ANNUAL REPORT
ACTIVITIES
UNESCO QUITO
REPRESENTATION FOR BOLIVIA, COLOMBIA,
ECUADOR AND VENEZUELA
2013
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UNESCO QUITO

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FOREWORD
uring 2013, UNESCO Quito has oriented its activities to align cooperation with the priorities of governments and communities and more efficiently and responsively focus its efforts and resources in key areas to developing and strengthening the Andean Region.

UNESCO Quito has reinforced its alliances with the agencies of the United Nations System, bilateral cooperation agencies, national and international non-governmental organizations, and territorial units of the Ministries of Education, Culture, Environment, and Communication and with local municipalities, providing technical assistance to generate knowledge, formulate social public policies and build technical capacities.

The Organization has worked strongly in Education, Science, Culture and Communication, fortifying bonds of cooperation with the Member States and contributing to achieving the Millennium Development Goals (MDGs) and constructing the Post-2015 Agenda.

Special attention has been given to inter-sector work. In Ecuador, as a resident agency, it participates actively on the Country Team, leading the thematic groups on Education and Inter-cultural Relations, and helped prepare the UNDAF 2010-2014 report and the UNDAF for 2015-2018. In the other countries of the Cluster, as a non-resident agency, it maintains linkages for ongoing collaboration and communication to contribute its expertise to inter-agency actions.

All sectors have implemented, during 2013, their work plans aligned with the Organization’s global mandates. September was the 35th Anniversary of the Declaration of Quito and the Galapagos Islands as sites registered on the World Heritage List This Office contributed actions for visibility and promotion, with relevant images and documents, to spread information about the 1972 Convention.

UNESCO Quito also played a major role in disseminating the inclusion of new Biosphere Reserve sites in the Andean countries; in distributing the World Monitoring Report on Education for All, and in promoting human rights to education, science, culture and communication.

Finally, coordinating work with Headquarters and field offices, UNESCO Quito held the Seminar of National Commissions in Latin America (3-5 September 2013) as an expression of how the Organization works closely with Member States and the coherence of our actions with countries’ needs for equitable development.

Director a.i., UNESCO Quito Office and Representative for Bolivia, Colombia, Ecuador and Venezuela
CHAPTER 2

GENERAL ACTIVITIES BY UNESCO QUITO
AND REPRESENTATION FOR BOLIVIA,
COLOMBIA, ECUADOR AND VENEZUELA
UNESCO Quito has carried out a range of activities to reinforce the Organization’s work, fortify bonds of cooperation with the Member States, achieve the Millennium Development Goals (MDGs) and build the Post-2015 Agenda.

The main activities implemented this year have included: the meeting of National Commissions from Latin America, held in Quito in September 2013, launching of the Second World Report on Adult Learning and Education, the national consultation on the Post-2015 Agenda with priority groups to identify new challenges to development, and the International Women’s Day celebration.

**National Commissions of Latin America strengthened their cooperation with UNESCO**

In Quito, Ecuador representatives of the National Commissions for Cooperation with UNESCO in Latin America attended a Seminar (3-5 September 2013) to strengthen their partnerships and to promote the participation of society and the private sector in education, science, culture and communication programmes.

The Seminar was organized by UNESCO Quito and UNESCO Regional Bureau for Education in Latin America and the Caribbean, in collaboration with Ecuador’s National Commission, Ministry of Education and Ministry of Foreign Affairs and Human Mobility as host country.

Staff from Headquarters attended: Eric Falt, Assistant Director-General for External Relations and Public Information; Stoyan Bantchev, Chief of Participation Programme Section; and Sophia El Akremi, Liaison Officer for Latin America and the Caribbean.

During three days of work, participants reviewed and analyzed key documentation: the Report of the Open Tripartite Working Group on the Follow-up to the Review of the Cooperation of UNESCO’s Secretariat with National Commissions for UNESCO, and the draft Medium-Term Strategy (2014-2021), the Programme (37C/4) and Budget for 2014-2017 (37 C/5).
National Commissions for Cooperation with UNESCO in Latin America attended a Seminar in Quito, Ecuador from 3 to 5 September 2013.

National Commission representatives also received a presentation on how the Participation Programme and Emergency Assistance work, in order to make it more effective in this region. The seminar also reviewed fund-raising strategies and alliances to enhance joint work.

Additionally, Véron Muñoz, ex UN Special Rapporteur on the right to education, lectured on the challenges facing human development in Latin America. There was also an evaluation of reports on Education for All and the Post-2015 Agenda.

Participating countries: Argentina, Bolivia, Brazil, Colombia, Chile, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic and Uruguay.
SECOND GLOBAL REPORT ON ADULT LEARNING AND EDUCATION LAUNCHED IN QUITO

UNESCO Institute for Lifelong Learning (UIL) launched, for Latin America and the Caribbean, their second Global Report on Adult Learning and Education – Rethinking Literacy. The first report came out in December 2009, along with the Sixth International Conference on Adult Education (CONFINTEA VI).

The launching on 5 September 2013 was done during an annual meeting of National Commissions for Cooperation with UNESCO in Latin America, held in Quito, Ecuador. The document aims, as explained by Paz Portales, Coordinator of the OREALC/UNESCO Programme in Santiago, to send a key message, that lifelong learning offers promising ways to meet the challenge of adult literacy.

This second report examines progress in applying the Belém Framework for Action, based on data received from 141 countries. It focuses on five key issues: policy, governance, financing, participation and quality. It also examines in particular detail the transversal theme of adult literacy. The report shows how a number of the core messages from the Belém Framework have found their way into national policy debates and reform processes.
Over 100 Afro-descendant people, youth and journalism students were consulted for the Post-2015 Agenda.

UNESCO Quito held a series of consultations for Afro-descendant people, youth and journalism students to elicit their priorities on 16 issues, including: work, education, health, food, access to water supply and sanitation, telephone and Internet, and energy, as well as climate change, protecting forests, rivers and oceans; better highways and transport services.

Other topics were honest, receptive governments, protection against crime and violence, equality between men and women, political freedoms and protection against discrimination and persecution. These consultations were made during three events held by the Education, Culture and Communication sectors: Launching of the book on Ethno-education, UNESCO Youth Forum on Creativity and Celebration of World Press Freedom Day. Over one hundred persons were consulted using surveys designed to identify the priorities of minority groups: The World We Want 2015.
The goal: equal opportunities and rights for women

UNESCO Quito participated this year in the commemoration of International Women’s Day organized by UN Women and the agencies of the United Nations System in Ecuador on 8 March.

The main thrust of the ceremony was to redefine the true meaning of this day, which is, above all, achieving equal opportunities and rights. Accordingly, UNESCO works for women’s empowerment through education, science, culture and communication, to encourage active participation by women in society as decision-makers.

“Most professionals are still men”, said Magaly Robalino, Head of the Education Sector at UNESCO Quito, in the discussion panel organized during the event. This reality, explained the specialist, makes it even more necessary to expand the debate and reflection to develop public policies and a climate to encourage and demand women’s rights.
Under UNESCO mandates, the Education Sector has the priority of working to improve equity, inclusion and educational quality throughout life to promote sustainable development. Human rights and a culture of peace and non-violence.

To fulfill these mandates, UNESCO offers technical assistance to Member States and helps them attain the goals of Education for All and national international commitments undertaken regarding the human right to education.

Actions and strategies that have been implemented were oriented in order to generate knowledge, build technical capacities, contribute to formulating and implementing public policies on education, and facilitate alliances among stakeholders and sectors involved in countries’ education.

In recent years, the Education Sector has positioned itself significantly, developing alliances with other national and international cooperation agencies, public and private institutions, and maintaining ongoing education.

The Sector’s activities come under UNESCO’s global areas of action:

- Accelerating progress toward Education for All (EFA), particularly by using information and communication technologies (ICT).
- Supporting creation of effective, inclusive educational systems, contributing to designing educational systems’ responses to contemporary challenges for sustainable development.
- Reinforcing UNESCO’s leadership in attaining EFA targets through activities of promotion, collaboration and monitoring.
- Respecting the culture of peace and non-violence.
Literacy and post literacy

This year, the Andean Study on Experiences in Literacy with Vulnerable Population Groups was published as a result of the systematic analysis conducted in the countries of the Andean Region. UNESCO Quito also helped organize the Andean Meeting on Youth and Adult Education in La Paz in July 2013, where countries of the region gathered to review progress, contributions and projections for literacy and post literacy and establish networks and spaces to share experiences and strengths.

Technical and Vocational Education

In Bolivia, in April 2013 the world EFA 2012 report was presented during the International Meeting on Inclusive Education supported by UNESCO Quito. The world report and the study promoted by the Education Sector on Progress in Technical and Vocational Education in Bolivia, Colombia and Ecuador were significant inputs for the debates on the relevance of technical and vocational education in lifelong learning.

Strengthening inter-sector policies on education

Along these lines, it has pursued the following activities:
Integral education for sexuality and prevention of HIV-AIDS with a human rights, culture of peace, gender and inter-cultural approach

This project comes under UNESCO’s regional strategy and has carried out the following activities:

- Formulating and applying modules I and II of the Andean School for training of trainers to construct a culture of peace and a culture of preventing HIV-AIDS in Bolivia, Colombia, Ecuador and Venezuela, in coordination with the National Commissions, Ministries of Education, universities and teacher training institutions.

- Study on experiences formulating and implementing policies and experiences for inter-sector strategies in the countries of the Andean Region.
- Multi-theme workshops to debate about inter-sector responsibility for education.
- Study on inter-sector relationships in education.

- Producing and distributing instructional material prepared by UNESCO, containing play-based tools to work on the culture of peace and on preventing HIV in educational contexts with a human rights and gender approach.
- Conducting two studies:
  - Sociocultural factors making a determining difference in the sexuality of Afro-Colombian youth in Bogotá, and Aymara youth in El Alto, Bolivia.
  - Policies on sex education and preventing HIV and STDs in early teacher training in the Andean countries.

- Andean Meeting on policies to prevent HIV and on teacher training, held in September 2013 in Quito, Ecuador.
- Published the Andean Study on Policies for Sex Education and Preventing HIV and STDs in Early Teacher Training.
- Training in preventing HIV-AIDS and operating the on-line platform for experience exchange and strengthening knowledge of persons trained in the Andean School for Training of Trainers on HIV.
Education to prevent and reduce risks of disasters

Under the regional DIPECHO project on Reducing the Risk of Disasters (RRD) through education and science, coordinated by UNESCO Santiago, major agreements have been reached with Ecuador’s national authorities. Some actions under way are:

- Technical assistance to prepare a training programme for teachers, students and parents in RRD, led by the Ministry of Education’s Directorate of Risk Management. This programme will be included in the course offering for the Professional Educational Development System, SiProfe.

- Technical support for the National Education University (UNAE) in methodological design to incorporate the RRD approach in the early teacher training curriculum.

- Technical assistance for the Risk Management Secretariat to design a technical capacity-building strategy for their personnel.

- Held a drill in the José Martí Institute in Quito for International Disaster Reduction Day 2013, with the slogan: “Living with disabilities and disasters”.

Workshop on sex education and preventing HIV held with support from the Libertador Experimental Teacher University (UPEL). Galipan, Venezuela, March 2013.
This project is implemented in Ecuador, and in Chile, Colombia and Peru, within the Disaster Preparedness Programme funded by the European Commission. Its main aim is to collaborate in strengthening scientific and educational capacity for RRD in professionals and institutions, agencies specializing in risk prevention, universities and Ministries of Education.

**Minga (Community Work Party) for Hope**

This year, the Study on Educational Experiences with Afro-descendant Population Groups in Bolivia, Colombia and Ecuador came out. This publication on ethno-education makes contributions in the areas of the material and immaterial cultural heritage of the Afro peoples. The book also pulls together an analysis of comparative legislation on the rights of Afro-descendant peoples. The research findings are being used to inform educational inclusion policies for the Afro-descendant population.
Education and Gender

- UNESCO Quito, along with Flemish Development Cooperation Agency and in coordination with Ecuador’s Ministry of Education, has developed two important tools to help include the gender approach in education:
  - Publication: Routes of equity: incorporating the gender approach in curriculum and school texts for basic education in Ecuador.
  - Indicators to incorporate the gender approach in basic education.

Quality Schools and the UNESCO Associated Schools Project Network

The Education Sector has taken several actions to strengthen the Network of Schools Associated with UNESCO by holding technical workshops and events to support teacher training on: culture of peace, human rights, education for sustainable development, education for sexuality, and risk management, among others. These activities have been coordinated with national organizations, international cooperation agencies and with the Ministries of Education in the Cluster. In 2013, this area published “Policies and strategies of quality programmes and schools in Ecuador over the last two decades” in collaboration with the Institute of High-Level National Studies (IAEN).

Project to support technical capacity-building for inter- and intra-cultural and multi-lingual living in Bolivia

UNESCO’s Education Sector collaborates actively in implementing this project coordinated
The activities undertaken by UNESCO Quito’s Education Sector incorporate educational communities in order to contribute to innovation in pedagogical practices.

by UNESCO Santiago in the component for strengthening the intra-cultural, inter-cultural and multi-lingual approach in Bolivian education.

Main achievements:

• Strengthening educational know-how among Bolivia’s native peoples, through three studies contributing to formulating and strengthening policies for Bolivian education:
  • Study on international and national legislation on inter-cultural, intra-cultural and multi-lingual living.
  • Systematic analysis of educational experiences from an intra-cultural, inter-cultural and multi-lingual approach in Bolivia and support for preparation of the Multi-Lingual Language and Culture Institute’s Strategic Plan.
  • State of the art in cumulative ancestral knowledge and the native indigenous, Afro-Bolivian and other rural peoples’ own pedagogy.
  • Capacity-building for intra- and inter-cultural and multi-lingual policy-makers through an academic training programme.
  • Technical assistance to construct indicators for educational quality with an intra- and inter-cultural approach.
  • Support for development of language and culture institutes among other important actions, by preparing the strategic plan nationwide.
  • Support for organization of the Andean Meeting for Educational Quality in July 2013.
CHAPTER 4

NATURAL SCIENCES SECTOR
Sector priorities for the 2012-2013 biennium included strengthening of science, technology and innovation systems and policies for sustainable development, eradication of poverty and building a culture of peace and non-violence, as well as using science for sustainable use of natural resources, reducing natural disasters and attenuating their effects.

Permanent Delegations to UNESCO have been kept informed, and joint activities held with the embassies of Bolivia, Colombia and Spain in Ecuador. Further, a visibility strategy has been designed and implemented through social networks, along with events held to reflect and debate priority issues. Besides, the Sector and its activities have been present in the press, fundamentally in Colombia and Ecuador.

Science for sustainable use of natural resources

MAB Programme

The Member States of the Andean sub-region have their main ecosystems duly represented in the World Network of Biosphere Reserves, with island, coastal, Andean and Amazonian sites. With the new sites incorporated in 2013, including the Macizo del Cajas in Ecuador, the World Network now has 621 biosphere reserves in 117 countries.

The Macizo del Cajas in Ecuador receives international recognition by the MAB Programme and joins the World Network of Biosphere Reserves on May 2013.
Colombia, Ecuador, Peru and Venezuela belong to the select group of 17 mega-diverse countries on our planet and include sites especially vulnerable sites such as coral reefs, mangroves and páramos.

**IBEROMaB Network**

The Network of MAB Committees and Biosphere Reserves of Latin America and the Caribbean (IBEROMaB Network) gathered over 20 countries of Latin America, the Caribbean and the Iberian peninsula for its 16th meeting in Maturín, Venezuela (28 October - 1 November). 25 Venezuelan institutions and representatives of the Warao indigenous people of the Orinoco Delta and the Yanomami from the Amazon Region also attended.

The event received financial support from the Governments of Venezuela and Spain and from UNESCO. This meeting revitalized the IBEROMaB Network and positioned the biosphere reserves of Venezuela and the Andean sub-region in the Latin American and Caribbean context, in addition to strengthening Venezuela’s presence in future cooperation efforts, e.g., sustainable management of natural resources linked with biosphere reserves and special ecosystems, such as mangroves.

**Biosphere Reserves**

The Sector backstops and provide technical assistance for the preparation of proposals for new biosphere reserves, such as the Dry Forest in southern Ecuador, as well as changes in boundaries and re-zonation of sites that already have international recognition. Cross-border efforts include support for preliminary initiatives to work on the concept of biosphere reserve, for example in Lake Titicaca (Bolivia and Peru) and on the coastal border between Colombia and Ecuador, including their mangroves.

The Sector supports the work of thematic networks, such as the Network of Amazonian Biosphere Reserves, which includes sites from every country in the Andean sub-region.
Especially invited by the organizers of the Third Meeting of the National Network of Biosphere Reserves of Peru, the Sector gave, in Villa Salvación, Madre de Dios, Manu Biosphere Reserve, on 28 May, a lecture on the MAB Programme, the concept of biosphere reserve and the World Network of Biosphere Reserves.

Special case: Galapagos

Actions have been established for especially vulnerable ecosystems, such as the Archipelago of Columbus Biosphere Reserve (Galapagos) in Ecuador. The Sector represents the Organization on the Board of the Fund to Control Invasive Species in Galapagos (FEIG) and as a Governing Member at the General Assembly of the Charles Darwin Foundation (CDF), contributing to integrated management of this site, which is also registered on the World Heritage List.
Earth Sciences

Global Network of National Geoparks

In 2013, with the incorporation of 10 new sites, the Global Network of National Geoparks has 100 geoparks located in 29 countries. The network brings together sites characterized for their international importance, exceptional features and extraordinary beauty, where the geological heritage is utilized to promote sustainable development for communities living there. “Geopark Projects” under way in the sub-region include the Chicamocha Canyon in Colombia and the Tungurahua Volcano in Ecuador.

International Hydrological Programme (IHP)

UNESCO Quito is pursuing specific activities regarding water resources, emphasizing World Water Day and the goals of International Water Cooperation Year (2013), for which UNESCO has been chosen as the lead agency in the United Nations System, and the International Decade for Action (2005-2015) “Water for life”.

As an example of cooperation regarding water, the Sector represented the United Nations Resident Coordinator in Ecuador at the Second Artistic and Cultural Fair for World Water Day, in Quito, along with SENAGUA. With UDLA and participation by SENAGUA, an ad hoc event was also held in Quito to position the spirit of these celebrations among university students and professors.

Internationally, the Sector sponsored the International Digital Photography of Water Contest, organized by the Integrated Coopetivity civil-society association and the Creadess network for the International Year.
To celebrate World Poetry Day (21 March) and World Water Day (22 March), and for the International Year and the “International Meeting of Poets in Ecuador – Poetry at Parallel Zero, 2013”, UNESCO Quito and the Spanish Embassy in Ecuador invited youth from Ecuadorian primary and secondary schools to the “Poetry for Water” contest, with a panel of judges including poets and representatives of the organizing institutions.

**Atlas of Water Cultures in Latin America and the Caribbean**

Under the “Water and Culture” Regional Programme of the IHP, which contributes to meeting the need to recognize the cultural dimensions to find sustainable solutions for water issues, the Atlas of Water Cultures in Latin America and the Caribbean is being prepared.

This project consists of compiling the diverse water cultures of the region, from the oldest up to current ethnic groups, highlighting the different strategies and technological alternatives applied to use and preserve water resources, emphasizing cultural, ethnographic, ecological and economic aspects. The Atlas is active in the Andean countries, and the national components of Argentina, Bolivia, Chile, Colombia, Ecuador, Peru and Venezuela are being prepared.
Science Policy Workshop

- Along with ACCION and CONDESAN, UNESCO is organizing the event on Impacts of Global Climate Change on Snow, Glaciers and Water Resources in the Andes: Policy Recommendations for Adaptation Strategies, which will take place in Quito, 20-22 November. The workshop will gather communities of scientists and decision-makers working on climate change impacts to formulate policy recommendations and strategies for adaptation.

Exhibition: Water - heritage that circulates from one hand to another

The exhibition was organized by the Embassy of Colombia in Ecuador and associated institutions, including UNESCO Quito. The exhibition brought together information on Colombian and Ecuadorian watersheds, placing special emphasis on the Amazon basin that the two countries share. The Sector coordinated the scientific component of the activities related to the presentation, promoting especially access for children and youth and participating in the publication Water: heritage that circulates from one hand to another.

Mangroves and sustainable development

The Sector is working on strategies for conservation and sustainable use of resources in special ecosystems through integrated management. UNESCO Quito has launched a proposal on mangroves in the countries of the Andean sub-region as an open process involving key national and local stakeholders. The initiative will reinforce cooperation relations among countries and among communities living in and using the resources in their mangroves, and share successful experiences and lessons learned for sustainable management of these ecosystems and their natural heritage.
The initiative places special emphasis on biosphere reserves (which is not exclusive) and operates under the MAB Programme. It also offers the opportunity to incorporate elements of the International Hydrological Programme, under the International Year for Water Cooperation and the International Decade for Action above mentions, as well as UNESCO’s LINKS Programme and other regional initiatives such as the Regional Network of Marine and Coastal Protected Areas of the Southeast Pacific.

A formal alliance has been established with Conservation International and with the CPPS, under which the Sector is supporting preparation of the Regional Action Plan for Conservation and Sustainable Use of Mangroves in the Southeast Pacific, intensely involving the countries; a promotional video http://vimeo.com/71773992; a publication on successful experiences with mangroves and sustainable development, in the Latin America and Caribbean region; along with the Ministry of Environment and Sustainable Development of Colombia, an international workshop has been held on mangroves and sustainable development (23-26 July) in Santa Marta; and the Sector sponsored the Regional Youth Summit for Conservation and Sustainable Development of Coastal Marine Ecosystems, organized by the General Directorate of Maritime Interests of Ecuador’s Navy and other institutions (25-26 September) in Salinas.

**Policies on science and innovation – LINKS Programme**

**World Science Forum**

The World Science Forum is an event begun by the Hungarian Academy of Science in cooperation with UNESCO, ICSU, AAAS, TWAS and EASAC. In 2013 the World Science Forum will take place in...
Rio de Janeiro, Brazil (25-27 November) for the first time outside Budapest, Hungary. With participation by scientists of world renown and scientific policy-and decision-makers, the Forum will probe socio-environmental and economic aspects of global sustainability from a scientific perspective.

- Within this framework, the proposal by the Andean sub-region for the Latin American and Caribbean and world platform emphasizes incorporating the “S” (transition from STI – Science, Technology and Innovation – to STI-S), recognizing the transcendence of involving diverse knowledge and a dialogue among different kinds of knowledge.

Spiritual Reserves of Humanity

Under the LINKS Programme, the Sector has backstopped and provided technical assistance for work led by indigenous representatives and other stakeholders in Colombia to propose a new international nomination of sites to UNESCO, the Spiritual Reserves of Humanity. This is an attempt to enable recognition of sites with special spiritual value, The Sector has participated in the World Meeting of Guardians of Mother Earth, held in the Tezhúmake territory of the Wiwa people, in the Sierra Nevada of Santa Marta, Colombia (15-20 May) organized by spiritual authorities of native peoples by the Colombian FUNDARCULTURA Foundation.

Diverse forms of knowledge

During the International Symposium on “The Challenge of a Dialogue among Different Forms of Knowledge in Pluri-National States”, held in Quito (15-19 April) UNESCO and SENESCYT organized a workshop entitled “Incorporating Diverse Forms of Knowledge into Policies on Science, Technology and Innovation - Experiences in Latin America”. Representatives of ministries and secretariats of science, technology and innovation from the region took part.

Life plans

The Sector technically supports government entities and indigenous associations in preparing and implementing life plans, with special emphasis on peoples and nationalities on the Coast of Ecuador. The life plans of indigenous peoples are essential
documents based on their view of the world and their social, cultural and economic reality, recognizing their ancestral knowledge and their own traditions.

**Fifth Latin American Olympics of Astronomy and Astronautics (OLAA)**

The Sector sponsored the Fifth OLAA, held in Cochabamba, Bolivia (19-23 October), involving youth of the region, and including the donation of a UNESCO - Explore Scientific telescope.

**Cross-cutting activities**

To commemorate world days with environmental themes, the Sector continues organizing a Cycle of Environmental Cinema for the general public, which includes debates lead by specialists on the topic and representatives of partner institutions. The successful experience in Quito with the French Alliance and the Ciento Ochenta Grados Foundation is being replicated in the Ecuadorian cities of Cuenca and Portoviejo, the University of Cuenca and the Technical University of Manabi.

Further, the Festival of Scientific Cinema in Quito was organized by the Imagine Science Film Festival of New York, the Museum of Children and Children in Adults of Quito and the French Alliance of Quito, with collaboration by UNESCO Quito and other institutions. This was the first festival of scientific films founded by scientists, to bring science closer to all audiences and transform the way that science and scientists are viewed and presented in the media. This festival is held every year in New York and this is the first time it has been done in Latin America.

The Seventh Latin American Seminar on Scientific Journalism “High Mountains and Climate Change” was organized by the FIDAL Foundation with the sponsorship of UNESCO Quito and took place at the Private Technical University of Loja, Ecuador (16-17 May).

The Sector has collaborated in disseminating the guidelines and modalities for participation in the UNITWIN Programme and UNESCO Chairs.
CHAPTER
CULTURE SECTOR
Activities undertaken by the Culture Sector of UNESCO Quito during this biennium (2012-2013) were organized under two major priorities. First, protecting and promoting heritage and cultural expressions. And secondly, advocating for the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace and non-violence.

**Comprehensive Management and Conservation Plan for the Ensemble of the Convent of San Francisco, Quito, Ecuador**

In 2013, the first phase of the project was implemented thanks to the support from Italian Development Cooperation, the Franciscan Community and national partners involved in the management of heritage and tourism: Ministry of Culture and Heritage, National Cultural Heritage Institute, Metropolitan Heritage Institute and Quito Tourism. During this stage assessments on the conservation status of immovable and movable heritage where prepared and possibilities of implementing adequate tourism services to prepare the Convent's management plan were evaluated.

The plan also includes a zoning proposal; a short, medium and long-term planning matrix by lines of action; and the general framework of local, national and international references. The ultimate goal of the plan is to achieve sustainability for the Convent and guarantee the conservation of its movable and immovable heritage.

In September, the first draft of the plan was submitted to the Steering Committee members for validation and subsequent publication. The first stage of the management system is expected to be implemented by 2014, with at least two touristic services running.
35-year anniversary of the inscription of Quito and Galapagos on the World Heritage List

On 8 September 1978, the City of Quito and the Galapagos Islands were included in the World Heritage List, along with another ten nominations.

For the 35th anniversary, UNESCO Quito launched a social media campaign of visibility and promotion, including images, trivia and relevant documents to publicize the 1972 World Heritage Convention and the criteria under which these two sites were inscribed. This activity will also be reproduced with other properties in the Cluster.

UNESCO’s Culture for Development Indicator Suite (CDIS)

Ecuador implemented the CDIS in 2012 with the support of 13 government bodies and in coordination with the Coordinating Ministry for Heritage. Late that year, the preliminary findings on the seven dimensions of the Suite (Governance and institutionality, Education, Social participation, Communication, Gender equality, Heritage and Economy) were presented.

At this time, UNESCO Quito, in coordination with the Division of Cultural Expressions, is organizing the work groups to prepare the final publication.
with the new authorities of these national institutions. Moreover, Peru’s Ministry of Culture has begun implementing the CDIS and is close to completing the first stage.

**Experiment, learn, create. UNESCO Youth Forum on Creativity**

The UNESCO Youth Forum on Creativity was the first meeting to disseminate and promote the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions among the youth of the region. It was proposed as an arena for experimentation, learning and participation for youth ages 13-16. The Forum explored the importance of creativity and access to diverse cultural expressions in order to build young people’s individual and collective identity. These are fundamental pillars in the development of sustainable cultural ecosystems.

The sixteen participants were selected through a national contest for cultural expressions held in coordination with the Ministry of Culture. Outstanding productions were selected from Ecuador’s three regions. The young participants came from ten provinces: Loja, Esmeraldas, Manabí, Santo Domingo of the Tsáchilas, Napo, Orellana, Bolívar, Carchi, Imbabura and Tungurahua.
Divided into three workshops devoted to audiovisual expression, sound expression and plastic and speech expressions, the participants experienced each phase of the cultural cycle: creation, production, dissemination, Exhibition/reception/transmission and participation/consumption by designing and presenting a cultural expression. As outputs of this learning, a short documentary, several radio plays and an book-object were produced.

The Forum was organized in coordination with the Division of Cultural Expressions and the methodological design was in charge of Patrimonio & Metrópoli. The Forum was sponsored by the Ministry of Culture of Ecuador, the Coordinating Ministry for Heritage, AECID and volunteers from Unión Latina - Ecuador.

¡Elé! Magazine,
special issue on creativity
As part of the activities to disseminate the 2005 Convention, UNESCO Quito established a publishing alliance with the ¡Elé! Magazine to bring out the key concepts of the Convention.

The result was the issue number 54, with the central theme: “I want to be an artist”, which explained the cycle of cultural production and concepts such as creativity and cultural expressions, in a dynamic, easy-to-understand manner for children ages 6-13.

UNESCO Quito distributed copies among the National Commissions for Cooperation with UNESCO in Latin America, schools of the ASPnet, participants in the UNESCO Youth Forum on Creativity, and other national partners.

Second International Congress on Free Culture

In alliance with FLACSO-Andes and the Radialistas Apasionadas and Apasionados Foundation, UNESCO Quito held the Second Congress on Free Culture (30-31 May) in Quito, Ecuador.

The event was held with the support of the Coordinating Ministry for Knowledge and Human Talent, Ministry of Culture, Ministry of Education, Under-Secretariat of Culture of the Municipality of Quito, Alliance Française, and FLACSO Cine. Speakers attended from Argentina, Brazil, Colombia, Ecuador, Spain, England, Mexico, Peru, Uruguay and Venezuela. The participants debated on universal access to knowledge, artistic and cultural creation, the use of open and free technologies, collective production and open access to scientific productions, among other topics.
Global strategy to build national capacities to safeguard intangible cultural heritage, in the meeting of Latin America (17-19 September) in Cuzco, Peru.

During the three-day meeting, attendees discussed progress, outcomes, challenges and information supplied by the facilitators from the region regarding the Global Strategy. They analyzed training materials used in workshops to safeguard ICH, and discussed the incorporation of pedagogical methodologies focusing on participation and interactivity. They also exchanged their best practices and experiences regarding inventorying with communities’ participation.

Safeguarding the Intangible Cultural Heritage of Kallawaya Communities

During 2013 UNESCO Quito and the Intangible Cultural Heritage Section at Headquarters finalized the project “Safeguard the Intangible Cultural Heritage of Kallawaya Communities” financed by the JFIT, to help Bolivian institutions

UNESCO Quito took part, along with other offices of the region and facilitators of the

Global Strategy for Strengthening National Capacities for Safeguarding Intangible Cultural Heritage: Latin America and the Caribbean Review Meeting
and the Kallawyas in creating favorable conditions for the transmission and safeguard of their Intangible Cultural Heritage by effectively applying the 2003 Convention.

The project will be implemented in coordination with the Bolivian Institute of Traditional Kallawaya Medicine (INBOMETRKA), the Ministry of Cultures and Tourism and the Radio and Television Training Service for Development (SECRAD).

Activities will include “preparing modules for awareness raising and transmission, training sessions from experienced Kallawyas to beginners, training for Ministry of Cultures staff and Tourism and media, awareness raising conferences for communities in the Kallawayas’ region and the elaboration of a communication strategy to inform rural and urban zones in the department of La Paz about the importance of the Kallawayas’ Intangible Cultural Heritage and the role of the 2003 Convention as an instrument to safeguard it”.

**UNESCO Award of Excellence for Handicrafts, Andean Region, 2014**

In October 2013, the Culture Sector of UNESCO Quito launched the 2014 Award of Excellence in alliance with the Inter-American Handicrafts and Folk Arts Center (CIDAP) who will host the event.

This Award was launched with support from the National Commissions for Cooperation with UNESCO in Bolivia, Colombia, Ecuador, Peru and Venezuela, who supported the process in their countries.
UNESCO Pavilion at the Colors of America Handicrafts Festival

- Around twenty artisans who won the UNESCO Award of Excellence for Handicrafts, participated in the UNESCO Pavilion at the Colors of America Handicrafts Festival organized by CIDAP. This is one of the most important festivals in Latin America for crafts production.

Within the strategies to support commercialization that the Award provides to winners, artisans from Burkina Faso, Chile, Ecuador, Guyana, Suriname, Uruguay and Venezuela were present in Cuenca, Ecuador (31 October-3 November) selling their products and sharing their excellent crafts techniques.

Alcira Sandoval Ruiz, Specialist for the Culture Sector at UNESCO Quito, gave a presentation on crafts excellence and creative industries for all the artisans at the UNESCO Pavilion.
Promotion of the winners of the UNESCO Award of Excellence for Handicrafts, Andean Region 2011.

As part of the benefits of UNESCO Award of Excellence, UNESCO Quito has pursued, since early this year, a strategy for publicizing the winning artisans and their handicrafts on the Award’s Facebook page. There, the artisans’ profiles, photographs of their works and their craft processes and techniques are published.

Plus, this platform publicizes the Award: evaluation criteria, pre-requisites for participation, etc., and events, partners, fairs, and curiosities regarding handicrafts as one of the key creative industries in the region for sustainable development.

In the Awards’ Facebook Page, artisans and general public discuss around topics such as if handicrafts are commercial products or a form of art, or the role of the artisans and their activity as field for creativity and innovation as well as for transmission of intangible heritage. The page is available at http://goo.gl/iuCWYs.
CHAPTER

COMMUNICATION AND INFORMATION SECTOR
During 2013 Communication and Information Sector has executed several projects and activities in order to implement the plan of action for Major Programme V, which seeks promoting freedom of expression and information, and fostering information and communication capacities for universal access to knowledge to bridge the digital divide.

Within this framework, the Sector focused on organizing commemoration of World Press Freedom Day in the Andean countries. It continued providing technical and financial oversight of projects supported by the International Programme for the Development of Communication (IPDC), and provided technical assistance for project formulation in countries of the Andean Region to apply for funding from extra-budgetary sources.

Special attention has been given to safety of journalists, journalism education, community media and ethical standards. Besides, gender equality has been included in each project implemented as an action to wider women’s access and participation in communication systems, and to improve the quality of the representation of women in the media.

The following activities explain how the Sector has contributed to an environment conducive to freedom of expression based on a culture of peace and non-violence.

**Celebrating World Press Freedom Day**

On 14 May, UNESCO Quito and the Department of Communication at the University of the Hemispheres organized, at the University's Audiovisual Production Center, a lecture by prestigious Colombian journalist Jineth Bedoya on the topic: “Ethics in exercising freedom of the press in scenarios of conflict: the case of Colombia”.

*WPFD 2013. Jineth Bedoya talked about her experience as a journalist in Colombia.*
The event was attended by about 150 students, mainly those studying Communication. As part of the meeting, the Director-General of UNESCO send a video message and the acting Communication and Information Advisor for the Andean Region inaugurated the event. The Colombian journalist spoke of her professional background as a reporter in armed conflict zones and also shared her personal experience. The seminar provided the opportunity for reflection about the need for journalists worldwide to exercise freedom of the press with ethics and commitment.

To fortify free, independent, pluralistic media, citizen participation and communication at the service of sustainable development, taking disparities between men and women into account, the Sector has provided support for the following activities within the International Programme for the Development of Communication (IPDC).

Applying UNESCO's Model Curricula for Journalism Education in the Andean Region

- The Latin American Federation of Schools of Social Communication (FELAFACS) is carrying out the project, Training professors for Master’s programmes in the Andean Region with emphasis on the strategic use and social appropriation of ICT.
This virtual and on-campus training for Master’s professors in three countries of the Andean Region (Bolivia, Colombia and Ecuador) covers key topics from UNESCO’s Model Curricula for Journalism Education: Foundations of journalism, media legislation, journalism ethics, and on-line journalism and multimedia. This project purchased the 16 books on communication recommended by the UNESCO Model Curricula.

• Bolivarian University of Venezuela conducted a Diploma programme to reinforce training for alternative and community communicators. Within this framework, it was adapted four subjects of UNESCO’s Model Curricula for Journalism Education: investigative journalism, coverage and writing, ethics, and legislation.

Teaching guides were formulated and 36 new books suggested by the Model Curricula and two computers were purchased for the newsroom of the Degree Training Programme in Social Communication of the UBV.

The Diploma programme began on 1st March in Caracas and on 16 March in Falcón. The course will run again in academic year 2013-2014 nationwide.
Support for community media

- The ILLA Education and Communication Center implemented the project: **Training for community communicators on ICTs and gender.** Two workshops were carried out for 48 women communicators from community radio stations in 20 regions of Peru. The workshops took place in February in Lima and Chiclayo and focused on gender equality and using ICT. As a result, participants produced seven radio reports on women’s empowerment and topics of interest for their communities. They also established an online platform online to upload information from the training. As achievements, participants emphasized their opportunity to learn about the new technologies and to develop abilities to use gender-inclusive language in their productions. All training materials are hosted at: [www.radialistas.net/genero_y_tic.php](http://www.radialistas.net/genero_y_tic.php).
• Radio Education of Bolivia (ERBOL) implemented the project, **Educating grassroots communicators for the Afro-Bolivian** from the Los Yungas zone of La Paz. The training provided knowledge on freedom of expression standards, gender equality, ICT tools, radio and digital journalism.

Achievements include strengthened intercultural relations through social interaction during the training, forming a team of grassroots communicators in the Afro-Bolivian community, linked by the ICT, with their own social network space, an account in Facebook, educational spots, a newscast, talk shows, comments, dispatches, a radio variety show, a blog named: [http://afrobolcomunicadores.wordpress.com/](http://afrobolcomunicadores.wordpress.com/), where they uploaded the news they wrote and the photos they took, and their application for a radio frequency.

**Safety of Journalists**

The Foundation for New Latin American Journalism (FNPI) implemented in Colombia the project, **Investigative journalism on drug traffic and self-protection mechanisms for journalists**. This training was provided for 17 journalists who cover topics of drug traffic and organized crime and work in border zones of Colombia, Ecuador and Venezuela.

The workshop, on investigative journalism offered special skills and competencies for investigation, reporting, narration, networking and self-protection for journalists working in or covering these border territories in the three countries. It also covered production of new contents on drug traffic and border issues, with a major component of
Self-regulation and gender equality in Journalism

The Federation of Journalists of Pichincha (CPP) and Ecuadorian Association of Newspaper Publishers (AEDEP) are completing a project on Training in self-regulation and gender for management and journalists in Ecuador’s print media.

The first workshop covered the use of codes of ethics, editorial guidelines and guide for professionals. The second workshop covered journalism with a gender approach. It was attended, in Quito (April 2013), by 84 journalists from different public and private media and institutions. They discussed the gender perspective in politics, advertising, handling news on gender-based violence and representing women in the global media.

By the end of this project, a complete guide for self-regulation for the country’s print media will be ready, including a specific chapter on covering gender issues, based on UNESCO’s publication.
Getting the Balance Right, and will be publicized in Quito, Guayaquil and Cuenca.

**IPDC projects approved in 2013**

Four national projects were approved by the International Programme for the Development of Communication (IPDC) to be implemented in 2013:

- **Bolivia**: Strengthening professional journalism and the alternative media in Cochabamba, Bolivia to promote freedom of expression and information, submitted by CEDIB.
- **Colombia**: Development of the media in Colombia, according to application of UNESCO’s MDIs, submitted by the Pontifical Javeriana University.
- **Peru**: Strengthening and Training the Indigenous Communicators Network of Peru, submitted by SERVINDI.
- **Venezuela**: Radio training for indigenous community communicators, submitted by the Guasimos Foundation.

Additionally, national projects, one per country (Bolivia, Colombia, Ecuador, Peru and Venezuela) and one regional were formulated and submitted for consideration to the PDC for 2014.
CHAPTER 7
INTER-SECTORAL PLATFORM
PROMOTING A CULTURE OF PEACE AND NON-VIOLENCE

Under UNESCO’s 2012-2013 Biennial Programme and Inter-Sector Mechanism coordinated by UNESCO Headquarters, funding was obtained to implement the project, Promoting a Culture of Peace, Non-Violence and Intercultural Dialogue through local media, teacher training institutions and schools. This project is implemented in border zones and/or in contexts of vulnerability in the countries of the Andean Region, to deepen learning, teaching and dissemination of communicational products and messages promoting respect and full enjoyment of human rights and a culture of peace.

A participatory process has constructed the modules for: Culture of peace, non-violence and inter-cultural relations, Project preparation, Strategies for learning a culture of peace, Journalism for peace. To build institution capacities for UNESCO’s partners, it has involved institutions and organizations of well-recognized prestige in these countries in the territorial coordination: FLACSO-Ecuador, the Javeriana University of Colombia, the Jesuit University of Táchira in Venezuela and the Private Technical University of Loja.

This training applies a methodology combining on-site workshops with activities on the virtual platform for the Culture of peace project, www.culturadepazunesco.org.
The project aims to promote a culture of peace, mutual understanding and gender equity through quality education and quality journalism conveying the values of human rights and intercultural understanding. The main activity is the training course, four modules for journalists, professors for teacher training and journalism, to broaden their knowledge, abilities and the necessary sensitization to perform their work professionally and cope with problems and possible threats, peacefully and respectfully.
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<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAAS</td>
<td>American Association for the Advancement of Science</td>
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<tr>
<td>ACCION</td>
<td>Red Interamericana de Observatorios del Cambio Climático en los Andes/Andean Climate Change Interamerican Observatory Network</td>
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<td>AECID</td>
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<td>CEDIB</td>
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<td>CIDAP</td>
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<td>CONDESAN</td>
<td>Consortium for the Sustainable Development of the Andean Ecoregion</td>
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<td>CONAICE</td>
<td>Confederation of Nationalities and Indigenous Peoples of the Ecuadorian Coast</td>
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<td>CPP</td>
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