

Civic Inclusion in Development Decision-Making

**Report of Consultation held in Kenya
in preparation for the
United Nations World Conference Against Racism**

**Panafric Hotel
Nairobi, Kenya
July 13 – 14, 2001**

International Possibilities Unlimited
Washington, DC

ACKNOWLEDGEMENTS

The Nairobi Consultation on Civic Inclusion in Development Decision-Making was jointly convened by International Possibilities Unlimited, the African Women's Development and Communications Network (FEMNET) and Building Eastern African Community Network (BEACON).

The rapporteur of the consultation was Mr. Brown L. Makotsi, an independent consultant in Nairobi. The facilitator was Mr. Okumba Miruka, also an independent consultant in Nairobi. Special thanks to Ms. Amara Okoroafor, Program Associate, International Possibilities Unlimited.

The Nairobi Consultation was convened with the support of the Small Grants Program, NGO and Civil Society Unit, of the World Bank, and held at the Panafric Hotel in Nairobi, Kenya from 13-14 July 2001.

Special thanks to Ms. Muthoni Wanyeki, Ms. Atsongo Chesoni, Ms. Rose Akinyi Okech and Ms. Mary Wandia all of FEMNET, Ms. Jayne Imbuye-Wasonga of BEACON, and Dr. Claire Nelson, Executive Director, Institute of Caribbean Studies.

CIVIC INCLUSION IN DEVELOPMENT DECISION-MAKING

Table of Contents

I.	Introduction	5
II.	Overview of the World Conference Against Racism	5
III.	Panel Presentations	7
	A. Economic Development	8
	B. Informal and Formal Education	9
	C. Civic Participation	11
IV.	Concept Papers	14
	A. Economic Development	15
	B. Informal and Formal Education	19
	C. Civic Participation	22
V.	Next Steps	25
Appendix 1	Program	26
Appendix 2	List of Participants	27

CIVIC INCLUSION IN DEVELOPMENT DECISION-MAKING

CONSULTATION HELD IN KENYA

13-14 JULY 2001

I. Introduction

The Nairobi Consultation, “Civic Inclusion in Development Decision-Making” focused on three major issues; economic development, informal and formal education, and civic participation, and was held in preparation for the United Nations World Conference Against Racism (WCAR). The meeting was convened under the joint auspices of International Possibilities Unlimited (IPU), based in Washington D.C. and FEMNET and BEACON, two local NGOs based in Kenya. The NGO and Civil Society Unit of the World Bank funded the consultation.

The representatives of the three organizations made introductory welcome remarks. Dr. Deborah Robinson, IPU executive director, opened the meeting by explaining the mission of IPU. She indicated that IPU is working to build a global network that links black people in the United States to social justice struggles globally, and encourages black people to be more involved in international forums like the United Nations. Referring specifically to the objective of the meeting, she indicated that the Nairobi consultation offered an opportunity for the NGOs to have input into the NGO Forum to be held in Durban, South Africa from 28th August to 1st September, and the World Conference Against Racism, the formal governmental meeting, from 31st August to 7th September 2001. It was her expectation that products from the Nairobi meeting would be used to impact the preparatory process and the World Conference.

Dr. Pamela Kola, a board member of FEMNET, presented her organization’s role in promoting the involvement of African women in development. She identified education and water as key priority sectors for African women. In addition, she mentioned that FEMNET facilitated the activities of women’s organizations in Africa with specific focus on advocacy and training. The BEACON representative, Ms. Jayne Wasonga, emphasized that her organization also promoted the participation of East African NGOs in development.

II. Overview of the World Conference Against Racism (WCAR)

Ms. Atsango Chesoni gave an overview of the WCAR. She indicated that the United Nations had dedicated three decades (1973 – 2003) combating racism and racial discrimination in the world, and had held two previous world conferences to deliberate on the matter. Both the first world conference held in 1978 and the second in 1983, equated racism with apartheid and few other issues were addressed. The upcoming conference will include previously excluded issues. It was mentioned that there is a fear that the conference in fact, will be too broad because the focus is racism, racial discrimination, xenophobia and related intolerance.

Atsango shared the definition of racism as defined in the International Convention on the Elimination of All Forms of Discrimination (ICERD), “Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or

effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedom in the political, economic, social, cultural or any other field of public life.”

In terms of the history of the WCAR, it was noted that a 1997 United Nations’ resolution of the General Assembly (Resolution 52/111) called for a third world conference to be held not later than 2001. The rationale for conference was to address the following issues:

- (i) The rise in incidents of racism and racial discrimination;
- (ii) Xenophobia in its different manifestations such as nationalism, immigration laws etc; and
- (iii) Ethnic conflict as exemplified in Rwanda and in Bosnia.

The Third World Conference to be held in Durban, August 2001, will have the following objectives:

- (i) To focus on practical measures to combat racism;
- (ii) To review all the existing measures;
- (iii) To assess obstacles to these measures;
- (iv) To strengthen existing standards and their implementation; and
- (v) To increase awareness of racial discrimination.

The themes of the WCAR – 2001 will be the following:

- (i) Sources, causes, forms and contemporary manifestations of racism
- (ii) Victims of racism
- (iii) Measures of prevention, education and protection
- (iv) Provision of effective remedies, recourse, redress and (compensatory) measures
- (v) Strategies for full and effective equality

Some of the issues and underlying causes related to racism:

- The legacy of the trans-Atlantic slave trade and colonialism. There is a call for reparations for the sufferings and negative effects of these two atrocities.
- Institutional racism as manifested in immigration and asylum laws, especially as they affect refugees and migrants.
- Institutional racism relating to employment and to law enforcement.
- Structural adjustment programmes sponsored in main by the international lending agencies and development institutions.
- Globalization.

Some of the contemporary forms of racism:

- Slavery and servitude;
- Ethnic conflict;
- Gender-based, racially motivated violence (such as rape, forced sterilization etc),
- Trafficking in women and girls;
- Racist propaganda via the internet;
- Structural adjustment programmes; and
- Environmental racism.

Some of the victims of racism in most cases are:

- People of African descent;
- Refugees and asylum seekers;
- Migrants and their families;
- Women and children;
- Indigenous peoples;
- Those infected with HIV/AIDS;
- Minority groups; and
- The disabled.

The overview emphasized that the efforts of the preparatory meetings were designed to culminate in a U.N. Declaration and Programme of Action against racism. It was also emphasized that although the document would not be binding, it nevertheless set standards and some form of commitment by the world community.

Mr. Ramsing Hurrinag of the African NGO Coordinating Committee for the WCAR presented that committee's activities since it was formed at the Africa regional PrepCom in Dakar. He emphasized the importance of the WCAR being held in Africa and that it was therefore imperative that the Nairobi consultation influences the proceedings of the conference. He noted that the United Nations had given 350 scholarships for Durban, 70 of which were to be allocated throughout Africa. This would ensure that at least every country in Africa was represented. In addition, the 14 member countries of the Southern Africa Development Community (SADC) have been granted an additional 750 scholarships.

Dr. Claire Nelson, advisor to IPU, provided background on her involvement in development. She has worked for the Inter-American Development Bank for 20 years and is the executive director of the Institute of Caribbean Studies. She stated that over the last seven years, she had participated in efforts to put race issues on the agenda of international development agencies. Partly due to this effort, the World Bank is now considering race as a factor in development. However, the position of the African Development Bank on this issue was still not clear. As a result of the sensitivity of the World Bank toward race issues, it was now providing a financing facility, which needed concrete program proposals. Specific ideas generated could eventually be incorporated as part of the World Bank or African Development Bank policy. With regard to economic development, she advised that participants focus on issues such as who controls aspects of development in tangible sectors of agriculture, mines etc. Regarding civic participation, she indicated that efforts should lead toward the creation of space for minority groups to participate in the process. Even within some international NGOs, there is some exclusion with respect to the participation of marginalized NGOs. She observed that the NGO document appeared weak and that it could be strengthened during the upcoming preparatory committee meeting. In conclusion, she emphasized that the Nairobi meeting should develop processes, policies and programmes to enhance the participation of excluded ethnic minority groups in the realm of development in Kenya and the African region at large.

III. Panel Presentations

Discussions of the substantive issues on the agenda were divided into the three thematic areas; economic development, informal and formal education, and civic participation. Panels consisting of resource persons representing their respective organizations made presentations on each of the three issues. Panel presentations were followed by questions and answers, as well as general discussion.

A. Economic Development Panel

The Economic Development panel included presentations from the Kenya Debt Relief Network, the Institute of Economic Affairs and the Development Indian Ocean Network (DION). The presentation on debt highlighted Kenya's total debt burden estimated at K.sh.570 billion with external debt being K.sh.390 billion or 70 percent of the total. Kenya allocated 25 percent of its export earnings to service debt, which resulted in significantly reduced funding for critical sectors of the economy. The cumulative effect of the debt had, in part, contributed to the rising poverty levels in the country where 55 percent of the population now lived below the poverty line. Evidence could also be found in the deteriorating infrastructure with poor services in education, health, roads and in other sectors that negatively impact the welfare of citizens.

The issues arising out of the debt situation were as follows:

- That debt management in the country was poor, which was due in part to the lack of provision of mechanisms for managing debt by the Paris Club to debtor nations.
- That the structural adjustment programmes of the World Bank and IMF were inimical to the development aspirations of Kenyans.
- That there was a need for civic education programmes to enable society to understand the debt issues.

Regarding what had been tried, the presenter indicated that his organization had lobbied international financial institutions for debt cancellation. In addition, it was demanding that proper debt management systems be utilized in Kenya.

The Institute for Economic Affairs noted that they provide forums to address economic issues that affected Kenyans. Their research indicated that the country was going through a major recession, as characterized by retrenchments and business closures. The Institute convened a forum on receivership and developed a publication, "Kenya at the Cross-Roads," which presented various scenarios for the future. Their presentation also referred to the Institute's involvement in various trade arrangements such as AGOA. The presenter found it ironic that the traders most affected by the agreement were not included in the negotiations.

In terms of what had been tried to address the economic problem facing the country, the presenter referred to the participation of the Institute in the Poverty Reduction Strategy Paper (PRSP) process which engendered a participatory and consultative process, including creating space for minority groups, youth and women. A critical issue was whether the concerns of the affected groups were reflected in and influenced the budgetary process. The presenter felt that the World Bank was more concerned with issues of privatization and reducing government expenditures, rather than the true objectives of the PRSP. In the final analysis, the views of the affected people were not really addressed in the budget and the burden on women was not reduced. It was, therefore, proposed that the government and the World Bank be lobbied to make the PRSP responsive to the interests and priorities of minority groups.

The representative from the Development Indian Ocean Network indicated that the World Bank was pushing the issue of PRSP through privatization. This profit orientation resulted in exclusionary and exploitative strategies. The presentation indicated that the problems facing groups such as small farmers in terms of poor transportation were real and that they had pushed them to a level where participatory development was not possible. It was also observed that due to globalization, the people of Africa were getting poorer than before and that they were being turned into “slaves of slaves.” The presenter proposed that NGOs should not only be part of the consultative process at the beginning of the PRSP, but also be included as players throughout the entire development process. He added that Africa needed a transfer of information technology in order to move from the marginalized position it was occupying.

The plenary raised various issues as a result of the presentations:

- The presenter on the debt issue was asked whether he had taken into consideration the historical perspective of debt owing by Kenya;
- Whether there were any specific proposals regarding the type of debt relief being sought; and whether the speaker was referring to debt cancellation or debt relief;
- The need to engage substantively (in a technical sense) in issues relating to debt, rather than merely engaging in campaigns that bordered on rhetoric;
- The need to share experiences across countries such as with Uganda Debt Network;
- Whether the World Bank was just fronting the PRSP, but had a different agenda as the undercurrent;
- Whether the implementation process of the PRSP could remain participatory;
- That there was a need to harmonize PRSP initiatives and approaches at the regional and international level;
- That the ability of most NGOs to engage in development plans and processes was still very limited and needed to be enhanced;
- That there was anticipation that the outcome of the PRSP would be an increase in the negotiating power of those affected but that the momentum appeared to have petered out. What happens next?
- Whether the scenarios presented by the Institute of Economic Affairs had been used to hold the government accountable.

Referring specifically to the documents under preparation for the WCAR, the plenary observed that the language used especially in the NGO documents was not specific enough. The NGO language needed to reflect a stronger position than that of government especially on the issues of globalization, and those of institutional racial discrimination. Furthermore, it was observed that the NGO document made no mention of any of the poverty programmes and how they affected marginalised groups.

B. Formal and Informal Education Panel

The panel on Informal and Formal Education comprised resource persons from Kenya (Kenya Society for Deaf Children), Uganda (Akina Mama wa Afrika), and Mauritius.

The presentation on the special educational needs for deaf children highlighted the following issues concerning access:

- Non-provision of appropriate education for pastoralists;
- Racial segregation in schools;
- poor and ineffective supervision;
- economic inability to pay for education at the household level; and
- limited budgetary resources allocated toward the education sector, especially the lack of funds to finance the high levels of remuneration for teachers.

Issues relating to quality and relevance were as follows:

- the lack of civic education even for the educated masses,
- the lack of functional literacy aspects in the existing education system,
- the lack of an effective adult education programme,
- poor implementation of educational policies; and that only 40 percent of what was agreed to during the JOMTIEN conference had been implemented. The proposal, therefore, was for the NGO community to lobby for realistic budgetary allocations to address the actual needs of the education sector, especially for the marginalised groups.

The presenter from Uganda opened by indicating that education could be used to entrench certain racial practices, languages etc; and that it could also give the impression that some languages were superior to others. In the same vein, certain cultures, foods and practices could also be seen as inferior to others. She also raised the fact that there was total exclusion of certain minority groups from formal education and gave the example of the Batwa people in Uganda.

The strategies already tried include the following:

- A review of the syllabi and the curriculum to reflect gender and other concerns;
- A combination of the formal and non-formal education to encourage people to start valuing their own cultures by introducing aspects such as oral history lessons;
- An inclusive policy to reach all children (including those with special needs) along with the others;
- Free education (in Uganda at least four children per family to have free education with at least two being girls). As a result of the above measure, increased access to education has been attained; and
- A quota system to increase opportunities for marginalized students to gain admission to the university.

The proposals made for enhancing educational access included the following:

- Revise existing curricula to respond to minority interests;
- Use law and policy to give affirmative action in the education sector;
- Establish equal opportunity institutions to benefit disenfranchised groups;
- Promote informal education through the media; and
- Invest further in practices that promote cultures and practices such as literary arts as a deliberate effort.

Regarding the case for Mauritius, the background information given indicated that 96 percent of eligible children had access to primary education, while 75 percent enjoyed free secondary education. The provision of formal education was the responsibility of the government, the private sector,

informal groups and religious organizations. The country has two universities, one specializing in traditional educational systems and the other in information technology.

The proposal from Mauritius included the following considerations:

- The managers of the educational system adopt a new mindset through which they could develop a multi-racial and multi-linguistic society;
- The country should adopt a policy of “education for all” with revised content to reflect the purpose of acquiring an education;
- There was a need for lifelong education; and
- The need to upgrade the curriculum continually.

The plenary reactions to the Education Panel raised various issues:

- Did the group have any ideas on how governments needed to respond to the education needs of minority groups?
- That quality education appeared to be for those with money, and that basic requirements such as textbooks were not available in most schools. At the same time, university education appeared to be exclusive for only privileged individuals;
- Non-formal education/schools did not receive adequate resource allocation from the government and were, therefore, left in the hands of non-governmental organizations;
- An important issue was raised by the participant from the Sudan who was keen to know what could be done to develop relevant curriculum for refugees;
- The need to adopt the strategy employed by Mauritius to retrain and redeploy people that had been retrenched in order to continue benefiting from their skills; and
- Whether there were any specific educational programmes for providing education to minority groups such as hunters, gatherers and nomadic people. It was submitted that at least in Kenya, the policy of positive discrimination was in practice through the quota system, which allowed pupils from marginal areas to gain access to schools and university. It was, however, indicated that marginalised groups were demanding a curriculum that was relevant to their specific needs.

C. Civic Participation Panel

The afternoon session focused on Civic Participation and included panel presentations from Sudan, Mauritius, Rwanda and Nigeria. The presenter from Sudan indicated that the rights of Southern Sudanese communities were not legally recognized and they did not possess assets of their own. Few members from those communities had participated in government, and the most pressing issue was how to influence the policy-making process of the government to benefit the people of Southern Sudan. The law recognized only male community workers. For example, all the community health workers (CHWs) were men although some women had trained informally to provide this service. In education, there are few female teachers and their absence in participating in the development of the curriculum had resulted in women feeling marginalized.

There were 12 marginalized ethnic groups whose children had no access to education. Similarly, there were many political groupings, which were not participants in the National Democratic Alliance (NDA) – which is the main civil society group. The peace process for Southern Sudan is being

conducted under the auspices of IGAD, but the civil society organizations were not apart of the process.

It was proposed to promote dialogue among women on issues of child rights and civic education. The ultimate objective of such dialogue is to build a national network for freedom of expression. The issues to be addressed will include:

- Assisting children who have been traumatized to participate in education;
- Developing and promoting mechanisms for non-violent engagement in dialogue with authorities;
- Mobilizing support for the seven centers for peace demonstration, community theatre, and education on household food security; and
- Considering the important aspect of self-determination for Southern Sudan which has existed for more than 40 years as a transitional state and which still depends on other countries such as Kenya and Uganda for aspects such as national currencies.

The presentation from Mauritius was by a representative of a farmer's NGO – "Farmers For Plenty." The organization's objective is to attain self-reliance in food supply and to lobby for fair prices for their produce. The presenter submitted that the farming community in Mauritius was not very literate and that although farmers worked hard, there was little recognition of their efforts either by the government, the public or the NGO community. The farmers paid high prices for pesticides and fertilizers, but fetched very low prices for their produce.

The proposal was made to lobby government to remove duties on pesticides. It should also be lobbied to give land to farmer co-operative societies to establish plantations (cane) and water for irrigation.

The presenter from Rwanda represented the African Indigenous and Minority People's Organization. He referred to the basic human rights of minorities as enshrined in the various UN charters and treaties. He focused on the issue of social justice, especially for minority ethnic groups such as the Twa (in Rwanda and Uganda), the Hanzabe (in Tanzania – numbering about 1,000 in total), and the El Moro (of Kenya – numbering about 100).

The proposal made by the presenter was for governments to establish affirmative action in all sectors (education, health, etc.) to safeguard the interests of the minority groups.

The presenter from Nigeria made reference to the marginalization of women in most spheres of decision-making and development. She lamented the fact that the younger generation was undergoing a void in cultural and civic behavior in Nigeria due to the fact that women (especially the elite), were engrossed in the corporate world and that they had little time to pass on important cultural values to the generations behind them. Her proposal was for organizations and businesses to be more "children friendly" by providing services like day care centers so that mothers can be closer to their children.

She also stressed that women in Africa needed to develop their own agenda rather than ape what the West touted. DevNet is empowering women and helping them utilize their power to push their own agenda. They have focused on community radio as a way to provide a voice to women. As women have become more comfortable talking on the radio in their communities, there has been a rise in

their participation in national radio programs. Now, more women phone in and speak about issues on these national phone-in programs than men.

DevNet is also involved in providing internet and e-mail services to women all over the country. They are focusing on how e-mail can assist in networking women together. They feel that if they are successful in linking women, and can mobilize them to advocate for specific policies, they can use their numbers as a force and get what they want.

The following issues were raised in response to the civic participation panel:

- The marginalization of women in Sudan from critical processes needed to be properly articulated to indicate where exactly, support was required (at the NDA, the constitutional review and IGAD);
- Given the politics in Africa, what mechanisms needed to be established? – For example, democracy in Africa was a different process from what it is understood to mean in the West;
- The need for skills in leadership, human rights monitoring – a case was given for Sudan where only one young lawyer in East Africa was doing human rights monitoring. There was a need for support in the areas of peace education, guidance and counseling;
- Determine how women in the Sudan could make a difference and better organize their communities to implement their own intervention programs;
- The plight of farmers in the Mauritius needed to be evaluated, especially the problem of low education among the group. It was emphasized that there was a need to train people to become leaders in the farmers' movement and to lobby for subsidies without which little could be achieved; and
- Examine the experience with the media was with regard to civic education/participation in Africa. FIDA indicated that it had mounted legal awareness clinics to reach women at the community level and that the programme was effective. In Nigeria, community radios were being used to communicate at the local level and women were responding to the call. In case of Kenya, the use of theatre was quite pervasive. In Burundi, videos were being used for reconciliation.

IV. Concept Papers

Participants were divided into small groups to brainstorm about innovative, concrete ideas to increase civic inclusion in economic development, formal/informal education, and civic participation.

A methodology developed by Gay McDougall, Executive Director of the International Human Rights Law Group, for the Bellagio Consultation that they organized in January 2000 was utilized in the small group work. Concept Sheets, or Concept Papers as we called them, provide a basic outline for ideas that can be refined, altered, combined, or otherwise formed into concrete plans of action. Each group was asked to formulate their ideas in terms of the desired outcomes, the rationale behind them and the steps and actors necessary to implement them.

The proceedings and reports of the small groups were meant to inform and provide input into the draft NGO Document for the WCAR. In addition, it was felt that participants could utilize these concept papers in their advocacy back home.

CONCEPT 1

Civil Society Participation in PRSP Process

Establish permanent structures for consultation and participation of stakeholders in all phases of poverty reduction programs of the World Bank and other international finance institutions.

RATIONALE

The Poverty Reduction Strategy Paper (PRSP) approach of the World Bank, international finance institutions, and governments are not guided by peoples' priorities. Although initial civil society participation is required in this process, there is no process or structure to require that the advice and priorities of civil society be actually incorporated into development plans. Furthermore, after initial consultations, civil society organizations are not included in the implementation, monitoring, and evaluation phases of poverty reduction programs. To reduce poverty, peoples' priorities, needs, and participation must be integrated into all levels of poverty reduction programs.

IMPLEMENTATION

1. In negotiating loans for poverty reduction, the World Bank and other international finance institutions, should consult and negotiate priorities not only with governments but also with all other stakeholders in countries eligible for the loans, especially marginalized, minority and indigenous groups.
2. The World Bank and other international finance institutions should ensure that a national steering committee, including all stakeholders at national level, negotiates directly with those institutions and not only governments.
3. Governments should establish permanent consultative, inclusive and participatory institutions at all levels to plan, implement, monitor and evaluate poverty reduction programs. Priority should be given to minority, marginalized and indigenous groups.

IMPLEMENTING PARTNERS

World Bank, International Monetary Fund (IMF), international finance institutions, civil society organizations, private sector, bilateral institutions, community groups (minority, women, youth, other marginalized and indigenous).

CONCEPT 2

Civil Society Network on PRSP

Develop a civil society network to share experiences with the Poverty Reduction Strategy Paper (PRSP) process with the goal of developing a regional position for both civil society organizations (CSOs) and Governments.

RATIONALE

The Poverty Reduction Strategy Paper (PRSP) process appears to be a standard antidote for African economies suffering from harsh structural adjustment programs (SAPs) of the World Bank and IMF. It is clear that governments have approached poverty reduction programs in different ways. While it is important to address the specific country circumstances and process by which the Poverty Reduction Strategies are adopted, it is also important for civil society organizations (CBOs) and governments to share experiences and approaches to this general strategy. It is extremely important for CBOs to develop a network to discuss and share information.

IMPLEMENTATION

1. Joint preparation of an overview by governments and CSOs of how the PRSP process has been implemented in that country.
2. Dissemination of national reports throughout the region.
3. Regional meeting of governments and CSOs with the following objectives
 - Sharing of country specific experiences (CSOs Forum);
 - Sharing of country experiences (Government Forum);
 - Identification of problems (joint session of CSOs and Government);
 - Development of a regional position document on the PRSP.
4. Establishment of a network of CSOs in the region to monitor changes in poverty reduction programs.
5. Selected representatives from regional networks meet for an all-Africa consultation.

IMPLEMENTING PARTNERS

Governments, civil society organizations, World Bank, IMF, regional development banks

CONCEPT 3 Debt Cancellation

Cancel all debts undertaken during the colonial era and establish new participatory mechanisms for loan procurement.

RATIONALE

Structural Adjustment Programs (SAPs), debt swap, and rescheduling initiatives, which were imposed on countries, have not worked and have not benefited the citizens in targeted countries. It is important to develop new mechanisms for loan procurement and management that involve all stakeholders at all levels. Implementing participatory mechanisms will create ownership and benefit all stakeholders, including minority, indigenous and marginalized groups.

IMPLEMENTATION

1. International finance institutions (IFIs) and bilateral institutions should cancel all debts inherited from the colonial era and all debts that were mismanaged/misappropriated and have not benefited citizens in target countries.
2. A Debt Cancellation Commission that includes all stakeholders should be established to identify all those odious debts.
3. Governments and other stakeholders at the national level should establish a trust fund with the money previously used to service debts that would be managed by all the stakeholders. The priority of the trust fund would be to increase investment in social services at national level.

IMPLEMENTING PARTNERS

International finance institutions (IFIs), Africa Development Bank (ADB), European Union, governments, civil society organizations (CSOs), trade unions, community based organizations (minority, marginalised, and indigenous peoples).

CONCEPT 4

Economic Justice

Develop a multi-ethnic community development processes to ensure economic justice for all.

RATIONALE

The concept of economic development as imposed by the World Bank and other international finance institutions is only benefiting the private sector, and therefore only a handful of people. In spite of economic development and economic recovery, people are getting poorer. No one is talking about economic justice. Economic justice for all is required in the process.

IMPLEMENTATION

1. Create development banks with soft loans to encourage small and medium scale enterprises.
2. Facilitate/provide small credits for cottage industries and community economic activities.
3. Create an enabling environment for marketing of goods and produce e.g. good roads, transportation, and markets.
4. Provide training in business management.

IMPLEMENTING PARTNERS

International finance institutions, governments, private sector, small entrepreneurs, communities (marginalised, minority and indigenous), and families.

CONCEPT 5

Education for Multicultural and Multilingual Societies

Develop inclusive educational materials that cater to, and include persons with diverse cultural and linguistic backgrounds.

RATIONALE

In the contemporary world many countries are multi-ethnic, multi-lingual, and multi-cultural. It is important for countries to recognize the diverse streams of languages and cultures that exist in their country, and for people to start valuing rather than rejecting others' cultures and languages in their society. Rejecting cultures can lead a society into conflict, which can escalate to war (e.g. Sudan).

IMPLEMENTATION

1. Train educators through national teacher training institutes or centers, and train curricula developers on valuing multiculturalism and multi-linguistics.
2. Train educators on how to conduct research and develop curricula for new courses that incorporate multi-culturalism. These new courses could be mandated by government as required for all students.
3. National institutes of education work with civil society organizations to develop materials and/or curricula on cultural diversity specific to that country and region.
4. Expose students to technology that would facilitate more cultural/linguistic understanding but also teach them universal languages for technical terms.
5. Request that the United Nations High Commissioner for Refugees (UNHCR) institute multi-cultural education in refugee camps that is specific to their context. This would help deal with reconciliation, integration, and general understanding.

IMPLEMENTING PARTNERS

Domestic and international NGO's that deal with peace and justice, human rights, education, and health, as well as religious institutions, foundations, UNESCO, National Institutes of Education, and national government.

Concept 6 Education for “People on the Move”

Devise civic participation mechanisms for “people on the move” communities to develop their own curricula that reflect their value system and culture.

RATIONALE

The people who comprise communities which are constantly on the move, like the Maasai, Turkana, displaced refugees and others, experience lower literacy and numeric skills at all levels. They therefore need an education that is responsive to their reality, preserves their culture and its positive values, and which at the same time allows them to keep abreast of national and international developments.

IMPLEMENTATION

1. Identify all the disadvantaged and so far neglected communities and groups in each country.
2. Conduct research to identify their real needs, as well as assess their value systems and how this could be integrated into the delivery of formal and informal education.
3. Increase allocation of resources and budgetary allocation for provision of essential infrastructure by each government.
4. Socially responsible national and multinational corporations should be invited to make financial and in-kind contributions.
5. NGOs working in this area should be involved throughout to address specific issues and to enlist the participation and collaboration of communities.
6. While creating the new curriculum that focuses on numeric and literacy, national education institutions and other key players must utilize technology and access to information that is appropriate for “people on the move.”
7. Acquire funds for mobile and flexible structures, vehicles, teachers, as well as teaching and learning resources and equipment.

IMPLEMENTING PARTNERS

National governments, national and multi-national corporations, inter-governmental organizations like UNICEF, UNDP and UNESCO, educational institutions, NGOs.

CONCEPT 7

Review of Early Childhood Education Curriculum

Review early childhood education curriculum within the context of eliminating racial biases.

RATIONALE

The learning that children undergo during their first encounter with formal education is critical in imparting values and principles they live with through adulthood. It is therefore crucial that early childhood education ensures that children not only learn to value their culture, but also learn to appreciate the diversities in other cultures and respect them. In many former colonies, curricula are developed without taking these issues into account.

IMPLEMENTATION

1. Prepare proposals for the review process and submit to Ministry of Education.
2. Identify and train review team.
3. Develop a “road-map” for the review process and budget.
4. Develop an analytic framework for the review.
5. Review early childhood education curriculum using the framework.
6. Conduct a national consultative process on the proposals for change in the curriculum.
7. Develop a handbook for trainers involved in early childhood education.
8. Plan for and implement long-term impact assessment.

IMPLEMENTING PARTNERS

NGOs, communities, curriculum development experts, Ministry of Education

CONCEPT 8

Leadership Training and Institutional Capacity Building

Increase civic participation of marginalized groups through leadership training and institutional capacity building.

RATIONALE

There is a direct link between meaningful and effective participation on the one hand, and leadership capacity and organizational strength on the other. For marginalized groups to effectively participate even with other NGO's, their capacity must be increased. The target group for this initiative will be traditional leaders, women, farmers (men and women), traditional birth attendants, young adults (female and male), community leaders (male & female), Union leaders (male & female).

IMPLEMENTATION

1. Conduct an organizational capacity assessment of selected groups/organizations.
2. Depending on the findings, either review existing strategic plans with a focus on capacity building and leadership needs, or facilitate development of strategic plans for the organizations including issues of leadership and capacity building.
3. Identify leadership training and organizational capacity building resources.
4. Develop criteria that organizations will use to select persons to be trained.
5. Develop regional training of trainers programme(s) for each target group to address identified needs and priorities. As focus of all training programmes will be on leadership and advocacy skills.
6. Trainees prepare work plans for advocacy and influencing policy on specific issues that will be implemented by their organizations.
7. Trainers to provide technical backstopping to the process above.
8. Monitor and evaluate the programme, both internally and externally.

IMPLEMENTING PARTNERS

IPU, BEACON, FEMNET, Akina Mama wa Afrika, donors/funding agencies, other identified trainers.

CONCEPT 9

Communication and Networking for Marginalised Groups

Connect marginalised groups through the provision of information technology.

RATIONALE

Contracting economies of developing countries are further marginalizing groups that are already marginalised. They are least able to have access to information technologies that would enhance their ability to communicate and network. It is necessary to bridge the digital divide that is more pronounced for marginalized groups in developing countries.

IMPLEMENTATION

1. Conduct a forum to identify communication needs of the most marginalised groups.
2. Convince governments and donor agencies to provide hardware and software to selected organizations from marginalized communities.
3. Design training programmes for leaders of marginalised groups to equip them with effective communication and information technology skills.

IMPLEMENTING PARTNERS

Donor agencies, multinational financiers, IMF/World Bank, United Nations, civil society organizations, educators

CONCEPT 10

Highlighting Marginalized Groups

Increase the visibility and enhance the general population's understanding of the plight of marginalised groups.

RATIONALE

Marginalization leads to invisibility. Invisibility decreases understanding of the plight of the groups that are the most marginalized. If exclusion and its consequences go unnoticed and unrecognized, it could result in the extinction of these groups and continuation of severe repression. It is necessary that majority groups know about the existence of specific minorities/marginalized groups, that discrimination and repression against the most marginalized be exposed, and that help and assistance is provided to these groups. A vibrant civil society can only be achieved through ensuring inclusion of all groups especially those most marginlised.

IMPLEMENTATION

1. Utilize NGOs and CBOs to develop indicators to identify the most marginalized groups in a country or region.
2. Conduct regional and national forums for the most marginalised groups to share their experiences.
3. Create materials to increase the plight and visibility of marginalised groups.
4. Conduct leadership training and capacity building for marginalised groups, including organizational capacity building, leadership development, as well as communication and networking skills (see Concepts 8 & 9).
5. Ensure inclusion of marginalised groups in programmes of visible and active civil society organizations. Set qualitative and quantitative indicators of inclusion that NGOs and CBOs would be evaluated on.

IMPLEMENTING PARTNERS

UNDP, UNESCO, ILO, funding agencies, EU, USAID, civil society organizations, non-governmental organizations, World Bank/IMF, Regional Development Banks, communities.

IV. Next Steps

Plenary discussions were held to strategize on how the concepts originating out of the Nairobi consultation could impact the draft NGO document. In addition, the possibility of organizing a workshop in South Africa to impact the NGO document was explored. Four participants agreed to be members of a Strategy Team to develop a comprehensive plan leading to and including Durban. This was decided once it was realized that analysis of the NGO and government documents, and developing precise language that reflects the ideas in the concept papers required more time and a focused process.

It was also agreed that the African Development Bank would be lobbied by African NGOs to attend the WCAR. It was agreed that international finance institutions would be requested to attend, and that efforts be made to identify resource persons (possibly past employees of IFIs). These people would provide technical advice to the participants (NGOs) on the workings of the IFIs and on how to maximize their presence at the WCAR. It was further observed that in the event that the Strategy Team opted to mount a workshop, Annie Davies from Nigeria would co-ordinate the effort.

As part of the effort to sustain the momentum gained, it was agreed that participants from the two regional consultations (Barbados and Nairobi) should be brought together sometimes in the year 2002 to cross-fertilize their thoughts and strategies, and to emerge with a synergized common way forward. Possibilities for funding the meeting could be explored under LOME II or from the World Bank. Deborah Robinson was to follow-up on this matter and to liaise with the Caribbean participants.

The meeting also agreed that the Africa Club at the World Bank be brought into the picture regarding the issues for presentation even before the WCAR. To this effect, communication will be sent to Mr. Sidi Tammeth, Chairman Africa Club, The World Bank, 1800 H ST. NW Washington, 20543. Another strong letter should be sent to Mrs. Mary Robinson at the UN regarding the need for transparency and increased participation in the WCAR. This is due to the apparent minimization of the importance of the WCAR. The members of the Africa Co-coordinating Committee were asked to address this issue with extreme urgency.

Appendix 1

**CIVIC INCLUSION IN DEVELOPMENT DECISION-MAKING
NAIROBI, KENYA
13 – 14 JULY, 2001**

AGENDA

	Thursday, 12 July	Friday, 13 July	Saturday, 14 July	Sunday, 15 July
08:30 – 09:00		Registration	Small Group Discussions	
09:00 – 10:30	Arrivals	Welcome, Introductions, Overview of WCAR, and Purpose of meeting	Small Group Discussions	Departures
10:30 – 11:00		B R E A K	B R E A K	
11:00 – 12:30	Arrivals	Issue 1 Panel Economic Development	Small Group Discussions	Departures
12:30 – 02:00		L U N C H	L U N C H	
02:00 – 03:00	Arrivals	Issue 2 Panel Informal and Formal Education	Report Back Issue 1, 2 & 3 and Discussion	Departures
03:30 – 04:00		B R E A K	B R E A K	
04:00 – 05:30	Arrivals	Issue 3 Panel Civic Participation	Strategy Session for PrepCom (Geneva) and WCAR (Durban)	Departures
05:30 – 06:00		Instructions – Small Groups		
06:00 – 07:00	Dinner	Instructions – Small Groups	DINNER – (Carnivore)	
07:00 – 09:00	Arrivals	Dinner	Free	Departures

LIST OF PARTICIPANTS

Anisia Achieng	Sudanese Women's Voice for Peace	P O Box 10737 – 00100 Nairobi, Kenya Swvp@africaonline.com
Violet Awori	FIDA	Tsisiga@yahoo.com
Rev. Mugarura Benon	African Indigenous & Minority Peoples Organization	B.P. 3474 Rawanda
Atsango Chesoni	African Women's Development and Communications Network (FEMNET)	P.O. Box 54562 Nairobi, Kenya atsango@yahoo.com
Ms. Annie Davies	Development information Network (DevNet)	PC 14 Ahmed Onibudo St. Off Adeola Hopewell St. Victoria Island, Lagos, Nigeria Devnet@infoweb.abs.net
Mr. Reetoovagsiyh Dhummo	Farmers for Plenty	Creve-Coeur, Mauritius Island Tel: ZU5065 Premhur@intnet.mu
Ms. Jane Gama Surur	Sudanese Women Voice for Peace	P O Box 10737 Nairobi, Kenya Swvp@africaonline.com
Ms. Nyambura Githajoa	FECCLAHA	Fecclaho@africaonline.co.ke
Mr. Jagdish H. Hurrynag	Development Indian Ocean Network – DION	Modern Square, Vacoa Mauritius Island Dionet@intnet.mu
Mr. Ramsing Hurrynag	AFORD-COASAD	69 Jackson Rd., Vacoa Mauritius Island Premhur@intnet.mu
Dr. Pamela Kola	African Women's Development and Communications Network (FEMNET)	P O Box 48611 Nairobi, Kenya Crèche_kola@hotmail.com
Mr. Brown L. Makotsi	Consultant C/o BEACON	Network Box 10476 Nairobi, Kenya Mutaho@gatewayonline.co.ke
Mr. Vitalice Meja	Kenya Debt Relief Network	P O Box 76406 Nairobi, Kenya Kendren@econnewsafrika.org

Mr. Okumba Miruka	Independent Consultant	Box 21547 Nairobi, Kenya Okumbamiruka@hotmail.com
Ms. Stella Mukasa	Akina Mama Wa Afrika	Nordic@africaonline.co.ug
Ms. Wangu Mwangi	Institute of Economic Affairs	Fax: 717402, 721262 Wanguimwangi@yahoo.com
Dr. Claire Nelson	Inter-American Development Bank	1300 New York Avenue, NW Stop Wo502 Washington, DC 20577 clairen@idb.org
Ms Amara Okoroafor	International Possibilities Unlimited	8403 Colesville Road (Metro Plaza), Suite 865 Silver Spring, MD 20910 amara@sprynet.com
Dr. Deborah Robinson	International Possibilities Unlimited	8403 Colesville Road (Metro Plaza), Suite 865 Silver Spring, MD 20910 drdrobinson@sprynet.com
Ms. Mary Wandia	African Women's Development and Communications Network (FEMNET)	P.O. Box 54562 Nairobi, Kenya Femnet@africaonline.co.ke
Ms. L. Muthoni Wanyeki	African Women's Development and Communications Network (FEMNET)	P.O. Box 54562 Nairobi, Kenya Femnet@africaonline.co.ke
Mr. Augustine Wasonga	Kenya Society for Deaf Children	P O Box 42306 Nairobi, Kenya Waasonga@hotmail.com
Ms. Jayne Wasonga	BEACON	Network Box 10476 Nairobi, Kenya Beaconre@africaonline.co.ke