First Meeting
of the Scientific Committee for the
“Pedagogical Use of the General history of Africa”

UNESCO Headquarters, Paris
18th-20th March 2009

FINAL REPORT

by Lily Mafela, Ph.D, Rapporteur
CONTENTS

Acronyms
List of documents distributed during the meeting
Arrangement of the report and overview

EXECUTIVE SUMMARY

I. OPENING SESSION

II. THE SCIENTIFIC COMMITTEE FOR THE PEDAGOGICAL USE OF THE GHA
   1. Composition of the Committee
   2. Election of the Bureau
   3. Rules of procedure

III. REVIEW OF THE COMPONENTS OF THE PROJECT
   1. Elaboration of common curricula
      Use of the questionnaire:
      Possible themes and topics
      Regional conference to launch the elaboration of common curricula:
      Preparation of the draft curriculum guide:
   2. Teacher training
   3. The pedagogical use of the GHA in higher education levels
      Availability of the volumes
      Reviewing of the contents of the volumes:

IV. FUNCTIONING OF THE COMMITTEE
   1. Division of the work of the Committee
   2. Discussion on the subgroups
      Meetings of the subgroups:
      Collection of curricula material:
      Elaboration of timetable for future activities:
      Elaboration of an advocacy document:
   3. Communication amongst and between the committee members

V. EXCHANGES BETWEEN MEMBERS OF THE COMMITTEE
   1. Discussion on the General recommendation of the Expert meeting
   2. Future meetings and other fora for engagement
   3. Introduction letter for members of the committee

VI. INTERVENTIONS AND PRESENTATION
   1. Intervention by His Excellency the Ambassador of Libya to UNESCO
   2. Intervention by Ms Magali Naves on the Brazilian dimension of the use of the GHA
   3. A Presentation by Jean Philippe Omotunde, specialist on African Antiquity, on the
      possibility of using technology to illustrate the GHA

VII. SUMMARY OF GENERAL RECOMMANDATIONS OF THE COMMITTEE

VIII. CLOSING SESSION
Annex B: Agenda of the Scientific Committee meeting
Acronyms

AAH: Association of African Historians
ACALAN: AU African Academy on Languages
AU: African Union
AUC: African Union Commission
BREDA: Regional Bureau for Education in Africa
COMEDAF: Conference of the Ministers of Education of the African Union
GHA: General History of Africa
HoS: Heads of State
ICT: Information and Communication and Technologies
ISC: International Scientific Committee
SC: Scientific Committee
RECs: Regional Economic Communities
CLACSO: Latin American Social Science Research Council
CODESRIA: Council for the Development of Social Sciences Research in Africa
ALUKO Project
WFBA or FESMAN III: World Festival of Black Arts

List of documents distributed during the SC meeting

- Project Document
- Draft Rules and Procedure
- General recommendations of the Expert Meeting (16-17 March 2009)
- Main decisions of the General Assembly of the African Union in Unesco's fields of competence 2003-2009
- An expanded vision of education for Africa: High level seminar on basic education, held in Kigali, September 25-28 2007
- Africa, our common identity, guideline document, prepared by the African Union, May 2004
- Vision of the Africa Union and missions of the African Union Commission, final draft, March 2004, prepared by the office of the chairperson of the African Union Commission
- Charter for African cultural renaissance
- African Union, The Constitutive Act
- A list (of contents the) of the GHA volumes
- The GHA volumes for reference
- A history text from Mozambique
- The Botswana General Certificate of Secondary Education History Syllabus
- Some reflections on the pedagogical translation of the GHA- E-mail communication from Dakmara-Ana Georgescu, Programme Coordinator, (UNESCO IBE),
Arrangement of the report and overview

The report is a product of three days of deliberations of the SC for the Pedagogical Use of the GHA. This was the first meeting of the Committee, which was established in February.

After the election of the members of the Bureau, the Committee discussed the recommendations of the Expert Meeting that was held on the 16th and 17th of March 2009. These are attached as Annex A. These discussions generated other issues which were explored during the meeting. When these were exhausted, the Committee followed the stipulated agenda for its deliberations. The agenda of the Committee meeting is attached as Annex B.

The nature of the report reflects the tone and ethos of the three-day deliberations. Effort has been made to capture issues discussed in accordance with the desire expressed by Committee members to have a document that captures all the issues discussed in their entirety. This was also necessary because of the lengthy discussions that were held on some of the issues and the detailed justification of some of the topics that were selected—the discussions reflected issues relating to historiographical and methodological considerations. Where possible, topics dealing with the same things were grouped together, to achieve a sense of organization.
EXECUTIVE SUMMARY

The Scientific Committee for the Pedagogical Use of the General History of Africa held its First Meeting from 18 to 20 March 2009 at UNESCO Headquarters. It discussed the methodology and activities proposed for the implementation of the project and examined the recommendations formulated to that end by of the experts meeting that took place on 16 and 17 March 2006.

COMPOSITION OF THE SCIENTIFIC COMMITTEE FOR THE PEDAGOGICAL USE OF THE GHA

- Representation in the Scientific Committee is based on the five sub-regions of Africa: North Africa, East Africa, West Africa, Central Africa and Southern Africa. The members of the Committee are (in alphabetic order):
  - Professor Alaa El-din Shaheen (Egypt)
  - Professor Agil El-Barbar (Libyan Arab Jamahiriya)
  - Professor Shamil Jeppie (South Africa)
  - Professor Amakobe Florida Karani (Kenya) – Not in attendance
  - Professor Adame Ba Konaré (Mali)
  - Professor Jean Michel Mabeko-Tali (Congo)
  - Dr. Lily Mafela (Botswana)
  - Professor Elikia M'bokolo (D.R. Congo)
  - Mr. Mamadou N'doye (Senegal)
  - Prof Bahru Zewde (Ethiopia)

- The Committee agreed to use observers in order to expand participation and enrich discussions.

- The Committee elected its Bureau as follows: Professor Elikia M'Bokolo, President; Mr. Mamadou N'doye, 1st Vice-President; Professor Agil El-Barbar, 2nd Vice-President; and Dr. Lily Mafela, Rapporteur of the Bureau.

REVIEW OF THE COMPONENTS OF THE PROJECT

During this session members of the SC examined the following project components:

1. Elaboration of common curricula

- The discussion on the possible strategies to employ for elaborating common curricula for use in primary and secondary levels in African schools raised a series of points for reflection to which the committee must pay particular attention. These points include: the importance of oral tradition in African history; the necessity to maintain the concept of chronology in the selection of themes and topics; the need to stipulate the objectives of the African education system and history teaching; the need to take into account the regional particularities in teaching of history; the need to raise awareness at all levels (political, academic, etc.)

- Along the same lines, the Committee identified some major themes and topics as a basis for the common content. It was observed that stipulating all the themes cannot be exhaustive, and the categorization into primary and secondary teaching can be done at a later stage, when all the necessary materials will have been gathered. These themes and topics include: teaching Africa in Antiquity, notably Egyptology; themes on African concept of civilization; trade and trade routes across time; the history of slavery and subjugation; colonialism, colonization and decolonization;
Africa and Human origins; deconstruction of colonial inequalities and alienating concepts; tangible and intangible heritage; the peopling and languages of Africa; etc.

- **Use of the questionnaire**
  The SC agreed that basic data should be gathered through the use of the questionnaire in order to help the committee to analyze the situation regarding the content currently being taught at different levels of the various education systems, and the teaching of history in them.
  Along the same lines, it was suggested that the research done in Francophone countries on the state of history teaching should be replicated in Anglophone countries to provide a comparative perspective.

- **Regional conference to launch the elaboration of common curricula:**
  The regional conference, which will be organized by UNESCO at the end of 2009, will launch the implementation of the main project component, i.e. the elaboration of common contents.
  The SC agreed that each African country be represented by 2 experts: the focal points designated by the Minister of Education (MoE) and an expert, in the different fields of competency related to the implementation of the project (historians, curricula developers, teachers, educationist, etc.), identified by UNESCO in consultation with the SC, the UNESCO National Commissions and African professional networks such as ADEA.

- **Preparation of a curriculum guide:**
  It was suggested to prepare a guide to help the MoE to integrate the common contents to be developed into their national curricula. This would require formulation of curriculum objectives, which would ensure the incorporation of the types of basic learning, knowledge and attributes that children should have regarding the African past and heritage at each level of the education system.

### 2. Teacher training

In terms of teacher training, it was noted that different scenarios exist around the continent. In some countries, teachers are trained in history teaching for the secondary school level during their initial university education, while in other contexts teachers are not specifically trained in history teaching.

*The following points for reflection emerged from the discussions:*

- It was agreed that teacher training would be done on the basis of the themes that would be taught which take into account the type of young African to be trained.

- There is need to formulate training objectives which should reflect the wider objectives of competencies, skills and values that are to be developed, and to reflect on how to better integrate the training of teachers into this programme.

- The Committee considered various strategies for teacher training, such as: pre-service training, in-service training or continuing training, use of a Virtual university.

- The Committee underscored the importance of using archives and the need to train people in the preservation of archival material. The importance of the use of African written tradition (Ajami, etc.) in teaching African history was also noted, and concern was expressed over the disappearance of many archives in Africa. Training people in the use of archives should be incorporated in the history and teacher training programs to ensure that it becomes an integral part of teaching African history.
Suggestion was made to use Centres of Excellence for capacity building in the training of African history professionals in Africa and everywhere the African Diaspora is important.

3. The pedagogical use of the GHA in higher education levels

It was observed that the situation at this level is different and requires different approaches. However, pedagogy would still be relevant.

During the discussions, the following issues were raised:

- Concern was expressed that university pedagogy is a problem in many countries. The educational methods are not considered to be of concern because they dwell on content transmission rather than pedagogy.

- The Committee explored a variety of innovative methods that could be used, such as linking up with the local communities, and bridging the gap between the book knowledge and peoples’ lived experiences and their transmitted heritage.

- Availability of the volumes in African Universities
  - The committee members, who observed that there was a general problem of availability of the volumes, felt that the publication of the volumes was a necessary step towards promotion of their use and suggested that licence be granted by UNESCO to African publishing houses provided that they sell at affordable prices.

  - The Committee noted that national editions would not compete with the international editions, and explored the possibility of using the Union of publishers and other publishing houses in all the regions which can facilitate more affordable distribution of the volumes. The example of South Africa where the licence was given to produce the volumes can be used as a model for other countries. In Brazil, the volumes of the GHA were translated and published in conjunction with a local publisher in line with the government political strategy.

  - It was recommended that the copies of Volumes of GHA be distributed to the African universities as a contribution. It was noted that in countries such as Madagascar, Comoros and some Eastern and Central African countries the volumes were absent.

- Reviewing the contents of the volumes:
  - The Committee proposed that a contents review of the volumes of the GHA be undertaken. It further proposed that one of the Committee members who is a specialist in the area covered in a particular volume oversee the work.

FUNCTIONING OF THE COMMITTEE

1. Division of the work of the Committee

The Committee considered and discussed the division of labour amongst its members. Five main sub-groups were identified and their work defined as follows:

1) **Subgroup on the drafting of conceptual framework and general introduction:**
   - E. Mbokolo, A. Konaré and M. Ndoye

2) **Subgroup on the preparation of pedagogic contents:**
   - L. Mafela, M. Ndoye, S. Jeppie
3) Subgroup for the preparation of a guide to help Ministries of Education to integrate pedagogic contents to be developed within this project:
L. Mafela, M. N'doye, M. Shaheen

4) Subgroup on the reinforcement of the use and dissemination of the GHA in Higher Education as well as for the liaison of academic institutions and professionals partners. This sub-group is also in charge of the feasibility of an additional volume:
M. Shaheen, J.M. Mabeko-Tali, S. Jeppie, B. Zewde, A. Barbar, M. N’doye

5) Subgroup on the development of a Strategy for Informal and Non-formal Education:
A. Konaré, E. M’Bokolo, J.M. Mabeko-Tali

The following points emerged from the discussion about the work of the subgroups:

- It was suggested that the Secretariat should define the activities that will be undertaken, and that each sub-group would then prepare its own timetable.

- Emphasis was laid on the fact that UNESCO should use its connections and networks such as UNESCO field offices, to collect curricula material which will guide the work of the committee.

- UNESCO was called upon to provide support in the form of technical assistance to enable the SC to do its intellectual work.

- The committee members proposed that an advocacy document, which comprises a general introduction and a conceptual framework, be prepared. Prof. M'bokolo and Mr M. N'doye were proposed to do this work. They were requested to highlight the following political and cognitive aspects of the project: other forms of education, informal and non-formal dimension of the project, its specific principles and aims in line with regional integration. The SC mandated the Chair to participate in the AU Summit and present this document in order to support any resolution the Summit may wish to adopt.

EXCHANGES BETWEEN MEMBERS OF THE COMMITTEE

1. Discussion on the General recommendations formulated by the Expert meeting

- The Committee appreciated the proposal of the Expert Meeting that this project should set the tone in elaborating common history contents for the AU member states.

- The SC welcomed the recommendations of the Expert meeting that took place soon before its meeting (16-17 March 2009) and endorsed most of them. Several issues, on which the SC should pay special attention with a view to ensure a smooth implementation of the project, emerged from the discussion on these recommendations, including: the need to elaborate a communication strategy and the use of media in raising awareness; policy support from African organizations including the AU in the implementation of the project for the Pedagogical Use of the GHA; Potential use of the virtual University in offering history programs; better promotion of the GHA in the Diaspora; emphasis on regional integration as a key for designing and teaching of the program; Use of local and regional expertise to work with members of the SC; to identify and reach out to publishing companies to facilitate the wider accessibility of the volumes. Etc.
2. Future meetings and other fora for engagement

- The Committee members observed that advantage must be taken of the various political and cultural events and opportunities to link up with stakeholders. They stressed the importance of attending some of them and suggested the participation of the chairman of the SC and, if possible, other members of its bureau.

- The secretariat, which was requested to compile a comprehensive list of these events, shared with the SC the following provisional list of events that may be of interest to it:
  - The AU Summit of Head of States (1-3 July 2009)
  - The 2nd PANAF (Pan African Festival) in Algiers (5 to 20 July 2009)
  - The COMEDAF (Conference of the Ministers of Education in Africa) in Addis Abeba (25-29 October 2009)
  - The International Conference on the teaching of African history to the African Diaspora planned in November 2009 in Brasilia
  - The 3rd FESMAN (World Festival of Black Arts) in Dakar (1-14 December 2009)

  - It was proposed that the project on GHA be presented at these various meetings in order to gain support.

  - It was emphasised that it would be useful to link up with other geographical stakeholders and events that are relevant for the African experience. Linkage with all these initiatives would help to show Africa in its world context.

  - It was also deemed necessary to forge close collaboration with the International SC on the Slave Route Project, so that its findings could be incorporated in the work of the SC. However, it was agreed that, in doing so, it would be important to avoid linking Africa only with slavery but to include the presence of Africa in the world before the Slave Trade.

INTERVENTIONS AND PRESENTATION

- The Ambassador of Libya made an intervention during the committee session to explain that additional financial resources could be made available to cover the necessary extra expenses that might be generated by new activities recommended by the Committee within the framework of the project. He also informed the Committee that his country is willing to host the 1st regional meeting on the elaboration of the common contents. The Committee accepted the invitation and thanked the Libyan authorities for this generous offer.

- Mrs. Magali Naves, International Advisor at the special Secretariat on Policies for the Promotion of Racial Equality (SEPPIR), Presidency of Republic of Brazil, who was attending the SC meeting on special invitation, explained that the Brazilian initiative started with the translation into Portuguese of the GHA volumes and the reinforcement of the engagement with African countries and universities. She indicated that the initiative also addresses teacher training in content and pedagogy and the Brazilian government is currently working on policies to expand the initiative in close cooperation with UNESCO Office in Brasilia. She invited the committee and its secretariat to attend the International Conference on the teaching of African history to the African Diaspora planned in November 2009 in Brasilia.
Jean Philippe Omotunde, a specialist on Africa Antiquity, was invited to give a presentation on the use of multi-media resources in illustrating Africa history. He showed possibility such as reproducing and animating images, buildings, sites and characters through 3D images. The presentation demonstrated that this technology could be an important resource in the pedagogical translation and adaptation of these volumes.

SUMMARY OF GENERAL RECOMMANDATIONS OF THE COMMITTEE

1. Baseline data to be gathered through the use of the questionnaire, which will assist the SC to analyze the situation regarding the content currently being taught at different levels of the various education systems, and the teaching of history.
2. Collection of curriculum materials and history textbooks used in different countries.
3. The UNESCO Director General to write to the various key offices to inform them about, and to facilitate the work of the SC.
4. Elaboration of letter introducing the members of the SC for the pedagogical use of the GHA at the highest level.
5. Preparation of an introduction and justification for the Project which is to be presented at the meeting of the AU Head of States summit in July. It would be shared with the members prior to finalization.
6. Policy support and enablement at the continental, regional and national levels, including writing to the AU members and informing them about the work of the SC.
7. Formulation of a communication strategy to promote the SC for the pedagogical use of the GHA Project and the GHA volumes.
8. Compilation of details of upcoming meetings and events for raising awareness about the Project and promotion of the GHA.
9. Preparation of a curriculum guide
10. Drafting the TOR for the content review of the volumes of the GHA.
11. To set up a communications facility to ease communication between and among the SC members.
12. Preparation of a regional conference at the end of 2009, which will bring together the MoE focal points and experts.
13. The Secretariat to explore the possibility of sourcing extra financial support for items that were not originally budgeted for, such as regional meetings for SC working groups.
14. Work on a publishing strategy that would make it easier and less expensive to produce the GHA volumes.
15. Development of a strategy for use of the GHA in non-formal education.
16. Preparation of an additional volume of the GHA to cater for new historical developments, to be spearheaded by the Association of African Historians (AAH), in collaboration with the African Union.
17. Explore the possibility of using the Virtual University in offering history programs.
I. OPENING SESSION

Intervention of the representative of the donor country

In his speech, His Excellency Dr Abdulsalam El-Qallali, Ambassador, Permanent Delegate of the Libyan Arab Jamahiriya to UNESCO, congratulated the Scientific Committee members for their appointment to the Committee. He noted the crucial role of the SC as sole responsible for the scientific quality and coherence of the project and highlighted the complex and sensitive issues it has to answer to in the course of their work. He expressed his confidence that the commitment of the Committee members, their expertise and experience will be decisive to take up the challenge. The Ambassador informed the committee that an item on the project will be put in the Agenda of the next African Union Head of States Summit and that the Africa group of UNESCO will help in the follow up of decisions that might be adopted by the summit.

Intervention of the representative of the Director General of UNESCO

The Assistant Director-General for Africa Department (ADG/AFR), who represented the Director General of UNESCO, commended the presence of the Chairman of the Africa Group of UNESCO and the support of his group to the project. He recalled the historical, scientific and intellectual context in which UNESCO launched the elaboration of Regional Histories, the GHA in particular. He highlighted the new opportunity that constitute the creation of the African Union and the elaboration of the Action Plan of the 2nd Decade for Education in Africa (2006-2015), which promote the harmonization of education systems throughout the continent. Continuing, the ADG/AFR underscored that the discussion on the methodology and proposed activities held during the Expert meeting had made it possible to identify multifaceted challenges raised by the project. He indicated that the commitment and experience of the Committee members will be crucial to address these challenges.

II. THE SCIENTIFIC COMMITTEE FOR THE PEDAGOGICAL USE OF THE GHA

1. Composition of the Committee

- Representation in the Scientific Committee is based on the five sub-regions of Africa: North Africa, East Africa, West Africa, Central Africa and Southern Africa. The members of the Committee are (in alphabetic order):
  
  - Professor M. Shaheen Alaa El-din (Egypt)
  - Professor Agil El-Barbar (Libyan Arab Jamahiriya)
  - Professor Shamil Jeppie (South Africa)
  - Professor Amakobe Florida Karani (Kenya) – Not in attendance
  - Professor Adame Ba Konaré (Mali)
  - Professor Jean Michel Mabeko-Tali (Congo)
  - Dr. Lily Mafela (Botswana)
  - Professor Elikia M'bokolo (D.R. Congo)
  - Mr. Mamadou N'doye (Senegal)
  - Prof Bahru Zewde (Ethiopia)

- Members resolved that in their work, they would not allow themselves to be used to achieve political ends, and that they would exercise professionalism and objectivity in their work.
The Committee agreed to use observers in order to expand participation and enrich discussions.

The Committee also discussed the possibility of getting representation from the Diaspora, but no clear resolution was reached on the issue. It was noted that Ms. Magali Naves, International advisor at the Special Secretariat on Policies for the Promotion of Racial Equality (SEPPIR), Presidency of Republic of Brazil was attending on special invitation.

4. Election of the Bureau

Professor Elikia M'Bokolo was elected President, whilst Mr. Mamadou Ndoye and Prof. Agil M El-Barbar were elected Vice Presidents. Dr. Lily Mafela was elected Rapporteur of the Bureau.

5. Rules of procedure

The draft rules of procedure were distributed and discussed in order to guide the deliberations of the Committee.

It was agreed that Article 4 should be amended to read “The Committee shall hold at least two sessions per year during the project period”.

III. REVIEW OF THE COMPONENTS OF THE PROJECT

During this session members of the SC examined the following project components:

1. Elaboration of common curricula

The discussion on the possible strategies to employ for elaborating common curricula for use in primary and secondary levels in African schools raised series of points for reflection:

- Recognition of the importance of oral information in the reconstruction of African history.
- Incorporation of current historical approaches.
- Recognition of different voices, and platforms in history-inclusive social histories, etc. (However, this issue is linked to the need for a separate follow-up project).
- The need to work within the GHA since the mandate is to adapt it and repackage it into pedagogical form.
- Need to maintain the concept of chronology in the selection of the themes and topics, as this is fundamental to history.
- Need to clearly stipulate the objectives of the African education system and the objectives of history teaching, as well as the relevant achievements to target. The following questions are pertinent in this regard:
  - What kind of individual is the education system intending to produce?
  - What are the necessary values and knowledge and competencies which they should possess?
  - What should they learn about their past-which is the basis for their identity, the interdependence of African nations and their link with the rest of the world?
  - What kind of society is this individual to live in and as a productive member?
- Use of the questionnaire:
  Baseline data should be gathered through the use of the questionnaire in order to help the SC to analyze the situation regarding the content currently being taught at different levels of the various education systems, and the teaching of history in them.
It was noted that UNESCO lacks a database on history teaching. But it was emphasized that the absence of this information should not stall the work of the SC. Along the same lines:

- it was also suggested that the research done in Francophone countries on the state of history teaching should be replicated in Anglophone countries to provide a comparative perspective.
- Concern was raised over the sensitivities related to gathering this information in some contexts, which might also make it difficult to gather the required documents.
- It was agreed that UNESCO offices and partners locally and regionally would be engaged to facilitate information gathering-to be done over the next 3 months (months 4, 5 and 6 on the workplan).
- It was recommended that the UNESCO Director-General write to various key offices to facilitate the gathering of information to guide the work of the SC.

- To create awareness of the policymakers at the highest level about the Project and the mandate bestowed upon the committee members to undertake the work. The SC called upon Presidents of Universities, Ministries of Education, highest offices of AU member countries, etc. to publicize the Project as widely as possible.

- The Project should take into account the changes currently occurring in the education systems around the continent in order to structure the Project accordingly. These touch on areas such as the implementation in some countries, and plans to implement in other countries basic education reforms, some of which are linked to the introduction of basic education, and how these may impact on the status of history as a school subject.

- It was reported that the infusion of social studies into the basic education programme is gaining ground in many Anglophone countries and some Francophone countries as well. It was observed that in some of these contexts, social studies is considered to be used as a cost-effective way of teaching civics education and orientating learners to the world of work. It was also observed that the proliferation and teaching of social studies has implications for what kind of historical concepts (and how much history can be taught) in a social studies programme, in the lower levels. These can be built up into pure history topics in the higher secondary levels through a spiral curriculum.

- It is important to bear in mind the low transition rate of African children in most countries and the need to determine the kind of education all children should have acquired by the time they leave the education system. This should guide the elaboration of history programme. In this regard, the history programme should cater for those who leave early and provide a foundation for those who go on to higher levels of education-important to determine the types of competencies that these two groups of children should have acquired at particular levels.

- The regional variations and practical realities may call for an adaptable programme and multipurpose text, which still strives for regional integration, the forging of a common identity based on a common past, which recognizes the realities of African and global interdependence.

- It was suggested that the themes could be taught through the use of an incremental spiral curriculum, and to emphasize things that reflect and foster interdependence.

- It would also be important to use primary sources to train learners to be critical thinkers and to teach them good writing and analytical skills.
In order to acknowledge the importance of language and to link it to history, there is a need to incorporate topics or projects that use the local storytellers in local history projects. This would include the use of elders in historical reconstruction.

In view of the elaboration of the common curricula, some major themes and topics were identified as basis for the common content.

Possible themes and topics

- Teaching simple stories which are designed to explore the question of methods of history with young learners.
- Teaching about monuments and other symbols of history and heritage to teach learners about their rich past, so as to instill pride and a sense of identity.
- Teaching Africa in Antiquity, notably in Egyptology
- Themes on African concept of civilization
- Teaching recent African history
- Trade and trade routes across time. These can link well with teaching related subjects-such as geography, economics, etc.
- Indian Ocean trade routes-showing inter-linkages and interconnectedness.
- The history of slavery and subjugation
- Colonialism, colonization and decolonization
- Africa and Human origins
- Armies: their structure, organization, functions
- Deconstruction of colonial inequalities and alienating concepts
  It was emphasised that on this topic, it is important not to be locked up in the colonial dialogue and to open up to the rest of the world.
- Shared values
- Tangible and intangible heritage
- The peoples and languages of Africa
- Translocation: Displacement of peoples within and outside of Africa
- Scientific explorations
- Struggle for independence
- Post-independence period
- Democracy, citizenship and Migration
- Histories of gender issues, Youth, Women and Socio-political instability.

Stipulating all the themes cannot be exhaustive, and the categorization into primary and secondary teaching can be done at a later stage, when all the necessary materials will have been gathered.

The Committee deemed it necessary to proceed as follows:

- To determine the levels at which these themes and topics should be taught.
- To consider the regional integration issue when discussing themes and to see how to use the themes to achieve the objectives.
- To consider the training of teachers in conjunction with the elaboration of this programme.

To that end:

- It was emphasized that it would be necessary to unpack the concepts and to use the glossary in the teachers guide to explain them. For example, colonization can be viewed as an internal process and as a western notion.
It was agreed that the key terms and concepts will generally need to be redefined in a way that helps build the kind of society that is desired.

It was reiterated that efforts to attain this objective and maintain objectivity in selecting topics that can be taught in a critical manner are not contradictory.

It was deemed necessary to handle subject matter in a way that recognizes the need to teach unity in diversity. For example, the issue of slavery which leads to a conflictual memory should be used to unite us and to bring about reconciliation.

It was also emphasized that it is necessary to share the concept of unity in diversity with African leaders to ensure acceptance of the Project and its implementation.

It was recognised that when teaching young children it was important to start with the things that are found in their immediate environment and these can be used to teach foundational skills and values. This necessitates the use of various approaches and courses depending on the defined pedagogical objectives.

It was recommended that UNESCO should provide training to students in the use of sources for African history, incorporating the teaching methodologies for history students and to make the training more systematic so as to ensure capacity building for the teaching of African history in an interesting way from the basic levels.

Emphasis was laid on the need to promote the use of African languages to offer history training in close cooperation with other organizations like AU-ACALAN. It was noted that South Africa was more advanced on institutions that promote the use of languages, as an important part of the African heritage. It is necessary to draw lessons from this and to determine which institutions can be used to offer this training.

Regional conference to launch the elaboration of common curricula:

It was agreed that this continental meeting, which will give an important impetus to the project, would be attended by the representatives of the African Ministries of Education (MoE). This meeting will also gather African experts in the different fields of competency related to the implementation of the project (historians, curricula developers, teachers, educationists, etc.).

Since each country will be represented by 2 participants, the SC proposed that the representatives of the MoE be the focal points designated by the African national authorities and the second participant be an expert identified by the SC in consultation with the UNESCO National Commissions and African professional networks such ADEA. M. Mamadou Ndoye, former Executive Secretary of ADEA was requested to help in this regard.

Preparation of a curriculum guide:

It was suggested to prepare a guide to help the MoE to integrate the common contents to be developed into their national curricula. This would require formulation of curriculum objectives, which would ensure the incorporation of the types of basic learning, knowledge and attributes that children should have regarding the African past and heritage at each level of the education system. The development of the guide will depend on the information collected notably through the questionnaire as well as on the exchanges with the decision-makers during the African Union Head of States summit planned in July 2009. Specific ToR
will be elaborated for this issue and the SC may call upon experts to come in at a specific point to assist.

2. Teacher training

In terms of teacher training, it was noted that different scenarios exist around the continent. In some countries, teachers are trained in history teaching for the secondary school level during their initial university education, while in other contexts teachers are not specifically trained in history teaching.

The following points for reflection emerged from the discussions:

- It was agreed that teacher training would be done on the basis of the themes that would be taught which take into account of the type of young African to be trained.

- There is need to formulate training objectives which should reflect the wider objectives of competencies, skills and values that are to be developed, and to reflect on how to better integrate the training of teachers into this programme.

- The Committee considered various strategies for teacher training, such as: pre-service training, in-service training or continuing training, use of a Virtual university. There would be need to include teaching about historical concepts at these training fora, where different methods and approaches to teaching African history could be explored. This should be linked to harmonize training for trainers of teachers that recognizes and promotes a common understanding of the African past.

- The Committee also underscored the importance of using archives and the need to train people in the preservation of archival material. The importance of the use of African written tradition (Ajami, etc.) in teaching African history was also noted, and concern was expressed over the disappearance of many archives in Africa. There was recognition of the vast archival heritage material such as the ancient Abyssinian literary materials and other archival materials in Mali, Mauritania, Mozambique, etc. The training of people in the use of archives should be incorporated in the history and teacher training programs to ensure that it becomes an integral part of teaching African history.

- Suggestion was made to use Centres of Excellence for capacity building in the training of African history professionals. Those experts do not need to be only in Africa but also in other continents where the African Diaspora is important.

3. The pedagogical use of the GHA in higher education levels

It was observed that the situation at this level is different and requires different approaches. However, pedagogy would still be relevant.

During the discussions, the following issues were raised:

- In terms of which pedagogy to use at the higher education level, concern was expressed that university pedagogy is a problem in many countries. The educational methods are not considered to be of concern because they dwell on content transmission rather than pedagogy.

- The Committee explored a variety of innovative methods that could be used, such as linking up with the local communities, and bridging the gap between the book
knowledge and peoples’ lived experiences and their transmitted heritage. This could be a good way of questioning the prevailing notions of history and producing new narratives.

➢ **Availability of the volumes in African Universities**

  - It was explained that there was a general problem of availability of the volumes. The solution would be to use this second phase to re-launch the volumes at affordable prices and to use universities with publishing presses to produce them. It was suggested that licence be granted to African publishing houses by UNESCO provided that they sell at affordable prices.

  - Members of the SC felt that the publication of the volumes was a necessary step towards promoting their use. The Committee noted that national editions would not compete with the international editions, and explored the possibility of using the Union of publishers and other publishing houses in all the regions which can facilitate more affordable distribution of the volumes. It was further noted that publishers usually find it profitable to publish if they can sell large quantities, and in light of the importance of the African regional integration process they will see the benefit because this will require publication on a large scale.

  - It was noted that South Africa was given the licence to publish the volumes and this experience can be used as a model for other countries. Another interesting experience would be the one in Brazil where the volumes of the GHA were translated and published in conjunction with a local publisher in line with the government's political strategy.

  - It was recommended that the copies of volumes of GHA be distributed to African universities as a contribution. It was noted that in countries such as Madagascar, Comoros and some Eastern and Central African countries the volumes were absent.

➢ **Reviewing the contents of the volumes:**

  - A suggestion was made about the possibility of reviewing the contents of the volumes. It was agreed that one person cannot handle this review and that several people should work on this project and prepare a report for each volume. The possibility of using retired persons to review the volumes would be looked into. It was suggested that proper guidelines and proper terms of reference would be formulated to achieve this work.

  - There was a proposal to have one of the Committee members who is a specialist in the area covered in a particular volume oversee the work. The modalities of this task would also be worked out. It was noted that this may have implications for those members of the committee who wish to participate. As far as this participation is concerned, an issue was raised regarding whether such duties fell within the mandate of the Committee or whether it should be considered additional work. There would be need to clarify these issues before going forward. The members of the SC felt that tasks which fall outside their mandate should be remunerated.
IV. FUNCTIONING OF THE COMMITTEE

1. Division of the work of the Committee

The Committee considered and discussed the division of labour amongst its members. Five main sub-groups were identified and their work defined as follows:

1) Subgroup on drafting a conceptual framework and general introduction:
   E. Mbokolo, A. Konaré and M. Ndoye

3) Subgroup on the preparation of pedagogic contents:
   L. Mafela, M. Ndoye, S. Jeppie

3) Subgroup for the preparation of a guide to help Ministries of Education to integrate pedagogic contents to be developed within this project:
   L. Mafela, M. Ndoye, M. Shaheen

4) Subgroup on the reinforcement of the use and dissemination of the GHA in higher education as well as for liaison with academic institutions and professionals partners. This subgroup is also in charge of the feasibility study for an additional volume:
   M. Shaheen, J.M. Mabeko-Tali, S. Jeppie, B. Zewde, A. Barbar, M. Ndoye

5) Subgroup on the development of a Strategy for Informal and Non formal Education:
   A. Konaré, E. M’Bokolo, J.M. Mabeko-Tali

2. Discussion on the subgroups

Meetings of the subgroups:

➢ The Committee reflected on whether the group members would have the means to meet each other, and it was explained that there is no budget for that and that members can use internet and teleconferencing. Some SC members indicated the shortcomings of these methods and that there would still be need to hold some meetings. It was suggested to draw up a timetable for the subgroups to meet when necessary, before the meetings of the entire committee. The Secretariat encouraged the Committee to take advantage of other meetings at the regional level and if this were not sufficient, then specific request would be made. However, members felt that this would increase the work, and pointed out that flexibility is needed to enable them to work efficiently.

Collection of curricula material:

➢ The need to collect curricula material which will guide the work of the Committee was reiterated. It was suggested that members could assist in collecting and acquiring material on the various African regions. Although this is not necessarily the work of the Committee, they were asked to facilitate either the collection or the follow up on acquisition of the materials. Emphasis was laid on the fact that UNESCO should use its connections and networks to gather this curricula material.

➢ Clarification was sought regarding the extent of the information to be collected through the questionnaire as basic data on the structure of the education systems, the analysis of the situation regarding history teaching. It was explained that at this
stage the information would not have to be exhaustive, with the hope that enough would be collected to enable the concerned subgroup to do its work.

- Existing structures, such as UNESCO offices, would be called upon to gather information. This information would be available in three months.
- UNESCO was called upon to provide support to the SC in the form of technical assistance to enable the latter to do its intellectual work.

**Elaboration of a timetable for future activities:**

- It was suggested that the Secretariat should prepare a timetable for the activities that will be undertaken, to enable proper planning by SC members, and that each subgroups would then prepare its own timetable.

**Elaboration of an advocacy document:**

- An additional item that was not budgeted for was the drafting of the framework and the general introduction which would be presented by the Chair of the SC at the next AU Summit planned for early July 2009.

- Upon request, Mamadou Ndoye agreed to do this work. He was further requested to highlight the following political and cognitive aspects of the project: other forms of education, the informal and non-formal dimension of the project, its specific principles and aims in line with regional integration. The following would provide guideline for drafting the framework:
  - What are the social and economic considerations that are needed in order to build this Pan-African identity?
  - What are the objectives of this project?
  - What are the methods and the pedagogical guides?
  - What kinds of teaching aids will facilitate it?
  - What basic knowledge and skills should the teachers have to assist them in achieving the objectives of the project?

- It was agreed that the Chair of the SC would work together with M. Mamadou Ndoye to draft the introduction and justification, which will serve as an advocacy document for the project. It was also recommended that the draft framework and introduction be shared with the rest of the Committee before finalization.

- The SC mandated the Chair to participate in the AU Summit to present this document in order to support any resolution the Summit may wish to adopt.

**3. Communication amongst and between the committee members**

Possible ways of facilitating communication between and amongst SC Members were discussed.

- It was suggested to create a serve list to facilitate their email exchanges. It was also recommended to set up a webpage on the UNESCO website to inform about the activities of the Committee.
V. EXCHANGES BETWEEN MEMBERS OF THE COMMITTEE

1. Discussion on the General recommendations made by the Expert meeting

The Committee appreciated the proposal of the Expert Meeting that this project should set the tone in elaborating common contents for the AU member states. The experts recommended the Committee to pay particular attention to the following issues in the implementation of this project:

- Importance of non-formal education and diverse ways of passing on historical knowledge.
- Raising awareness of the importance of history in forging a common identity.
- Common curricula and harmonized education curricula.
- A communication strategy and the use of the media in raising awareness. It was agreed that raising awareness would be better carried out by stakeholder organizations rather than by the SC members who would be bogged down with their academic duties. BREDA offered assistance in building advocacy and raising awareness on the project at Ministerial Conferences, with a possibility of the SC members attending some of these conferences within their sub-regions.
- Policy support from African organizations including the AU in the implementation of the project for the Pedagogical Use of the GHA.
- Importance of themes such as gender, youth and common values in designing history curriculum.
- Emphasis on the use of ICT, games and multimedia technology for teaching the resulting material in order to make it meaningful and interesting, as well as pamphlets to help the teachers and the students to use the GHA.
- Potential use of the virtual University in offering history programs.
- Better promotion of the GHA in the Diaspora.
- Proposal to elaborate a concluding volume covering developments in methodology and latest historical research. This project is to be undertaken in cooperation with the Association of African Historians and in collaboration with the African Union. However, this would not be done under the framework of the current project and could be followed up afterwards. Both the AU and the Guide of the Libyan Arab Jamahiriya could be approached for funding for such a project.
- Emphasis on regional integration as a key for designing and teaching the program.
- Use of other networks to promote the project.
- Use of local and regional expertise to work with members of the SC. This would also require bringing in teachers who have an intimate understanding and appreciation of the specific local conditions.
- To forge a common identity in the work of the Committee for the Pedagogical Use of the GHA, and this requires the policy commitment to facilitate adoption of programme and use of the volumes by all member countries.
To avail policy documents to the SC including the AU decision and consensus on facilitating the teaching of a common curriculum and the use of the GHA in forging a common African identity, as well as documents on issues relating to language and culture.

To prepare an advocacy document which includes an introductory statement to preface the work of the SC and a page of acknowledgements of the other professionals such as linguists, curriculum specialists and others in realizing the objective of promoting a common African history curriculum and the pedagogical use of the GHA.

Need to overhaul the education systems to facilitate the implementation of the Project.

Need to harmonize the regional variation of history teaching and status of history that is due to differences in political contexts. Experiences from Botswana, South Africa and Zambia were upheld. It was noted that history featured differently at different levels of various educational systems, and that history typically is not highly regarded in education systems. In some countries social studies is actually replacing history.

In reflecting on the education structure, it was suggested that in the long-term, it would be more useful to talk about basic education rather than the primary school level, as this is already implemented in some African countries. However, clarification was made that in spite of the Kigali resolutions on education reform, many countries have yet to proceed beyond the verbal commitments to implement the resolutions.

It was further noted that there are various levels of teacher autonomy, and in some contexts there is variety of more current texts.

It was observed that though some GHA topics need updating, revising and adding are outside the scope of the current project).

The Road to Independence in Africa: The Africa Liberation Programme was mentioned as part of a current initiative on the documentation of the history of the liberation struggle. The programme recognizes attempts to preserve the liberation struggle heritage, and could be linked to the implementation of this project.

A good communication strategy to facilitate the project and the volumes-to include linkage with the media for creating awareness about the project and the need to use the GHA.

To identify and reach out to publishing companies to facilitate the wider accessibility of the volumes.

2. Future meetings and other fora for engagement

The Committee observed that use can be made of the various events and opportunities for linkage, which will be staged around the continent. Interest was expressed about attendance of some of them. However, caution was also expressed that the Committee would not be able to attend all of them, due to the commitment of members in their normal duties and responsibilities.

Members also requested the secretariat to compile a comprehensive list of these events and meetings, and share them with the Committee.
In this regard, the following events were shared with the Committee:

- The AU Summit of Head of States (1-3 July 2009)
- The 2nd PANAF (Pan African Festival) in Algiers (5 to 20 July 2009)
- The COMEDAF (Conference of the Ministers of Education in Africa) in Addis Abeba (25-29 October 2009)
- The International Conference on the teaching of African history to the African Diaspora planned in November 2009 in Brasilia
- The 3rd FESMAN (World Festival of Black Arts) in Dakar (1-14 December 2009)

The Secretariat was requested to prepare a catalogue of events related to the work of the Committee and keep members informed so that decisions can be made on representation. It was suggested that the President of the SC, and if possible other members of the Bureau, attend the AU Heads of State Summit, the 2nd PANAF and the COMEDAF. The Brazilian representative informed the Committee that its members would be invited to participate in the November Conference in Brasilia and to deliver a speech for Brazilian public. The participation of the Committee at these various events would require preparation of strategy and materials, including brochures and audiovisual materials, which could be used for advocacy and promotion.

There was a suggestion to include other geographical stakeholders and events that are relevant for the African experience in Europe and in the Americas.

Emphasis was laid on the importance to link up with stakeholder organizations, such as CLACSO (Latin American Social Science Research Council) in Latin America whose work is relevant for the work of the SC. There are other initiatives concerned with the African heritage and studies, which can be linked up with, such as the Centre of African Studies that will be established in Damascus and all other relevant initiatives that would help to show Africa in its world context.

It was also deemed necessary to forge close collaboration with the ISC on the Slave Route Project, so that its findings could be incorporated in the work of the SC. However, it was agreed that, in doing so, it would be important to avoid linking Africa only with slavery but to include the presence of Africa in the world before the Slave Trade.

3. Introduction letter for members of the committee

Clarification was sought on the kind of official letter that should be written to provide information at the highest level, about the Project in order to facilitate the work of the SC. It was recommended that the letters should be addressed to the concerned authority of the AU member states since this is a continental project requesting them to facilitate the implementation of the Project.

VI. INTERVENTIONS AND PRESENTATION

1. Intervention by His Excellency the Ambassador of Libya to UNESCO

The Ambassador of Libya:

- Reminded that the Committee should aim to have specific deliverables by the end of the year, such as the completion of the data collection.
Explained that additional financial resources could be made available to cover the necessary extra expenses that might be generated by new activities recommended by the Committee within the framework of the project.

As far as financing the participation of the Committee members to attend the subgroup meetings as well as the above major events is concerned, he commended the Committee for the proposals made in order to ensure the smooth implementation of the project. He indicated that the participation of the Committee in certain major events like the African Union Heads of State (HoS) Summit or the Conference of African Ministers of Education (COMEDAF), etc., is important since this participation can contribute to speed up the implementation of the project. He stressed that the most important thing is the way the project will be presented. According to him, the Committee needs to identify the most appropriate person from the Committee to present the project at these strategic meetings.

Finally, the Libyan delegate informed the Committee that his country is willing to host the first regional meeting on the elaboration of the common contents. The Committee accepted the invitation and thanked the Libyan authorities for this generous offer.

2. Intervention by Mrs Magali Naves on the Brazilian dimension of the use of the GHA volumes

Mrs. Magali Naves, the Brazilian representative, presented to the Committee a series of initiatives which were implemented as part of a quest to build a just society, based on equality along gender and racial lines. She recalled the importance for her country to put the history of Africa at the disposal of Afro-Brazilian in order to reverse past inequalities and historical distortions.

She explained that the Brazilian initiative started with the translation of the GHA volumes with the reinforcement of the engagement with African countries and universities. She indicated that the initiative also addresses teacher training in content and pedagogy and the Brazilian government is currently working on policies to expand the initiative in close cooperation with the UNESCO Office in Brasilia.

Mrs Naves informed that a meeting is being planned in November 2009, which will bring together teachers and professors from Latin America to exchange on African history teaching. She invited the members of the Committee to participate in this meeting and share their knowledge and experience.

3. A Presentation by Jean Philippe Omotunde on the possibility of using technology to illustrate the GHA

Jean Philippe Omotunde, a specialist on Africa Antiquity was invited to give a presentation on the use of multi-media resources in illustrating Africa history. This includes virtual visits, animations, to make history fun and bring it to reality in classrooms, as well as use of characters from Africa legends.

He showed possibilities such as reproducing and animating images, buildings, sites and characters through 3D images. These resources can be put on CD Rom and online to guide teachers wherever they are.
He also noted that it is possible to design learning software and textbook illustrations using this technology.

The multi-media resources can also be used to reconstruct historical towns and places such as The Great Zimbabwe.

Overall, the presentation demonstrated that this technology could be an important resource in the pedagogical translation and adaptation of these volumes. The work would be done in conjunction with the GHA to recreate the images relating to the environment; the geography and the lifestyles and peoples.

The Committee noted that some museums contain vital information that can be used to reconstruct ancient cities and the way of life of people showing cultures and other aspects using visual image; other materials exist on other types of kingdoms.

The Committee considered how other historical experiences, which have been documented in a detailed way could be conformed to multimedia production. It was noted that the experience of ALUKA Project in South Africa be highlighted.

The Committee noted that there is a huge need for an African identity in the Diaspora, and the use of multi-media resources presents enormous possibilities for transmission of African history in these communities through various types of resources.

VII. SUMMARY OF THE GENERAL RECOMMANDATIONS OF THE COMMITTEE

1. Baseline data to be gathered through the use of the questionnaire, which will assist the SC to analyze the situation regarding the content currently being taught at different levels of the various education systems, and the teaching of history.
2. Collection of curriculum materials and history textbooks used in different countries.
3. The UNESCO Director General to write to the various key offices to inform them about, and to facilitate the work of the SC.
4. Elaboration of a letter introducing the members of the SC for the pedagogical use of the GHA at the highest level.
5. Preparation of an introduction and justification for the Project which is to be presented at the meeting of the AU Head of States summit in July. It would be shared with the members prior to finalization.
6. Policy support and enablement, including the engagement with the policy-makers at the continental, regional and national levels. This would include but not be limited to writing to the AU members and informing them about the work of the SC.
7. Formulation of a communication strategy to promote the SC for the pedagogical use of the GHA Project and the GHA volumes.
8. Compilation of details of upcoming meetings and events for raising awareness about the Project and promotion of the GHA.
9. Preparation of a curriculum guide
10. Drafting the TOR for the content review of the volumes of the GHA.
11. To set up a communications facility to ease communication between and among the SC members.
12. Preparation of a regional conference at the end of 2009, which will bring together the African Ministries of Education focal points and experts.
13. The Secretariat to explore the possibility of sourcing extra financial support for items that were not originally budgeted for, such as regional meetings for SC working meetings.
14. Work on a publishing strategy that would make it easier and less expensive to produce the GHA volumes.
15. Development of a strategy for use of the GHA in non-formal education.
16. Preparation of an additional volume of the GHA to cater for new historical developments, to be spearheaded by the Association of African Historians (AAH).
17. Explore the possibility of using the Virtual University in offering history programs.

VIII. CLOSING SESSION

The Head of the Africa Group at UNESCO, His Excellency David Hamadziripi, Ambassador of Zimbabwe, congratulated the SC members for their appointment to the Project and for their commitment to it. He noted the highlighted, multi-faceted and multi-disciplinary nature of the project, and pledged for support for it. He noted that some members of the Africa Group are experts in their own right, and they can be called upon for support. He also noted the commitment of the Director General to the promotion of African history, and the work that continues to be done on the GHA volumes.

He expressed gratitude to the Leader of the Libyan Arab Jamahiriya for the significant financial commitment, and reiterated that the project would be judged not on its completion but on the basis of the actual publication of the materials, which would go a long way towards the promotion of African history teaching and building a strong and positive African identity. The Ambassador also highlighted the need for sustained efforts and facilitation of the HOS and the Ministers of Education.

Concluding remarks by the President of the SC

The President of the SC for the Pedagogical Use of the GHA, Professor M’Bokolo, highlighted the bringing together of different generations of researchers and the regional representation and involvement of some of the contributors to the volume. He emphasized that the project rests on the need to train and educate citizens who are also required to have critical skills, values and competencies that can help in regional integration. He recognised the role of, and thanked the DG and the Libyan Jamahiriya for the financial support and the Secretariat for availing all documents. He also acknowledged the assurances of assistance given by the Head of the Africa Group at UNESCO, His Excellency the Ambassador of Zimbabwe.
Annex A

General Recommendations

1. A Political Project
* Clearly state that the political ambition of this project is to accompany the process of regional integration and African unity.
* It is this objective that should determine the pedagogical contents and the action to be undertaken.
* These common contents must be placed within the framework of a general policy to reconstruct education systems and to harmonize curricula in other subjects, giving priority to African mother tongues and basics of African cultures and history.
* To that end, the Scientific Committee should prepare a reference framework and a concept note in order to explicitly state this political ambition with a view to enable its adoption by the Heads of State and Ministers of Education.
* Towards this objective, a guide enabling the States to integrate these contents into school programmes has to be elaborated.

2. Common Pedagogical Contents for all African Union Members States
* Elaborate integrating content for each level of education, to be used as a common pillar by all the countries of the African Union.
* In addition to the 3 proposed contents, envisage the elaboration of one content for pre-school and one for the Higher Education.
* These contents should promote federating themes on identity and pan African citizenship.
* For this purpose, themes and the principles which guided the drafting of the General History of Africa should be followed:
  - Importance of Oral and written African sources
  - Sense of African continuity and concern of continental coverage
  - Importance given to Africa and its contribution to the progress of Humanity
  - African resistance and struggles against oppressive systems (the slave trade, colonization etc)
  - Restitution of African chronology and concepts/paradigms adapted to the African situation
  - Inclusion of the History, culture and contributions of the African Diaspora considered as the 6th region of Africa
* Better Inclusion of the History of Indian Ocean Islands

3. Importance of Informal and Non Formal Education
In order to accompany the project must develop materials and tools based on the GHA adapted to these two fields, using audiovisual and multimedia resources in order to better prepare mentalities

4. Benefit from other experiences
We must take into account the national experiences (South Africa, Botswana, Zambia etc) sub-regional experiences (such as that of the SADC and of Maghreb countries) as well as those of the African Diaspora in other regions of the world.

5. Facilitating link between activities undertaken at different levels
It is useful to organize sub-regional workshops on the use of the General History of Africa, involving members of Scientific Committee from each sub-region in order to:
  - Make use of local expertise
  - Consider sub-regional specificities
6. Efforts for synergy
For project implementation, build on existing structures, teaching, training and research networks in Africa. (Pedagogical institutes, University publishing centers, virtual universities etc.)

7. Publication strategy
There should be a clear African publication strategy in order to mobilize African publishers to accompany this project (republishing the GHA, publication of illustrated books, comics, historical novels etc).

8. Communication strategy
A communication and information strategy should be elaborated for the launching and follow up of this project.

9. Political Lobbying
It is important to launch the necessary political lobbying with the African Union and other African organizations in order to convince decision makers of the necessity of harmonizing and rationalizing history teaching.

10. Taking into account gender, youth and shared values
In the content of material developed, due importance must be given to the question of gender, youth and the common shared values.

11. Enhancing access, dissemination and use of GHA in Higher Education
* Use resources of traditional media (radio, Television)
* Use possibilities offered by Information technology (interactive websites, video games, restitution in 3D, DVD, virtual campus etc…) 

12. Elaborate a « Reader Digest » version
Elaborate a vulgarization publication in order to draw the attention of teachers and students on the wealth of the GHA volumes

13. Thematic and modular approaches
Update the GHA by adopting thematic (introduction of new themes: history of cities, women, migrations and conflicts etc…) and modular approaches

14. Draft a Concluding volume
A concluding volume needs to be drafted taking into consideration recent developments since the publication of the last volume and the challenges of regional integration. This project could be entrusted to the African Union.
### Annex B

#### Ordre du jour provisoire

**Mercredi 18 mars 2009**

<table>
<thead>
<tr>
<th>9:30 – 10:00</th>
<th>Accueil et enregistrement des participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Première session</strong></td>
<td><strong>Séance d’ouverture</strong></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Allocutions d’ouverture:</td>
</tr>
<tr>
<td></td>
<td>- Directeur général de l’UNESCO, M. Koichiro Matsuura</td>
</tr>
<tr>
<td><strong>10:30 – 10:45</strong></td>
<td><strong>Pause-café</strong></td>
</tr>
<tr>
<td>10:45 – 11:45</td>
<td>Organisation du travail</td>
</tr>
<tr>
<td></td>
<td>- Élection du Bureau du Comité (Président, Vice-président et Rapporteur)</td>
</tr>
<tr>
<td></td>
<td>- Adoption de l’Ordre du jour</td>
</tr>
<tr>
<td></td>
<td>- Adoption du Règlement intérieur du Comité, mode de fonctionnement du Comité: mécanisme de consultation, d’échanges et de suivi entre les membres du Comité</td>
</tr>
<tr>
<td>11:45 – 13:00</td>
<td>Discussions sur les conclusions et recommandations de la Réunion d’experts des 16 et 17 mars 2009</td>
</tr>
<tr>
<td><strong>13:00 – 14:30</strong></td>
<td><strong>Déjeuner</strong></td>
</tr>
<tr>
<td><strong>Deuxième session</strong></td>
<td><strong>Programmes communs pour l’enseignement de l’histoire sur la base de l’Histoire générale de l’Afrique (HGA)</strong></td>
</tr>
<tr>
<td>14:30 – 16:30</td>
<td>- Curricula commun pour le primaire</td>
</tr>
<tr>
<td></td>
<td>- Curricula commun pour le secondaire</td>
</tr>
<tr>
<td><strong>16:30 – 16:45</strong></td>
<td><strong>Pause café</strong></td>
</tr>
<tr>
<td>16:45 – 18:00</td>
<td>- Suite des discussions</td>
</tr>
<tr>
<td></td>
<td>- Conclusions et recommandations de la session</td>
</tr>
</tbody>
</table>
### Jeudi 19 mars 2009

<table>
<thead>
<tr>
<th>Troisième session</th>
<th>Amélioration de la formation des enseignants d’histoire en Afrique</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 11:00</td>
<td>- Formation des enseignants d’histoire</td>
</tr>
<tr>
<td></td>
<td>- Élaboration de guides pour les enseignants d’histoire</td>
</tr>
<tr>
<td>11:00 – 11:15</td>
<td><strong>Pause café</strong></td>
</tr>
<tr>
<td>11:15 – 13:00</td>
<td>- Suite des discussions</td>
</tr>
<tr>
<td></td>
<td>- Conclusions et recommandations de la session.</td>
</tr>
<tr>
<td>13:00 – 14:30</td>
<td><strong>Déjeuner</strong></td>
</tr>
</tbody>
</table>

### Quatrième session

<table>
<thead>
<tr>
<th>Promotion de l’Histoire générale de l’Afrique dans l’enseignement supérieur en Afrique</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30 – 16:00</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>16:15 – 16:30</td>
</tr>
<tr>
<td>16:30 – 18:00</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Vendredi 20 mars 2009

<table>
<thead>
<tr>
<th>Cinquième session</th>
<th>Séance de clôture</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 10:30</td>
<td>Présentation du rapport par le Rapporteur et adoption du Plan d’action</td>
</tr>
<tr>
<td>10:30 – 10:40</td>
<td><strong>Pause de session</strong></td>
</tr>
<tr>
<td>10:40 – 12:30</td>
<td><em>Session d'information avec les Délégués permanents auprès de l'UNESCO</em></td>
</tr>
<tr>
<td></td>
<td>- Présentation des conclusions de la réunion par le Président du Comité scientifique</td>
</tr>
<tr>
<td></td>
<td>- Echange de vues</td>
</tr>
<tr>
<td>12:30 – 13:00</td>
<td><strong>Allocutions de clôture:</strong></td>
</tr>
<tr>
<td></td>
<td>- Président du Comité scientifique</td>
</tr>
<tr>
<td></td>
<td>- Président du Groupe Africain de l’UNESCO</td>
</tr>
<tr>
<td></td>
<td>- Sous-Directrice générale pour la culture, Mme Françoise Rivière</td>
</tr>
</tbody>
</table>