98ER1001	1998-1999	Collection of oral tradition	(CAB)
3	98ER1041		Training of MUSEUM staff	NM (UOA)
4			Equipment for the Preservation of World Manuscripts in Eritrea	RDC
5	96ERI010		'Local purchase of equipment for the restoration of the new venue of the national museum of Eritrea'. Initially this amount was approved for the project 'Expert to Study Cultural Development in Eritrea.(6673)	NM (UOA)
6	00ERI501	2000-2001	All Student and sport Cultural and Sports Festival 2000	(CAB)
7	00ERI507		Expert advice on the Development of Crafts	(CAB)
8	00ERI5EAI		Preservation work of the Heritage Site of Metera, which was destroyed during the border conflict (2000).	NM
9		2002-2003	Object ID workshop	NM and RDC
10	18353702ERI	2002-2003	Cultural Festival of the Eritrean Students	(CAB)
11	18353706ERI		Preparing and publishing supplementary books for children in all Zones of the country	CLT(CAB)
12	18353709ERI		Support for Liturgical practices of the Orthodox Church	(CARP)
13	37553404ERI	2006-2007	Preservation of Antiquities	RDC
14	4500027287	2006-	Restoration of the Kidane Mehret Church	NM

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Nº.	Request code	Year	Project Description	Implementing body
15	4653400007ERI		Purchase of office Equipment for the National Museum of Eritrea.	NM
16	5656015002 ERI	2010-2011	Microfilming & Cataloguing Old Islamic Manuscripts in Eritrea	RDC
17	5656015003 ERI	2010-2011	Collection of Oral Traditions	CAB

Table A.4 illustrates the details of the request codes, year, project description and the implementing bodies of the PP activities performed in the Field of Communications and Information.

Nº.	Request code	Year	Project Description	Implementing body
1	IPDC 352-ERI-41	1996	Training of Media staff in Eritrea on Communication & National Communication Policy	Ministry of Information (MOI)
2	37553408 ERI	2006-2007	Road Safety Awareness for students from Kindergarten – High School & the public at large	Ministry of Transport & Communications (MOTC)
3	4653400004ERI	2008-09	Capacitating Human Resource to be Implemented at the Head Office of the Ministry	Ministry of Transport & Communication (MOTC)

Table A.5 presents the details of PPP not implemented during 2004-2005

Nº.	Request code	Year	Project Description	Implementing body
1	27253401ERI	2004-2005	Current Status of the endangered species and mangrove wetland around the Eritrean Coastal environment	SC
2	27253402ERI	“	Project on handcrafts training for women	NUEWS
3	27253403ERI	“	Adult literacy, curriculum development and evaluation	ED
4	27253404ERI	“	Production of Supplementary books for children in various indigenous languages	CLT
5	27253406ERI	“	Learning from the Namibian experience in the development and enhancement of the Eritrean National Education Management Information System, GIS and integration of ICT in the Eritrean Education System	ICT
6	27253407ERI	“	Development of comprehensive monitoring and quality assurance system for the Ministry of Education	ED
7	27253409ERI	“	The establishment of energy laboratory at the premises of energy research and training centre	SC

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Table A.6 shows the details of the fellowship program: 1996/1997 – 2002/2003

Nº.	Request code	Year	Project Description	Implementing body
1	96ERI015	1996/1997	Theatre for Development Group Tour	CLT
2	98ERI002	1998/1999	Local Training for Sub Zoba Education Officers [Original Code 98ERI002] was Substituted by Fellowship at the University of Leeds.	ED - CLT
3	134-1	2000/2001	Fellowship at the University of Leeds	CLT
4	104-1	2002/2003	Theatre Development at the University of Leeds, U.K	CLT

Table A.7 shows the details of the years, project descriptions, location and the dates of the training at UNESCO IIEP (International Institute of Educational Planning)

Year	Project Description	Location	Participants	Date
1993/1994	Annual Training Program in Education Planning and Administration at IIEP	Paris, France	Department of Planning and Programming (MOE)	
1994/1995	XXXXTH Annual Training Program in Education Planning and Administration at IIEP	Paris, France	Dept. of General Education	9 October 1994- May 1995.
1994/1995	XXXXTH Annual Training Program in education Planning and Administration at IIEP	Paris, France	Dept. of General Education	9 October 1994- May 1995.
1996	IIEP International workshop on “Quantitative Research Methods for Planning the Quality of Education”	Larnaca, Cyprus	Department of Human Resources Development	14 Oct.-1 Nov.1996
1995/1996	Annual Training Program in educational Planning and Administration, IIEP's	Paris, France	Department of Human Resources Development	1 Sept 1995 -31 May 1996
1997/1998	Annual Training Program in Education Planning and Administration at IIEP	Paris, France	Human Resources Dev't	29 Sept 1997-29 May 1998
1997/1998	Annual Training Program in Education Planning and Administration at IIEP	Paris, France	Dept. of TVET (MOE)	29 Sept. 1997- 29 May 1998
1998/1999	Annual Training Program in Educational Planning and Administration, IIEP	Paris, France	Dept. of General Education	Sept. 1, 1998 – 31 May 1999

Table A.8 describes some of the details of the title, location, dates, and participants of the conferences, and seminars held in Eritrea.

Year	Description	Location	Date	Section and Position	Participants
1999	Orientation workshop for teachers	Asmara	14-16 January 1999	Dept of General Education/ MOE	265 Teachers, DGE (MOE)
2002	New trends in Science Education	Asmara, Eritrea	7 -8 Feb. 2002	Teachers	50 science teachers from different regions
2002	International UNESCO workshop on 'Micro science kits' experience and DIDAC”	Asmara, Eritrea	15 March, 2002	Science teachers	40 representatives of science teachers of Senior Secondary Schools
2003	Object ID workshop	Asmara, Eritrea	7 – 9 April, 2003	National Museum	National Museum, RDC

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Year	Description	Location	Date	Section and Position	Participants
2004	Training workshop of grade 8, Science Teachers on the usage of Micro science Kits (The project science Kits for Middle schools)	Asmara, Eritrea	May-June, 2004	Science teachers	100 Science Teachers
2004	Orientation Meeting on UNESCO's mandates & programs	Asmara Eritrea	26 July, 2004	National Commission for UNESCO	All partners/ stake holders
?	National Capacity Building of Lead Teacher Training Institutions given by Mr.Gachukia	Asmara, Eritrea	Feb.23 -28	Asmara Teachers Training Institution	DRHRD Teachers Training Institutions
2005	Awareness Raising workshop on the World Heritage Convention and its Implementation	Embasoira Hotel, Asmara, Eritrea	August 18-20 2005	National Museum	National Museum (UOA)
2005	A follow up to the awareness Raising workshop on the World Heritage Convention and its Implementation.	Selam Hotel Asmara , Eritrea	December 27, 2005	National Museum	National Museum (UOA)
2005	Training for the support for Liturgical Practices of the Orthodox Church of Eritrea.	Asmara Eritrea	Feb.-June 2005	Orthodox Church	Orthodox Church Of Eritrea
2005	Learner Centred Interactive Pedagogy	Asmara, Eritrea	16 -17th Dec.2005	Core team Professionals	30 members of Core Team Professionals (CTP)-MOE
2005	UNESCO International Hydrological Program Training Course Waste Water Management & use of Underground Water.	Dubarwa, Eritrea	14 -23 June, 2005	Local experts	42 Local Experts
2006	Learner Centred Interactive (CTP) continuation of the December2005 Workshop.	Asmara, Eritrea	16Aug.-5 Sept.,2006	Core team Professionals	30 members of Core Team Professionals (CTP)-MOE
2007	Distance Course on Education Sector Diagnosis -UNESCO IIEP	Asmara (Distance Education)	19 February – 7 June 2007	teachers	Teachers
2007	Workshop on Final Draft Report for the Management & Implementation Planning of the Qohaito sites	Asmara, Eritrea	3rd of March, 2007	National Museum	National Museum and All concerned on Culture
2010	Training on the Establishment of Digital Library for the RDC & relevant stakeholders	Asmara, Eritrea	August 1-7, 2010	RDC	Relevant Ministries and institutions
2011	Distance Education Course: Using Indicators in the Planning of Basic Education: UNESCO IIEP	Asmara, Eritrea	May 9 – July 8, 2011	DRHRD, DAE, Division of Planning & Budgeting	5 MOE Staff
2011	Workshop on the Nomination of Qohaito Cultural Landscape	NCEW Hall, Asmara	August 2-5, 2011	National Museum, CAB, NATCOM for UNESCO & UNESCO Nairobi	Members of the National Heritage Committee & National Stakeholders

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Table A.9 shows the details of the guests of UNESCO missions to Eritrea along with some descriptions of objectives and dates of the missions.

N°	Name of Guest	Position	Subject	Sector	Date
01	Colin N. Power	Assistant Director General, Education Sector	Education Sector Assessment and Framework for educational reconstruction	MOE	1994
02	Mr. Francis Anfray	Archeologist	Mission report preservation and presentation of the cultural heritage.	Culture	1994
03	Mr. Francesco Sirvao, Mr.Arnaud Goujon	Evaluation and assessment	Preservation and presentation of the cultural heritage in Asmara and Massawa	National Museum/ CARP	21 Feb-2 March, 1995
04	Richard Crewdson and Francis Anfray		The Need for Legislation for the Safeguarding of Cultural Heritage of Eritrea.	National Museum	1995
05	S. Marcos, L.Barratt, M.El.Sabh, M.El. Tayeb, Ph.Polk, B.Purser	UNESCO/IOC Paris, France	Development of Marine Sciences State of Eritrea	Ministry of Fisheries & Marine Resources	1995
06	Alonso Aznar	UNESCO regional Communication advisor for Eastern Africa	Training of Media Staff in Eritrea for Implementing the IPDC 352-ERI-41 Communication and National Communication Policy	Ministry of Information	April 05-10, 1996
07	Ms. Diana Malpede	Expert on "Women, Science and Technology"	Mission to prepare a Draft Document on Women, Science and Technology in Eritrea.	National Commission for UNESCO	3-10 October, 1996
08	Mr. Arnaud Goïyan and Mr. Francesco Siravo		For the preliminary assessment in the preparation for the renovation of the Asmara Theatre and the creation of National Museum.	National Museum	August 15- 31 1996
09	Mr. Federico Mayor	Director General UNESCO Paris	Official Visit to acquire an insight to the Eritrean realities.	NATCOM	January 1997
10	Mr.Galia Saouma Forero, Prof.B.Hirsch	Senior Program specialists World Heritage Center	1. To speed up the Ratification of the World Heritage Convention. 2. To visit sites which might in due time be included on the Eritrea's Tentative list and eventually nominated for inscription on the World Heritage List.	National Museum	Feb17 – 23, 1997
11	Jacques Hallak	Assistant Director, General, Director, IIEP (UNESCO).	To Express full support for the cooperation in the field of interest of the Ministry of Education of Eritrea.	DRHRD	9-11 March, 1997
12	MR. Momar Aly Ndiaye, Mr. H. Dalamini	President of the Intergovernmental Information Program of UNESCO. Computer Applications officer	to explore the Cooperation between Eritrea and ECA/ UNESCO in the area of telematics, particular emphasis on the implementation of RINAF Project in Eritrea.	NATCOM	8 -10 June 1998
13	Mrs. Ann Pulver and Arnaud Goujon,	Conservation Planners	Preparation of Preliminary Physical plans for the Conservation and Development of Massawa's Historic Area Funded by the Italian Government 535/ ER/70.	Massawa administration	17 November 1997 - 30 January 1998.

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N°	Name of Guest	Position	Subject	Sector	Date
14	Mrs. Ann Pulver and Arnaud Goujon,	Consultants	Massawa and its Cultural Heritage	Massawa administration	April 26-30, 1998
15	Mr. Steen Christensen (Denmark)	Mission on Dustless Chalk Production (related to Teachers' Health)	To prepare a project document on chalk production.(Italian Fund)	Ministry of Energy and Mines	October 13, 1999
16	Mr. Kay Lisengard		Mission to work with the UNDP in relation with the 2nd phase of Education Sector Capacity development Project.	UNDP	6-20 April, 2000
17	Professor Marco M.G. Guadagni	Professor di Diritto Comparato	Report on the Customary Laws in Eritrea	CAB, MOE	November, 2000
18	Mr. Lamine Conde	UNESCO representative Addis Ababa	To supervise the wanton destruction of the Millennia old Stele at Metera	National Museum	2001
19	Mr. Charles Indongole	Consultant	On the UNESCO Project for Emergency educational Assistance for drought Affected and Displaced School-age Children (UNESCO-Peer)	MOE	May, 2002
20	Three experts	Restorers of the National Museum	Eight days mission to evaluate and study the status of the National Museum and present a proposal as regards to the reorganization and reinforcement of its capacities	National Museum And CARP	2003
21	Mr. Koichiro Matsuura	Director General UNESCO Paris	Paid a short visit to Eritrea. Was briefed on the various on going cooperation areas.	NATCOM	24 Dec, 2003
22	G.Cyranek	Advisor for Communication and Information in Eastern and southern Africa	Multi-purpose community multi media Center	ICT	11 -12 Sept, 2003
23	Professor Paul Vitta	Director, UNESCO Office, Nairobi, Kenya	Consultation Meeting on UNESCO's Mandates and the Role of the Cluster Office and the National Commission.	NATCOM	22 July, 2004
24	Mr.Peter Vander Steen and Mr. Albert Tuinhof	Experts from WPA (Water Program for Africa) UNESCO.	Preparatory Mission on Wastewater Treatment and Ground water recharge	Water Resource Dept. Ministry of Land , Water & environment	10 -14 Jan, 2005
25	Mr Karl Johan (Danish), & Dr.Araya Habtay (Eritre), Mr. Ian Thomas	Consultants	School Based Curriculum support on learner Centered Interactive Pedagogy.	DRHRD	Dec, 2005 – Aug, 2006
26	Mr. Flamming Aalund	Consultant	The Preparation of Qohaito Site Management and Implementation Plan.	National Museum and CARP	2007
27	Mr. Angus Leendertz (from MADESA) South Africa.	Consultant	Revitalization of Eritrean Crafts.	Ministry of Tourism & Ministry of Trade &Industry.	January

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N°	Name of Guest	Position	Subject	Sector	Date
28	Ms. Fumiko Ohinata	Programme Specialist for Culture (UNESCO Nairobi Office)	To acquaint with the relevant authorities & to discuss future activities in the field of Culture	CAB, NAT. Museum and RDC	April 13 – 19, 2008
29	Ms. Noeline Raondry	Specialist for Ecological Science	To acquaint with the relevant ministries and to strengthen the cooperation with the Science Sector	Marine Resources, Ministry of Land, Water & Environment	April 13 – 19, 2008
30	Moritiz Bilagher	Statistical Advisor from UIS (UNESCO Institute of statistics) for countries in East Africa	To discuss how UIS presence in East Africa can support statistical officers working in ministries or other government offices.	DRHRD	October 2009
31	Moritiz Bilagher	Statistical advisor	Follow-up mission to finalize the collection of education database and statistics and support statistics function with the National Statistics Office (NSO).	DRHRD, Board of HE and NSO	April 22-26, 2010
32	Yayoi Segi	Education Expert	Update on education projects, LIFE and EFA End of Decade Assessment	MOE Depts.	April 21-30, 2010
33	Prof. J. Massaquoi	Director, UNESCO Nairobi Cluster Office	Official visit – to further strength the cooperation of Eritrea and UNESCO and update on recent developments re: UNESCO's programmes	NATCOM	July 10-16 2010
34	Ms. Inge Vervloesem	Statistical Advisor	To advise on the finalization of database and statistics	DRHRD, Bureau of National Standards & Evaluation, NSO	August 2011

Table A.10 describes some of the details of title, location, dates, and participants of the conferences, meetings, forums and symposia in Capacity building in the Field of Education.

Year	Description	Location	Date	Section and Position	Participants
1998	World Conference on Higher Education "Higher Education in the Twenty-first Century: Vision and action."	UNESCO, Paris.	5-9 October, 1998	University of Asmara and the Dept. of RHRD (MOE)	3
1998	Seventh Conference of Ministers of Education of African Member States (MINEDAF VII), MR.	ICC Durban South Africa	20-24 April, 1998	Chargé D' Affairs, Embassy of Eritrea, South Africa -Delegated by the Minister.	1
1999	World Conference On Science (WCS) for the 21st Century: A New Commitment	Budapest Hungary	26 June - 1 July, 1999	UOA, Faculty of Sciences, (Chemistry) Director of Research, Dean of Science, Director of Academic Affairs	5
1999	NESIS (National Education Statistical Information Statistics) Capacity Building Network and ADEA working Group on Education Statistics Technical Review and Business Meeting.	Harare , Zimbabwe	25-29 Jan, 1999	Department of Research and HRD. MOE, Education Researcher	1
1999	NESIS and Mid-Production workshop on EFA2000 Assessment	Harare, Zimbabwe	31 May – 10 June, 1999	DRHRD, DGE	2

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Year	Description	Location	Date	Section and Position	Participants
1999	Ninth Regional Conference of UNESCO National Commissions in the Africa region	Bamako, Mali	14 -19 June, 1999	NATCOM	1
1999	African Regional Forum “Women, Science and Technology”	Ouagadougou, Burkina Faso,	25-28 January, 1999.	UOA College of Agriculture.	1
2000	World Education Forum	Dakar, Senegal	26-28 April, 2000	Ministry of Education	3
2005	Meeting of the NESIS Technical Working Groups(TWG)	Zimbabwe	21 – 30 January	Statistic Division Ministry of Education	2
2000	Regional Conference of UNESCO National Commissions in the Africa region (Consultative meeting of National Commissions)	Windhoek, Namibia	26th – 30th June, 2000	D. General Education	1
2001	NESIS Capacity Building Network and ADEA Working Group on Education Statistics Meeting	Dakar, Senegal	12 – 16 March, 2001	MOE, DRHRD	1
2002	Sub Regional Forum on Education for all	Yaoundé	22-25 April 2002.	DGE of MOE	1
2003	Participation of the Eritrean Delegation at the UNESCO Cluster office Meeting	Djibouti	15-16, 2003	Dept. General Education and CARP	2
2003	CONFINTEA V International Mid term Review Conference	Bangkok, Thailand	6 – 11 Sept. 2003	Dept. of Adult Education.	1
2006	DG’s Africa Regional Consultation Meeting	Luanda, Angola:	13- 19 June, 2006	National Commission for UNESCO	1
2006	the EFA National Coordinators Meeting	Nairobi, Kenya	4-6 July, 2006	the Director General Dept of General Education	1
2006	UNEVOC/UNESCO sub regional meeting	Malawi, Lilongwe:	26- 28 September, 2006	TVET	1
2007	EFA meeting of the UNESCO Nairobi Cluster Countries (Namely- Eritrea, Kenya, Uganda, Rwanda, and Burundi) - to assess the progress of EFA in each country and to develop UNESS.	Kigali, Rwanda	17 –20 April, 2007	NATCOM for UNESCO and the Dept. of General Education,	2
2008	LIFE (Literacy Initiative for Empowerment) Meeting	Maputo, in Mozambique	19 – 20 January 2008.	MOE, Dept. of Adult Education	2
2008	the Symposium of East Africa, Dar es Salaam- theme; “National Policies: the role of cross –border languages and the place of languages” organized by UNESCO and ACALAN (African Academy of languages	Dar es Salaam- Tanzania	20 -22 April, 2008	Dept. of RHRD and EIT	2
2008	DG’s Consultation Meeting the NATCOM for UNESCO of the Africa Region on the Preparation of the Draft Programme and Budget for 2010- 2011(35 C/5)	Cotonou, Benin;	7 – 8 July, 2008	Eritrea National Commission for UNESCO	Education Program
2008	the ECD forum of the UNESCO Cluster Countries in Nairobi	Kenya	7 – 9 October, 2008	NATCOM for UNESCO, Ministry of Health, MOE, ECD(Early Childhood Development) Project	4
2008	the CONFINTEA VI Preparatory Conference in Africa, “Power of Youth and Adult Learning for Africa’s Development”	Nairobi, Kenya	5-7 Nov, 2008	MOE Adult Education and Media	3

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Year	Description	Location	Date	Section and Position	Participants
2008	the 48th Session of the International Conference on Education(ICE), organized by UNESCO IBE: the theme:- “Inclusive Education: The Way of the Future”:	Geneva, Switzerland	25-28 November, 2008	Minister office	1
2009	UNESCO/IIEP Workshop on Preparation of Education Sector Plan	Lusaka, Zambia	26-30 Oct., 2009	DGE, DRHRD (MOE)	3
2009	Sixth International Conference on Adult Education	Belem do Para, Brazil	1-4 December, 2009	Dept. of Adult Education	2
2010	Impact of LIFE, Evaluation Process	Ouagadougou Burkina Faso	3 – 5 March, 2010	Dept. of Adult Education	2
2010	First EFA End of Decade Assessment	Nairobi, Kenya	11-14 May, 2010	DGE, DRHRD, NATCOM	3
2010	Second EFA End of Decade Assessment Technical Meeting	Mombasa, Kenya	25-29 Oct., 2010	DGE, DRHRD, DAE (MOE)	4

Table A.11 shows some of the details of title, location, dates, and participants of the conferences, meetings, forums and symposia in capacity building in the Field of Sciences:

Year	Description	Location	Date	Section and Position	Participants
1999	Pan African Women’s conference on a Culture of Peace & Non – Violence	Zanzibar, United Republic of Tanzania	17 – 20 May, 1999	National Union of Eritrean Women (NUEW), Ministry of Finance & Development, Ministry of Justice.	3
2009	UNESCO Youth Forum of the 35Th Session of the General Conference	Paris, France	1st -3rd Oct, 2009	NUEYS	1
2010	Sub-Regional Seminar for Strengthening African National Commissions in Post Conflict Reconstruction and Peace Consolidation Process	Nairobi, Kenya	15 – 17 Sept., 2010	Minister’s Office and NATCOM	2
2010	FIG Commission 7 Annual Meeting and Internatinal Symposium on Cadastre	Karlovy Vary, Czech Republic	September, 2010	Ministry of Land, Water & Environment	1

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Table A.12 shows some of the details of title, location, dates, and participants of the conferences, meetings, forums and symposia in capacity building in the Field of Culture

Year	Description	Location	Date	Section and Position	Participants
2002	World Heritage Committee meeting	Budapest, Hungary	26th -29th June, 2002	CARP	1
2002	Consultation Meeting of Sub Saharan African National Commissions	Dakar Senegal	1-5 July, 2002	DGE & DRHRD	2
2002	The experts meeting on the Great valley	The Israel Heritage Centre	30th Sep. -4th Oct, 2002.	National Museum	1
2002	World Heritage Committee Meeting	Paris	30th Sept-4th Oct, 2002	National Museum	1
2006	On the Convention on the Safeguarding of Intangible Heritage	in Dar es Selam Tanzania	27- 29 November, 2006	CAB	1
2008	Meeting for the Ratification of the 2003 Convention on the Safeguarding of Intangible Heritage	Pretoria, South Africa	27 -28 March, 2008	CAB and NATCOM (Culture Expert)	2
2009	Training workshop on the Protection of Cultural Heritage & the Fight Against Illicit Traffic of Cultural Objects in Africa	Vicenza, Italy	15 – 26 June, 2009	National Museum and RDC	2
2010	Pedagogical Use of the General History of Africa – Phase II	Libya, Tripoli	15-17 June, 2010	College of Arts and Social Sciences	1

Table 13 indicates some additional details of the title, location, dates, and participants of the regional and international seminars, workshops and trainings where Eritreans participated.

Year	Description	Location	Date	Section and Position	Participants
1997	Regional Workshop on Monitoring the Quality of Teaching & Learning in Primary Schools	Nairobi, Kenya	14-18 July, 1997	NATCOM, DGE	2
1998	Regional Workshop on Education Statistics and Indicators	Malawi, Lilongwe	1 Sept. -31 May 1996	Education Researcher, Department of Research & HRD	1
1998	Training Seminar for Recently Appointed secretaries – General of National Commissions for UNESCO	Paris	30 November –Friday 11 December 1998	NATCOM for UNESCO	1
1999	Seminar on the Application of the Recommendations on the Safeguarding of Traditional Culture and folklore in African Countries,	Accra, University of Ghana.	January 26 -28, 1999.	Director CAB	1
1999	On information Retrieval and Internet – Based Systems	Israel	16 -26, June 1999	HRD	1
1999	All Africa Conference on EFA 2000	Johannesburg, South Africa	Dec. 6-10, 1999	DGE, DRHRD	2
2000	Sub regional workshop on the Cultural Approach to HIV/ Aids Prevention & Care for Sustainable Development in Africa	Kampala - Uganda	8-12 May 2000	?	Ministry of Health

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Year	Description	Location	Date	Section and Position	Participants
2000	Workshop on Introduction to Distributed Computing	Center for International Cooperation (MASHAV) of the MOF Foreign Affairs/ Israel	May 2000	University of Asmara	2
2001	Workshop on Curriculum Development	Kenya	25 – 30th June 2001	Director General of the Department of General Education	1
2001	Regional Consultation in the Renewal of Secondary Education in Africa.	Port Louis, Mauritius	3-7 Dec.2001	Director of the Research Division	1
2001	Sub regional Workshop on the “Promotion & reform of technical & Vocational education and Training for Sustainable Development in Africa.	International conference Center Kampala, Uganda	Dec. 10 – 13, 2001	Curriculum developer and Director of TVET School	2
2001	Regional workshop on Education Statistics	Harare, Zimbabwe	1 -5 April 2001	Senior Researcher and statistician.	2
2001	Workshop on curriculum development	Nairobi, Kenya	25th-30th June 2001	Director General of the dept. Of General Education.	1
2002	Sub regional training Course on Capacity Building and Institutional Development Organized by UNESCO World Heritage Center- fund Italian Gov.	Kampala, Uganda	11 -22 Feb 2002.	Heritage Mgt. & Documentation National Museum. Division of environment Information	2
2002	Workshop of the NESIS Technical Working Groups(TWG) and Training in Statistical Analysis, Publications and Information Services.	Nairobi , Kenya	11 – 22 Feb. 2002	Director of the Research Division and Senior Statistician.	2
2002	Regional Seminar on the culture of Peace to Strengthen women role in Peace building and conflict resolution	Khartoum, Sudan	25th – 26th March ,2002	Head of Research of NUEW(National union of Eritrean Women)	1
2002	Regional Workshop on Education Statistics	Victoria Mahe Island Seychelles	14-18 April,2002	Researcher and Statistician	2
2002	Regional Capacity Building Workshop on Monitoring and assessing the quality of Secondary Education(MLAII) survey of Mathematics and Science with Life Skills in Grade 8 (8 Years of Schooling)	Kampala, Uganda	29th April- 3rd May ,2002	Coordinator of the Mathematics Panel Dept. General Education	1
2003	UNESCO/ NEPAD (New Partnership for Africa’s Development): Seminar From “Vision to Action”	Ouagadougou, Burkina Faso	5 -7 March, 2003	Embassy of the State of Eritrea Paris,	1
2005	Regional Workshop on Capacity Building of Literacy and Non-Formal education Facilitators	Bamako , Mali	25-29 July 2005	Curriculum Planning & Development, Department of Adult Education	1
2006	Higher Education Science and Curriculum reforms: African Universities responding to HIV/ AIDS		April 11- 13, 2006	Asmara University College of Sciences	Three faculty members

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Year	Description	Location	Date	Section and Position	Participants
2007	the Leadership Scientific Workshop on the Great Rift Valley Serial Transnational World Heritage Property. /Bird Migration Flyaway/	Nairobi, Kenya	March 2007	National Museum of Eritrea	1
2009	Workshop of Global & Regional Marine Experts	Bahrain	24 -26 Feb. 2009	Director, Northern Red Sea region Museum	1
2009	1st International Broadcast Media & Climate change	Paris, France	4-5 Sept. 2009	Public Relations, Ministry of Information	1
Participation of Delegation from Eritrea at the Sessions of the General Conference of UNESCO					
1993	The 27th Session – UNESCO GC	Paris, France	September 1993	MOE, Culture and Information	Eritrea Delegation Headed by H.E. Minister Osman Saleh
2001	The 31st Session – UNESCO GC	Paris, France	November 2001	PD, DGE, CAB and NAT Museum	4
2003	The 32nd Session – UNESCO GC	Paris, France	Sept. 29-Oct. 17, 2003	Permanent Delegation, NATCOM , NAT Museum	4
2005	The 33rd Session – UNESCO GC	Paris, France	Oct. 3 – Oct. 21, 2005	Minister-Head of Delegation, Embassy, NATCOM, NAT Museum	5
2007	The 34th Session – UNESCO GC	Paris, France	Oct. 16 – Nov. 3, 2007	MOE, Permanent Delegation, NATCOM	3
2009	The 35th Session – UNESCO GC	Paris, France	Oct. 6 – 25, 2009	MOE, Permanent Delegation, NATCOM, Nat Museum	4
2011	The 36th Session – UNESCO GC	Paris, France	Oct. 23 – Nov. 11, 2011	MOE, Permanent Delegation, NATCOM	4

MAIN REFERENCES:

- UNESCO Programme and Budget C/5 Documents (32 – 35)
- Practical Guide for National Commissions, 1995
- Handbook for National Commissions of UNESCO, 2007
- Participation Programmes Handbooks
- www.unesco.org/



Awareness raising workshop on the World Heritage Convention, Asmara, August 2005.



Stele of Metera
Source: National Museum

