



United Nations
Educational, Scientific and
Cultural Organization

UNESCO 2011



Cover

Taking part in a flood rehabilitation project, UNESCO Bangkok staff member Ichiro Miyazawa paints a wall with 6th grade student Kanaphong Foochan at Wat Tukkata Primary School in Nakhonchaisri, Nakhonprathom Province.

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Preface

by Irina Bokova, Director-General of UNESCO

2011 has presented as many opportunities as challenges – to Member States and to UNESCO.

The Arab Spring has shown the power of aspirations for human rights and dignity. However 2011 was also marked by devastating natural disasters, starting with the Great East Japan Tsunami and Earthquake on 11 March and including a drought affecting millions in the Horn of Africa. Societies across the world have remained gripped by a severe economic crisis that has deepened the challenges of poverty.

In such circumstances, UNESCO's mandate has never been so meaningful. States cannot tackle alone the economic crisis, the impact of climate change, or the loss of biodiversity. Cooperation must be global. It must include everyone inside societies, reaching especially the poorest and most marginalized. The humanist ambitions at the heart of our 1945 Constitution retain all of their vitality and rallying power today.

The 36th Session of the General Conference of UNESCO gave a ringing endorsement to this vision. From all parts of the world, we heard a clear message that the stakes of peace today lie precisely in education, culture, the sciences and communication, as the foundations for sustainable development. The General Conference gave new impetus to our work across the board. It also admitted two new Members – Palestine and South Sudan, along with two new Associate Members, Curaçao and Sint Maarten. UNESCO is the first United Nations agency to admit Palestine. Membership allows a country to bring to the world that which it cherishes most, including its aspirations for mutual understanding. This should be an opportunity to strengthen UNESCO as a universal platform for peace and dialogue. It must also be a chance for all to commit once again to the values we share.

Strong messages of solidarity and resolution were voiced during the 7th UNESCO Youth Forum that brought young people together to explore 'How youth drive change'. Across the world, young people are inventing new ways of acting – we must live up to their expectations.

All of this reflected UNESCO's wide angle of action in 2011 – ranging from the launch of a new Global Partnership on Girls' and Women's Education and the inauguration of the Regional Tsunami Advisory Services covering the Indian Ocean to our engagement to support freedom of expression through media training, to promote civic education, and to protect cultural heritage in Tunisia, Egypt and Libya. In 2011, we celebrated the 10th anniversary of UNESCO's 2001 *Universal Declaration on Cultural Diversity* as well as the 40th anniversary of the Man and the Biosphere programme – both remain pioneering initiatives. Throughout the year, Africa remained at the forefront of our work, and efforts to promote gender equality were stepped up across all of our programmes.

2011 was marked also by the suspension of financial contributions to UNESCO by the United States, as required by United States law. This affected immediately the Organization's ability to deliver programmes and will continue to do so in the future. The rapid response within UNESCO and from supporters across the world to compensate for this shortfall was inspiring. Nonetheless, 2012 opened on a note of financial uncertainty.

I am confident that we will turn this challenging situation into an opportunity. I see this as a chance to build a sharper UNESCO, in tune with the ambitions of its mandate and with the needs of the 21st century. This Annual Report highlights the full range of our action – it shows how we will continue to strengthen our impact and delivery across the world.

Irina Bokova



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Tunisia was at the vanguard of a social and democratic revolution that swept across the Arab region during the early months of 2011.

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CHAPTER 1

Supporting emerging democracies





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partners, including Arab Reporters for Investigative Journalism and the Egyptian Press Syndicate.

The value added by UNESCO to the development of the media landscape in the Arab region is best summed up by one of the journalists who attended the workshop: ‘Before (the Arab Spring) we did not ask questions and, of course, that prevented us from making good interviews, but now we have the tools and methods to ask and report the questions in the right way.’

■ Journalism education

As part of its long-term strategic response to developments in the region, UNESCO developed a partnership with Cairo University’s Faculty of Communication to assist the university in reforming its journalism curriculum. The aim is to strengthen both journalism education and communication research in Egypt. The project also plans to develop recommendations for other journalism schools, based on the UNESCO Model Curriculum on Journalism Education.

UNESCO’s General Conference admits South Sudan and Palestine

South Sudan became UNESCO’s 194th Member State after completing procedures for the ratification of UNESCO’s Constitution on 27 October. The Organization is helping the new country address its education needs.

On 31 October, the General Conference of UNESCO – its governing body comprising all Member States – voted to admit Palestine as the Organization’s 195th member. The Palestinian flag was raised for the first time at the Paris Headquarters in December at a ceremony attended by Palestinian Authority President Mahmoud Abbas.

UNESCO also worked with teachers at mass communication and journalism faculties in the Arab region, including in Tunisia. These professionals received training on Reporting Diversity Curricula Development in Tunis in September. The workshop brought together leading international media experts to examine ways in which media coverage of diversity could be incorporated into journalism education programmes.

■ Safeguarding heritage

As uprisings spread in the region and civil war broke out in Libya, UNESCO took the lead as the sole UN agency with a specific mandate in the cultural sphere and as the Secretariat of the world's principal cultural conventions, to mobilize the international community to safeguard the cultural heritage of countries in the throes of revolutionary change.

At various key moments during the eventful Arab Spring, UNESCO rallied widespread support to protect the world-famous heritage of the Maghrib and the Middle East, such as the great funerary monuments of ancient Egypt, Greek and Roman archaeological sites

Heritage awareness-raising campaign in northern Egypt organized by UNESCO, ILO and Egypt's Ministry of Antiquities.

and exquisite Islamic manuscripts and religious objects.

In early 2011, Director-General Irina Bokova launched appeals to all parties, – international organizations, national governments, NGOs and the international art market – to protect the cultural heritage of Tunisia, Egypt and Libya.

UNESCO promptly mobilized its resources and networks of experts and partners to develop a multi-pronged strategy for safeguarding cultural heritage in the countries concerned.

On 15 March, in conjunction with the celebration of the 40th anniversary of UNESCO's Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, Ms Bokova convened an emergency meeting of stakeholders and experts from the Organization's principal partners in cultural preservation: INTERPOL; the World Customs Organization (WCO); the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM); the International Council on Monuments and Sites (ICOMOS); the International Council of Museums (ICOM); and the World Monuments Fund (WMF).

That meeting discussed the numerous reports of destruction, damage and theft at museums, archaeological sites and libraries. The situation was complicated by the lack of reliable information on the status of cultural heritage sites

'Together, We Can'

The Umbrella Initiative is a national literacy campaign in Egypt involving young volunteers. Launched in September in cooperation with the country's Adult Education Agency, the campaign is targeting 17 million illiterate people – two-thirds of whom are women. It aims to improve overall literacy figures through a cooperation mechanism between government and civil society. Using the slogan 'Together, We Can', UNESCO is seeking to mobilize civil society groups and networks as active partners in this platform for literacy work in Egypt.





© UNESCO Cairo Office



© Egyptian Ministry of Antiquities

Director-General Irina Bokova tours the Egyptian Museum in Cairo with Tarek El-Awadi, the museum's director. Ms Bokova applauded Egypt's youth for forming a human shield to protect the museum during the revolution.

and institutions, the loss of previously established working relations with key institutions and individuals, the threat of neglecting heritage protection while dealing with social and economic emergencies and the constantly changing conditions.

One outcome was the dispatch of emergency assistance missions to Egypt and Tunisia to make contact with the newly-appointed personnel of the ministry of culture, assess the needs for assistance, especially in preventing illicit trafficking,

and to devise a comprehensive plan to serve as a roadmap for coordinated action on the medium and long-term protection of cultural heritage.

Experts in the UNESCO Office in Cairo monitored the rapidly evolving situation and followed up on the numerous conflicting reports of theft or destruction of objects from several Egyptian museums, including the Egyptian Museum in Cairo, overlooking Tahrir Square, the nerve centre of the Egyptian Revolution.

At one point, citizens formed a human chain around the Museum to prevent looting. Many rare manuscripts and books were lost in the fire that engulfed Cairo's Institute of Egypt in December.

In another moving outpouring of solidarity, young people joined hands to protect the precious collections and archives of the Bibliotheca Alexandrina, Egypt's state-of-the-art library, established in collaboration with UNESCO. Despite regular contacts with the Supreme Council of Antiquities and other Egyptian

Press freedom: speaking out

The Director-General condemned the continuing attacks against journalists, including the death of two photojournalists killed in a mortar attack in the city of Misrata, Libya, and made a number of statements in relation to developments in the region – for example, calling on Syrian authorities to restore Internet services to citizens and cease attacks against media, and appealing for an investigation into deaths of media professionals in detention in Bahrain.

heritage bodies, accurate information was difficult to obtain.

Throughout these turbulent events, the Egyptian people and particularly young people and the military, demonstrated tremendous solidarity, courage and pride in protecting their cultural heritage, testifying to the potential of culture in affirming identity and fostering social cohesion.

■ UNESCO-INTERPOL mission

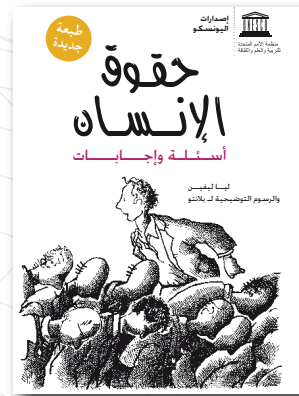
The joint UNESCO-INTERPOL mission dispatched in May conducted numerous site visits, leading to the elaboration of concrete guidelines for security at Egypt's historic sites and museums. Following the mission's recommendations, UNESCO launched two Swiss-funded projects to train Egyptian officials in museum disaster preparedness and risk mitigation, and combating illicit trafficking of cultural property.

In Tunisia, four expert missions were dispatched to work with the Culture

Ministry in drawing up strategies for employing youth in heritage activities. Two leading Tunisian cultural institutions, the Bardo Museum and the Sousse Archaeological Museum, were provided with support in cultural management and communication, which resulted in the hiring and training of 40 young unemployed professionals.

Owing to the suspension of cooperation with the government of Colonel Gaddafi in Libya and the dangerous military situation there, UNESCO's experts were unable to intervene directly during the early stages of the conflict. In March, the Director-General called on both Libya and the coalition of states implementing a no-fly zone over the country to respect their engagements under the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols, by refraining from any act of hostility directed against Libya's cultural property. UNESCO provided members of the coalition with geographic coordinates and detailed cartographic documents to situate major collections and historic monuments, including the country's five World Heritage sites.

In the light of reports of illicit trafficking, the Director-General sent an international alert to the six neighboring countries (Algeria, Chad, Egypt, Niger, Sudan and Tunisia) and IGOs and NGOs concerned (INTERPOL, WCO and ICOM) in application of the 1970 Illicit Trafficking Convention. UNESCO is also collaborating with the Italian authorities and INTERPOL to retrieve the spectacular Benghazi Treasure comprising some 8,000 bronze, silver and gold coins and other precious Roman and Hellenistic objects, which was looted from a bank in Tripoli in the summer of 2011.



Arabic versions of the UNESCO publications Human Rights: Questions and Answers and Introducing Democracy: 80 Questions and Answers were published and distributed in Tunisian schools and cultural and youth centres in cooperation with the Tunisian Government.

In October, UNESCO convened an expert meeting on protecting Libyan cultural heritage to urgently examine the status of cultural heritage in the country. The international participants included Libyan specialists, UNESCO partners, and representatives of the Blue Shield, the British Museum, the Louvre and international archaeological missions working in Libya. They examined the situation on the ground and announced a series of measures to safeguard cultural sites, prevent illicit trafficking, protect museums and strengthen cultural institutions in the wake of the Libyan civil war.

The first UNESCO expert mission to Libya was dispatched in December 2011. This mission undertook a survey of imminent threats and opportunities related to cultural heritage protection throughout the country and identified, in consultation with the Libyan Department of Antiquities, emergency measures to be undertaken to protect sites and museums at risk, and prevent further illicit trafficking of cultural property.



Young people forming a human shield around the Bibliotheca Alexandrina, February 2011.

Thanks largely to the extensive mobilization undertaken by UNESCO, its partners and local people, damage to cultural heritage in Egypt, Tunisia and Libya was contained. Now, a number of Member States have pledged their support to a wide range of initiatives with an emphasis on cultural heritage protection.

■ Roadmap for Democracy and Renewal in the Arab World

A Roadmap for Democracy and Renewal in the Arab World was developed at a round-table event held at UNESCO Headquarters in June 2011. The roadmap identifies guiding principles for concerted action by all stakeholders – national, regional and international – to support democracy

and above all to help it take root in the Arab world.

Along with education and a human rights-based approach to programming, it focuses on issues of governance, citizenship, socio-economic development and freedom of expression, with an emphasis on the active participation of marginalized populations, including women and youth. The courses of action and guidelines related to democracy in the Arab world that are highlighted in this document, tackle the threefold challenge of founding, restoring and preserving democracies, with an approach based on anticipation and foresight.

■ Gender-sensitive training for democracy

A gender-sensitive Training Kit on Democracy, launched in Tunisia in 2011, is a concrete example of the roadmap's implementation. Ahead of the Tunisian elections in October 2011, this training kit, aimed at 18 to 24 year olds, was developed in a participatory manner, with the support of national and international experts, young women and men and representatives of civil society.

A bilingual French and Arabic manual formed the basis for training sessions in several regions of Tunisia for students, activists from NGOs, associations and youth committees (Scouts, UNESCO Clubs, NGOs, etc.).

The UNESCO publications *Human Rights: Questions and Answers* by Leah Levin and *Introducing Democracy: 80 Questions and Answers* by David Beetham and Kevin Boyle were published in Arabic to respond to a demonstrated

lack of quality materials in this area. They were distributed in schools and diverse institutions (cultural centres, youth centres, NGOs, etc.) in vulnerable areas, in cooperation with the Tunisian Government and civil society actors.

■ Youth Civic Engagement

While young women and men have more access to the political arena in the post-Arab Spring than before, they continue to face a prolonged and uncertain transition from school to work – a major form of marginalization.

How can these societies respond to their young people's needs and aspirations for a better life, for dignity, more justice and less corruption? How can they reduce unemployment so that their youth become autonomous and economically productive citizens and family members?

Experts from governments, academic and research institutions, civil society and youth organizations from 14 Arab States, as well as from the UN and other intergovernmental organizations, gathered in Beirut, Lebanon, in September 2011, to share their experiences, lessons learnt, recommendations and proposals to explore collectively Youth Civic Engagement as a promising strategy to confront the numerous social challenges faced in the region.

■ Ethics and democracy in Egypt

In support of the democratic transition in Egypt, a youth seminar on Ethics and Democracy was held in June 2011 in Cairo. It provided a platform for discussion and

promoted networking among more than 100 young Egyptian activists and students. The seminar covered ethical principles which are the basis for forming a democratic society and the ensuing discussions identified current challenges and urgent needs for young people to be fully engaged in the political and social transition. The participants called on the United Nations system to continue its efforts to educate young people about the concept of ethics and democracy and to provide training for political engagement.

■ Democratic transition and education strategies

In Tunisia, the birthplace of the Arab Spring, a UNESCO-UNICEF colloquium, Democratic Transition and Education Strategies (7-8 July), brought together teachers, education experts and citizens from Morocco, Romania, Spain, Switzerland and Tunisia. In addition to discussing the role of education in the successful transition to democracy, participants examined the contribution of schools to building up citizenship and democracy, and debated how to restore their original role as peaceful and inclusive environments.

Meanwhile, in Libya, UNESCO was asked by the new authorities of the Ministry of Education to provide support in key areas of reform to improve the quality and relevance of the education system, such as technical and vocational education, as well as higher education.

The Organization signed a US\$5 million agreement with the Kingdom of Saudi Arabia in May to carry out activities related to peace and dialogue in Bahrain,



UNESCO Coordinator for Crisis Response Louise Haxthausen is interviewed by CNN at the Libyan World Heritage site of Leptis Magna in early October 2011, following a worldwide surge of concern about the protection of cultural heritage in the country.

Egypt, Iraq, Lebanon, Libya, Palestine, Sudan, Syria, Tunisia and Yemen. The aim is to spread the concept of a culture of peace, dialogue, citizenship and values education, especially among youth. The project strategy is to shape lifestyles and help address contemporary, regional and global challenges; to foster greater intercultural understanding and cooperation; and to enrich cultural life in the participating countries by fostering respect for cultural diversity.

■ The way forward

To further strengthen its delivery capacity in the Arab countries, UNESCO decided to establish Project Offices in Tunis and Tripoli. The offices will focus specifically on responding to the needs and challenges of the democratic transitions and reform processes now underway in these countries.

US Secretary of State Hillary Clinton delivers an address at the launch of UNESCO's Global Partnership for Girls' and Women's Education. The Secretary was joined on stage by Director-General Irina Bokova and UN Secretary-General Ban Ki-moon.

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Une vie meilleure
pour un meilleur
avenir
PARTENARIAT GLOBAL
POUR L'ÉDUCATION DES FILLES
ET DES FEMMES

CHAPTER 2

Learning and knowledge sharing for peace and development



Learning and knowledge sharing for peace and development

Education and knowledge sharing are at the core of UNESCO's mandate, and indeed, at the core of human development. 2011 was marked by a determined effort to mobilize even wider and more effective partnerships to harness knowledge and ensure equitable access to learning opportunities. A selection of the Organization's initiatives can be found below.

■ Leading the international education agenda

A dynamic new global partnership for girls' and women's education was launched at a high-level forum at UNESCO Headquarters on 26 May, by Director-General Irina Bokova with United States Secretary of State Hillary Rodham Clinton and United Nations Secretary-General Ban Ki-moon. Other international leaders included the Prime Ministers of Bangladesh and Mali – both women – and representatives of Apple, Microsoft, Nokia and Procter & Gamble also took part.

'Better Life, Better Future' focuses on reaching illiterate or semi-literate adolescent girls and scaling up women's literacy programmes through partnerships with the private sector. Investing in girls' and women's education has real potential in breaking the poverty cycle and achieving social justice. Yet around 39 million girls of lower secondary age are missing out on an education, while two-thirds of the world's 793 million illiterate adults

are women. The full potential of some 600 million adolescent girls has yet to be realized.

■ Literacy and life skills for vulnerable youth

Literacy programmes for vulnerable young people were carried out by UNESCO's Institute for Lifelong Learning (UIL), which celebrated its 60th birthday in 2011. Some 70 participants from Burkina Faso, Ghana, Liberia, Mali, Nigeria, Senegal and Sierra Leone participated in UIL's Africa Policy Forum on Literacy and Basic Life Skills for Vulnerable Youth in September in Bamako, Mali. A policy forum on the same theme in Cairo, Egypt in December brought together

To celebrate the 50th anniversary of the first human mission to space, UNESCO hosted a forum in April to discuss peaceful uses of space for science, education and culture. Cosmonauts and astronauts from various countries attended: pictured here are Koichi Wakata (Japan), Robert B. Thirsk (Canada), Stephen L. Smith (USA) and Michel Tognini (France).



'There are no immovable barriers to gender equality and education for all.'

Irina Bokova, Director-General of UNESCO





Organized in partnership with Nokia, UNESCO's first-ever Mobile Learning Week (12-16 December) addressed the use of mobile technologies in education in support of Education for All (EFA) goals.

Return to Jomtien

A symbolic return by the international community to Jomtien, Thailand in March gave a new impetus to the EFA movement, which began there 20 years ago. In view of the 2015 target date for reaching the EFA goals, participants urged governments to allocate at least 6% of GNP to education and to ensure there was no trade-off between access to education and quality. Equity in education was equally stressed. UNESCO works with governments, development agencies, civil society, NGOs and the media towards reaching the EFA goals.

participants from Algeria, Egypt, Jordan, Lebanon, Morocco, Palestine, Sudan and Yemen. Stakeholders at both events shared experiences and analysed policies and programmes allowing vulnerable groups of young men and women to benefit from literacy and life skills education.

■ ECOSOC focuses on education

A high point of 2011 was the widespread recognition of UNESCO as a global leader in education at the influential High-level Segment of the 2011 UN ECOSOC Annual Ministerial Review in Geneva, Switzerland, in July, which placed education at the core of development. The Organization played a leading role in planning the event and preparing the report of the UN Secretary-General: implementing internationally agreed goals and commitments in regard to education. This input was reflected in the key messages and outcomes. Numerous speakers mentioned UNESCO priorities and publications during the debates and the Ministerial Declaration contained three references to UNESCO – the only UN agency to be mentioned. This was the first time ECOSOC has focused on education.

■ Addressing the rankings mania

The hot topic of university rankings and their influence on higher education policy was debated at an event at UNESCO Headquarters in May, organized by its Global Forum on Rankings and Accountability in Higher Education.

Over 250 participants from nearly 70 countries attended the Forum, organized in conjunction with the Organization for Economic Cooperation and Development (OECD) and the World Bank. Representatives of widely observed and influential university rankings groups engaged in a vibrant exchange with policy-makers and higher education stakeholders on the merits and shortcomings of rankings and the uses made of them. Participants also examined accountability tools for higher education.

■ The devastating effects of armed conflict on education

The 2011 edition of the *EFA Global Monitoring Report, The Hidden Crisis: Armed Conflict and Education*, was launched at Columbia University in New York on 1 March by a panel including two former Heads of State and UNESCO's Director-General. The event was attended by more than 500 people and was webcast worldwide. This influential annual report plays a crucial role in providing new information and sustaining commitment towards Education for All.

The 2011 Report documented the devastating effects of armed conflict on education and examined the widespread human rights abuses keeping children out of school. Its impact was substantial, notably in the adoption of Resolution 1998 by the UN Security Council in July 2011. Based on one of the Report's main recommendations, it recognizes attacks on schools as grave violations of human rights.

Over 50 countries and territories held launches of the report, which is published in the six UN languages. The summary is also translated into other national languages such as Bangla, German, Hindi, Japanese, Korean and Portuguese. During the first

nine months following its publication, some 40,000 copies of the report had been downloaded via UNESCO's website. In addition, over 20,000 copies of the report, nearly 17,000 summaries and 2,900 regional overviews have been printed and distributed.

■ Charting progress with UIS

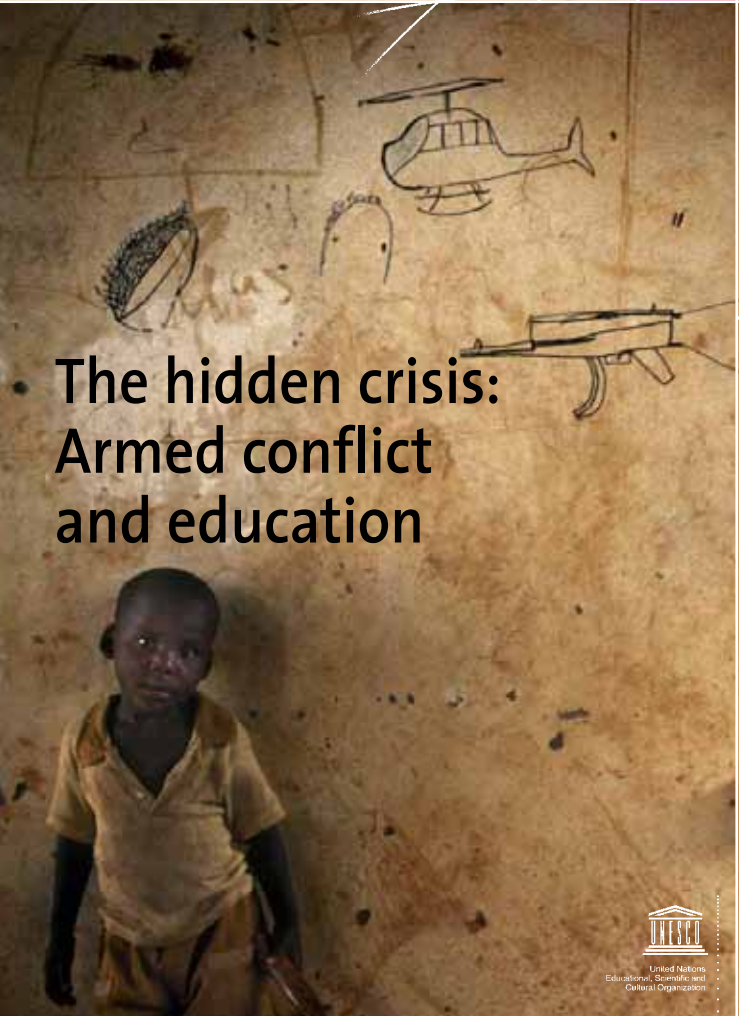
The demand for accurate, policy-relevant data has never been greater. In response, the UNESCO Institute for Statistics (UIS) developed projects and programmes throughout 2011 to broaden the scope of its databases while improving the quality and use of its statistics. To date, more than 30 countries in sub-Saharan Africa have provided data on school facilities, which factor in the quality of education. The UIS is analysing results of a pilot survey conducted in 18 countries on the role of the private sector in innovation, while at the field level the UIS and national teams are also examining results from the first main survey of the Literacy Assessment and Monitoring Programme, designed to measure the full spectrum of literacy skills in countries at different stages of development.

Working with UNICEF, the UIS is providing training and technical support to 26 countries participating in the Global Initiative on Out-of-School Children, a programme to accelerate efforts towards universal primary education.

In 2011, Member States adopted the UIS proposal to revise the International Standard Classification of Education (ISCED 2011) in order to improve the cross-national comparability of data which is essential for monitoring progress towards education goals.

Some 40,000 copies of the EFA Global Monitoring Report 2011 were downloaded in the first nine months following its publication.

EFA Global Monitoring Report	2	0	1	1
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**The hidden crisis:
Armed conflict
and education**

Education for All

United Nations
Educational, Scientific and
Cultural Organization

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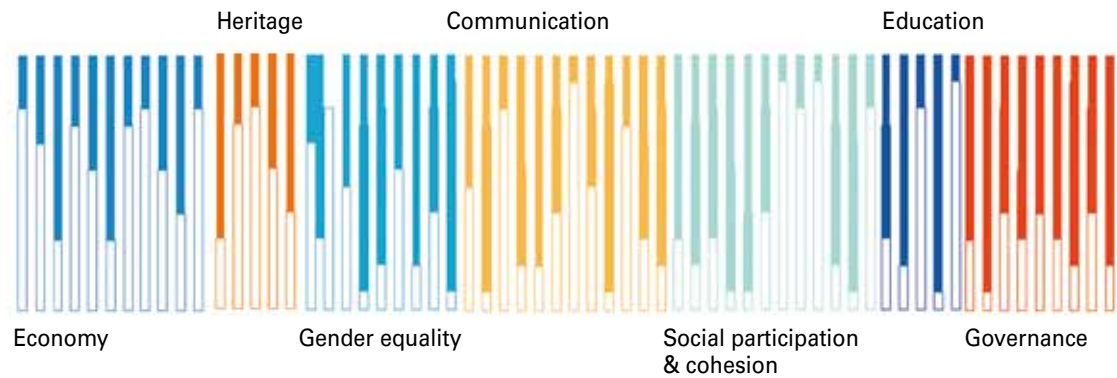
Measuring 'Cultural and Development DNA'

The UNESCO Culture for Development Indicator Suite (CDIS) provides policy-makers with an evidence-based picture of culture's contribution to development through quantitative data, proving how and why culture matters for sustainable development.

CDIS is one of the operational tools of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Indicators examine seven dimensions: economy, social participation and cohesion, education, governance, gender equality, cultural heritage and communication, which when cross-analysed generate unprecedented insights into the 'culture and development DNA' of countries.

Supported by the Spanish Government, CDIS entered its first operational phase in March 2011 in six countries: Bosnia and Herzegovina, Colombia, Costa Rica, Ghana, Uruguay and Viet Nam. The participatory process at the national level has brought together for the first time stakeholders such as representatives from ministries of economy or industry, research institutes and national statistical agencies to discuss how to maximise culture's impact for development.

The outcomes from 2011 have shown the indicators to be a timely and valuable tool. The project has attracted great attention from policy-makers at the highest level, informing their development policies and encouraging future investment in culture-related statistics.



■ Secondary education: The next great challenge

According to the 2011 *Global Education Digest*, published by the UIS, a child in the last grade of primary school has at best a 75% chance of making the transition to lower secondary school in about 20 countries around the world. The overwhelming majority of these children are in sub-Saharan Africa. The digest showed that secondary schools have been accommodating almost one hundred million more students each decade, with the total number growing

by 60% between 1990 and 2009. Girls face the greatest barriers as the gender gap widens across the region.

The digest, published annually, presents a wide range of internationally-comparable indicators, covering pre-primary to post-secondary and tertiary education.

■ Comprehensive data on Asia-Pacific educational systems now available

UNESCO unveiled its first batch of online Asia-Pacific Education System Profiles on 21 December, covering

15 countries in the Asia-Pacific region: Cambodia, Kazakhstan, Kiribati, Kyrgyz Republic, Lao PDR, Mongolia, Nepal, Pakistan, the Philippines, the Solomon Islands, Tajikistan, Thailand, Tuvalu, Vanuatu and Viet Nam. They not only provide a point of reference for key statistics and systemic features, but also provide substantive analysis on development challenges and policy priorities. It is hoped that the profiles will in time cover the entire Asia-Pacific region.



The Bouba & Zaza book series addresses the severe shortage of books developed for African children. A study conducted in Côte d'Ivoire, Ghana, Sierra Leone and Togo shows that children from 0 to 4 years have no books at home, especially in rural areas. Twelve books have been published in English and French; Portuguese and Kiswahili versions are forthcoming. The series is also being adapted for short educational films on DVD.

■ Policy and planning support in education

As part of its mandate to give education sector-wide policy and planning support, UNESCO and its International Institute for Educational Planning (IIEP) helped overhaul education systems in Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Haiti and Mali, in the framework of the Capacity Development for Education for All programme, and carried out regional programmes. Results for Ethiopia included the completion of a strategic education plan which is nationally owned, technically sound and supported by politicians and the media. In the Democratic Republic of the Congo, assistance was provided to decentralize the educational management information system, to ensure the education sector got more national resources and to train ministry officials in education planning. In Lao People's Democratic Republic, the government was supported in developing a national equivalency primary education programme, piloted through a mobile teacher approach. Plans were also agreed to support

three sub-regional centres in the Arab States with teacher training, improving knowledge management and strategy.

■ Open Educational Resources

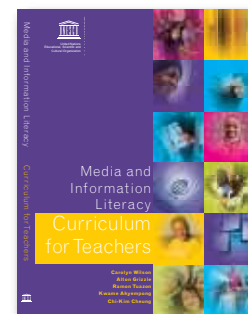
UNESCO launched its Open Educational Resources (OER) Platform in November 2011. OERs are teaching, learning or research materials in the public domain or released with an open license that allow for free use, adaptation and distribution. The new platform enables teachers, learners and education professionals to freely copy, adapt and share selected UNESCO publications.

The UNESCO Model Curriculum for Journalism Education was the first resource to be placed on the platform. The curriculum has been successfully adapted by more than 60 university journalism schools in over 50 countries. The Polytechnic of Namibia and the University of Namibia were the first to agree to share their adaptations on the platform, which allows users to search, compare and select the most relevant material, and build and then share their own version. This process is termed 'Find, Compare, Build and Share'.

Media and information literacy

An important step towards ensuring that teachers become media and information literate was taken in July with the launch of UNESCO's *Media and Information Literacy Curriculum for Teachers* – a forward-looking tool that draws on the trend towards the convergence of radio, television, Internet, newspapers, books, digital archives and libraries. UNESCO has led the way in merging media and information literacy into one composite concept that keeps pace with this trend.

Through several national and regional workshops in 2011, this course was used to train over 250 educators from 80 teacher-training institutions in 35 countries.





Students at Supiri Secondary School in Juba, South Sudan. With UNESCO's help, the government of South Sudan is initiating key reforms, notably standardizing the transitional curriculum and syllabus as well as rationalizing the public sector payroll.

■ South-South cooperation in Buenos Aires

Between July and November, a high-level training programme for 22 educational administrators from Latin America, the Caribbean and Spanish and Portuguese-speaking African countries was held at IIEP-UNESCO Buenos Aires, Argentina. Participants came from Angola, Argentina, Bolivia, Brazil, Ecuador, Guinea Bissau, Equatorial Guinea, Mexico, Paraguay, Peru and Uruguay. An excellent example of South-South cooperation, the course proposed a comparative perspective of educational problems and policies, skills training in the use of economic, social and educational indicators and information systems for planning. Participants improved their capacity to assess the education sector in all its diversity and incorporate and apply basic concepts and tools for the analysis, formulation, planning, implementation and evaluation of educational policies and plans.

■ Teachers for gender equality

As a lead-up to World Teachers' Day 2011 (9 October), which had 'Teachers and Gender Equality' as its theme, UNESCO held an online consultation throughout September that attracted over 2,000 site visits and over 350 active participants.

Nation-building through education in South Sudan

The Republic of South Sudan became the world's newest country on 9 July. Education is its foremost nation-building task. At the request of the South Sudanese Ministry of Education, UNESCO's IIEP and UNICEF provided technical assistance to develop an Education Sector Strategic Plan.

The new country's government aims to standardize the primary school curriculum and syllabus and rationalize the public sector payroll.

UNESCO's *EFA Global Monitoring Report* took a snapshot of education in South Sudan in a policy paper launched on 21 June in the country's capital, Juba. Although over one million primary-school-age children are out of school, and secondary education enrolment is one of the lowest in the world, South Sudan has made progress in education since the peace settlement in 2005.

IIEP has also contributed to training South Sudanese education professionals. Many of these planners now hold key positions in education and have actively contributed to the nation-building process.

UNESCO Facebook traffic increased sixfold to 1,300 page views on 5 October when Qian Tang, UNESCO's Assistant Director-General for Education, discussed World Teachers' Day around the world on Harvard Edcast.

Women and the Teaching Profession: Exploring the Feminisation Debate, a multi-country analysis from UNESCO and the Commonwealth Secretariat, was published just in time to spark debate during World Teachers' Day events at UNESCO Headquarters. The study explores the feminisation debate using findings from Dominica, India, Lesotho, Samoa and Sri Lanka.

■ Launch of regional teacher strategy in Latin America and the Caribbean

UNESCO is leading the design of public policies on teachers in Latin America and the Caribbean within a new Regional Strategy of Teachers for EFA launched in June 2011. Teachers' unions, universities and education ministry officials in eight countries (Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, Peru, Trinidad and Tobago) have contributed to discussions on guidelines and criteria for inclusive decision-making.

■ 10,000 Principals Leadership Programme

UNESCO and the Varkey GEMS Foundation made a commitment on 22 September to provide an ambitious 10,000 Principals Leadership Programme to be carried out over four years in Kenya, Ghana and India. Announced by President



This 2011 UIS report presents data on the financing of education in 45 sub-Saharan African countries and introduces new indicators on critical issues such as the qualifications and salaries of teachers, the running costs of schools and the provision of textbooks.

Bill Clinton at the yearly meeting of the Clinton Global Initiative in the presence of Director-General Irina Bokova, the programme's multiplier effect is designed to benefit thousands of teachers and up to 10 million children.

■ Women Philosophers' Journal

The first issue of the *Women Philosophers' Journal*, entitled *Squaring the Circle*, was launched on 17 November at UNESCO Headquarters by the International Network of Women Philosophers as part of the celebration of World Philosophy Day. Published in English and French, its papers by women philosophers address

fundamental and topical questions in the field of intellectual work and its social impact, gender equality, human rights and universality, intercultural dialogue and community-oriented policy.

■ CLIC: a new tool for social policy-makers

The MOST Online Policy Research Tool was significantly upgraded in December – and renamed CLIC – with the support of the Open University, UK. Enabling comparative policy reports to be produced according to specific themes, geographical areas and target populations, CLIC now offers a range of new functionalities, from online peer review – for a more balanced electronic publication of scientific contributions from the North and South – to upgraded virtual conference facilities.

■ Knowledge-sharing in science, technology and innovation

Knowledge-sharing in science, technology and innovation (STI), sustainable development and the environmental sciences is an important way to support these drivers of economic and social progress. In July, UNESCO launched the Science, Technology and Innovation Global Assessment Programme to improve and widen the scope of STI assessment and indicators – critical for national planning – and to discuss emerging trends and links between knowledge, technological change and social and economic development.

UNESCO also began to expand the Science Policy Information Platform to a global level, originally developed by the UNESCO Regional Bureau for Science in Latin America and the Caribbean. This web-based information system presents up-to-date and comprehensive information on STI policies and best practices and is monitored and updated by a network of

country focal points, who have assumed ownership of the system.

■ Tracking innovative practices

Over 100 science teachers and science education specialists from seven countries participated in a regional

workshop in Montevideo, Uruguay, in December, organized by UNESCO and the Ministry of Education and Culture of Uruguay. As a result, a database of innovative practices on science education in Latin America and the Caribbean at all levels was established, and will be available at www.unesco.org.uy. The gender perspective was



also highlighted by the UNESCO Chair on Gender, Science and Technology.

Harnessing scientific knowledge was also the focus of the African Network of Scientific and Technological Institutions (ANSTI) and UNESCO, which brought together universities, research centres and the private sector to pool resources to build capacity through training, small grants, exchanges and scientific events. In Johannesburg, the South Africa Conference of Vice-Chancellors and Deans of Science and Technology met under the theme 'Harnessing Africa's Scientific, Engineering and Technology Innovations for Sustainable Development: The Role of Universities', to deliberate on how to exploit African's research and innovation capacity to generate new products, processes and markets.

■ Science networks for green economies

Turning to the Asia-Pacific region, UNESCO supported CONNECT-Asia (Collaboration for Network-enabled Education, Culture, Technology and Science), a group of national, sub-regional, and regional ICT networks of universities, research centres and institutes, which actively contributes to the improvement of education and research in Asia and the Pacific through

Literacy for Empowering Afghan Police was launched in June and aims to improve literacy levels among 3,000 Afghan national police officers in the capital and the provinces to contribute to bringing peace and security to Afghanistan.

'Towards Green Societies: Equity, Inclusiveness, Participation' was the theme of this year's World Science Day for Peace and Development. The 2011 celebration is an example of UNESCO's efforts in encouraging the agenda of Rio+20 and its commitment to the promotion of 'green societies.'

information and communication technologies. The latest and largest CONNECT-Asia event was the seminar on 'Building a Green Society' held in November 2011, which connected prominent experts worldwide to discuss the challenges and opportunities in moving towards a green society.

To build capacity and share knowledge on renewable energy for sustainable development, a course and experts' seminar was held in Russia in September for countries in the Moscow Office Cluster in collaboration with the International Sustainable Energy Development Centre (ISED). The seminar sparked the creation of a platform for experience sharing, knowledge transfer and networking between UNESCO Chairs who work on renewable energy.

In South-East Europe, the UNESCO Venice Office organized in September the Regional Summer School on Renewable Energy and Energy Efficiency Governance which focused on societal aspects and aimed to strengthen regional capacity-building in climate change mitigation by encouraging exchanges between researchers. Team work and field study trips were followed by a three-day study tour which focused, *inter alia*, on waste management and the production of biogas.



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The World Science Day for Peace and Development

World Science Day for Peace and Development, celebrated around the globe on 10 November, highlights the role that science plays in building prosperous, socially just and peaceful societies. In 2011, the theme was 'Towards Green Societies: Equity, Inclusiveness, Participation'.

■ Spotlight on science for social progress

The World Science Forum took place in November in Budapest in Hungary. Attended by 700 participants from 108 countries, this two-yearly event is a

L'Oréal-UNESCO

In 2011, as in previous years, five outstanding women scientists – one per continent – were awarded the L'Oréal-UNESCO For Women in Science Award, for the contributions of their research, the strength of their commitment and their impact on society. A special award, In the Footsteps of Marie Curie, went to a former L'Oréal-UNESCO fellow to mark the 100th anniversary of the 1911 Nobel Prize in Chemistry of Marie Curie.

International L'Oréal-UNESCO Fellowships were awarded to 15 more doctoral and post-doctoral women scientists for their outstanding contributions to further the development of material and physical sciences.

worldwide reference, a unique platform for exchange and reflection on science between parliamentarians, scientists of all ages, policy-makers, science communicators and members of civil society. The Declaration on a New Era of Global Science called for a renewed engagement from all stakeholders; the promotion of women in science; and new, effective science policies at national, regional and global levels to ensure that full use is made of science for social progress.

■ Water: sharing scientific information

A living depository of marine biodiversity knowledge, based on the very successful Census of Marine Life (COML), was set up by UNESCO's Intergovernmental Oceanographic

Commission and International Oceanographic Information and Data Exchange (IODE).

The International Hydrological Programme (IHP) convened a policy group in April, bringing together technical experts and parliamentarians from Djibouti, Ethiopia, Kenya, Somalia, Sudan and Uganda to examine shared aquifer resources management. They produced plans to improve mapping of transboundary aquifers in their region and to adapt articles of the International Law on Transboundary Aquifers to the region.

■ Rethinking Development

A two-day conference entitled Rethinking Development: Ethics and Social Inclusion brought together 15 international experts in August 2011, in Mexico City, to look at ways of moving beyond purely economic and technical approaches to development towards more democratic, environmentally sustainable, socially just and culturally pluralistic societies. Organized with the Government of Mexico, this conference provided a framework for reflection in academic, activist and policy communities.

Justine Germo Nzweundji (Cameroon), one of the winners of the 2011 L'Oréal-UNESCO For Women in Science Fellowships. Ms Nzweundji was selected for her outstanding research in plant biotechnology.





UNESCO's Almaty Office, in cooperation with UNDP and the Kazakhstan Institute of Geography, ran a training course in August for young specialists from the Central Asian region in methods of monitoring the mass balance of glaciers and the impacts of climate change.

© UNESCO Almaty Office



CHAPTER 3

Sciences for the planet and oceans



Sciences for the planet and oceans

Science provides us with knowledge, tools and critical skills to tackle key global challenges: climate change, increasing natural disasters, biodiversity loss, environmental degradation on land and in the oceans, and economic uncertainty.

■ International Year of Chemistry

The International Year of Chemistry (IYC) 2011 was led by UNESCO for the UN, in collaboration with the International Union of Pure and Applied Chemistry (IUPAC) with the theme 'Chemistry: Our Life, Our Future'. The Year was launched at UNESCO Headquarters in January, with 900 participants including four Nobel Prize Laureates. Two films were screened. *Women Sharing a Chemical Moment in Time* followed an initiative to connect over 5,000 women scientists in 44 countries. A film targeting young people, *Chemistry: All About You*, was produced in 14 languages and was widely distributed at different events around the world.

A global experiment, Water: A Chemical Solution, was the highlight of the year of events. Launched in South Africa on World Water Day, 22 March, 45,000 students in 80 countries participated in the experiment, uploading their results onto a dedicated website, making it the biggest chemistry experiment ever carried out. To support participating schools that lacked laboratories, UNESCO and IUPAC

supplied 33 developing countries with experimental kits.

The world premiere of Elżbieta Sikora's opera *Madame Curie* was held in November at UNESCO Headquarters and highlighted the extraordinary achievements of Maria Skłodowska Curie on the 100th anniversary of her Nobel Prize in Chemistry.

■ Panel on Science for Sustainable Development

The first meeting of the UNESCO High Panel on Science for Sustainable Development took place in Paris in September 2011. Established by the Director-General, the panel assembled a group of distinguished scientific experts to assist the Organization in refining its vision for the sciences and in identifying emerging international trends and new partnerships. Topics discussed included data-intensive scientific discovery, the nexus between climate, water and energy, the crucial importance of higher education in building capacity, and the public demand for governments to be held responsible for risk management in respect to natural disasters.



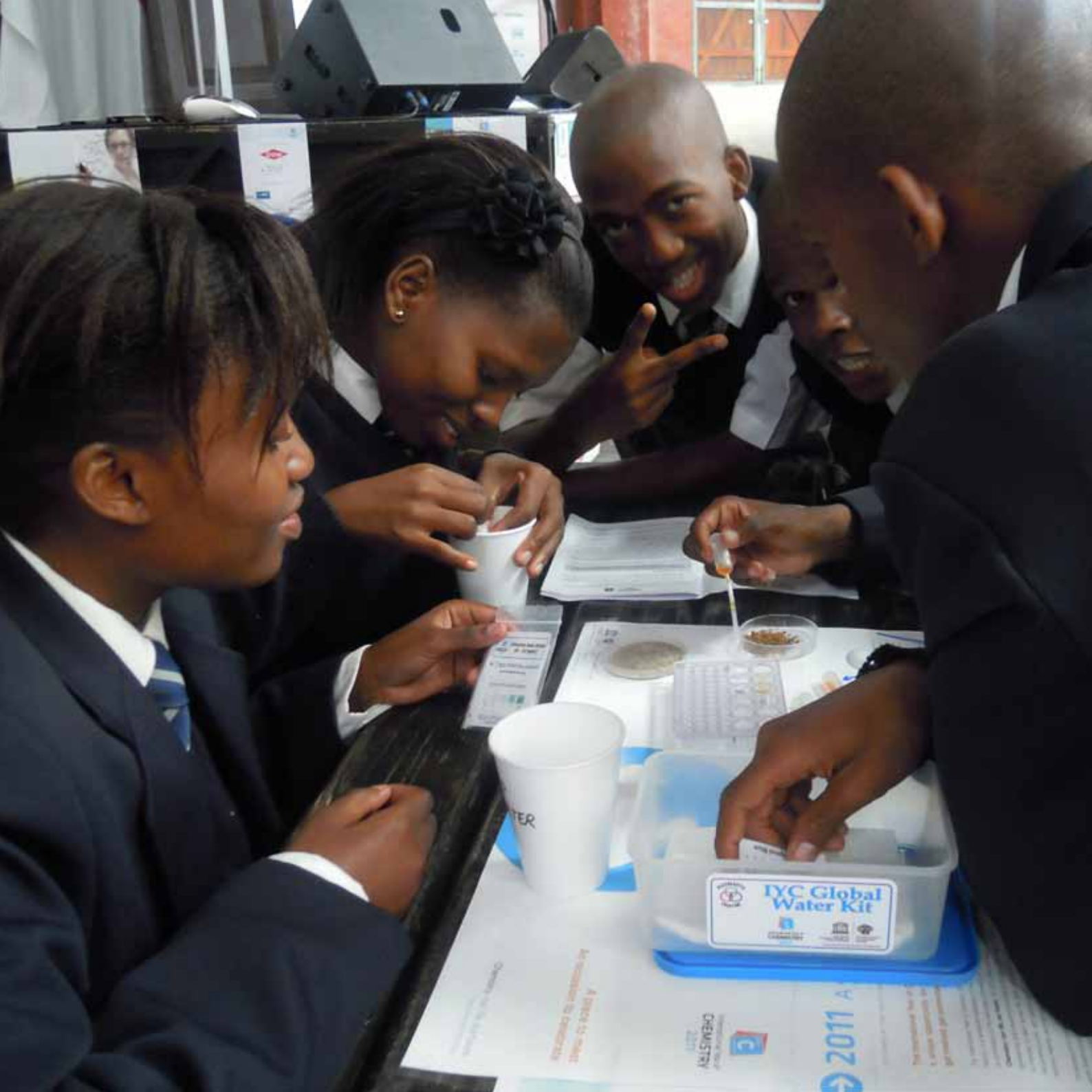
■ Open Access to scientific information

In a bid to promote Open Access (OA) to scientific information and to assist policy-makers develop OA policies and initiatives, UNESCO launched the Global Open Access Portal during the 36th session of the UNESCO General Conference.

The portal tracks OA policies and initiatives around the world and allows policy-makers to make better-informed decisions by considering critical success factors of countries that have implemented OA practices.

Students participating in the launch of the Global Water Experiment during the Big Splash in Cape Town, South Africa during World Water Day (22 March 2011).

© R. Sigamony





The IOC Sub-Commission for Africa and the Adjacent Island States was established to facilitate coordination among the region's Member States in developing and carrying out IOC programmes including marine research and capacity development.

■ Rio+20

Throughout 2011, UNESCO developed key messages for action on sustainable development in preparation for the June 2012 Rio+20 Summit, drawing on its unique interdisciplinary mandate. Widening the notion of green economies to advocate for equitable inclusive green societies, UNESCO aims to show that sustainable development can only be achieved through education and mobilizing science, technology and innovation – including the science of the oceans, of freshwater and biodiversity, improving disaster preparedness, and mitigating and coping with climate change – using culture as a driver of sustainable development and mobilizing the media to build awareness.

UNESCO and the International Council for Science organized five regional workshops worldwide to prepare concerted input

from the scientific community for Rio+20. Workshops included major societal groups, to establish a multi-stakeholder, science-policy dialogue at the regional level. They also stressed the need to strengthen science-policy links at all levels of decision-making.

UNESCO's Intergovernmental Oceanographic Commission (IOC) is a key player in promoting global sustainable development and is directly accredited to the Rio conference. The IOC worked throughout 2011 to place ocean issues firmly on the agenda at Rio+20. The IOC launched the *Blueprint for Ocean and Coastal Sustainability* at the 36th Session of the UNESCO General Conference. Produced in collaboration with UNDP, IMO and FAO, the report drew from consultations with key stakeholders to develop ten proposals towards ocean sustainability. Ocean acidification, the protection of coastal habitats, building green societies in Small Island Developing States (SIDS) and building capacity for sustained ocean observations and research are of particular relevance to IOC's work.

From Green Economies to Green Societies includes UNESCO's roadmap for Rio+20.



■ Tackling threats to the ocean

In 2011, UNESCO's IOC raised awareness of ocean acidification, a result of increasing levels of atmospheric carbon dioxide (CO₂) and its absorption by the oceans which adversely affects marine plants and animals. As part of these efforts the Secretariat of the Convention on Biological Diversity (CBD) and the IOC organized an expert meeting to study the impacts of ocean acidification on marine and coastal biodiversity.

In addition, the destruction of coastal carbon ecosystems such as mangroves, seagrasses and salt marshes is leading to rapid and long-lasting emissions of CO₂ – 'blue carbon' – into the ocean and atmosphere. The IOC collaborated with Conservation International and the International Union for the Conservation of Nature to develop the International Blue Carbon Initiative, which builds scientific, policy, management and conservation tools and capacity to ensure that marine coastal ecosystems continue to sequester and capture carbon.

Little is known about the effects on animal behaviour of the increasing noise levels in the oceans. To avoid excessive regulation of commercial ocean traffic, the Scientific Committee on Oceanic Research, the Partnership for Observation of the Global Ocean and IOC brought together industry representatives and some of the world's leading experts on ocean acoustics and marine animal behaviour to explore the usefulness of an International Quiet Ocean Experiment to investigate how harmful effects of noise in the ocean can be avoided.

Harmful algal blooms can cause massive fish kills, contaminate seafood with toxins and alter ecosystems. The IOC, with assistance from Denmark and Spain, supports capacity-building to develop research policies on harmful microalgae, spatial coastal management, aquaculture, fisheries and climate change. In 2011, the IOC-SCOR Global Ecology and Oceanography of Harmful Algal Blooms Programme contributed significantly by developing enhanced observation and management procedures.

The Marine Spatial Planning (MSP) programme received a third grant from the Moore Foundation to develop guidelines on MSP monitoring and evaluation. This two-year project will analyze, document and synthesize lessons learned from international examples of good practice. An adaptation guide produced for and by African coastal experts was published in December 2011.

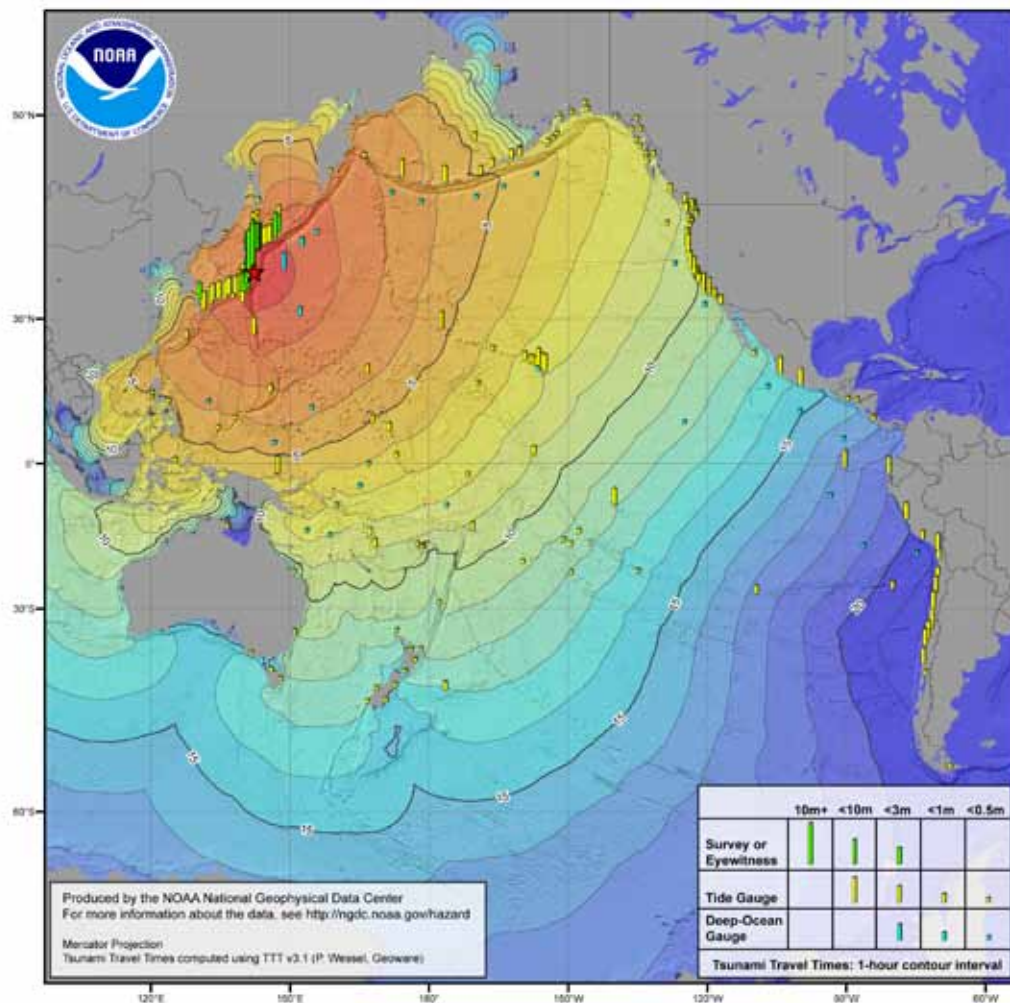
■ Reducing marine hazards: tsunami warning systems

When a magnitude 9.0 earthquake struck off the Pacific coast of Japan in March, triggering a major tsunami, the Pacific Tsunami Warning System, which is coordinated by the IOC, operated well and according to expectations. However, there was much loss of life and extensive damage to property and livelihoods. The event underlined the need to further improve tsunami warning systems and enhance preparedness.

Since the Indian Ocean tsunami of December 2004, the IOC has played

a major role in overseeing the development of the Indian Ocean Tsunami Warning and Mitigation System. On 12 October 2011, three new Regional Tsunami Service Providers commenced operations – in Australia, India and Indonesia – following an Indian Ocean-wide tsunami exercise.

This marked the culmination of six years of intergovernmental cooperation, a milestone towards achieving national ownership of the system and a proud achievement for the IOC.



11 March 2011 tsunami event: observed water heights and computed tsunami travel times.

© NOAA National Geophysical Data Center



United Nations
Educational, Scientific and
Cultural Organization



Intergovernmental
Oceanographic
Commission

■ Developing partnerships to preserve the oceans

To assist with the deployment of ocean observation instruments, the IOC-coordinated Global Ocean Observing System has partnered with merchant ships, ocean liners and the sailing community to assist in data collection, in particular in little-frequented areas of the ocean. A 'Smart Ocean/Smart Industries' workshop co-sponsored by IOC, the Joint Technical Commission for Oceanography and Marine Meteorology (JCOMM) and the World Ocean Council sought to involve commercial ships, oil platforms and other industrial resources in diverse aspects of ocean observations.

The IOC has stepped up efforts to find new partners in both the private and public sectors. Projects include working with the Multi One Attitude Foundation and its 'Race for Water' campaign to raise awareness of ocean preservation and freshwater sustainability issues.

The private sailing ship Lady Amber launched drifting robots to measure ocean variables as part of a project supported by UNESCO's Intergovernmental Oceanographic Commission (IOC).



■ Small Island Developing States (SIDS)

A series of events in 2011 in the Caribbean aimed at strengthening Member States' resilience to climate change through increased policy dialogue and sub-regional collaboration on climate change mitigation and adaptation. In March, an international meeting, 'Climate Change Adaptation in Saint Kitts', was jointly organized by UNESCO, the Government of St. Kitts and Nevis and the Friedrich Ebert Foundation. A 'Climate Change Education for Sustainable Development in the Caribbean' event was organized in the British Virgin Islands in June, and an interregional SIDS experts' meeting took place in the Bahamas in September on Climate Change Education for Sustainable Development.

■ Education for Sustainable Development success stories

The seventh year of the UNESCO-coordinated UN Decade of Education for Sustainable Development (2005–2014) saw a number of success stories. Senegal included Education for Sustainable Development (ESD) in indicators and programmes for literacy and non-formal education. Japan integrated ESD into its national curriculum guidelines and promoted it through its 300-plus UNESCO Associated Schools and at natural World Heritage sites, Biosphere Reserves and Geoparks. Over 70,000 schools in India participated in the 'CO₂ Pick Right' campaign run by the Centre of



Savoirs des femmes explores the traditional medical practices of women on the Islands of Reunion, Mauritius and Rodrigues.

Environment Education, which focussed on climate change and individual lifestyle choices. In Chile, Peru, Colombia and Ecuador, 11,000 schoolchildren participated in tsunami risk reduction and preparedness activities.

■ Climate change

UNESCO played an important advocacy role at the UN Climate Change Conference in Durban, South Africa in November–December 2011. The UNESCO delegation organized and participated in a wide range of events including the Durban Green Festival, with an outdoor exhibition for the general public and school children featuring satellite imagery to explain the impacts of climate change on World Heritage sites.

The Adaptation Fund was established by the Parties to the Kyoto Protocol of the UN Framework Convention on Climate Change to finance concrete adaptation projects and programmes in developing countries that are Parties to the Kyoto Protocol. At its 16th meeting in December 2011, the Adaptation Fund Board decided to accredit UNESCO as its tenth Multilateral Implementing Entity.

Chinese and French students raise public awareness on climate change

Chinese and French students collaborated to produce five one-minute animated films targeting the general public, to raise awareness of climate change issues. The UNESCO Beijing Office supported a summer school in Beijing with students from two of the world's top animation schools, the Gobelins in Paris and the Communication University in Beijing. Storyboards developed with humour and combined with unique animation techniques delivered powerful and succinct messages on climate change.



■ Climate change reporting

UNESCO organized a series of six regional media training workshops in 2011 covering contemporary conceptual scientific knowledge as well as practical skills training on climate change and biodiversity reporting. A regional online activity for journalists from developing countries was also developed to enhance the impact of the training sessions. In total, over 500 media professionals from more than 60 countries gained new skills in reporting on sustainable development issues.

■ UNESCO and climate change: An ethical issue

At its 7th Ordinary Session in Qatar, in October 2011, the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) adopted a 'Framework of Ethical Principles and Responsibilities for Climate Change Adaptation', designed to support the practical development of policies to address climate change. At the climate change conference in Durban in December, UNESCO gave a series of talks and supported side events on the social dimensions of climate change.

■ Groundwater

In December 2011, the UN General Assembly adopted a Resolution on the 'Law of Transboundary Aquifers', which recognized the role of UNESCO's International Hydrological Programme (IHP) to support countries in the sustainable and equitable management of their transboundary aquifers. IHP expanded its cooperation with the Global



© UNESCO/D. Weerapong

Environment Facility (GEF) to strengthen management capacity of transboundary groundwater resources. Examples of UNESCO-led projects include the Dinaric karst aquifer system in South-Eastern Europe, where experts from seven aquifer-sharing countries analyzed the sources of water pollution and resource overuse across borders.

In Asia, UNESCO implemented with local partners a regional project on 'Mapping of Groundwater Resources and Environmental Geology in Asia'. Sponsored by the China Geological Survey, this project prepared a series of groundwater maps.

Local journalists in Cambodia participating in an interactive and practical climate change training session.

■ Urban Water

A five-year project in Asia on sustainable urban water management in the 'City of the Future' came to a close in 2011. This SWITCH project (Sustainable Water Management Improves Tomorrow's Cities' Health – an EU-funded research programme led by the UNESCO Institute for Water Education, IHE)

saw a consortium of 33 partners from 15 countries work from 2006 to 2011 to create innovative scientific, technological and socio-economic solutions to urban water challenges, resulting in a wide range of information products including a book entitled *Sustainable Water Management in the City of the Future*.

IHE and partners, with a EuropeAid grant of one million euros, developed capacity in water utilities in secondary urban centres in Côte d'Ivoire and in East Africa, including in Uganda, Kenya, Rwanda and Tanzania. The project is improving water resources governance and management, revenue collection and pro-poor services provision, taking into account transparency, accountability and equity issues. The IHE successfully implemented projects in ten towns around Lake Victoria, through a training and capacity-building component of a

Urban Water Series

Access to water in urban areas risks becoming a source of conflict. *Urban Water Conflicts* was produced in line with the 'Water and Urbanization' theme of World Water Day 2011. The eighth volume in the successful UNESCO-IHP Urban Water series, *Urban Water Conflicts* deals with issues of environmental sustainability, institutional frameworks, social and gender equality, and human rights and ethics.



large-scale water and sanitation initiative funded by UN HABITAT.

■ Water quality

A workshop on Addressing Water Quality Challenges in Africa, held in Kenya in March, highlighted the importance of providing access to clean, safe water in achieving the Millennium Development Goals. Another workshop, on Water Pollution: Prevention, Control and Reduction Strategies towards Sustainable Water Resources Management, organized for Middle-eastern and Asian Islamic countries in Iran in December, explored a wide range of scientific, technological and management approaches to prevent, control and reduce water pollution.

IHP has also developed a new project, titled Emerging Pollutants in Water and Wastewater, aimed at promoting research and scientific exchanges. The project's first case study was carried out in Mexico, in an area that has been irrigated with untreated domestic wastewater since 1912.

In June, the UNESCO office in Rabat, together with the Moroccan Ministry for Energy, Mines, Environment and Water and the Secretariat of State in Charge of Water and Environment, organized an international seminar on treated wastewater reuse in the Arab region.

■ Integrated Water Resource Management and Eco-hydrology

Efforts continued to promote integrated management of water resources at the level of river basins and involving all

stakeholders. The twinning of basins allows the sharing of best practices. The second meeting on this topic, held in November, in Panama, brought together more than 250 water experts, government officials, media specialists, political representatives to discuss implementation of the Integrated Water Resources Management guidelines.

■ Water in arid regions and the African Drought Monitor

The International Hydrological Programme's global network 'Water and Development Information for Arid Lands' (G-WADI) Geoserver has developed several online data access and visualization tools that give high-resolution precipitation estimates in real and near-real time. In 2011, the G-WADI Geoserver data was used to analyze floods in Namibia.

In 2011, the roadmap for the implementation of the Africa Drought Monitor was developed involving several key African research centres. Recurring drought and famine emergencies in Africa have been studied through IHP's collaboration with the Land Surface Hydrology Group of Princeton University (USA), using remotely-sensed information and extensive databases to inform policy decisions and actions in drought situations.

Groundwater is replenished to supply dried-up wells in a project supported by the Ford Foundation.

© Jeremy Horner/Panos







Reconnaissance work on a moraine lake underneath Molodezhny glacier, Kazakhstan. UNESCO and the Government of Kazakhstan are working to establish a regional glaciology centre in Almaty.

■ Glaciers and the 'Third Pole' initiative

The Tibetan Plateau and surrounding mountains, also known as the 'Third Pole', carry one of the largest ice masses on Earth. Its meltwater ensures the permanent flow of Asia's major river systems and water for more than 1.5 billion people in the region. A UNESCO-SCOPE-UNEP policy brief on this topic was published in June 2011 in cooperation with the Chinese Academy of Sciences, the Institute of Tibetan Plateau Research and UNESCO's International Hydrological, International Geoscience and Man and the Biosphere programmes. UNESCO participated in the second international meeting on the Third Pole Environment Programme in Reykjavik, Iceland in September 2011. The IHP-LAC Working Group on Snow and Ice continued its work in the LAC region on a consolidated glacier observation programme and network.

The UNESCO-IHP and Man and the Biosphere (MAB) programmes worked with the Government of Chile to develop a project aimed at defining the extent of glacier recession and its impacts on water resources, biodiversity and human settlements in the Andean Region. A regional workshop 'Glacier and Snow Melting: Policy Needs to Cope with Environmental and Economic Impacts in the Andean Region' took place in Santiago, Chile in September.

■ Ecology

The Man and the Biosphere Programme (MAB) celebrated its 40th anniversary in June. To mark the occasion and preceding the 23rd session of the MAB-International Coordinating Council (ICC) meeting, the conference 'For Life, for the Future, Biosphere Reserves and Climate Change' brought experts from all over the world to Dresden in Germany. The major outcome of the Conference was the Dresden Declaration which recommends making use of experience of biosphere reserves for action of climate change. The UNESCO General Conference endorsed the declaration through which the World Biosphere Day was celebrated on 3 November, both in UNESCO and in biosphere reserves around the world.

Eighteen new biosphere reserves were designated, bringing the total number of biosphere reserves in the World Network of Biosphere reserves to 580 in 114 countries.

■ Biodiversity

The UNESCO Biodiversity Initiative was launched during the 36th session of the General Conference. The initiative aims to mobilize science, education, culture and communication to address both the direct and underlying causes of biodiversity loss. This interdisciplinary initiative will serve as a platform to contribute to the Organization's knowledge-generating capacity. It will also contribute to efforts



Plant nursery project at Gunung Leuser National Park in north Sumatra, Indonesia. The protected area is home to an estimated 10,000 plant species.



Professor Philip O’Kane (left) was awarded an UNESCO Institute for Water Education (IHE) Honorary Fellowship at the 2011 Master of Science graduation ceremony. He is accompanied by IHE Rector, András Szöllösi-Nagy and Deputy Director-General of UNESCO, Getachew Engida as they lead the procession of graduating students towards the Old Church of Delft, the Netherlands, where the award ceremony is held.

to establish the International Platform on Biodiversity and Ecosystem Services (IPBES), an international panel to monitor the world’s biodiversity, which will help policy-makers to make sound decisions relating to its conservation. UNESCO is a co-sponsor of IPBES, together with UNEP, FAO and UNDP.

■ Halting environmental degradation in DRC

The Democratic Republic of Congo’s five natural World Heritage sites – all on the List of World Heritage in Danger – were the subject of a high-level meeting in Kinshasa in January. The sites feature a unique range of flora and fauna, including the mountain gorilla and the okapi, a forest giraffe.

Chaired by the Director-General and Congolese Prime Minister Adolphe Muzito, the meeting examined the sites’ state of conservation and the implementation of corrective measures recommended by the World Heritage Committee. The Kinshasa Declaration was signed at the conclusion of the meeting and as a direct result the Congolese government decided to suspend oil prospection at Virunga National Park.

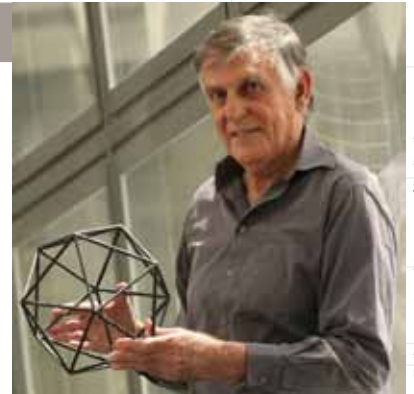
The declaration committed the government to a strategic action plan proposed by the Congolese Wildlife Authority (CWA) including enforcing laws concerning nature conservation and the mining code, securing the sites, reinforcing the CWA’s operational capacity, reducing commercial poaching, halting the illicit exploitation of natural resources and stepping up efforts to peacefully evacuate illegal occupants of protected areas.

■ Earth sciences

In February, the International Geosciences Programme (IGCP) granted support to four projects involving more than 50 Member States and including one

UNESCO lauds Israeli science

When the Israeli scientist Daniel Shechtman from Israel’s Technion Institute of Technology won the 2011 Nobel Prize in Chemistry for his groundbreaking work on quasicrystals, Director-General Irina Bokova sent her congratulations, noting on the award: ‘Indeed, it is a reflection of the contribution of Israel to the advancement of science worldwide and the commitment of Israel to research and development.’





© Rick Murphy

for young scientists. Topics include geohazards, climate change, wetlands and groundwater. A special fund from the Swedish Development Cooperation Agency helped strengthen capacity-building in the earth sciences for IGCP projects in Africa and allowed the inclusion of six additional projects in 2011. Five of these additional projects focus on Africa and include the participation of African geoscientists.

In 2011, UNESCO continued to support the increasingly popular

Global Network of National Geoparks which serves to spur effective conservation partnerships and promote sustainable development around sites of outstanding geological heritage. A further nine new geoparks joined the network at the 10th European Geoparks Conference, held in Norway in September. In November, progress was made towards the creation of specific networks for Latin America, and Africa and the Arab States.

The mountain gorilla is among the species whose habitat in Virunga National Park remains under threat.

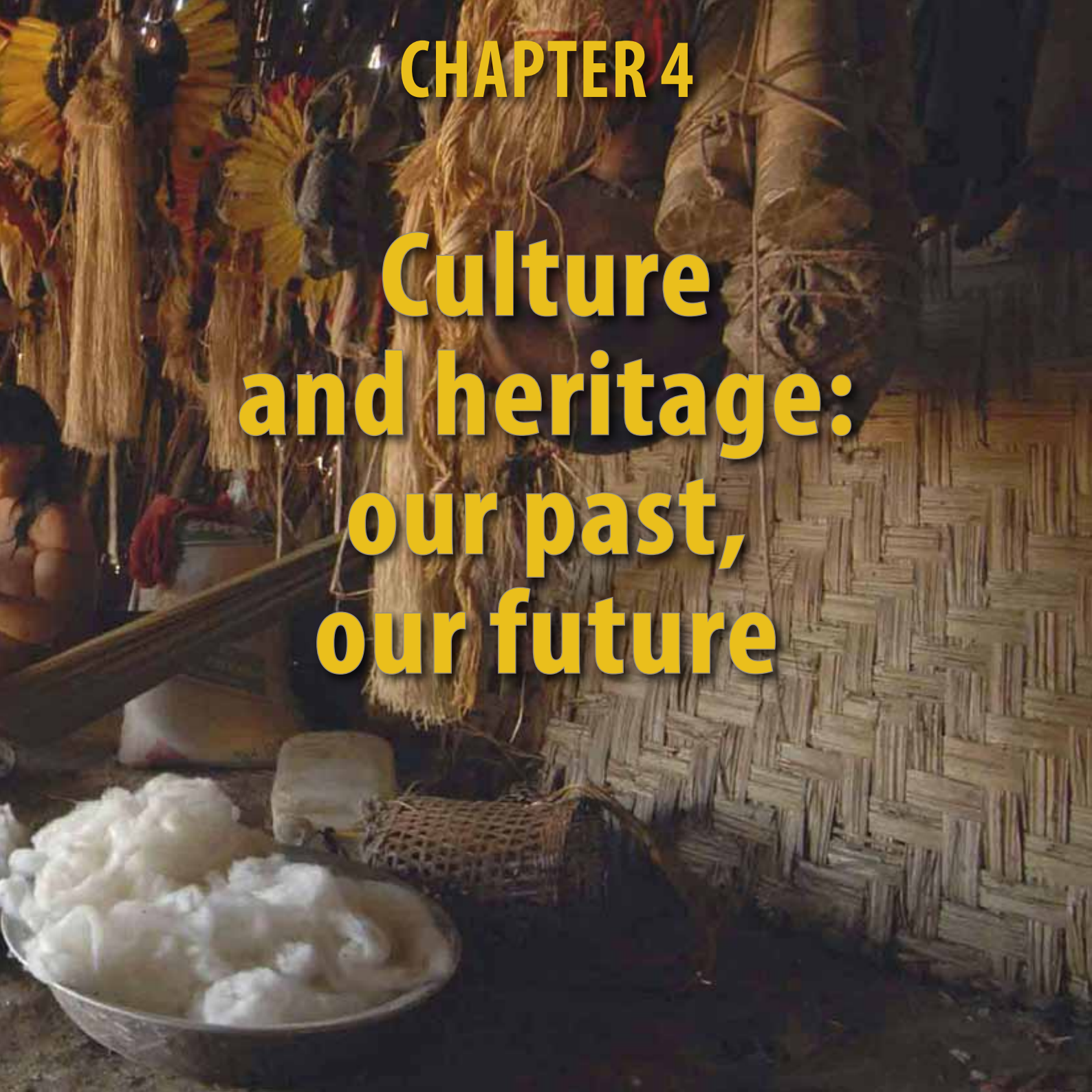
Men of Brazil's Enawene Nawe community preparing the Yaokwa ritual for the maintenance of social and cosmic order. The ritual was inscribed on the List of Intangible Heritage in Need of Urgent Safeguarding in 2011.

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CHAPTER 4

Culture and heritage: our past, our future



Culture and heritage: our past, our future

UNESCO's worldwide advocacy for culture and development has gained great momentum with the enhanced implementation of its cultural conventions and the adoption of two successive UN resolutions in 2010 and 2011. On the ground, a series of activities serve to reinforce culture's unique contribution to social and economic development. This work is complemented with new analytical tools to measure the impact of such projects at the national level. UNESCO's expertise in the sciences and its media initiatives contribute to ensure a uniquely interdisciplinary approach to cultural issues.

■ Post-flood recovery for Ayutthaya World Heritage Site

In October 2011, UNESCO responded to the large-scale flooding in Thailand that inundated Ayutthaya, the former Siamese capital founded in 1350, and affected 28 provinces and an estimated five million people. Some 157 historic temples and other monuments in and around the World Heritage property were submerged by up to three metres of water. Ayutthaya's laterite stone and brick monuments as well as the fragile murals decorating its temples sustained damage from sulphate and nitrate salts and water.

UNESCO joined forces with the Thai Ministry of Culture to coordinate assistance for threatened cultural property, dispatching a team of specialists from Italy and the Netherlands in late November including hydrologists from the UNESCO-IHE Institute of Water Education and experts in architectural and mural

restoration. They were joined by national experts in city planning, disaster mitigation, engineering and hydrology.

These experts, along with those subsequently sent by the governments of Germany, Portugal, Japan and the United States, strongly recommended a multi-disciplinary approach to ensure the long-term sustainability of the historic site and its urban and natural environment. UNESCO is cooperating with Thai authorities, international and local partners and the communities concerned to address specific technical issues such as mural conservation as well as future needs related to water management, disaster risk reduction and integrated urban and environmental planning.

UNESCO hydrologist Zoran Vojinovic and culture specialist Montira Horayangura Unakul with local and international experts surveying damage to Wat Chai Wattanaram at Ayutthaya.

© UNESCO/R. Manowalailao







Satellite image of the Pyramids of Giza. In spite of its proximity to dense urban development, this iconic World Heritage property remains well conserved.

■ Space science for World Heritage in danger

Space science and technology are being mobilized to support the UNESCO World Heritage Convention. UNESCO has an extensive network of space partners.

In 2011, UNESCO partnered with the US Geological Survey to publish the *Image Atlas of World Heritage Sites on the 'In Danger' List*, an exceptional publication illustrating the use of space technologies for the preservation of natural and cultural heritage sites inscribed on the 'In Danger list', drawing from over 1,000 satellite images. Target audiences include national heritage authorities, the space science community and the general public. The Atlas provides an innovative way to observe threats to

World Heritage sites and to understand their impact. UNESCO facilitates access by developing countries to space technologies to preserve our common heritage.

■ 3D technology at the service of heritage conservation

As part of a long-term strategy for protecting Lebanon's cultural heritage, UNESCO undertook a pilot capacity-

building project financed by the UN-Lebanon Recovery Fund, together with the country's Directorate General of Antiquities (DGA). Work was conducted at the World Heritage site of Baalbek by a multidisciplinary team of experts from Lebanon, Belgium, Portugal and Venezuela. Ten Lebanese specialists from the DGA were trained in the course of the two-phase project.

Renowned for its grandiose temples dating from the Roman Imperial period, Baalbek had sustained damage during the 2006 Lebanon war. Experts reported that cracks on several key structures, including the temples of Jupiter and Bacchus, had widened due to vibrations from bombing. They concluded that all of the structures required close monitoring and consolidation.

In phase I, experts supervised the 3D recording of selected buildings. Using laser scanning, they were able to produce an accurate set of 3D images. Through these state-of-the-art techniques, the team collected useful data on the monuments' condition (e.g., cracking, discoloration, erosion, detachment, encrustation and the presence of lichen or other organisms).

Phase II focused on establishing and testing a methodology for risk preparedness to evaluate the rate of decay of the building materials and structures. The team also produced a set of guidelines for preparing detailed drawings of cultural property using 3D laser scanning and panoramic photography. This successful project will serve as a model for future interventions on other historic properties throughout Lebanon.

■ Setting new standards for sustainable living in historic cities

In November, the 36th General Conference adopted UNESCO's newest standard-setting instrument: the Recommendation on the Historic Urban Landscape. This non-binding 'soft law' promoting an innovative approach to key aspects of urban conservation responds to new challenges to our cities resulting from deregulation, decentralisation and privatisation measures and policies.

The culmination of nearly a decade of intense collaboration by international experts and partner institutions from all regions of the world, the Recommendation was conceived as a practical tool that will enable local

governments to guide interventions in today's urban settings and translate a number of basic principles into legislation.

In keeping with UNESCO's overall commitment to adopting an integrated approach to culture, the recommendation insists on taking into account a city's natural, cultural and social resources as well as its contemporary built environment. This can be achieved by integrating urban heritage values and their vulnerability status into the wider framework of city development and by assessing decisive factors such as socio-economic pressures and the impact of climate change. The recommendation also stresses community participation and the coordination of activities with both public and private actors as prerequisites for successful urban development strategies.

This mapping of previous restoration work on a façade of the Great Court of Baalbek was prepared by experts using state-of-the-art technology.



'Public art, monuments or ephemeral works help to strengthen the civic identity within our increasingly multicultural cities. Public art transforms our public spaces into shared spaces.' Irina Bokova, Director-General of UNESCO

WHAT IS THE FATE OF PUBLIC ART?

19th-20th MAY 2011

IN CELEBRATION OF THE UNITED NATIONS WORLD DAY FOR CULTURAL DIVERSITY, FOR DIALOGUE AND DEVELOPMENT

INTERNATIONAL CONFERENCE
IN CERGY-PONTOISE AND AT UNESCO HEADQUARTERS, PARIS

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HIDEO SHIBAZU

Public art in our cities

How can public art contribute to sustainable urban development? Who is responsible for selecting, funding and maintaining it? How can it be successfully integrated into our historic spaces? These and other timely questions were debated by key decision-makers and influential architects and artists at the international conference 'What is the Fate of Public Art', organized in May by the World Heritage Centre in cooperation with the French city of Cergy-Pontoise.

■ Forging dynamic cultural sectors in developing countries

Since entering into its operational phase in 2009, the International Fund for Cultural Diversity (IFCD) has received over US \$5 million in voluntary contributions from Parties to the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, other UNESCO Members States and individuals. It is currently supporting 48 projects (24 from NGOs) in 35 developing countries, totaling over US \$2.8 million.

In Benin, the IFCD is supporting the NGO World Rhythm Productions in developing a new business model for the music sector by negotiating new agreements with 100 music distribution points in Cotonou. These contracts will ensure that Beninese musicians can sell their work locally.

The IFCD also supports projects that bolster social participation and inclusiveness, as well as youth engagement. In November of 2011, La Clínica, a Montevideo band that emerged from the city's lower-income quarters, conducted a series of workshops that trained over 150 teenagers from the Macaraná slums in music and essential social skills.

Covering a wide range of strategic areas, from capacity-building, education and training, policy analysis and development to entrepreneurship support

and cultural industries consolidation, IFCD projects are facilitating cultural policy-making and contributing to economic, social and cultural development.

■ World Forum on the Future of Books

The Second UNESCO World Forum on Culture and Cultural Industries, organized by UNESCO and the Italian Government in collaboration with the Regione Lombardia, took place in Monza, Italy, in June. Launched in 2009, the Monza Forum serves as a global platform for sharing ideas and generating innovative thinking on culture and its contribution to sustainable development in the twenty-first century.

The 2011 edition brought together some 400 international stakeholders from over 40 countries to discuss *The Book Tomorrow: The Future of the Written Word*. Participants included authors, publishers, librarians, academics, policy-makers and major actors of the digital economy. Plenary sessions generated lively debate on topical issues such as the e-book economy, authors' rights in the digital era and digital libraries.

■ Strengthening cultural industries in Ecuador

For centuries, the Nizag community located in the Andean highlands of the central Ecuadorian province of



© UNESCO/I. Fernandez

Chimborazo has managed to preserve several indigenous practices, including the weaving traditions handed down over generations by its women. Nizag is renowned for its vibrantly coloured *shigra* bags made of plant fibres found in Ecuador's bustling craft markets.

2011 saw the completion of a two-year project that improved the livelihoods and social cohesion of some 80 women weavers by enabling them to enhance production techniques and develop effective marketing and promotional

strategies for their crafts. Through this project, the participants created their own Nizag trademark. UNESCO specialists also supported the efforts of Afro-Ecuadorian and indigenous craftspeople in the Esmeraldas region to obtain the legal status required to request regional and national credit, purchase raw materials and rent workshops. Both initiatives were implemented by UNESCO and six other UN agencies as part of the wider 'Cultural Diversity and Development for

Women weavers of Nizag, Ecuador, receiving training from elder women of the community.

Reducing Poverty and Social Inclusion' programme, one of 18 joint programmes that UNESCO is participating in as part of the Culture and Development actions of the Millennium Development Goals (MDG) Achievement Fund, financed by the Government of Spain.



■ Supporting cultural tourism in Anatolia

The MDG Fund joint programme Alliances for Cultural Tourism in Eastern Anatolia – completed in 2011 – brought together UNESCO, UNICEF, UNDP and WTO. UNESCO coordinated a series of heritage activities with a view to integrating cultural resources into tourism development policies in Turkey's least developed region, the Kars province of Eastern Anatolia.

A management plan was elaborated with local stakeholders for the ancient site of Ani, situated along the legendary Silk Road. Specialists created an automated digital data system for the conservation, monitoring and supervision of cultural and natural sites in Kars and local authorities were provided training on establishing a framework for heritage legislation.

Regarding living heritage, experts supported the national inventorying efforts and undertook the mapping of the performing arts, festive events and other traditions in 80 villages within the province. Approximately 7,000 pages of data transcriptions, 2,000 photographs, and 260 video recordings were collected. Training courses, festivals and various public events took place and publications

A musician playing the Anatolian saz at a training workshop for the safeguarding of the Minstrel or Aşıklık tradition.

and CDs were produced to ensure a sustainable future for these traditions, many of which were threatened.

Special emphasis was placed on promoting Turkey's *Âşıklık* tradition, an ancient minstrel practice inscribed on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity in 2009. A Culture House was established in a refurbished historic building to serve as a permanent meeting place for minstrels. The experiences and good practices collected in the course of the three-year project will encourage similar activities in other areas of Turkey and beyond its borders.

■ Reinforcing Mozambique's creative industries

Coordinated by UNESCO's Maputo Office, the MDG Fund joint programme for Strengthening Cultural and Creative Industries and Inclusive Policies in Mozambique is a collaborative initiative among ten Mozambican government ministries, UNESCO and five other UN agencies (ITC, ILO, FAO, UNHCR and UNFPA), and numerous local stakeholders. The three-year project, carried out in the provinces of Maputo, Inhambane and Nampula, was largely concluded in 2011.

Designed to improve the enabling environment that supports the inclusion of the culture sector in Mozambique's

© L. Johnson



Traditional practices, such as Mussiro-tree face masks and Tufo dancing, support cultural tourism and creative industries in Mozambique.

economic and human development, the programme resulted in numerous successful outcomes, including: a strengthened legal, regulatory and fiscal framework for the growth of creative industries; the creation of the National Directorate for the Promotion of Cultural Industries (DNPIC); the drafting of a creative industries policy and strategy earmarked for approval in early 2012; the reinforcement of artisan associations, with more than 500 craftspeople linked to local, tourist and national markets; the launching of four community-based cultural tours; and the inclusion of traditional leaders in local development planning.

A new logo!

For its 40th anniversary, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property received an official logo. The easy-to-read pictogram was unveiled at an expert seminar organized at UNESCO Headquarters in March. Participants included UNESCO's principal partners in combating illicit trafficking – INTERPOL, UNIDROIT, ICCROM, WCO, UNODC and ICOM – as well as Member States, legal experts, curators, representatives of the international art market and journalists. A special session was devoted to elaborating a strategy for protecting cultural heritage in Tunisia, Egypt and Libya.



Success story

Ms Yang A'ni, a member of China's Miao ethnic minority community, created her own business selling embroidery in 2008. She attended training in craft development organized as part of the MDG Fund's Culture and Development Partnership Framework. Applying her newly learned skills to improving her business, A'ni now earns an annual income of 140,000 yuan (30 times the average local income). With support from this project, she founded an Embroidery Association that has attracted over 100 women from nearby villages. Products from the association were showcased at the 2010 Shanghai EXPO.

■ Cultural-based economic development for ethnic minorities in China

As one of eight UN agencies implementing the MDG Fund programme Culture and Development Partnership Framework, UNESCO played a prominent role in building the capacities of ethnic minority groups to develop and manage their cultural resources. Workshops organized in Yunnan and Guizhou provinces introduced minority communities to cultural heritage inventorying and trained ethnic craftspeople in quality benchmarking, crafts skills and business development.

■ Strengthening governance for culture in developing countries

In 2011, a group of international experts were selected on the basis of their extensive field experience in developing countries to participate in the UNESCO Expert Facility programme, funded by the European Union. With proven experience in the areas of cultural policy and creative industries development, the 30 experts, nearly half of whom are women, are providing technical assistance to national

and local authorities in 13 developing countries, primarily in Africa.

Each expert is partnering with a team of government and civil society actors to establish legal, regulatory and institutional frameworks for the cultural sector with a view to facilitating sustainable social and economic development. This fruitful collaboration is contributing to the elaboration of national and local strategies in cultural entrepreneurship as well as financing policies promoting access to international trade for cultural goods and services.

■ Expanding the Atlas of Water Cultures in Latin America

In 2011, UNESCO science and culture specialists collaborated to introduce the concept of intangible cultural heritage into the Atlas of Water Cultures for Latin America and the Caribbean. The Atlas was also expanded to include the Andes. A project carried out with UNESCO's Regional Centre

Women from the Miao ethnic minority in Guizhou province, China, learning how to film living heritage as part of a cultural mapping project.







© DPC-Ministère de la Culture, de la Jeunesse et des Sports de Mauritanie

Women in Mauritania performing a poem from the T'heydinn epic in praise of the glorious feats of Moorish emirs and sultans. The epic was inscribed on the List of Intangible Heritage in Need of Urgent Safeguarding in 2011.

for the Safeguarding of Intangible Cultural Heritage in Latin America (CRESPIAL), the Atlas highlights the different strategies and technologies used for water resource use and preservation, in the context of cultural, ethnographic, ecologic and economic practices.

■ Worldwide mobilization for safeguarding living heritage

The global strategy to strengthen national capacities for safeguarding intangible heritage and to share with stakeholders fundamental knowledge of the concepts and mechanisms of the Convention for the Safeguarding of Intangible Heritage commenced activities in 2011. The initiative aims to build a worldwide critical mass

of experience and knowledge, both in government institutions and civil society, to develop a sustainable framework for more effective safeguarding of intangible cultural heritage.

Between January and April 2011, a network of 65 experts from all regions of the world, including 25 experts from Africa, received intensive training in delivering a core curriculum covering four initial thematic areas: ratification, implementation of measures at the national level, community-based

inventorying and the process of making nominations to the Convention's Lists. By the end of 2011, these newly trained experts conducted some 30 workshops involving 600 individuals in 80 countries. A specially designed website has been set up to facilitate online exchange among the global network of trainers on workshop techniques, planning and evaluation.

To date, some US\$7 million in extrabudgetary resources have been mobilized to implement the capacity-building strategy, in addition to the Intangible Cultural Heritage Fund and the Regular Programme budget.

■ Reaffirming the role of documentary heritage

Over 70 countries participated in April 2011 in the 4th International Conference on the Memory of the World (MoW), during which representatives adopted the landmark Warsaw Declaration to foster the preservation of documentary heritage. The Declaration urges UNESCO, governments and NGOs to recognize the role of documentary heritage in identity affirmation, knowledge transmission, social cohesion and nation building. The main recommendations were subsequently addressed to Member States and to the Director-General as a draft resolution towards strengthening measures taken for the protection of documentary heritage and increasing their impacts.

In 2011 the Director-General approved the inscription of 52 items on the MoW register including the Sakubei Yamamoto Collection. The collection

of annotated paintings and diaries of Sakubei Yamamoto is a unique historical source on the coal mining industry in Japan as seen from the perspective of one worker. His diaries, notebooks and paintings represent a memory of Japan's industrialization that had global ramifications and depict the impact of transferring western technologies to a traditional eastern culture.

Meanwhile, the National Archives of Australia (NAA) was awarded the 2011 UNESCO/Jikji Memory of the World Prize for its outstanding work in the area of digital preservation, the preservation of paper records and traditional conservation treatments.

■ Memory, philosophy and diasporas

More than 35 leading African and African diaspora philosophers held an Interregional Philosophical Dialogue between Africa and the Americas in April at Purdue University, USA. The event led to the creation of a network of philosophers from Africa, Latin America, the Caribbean and North America to enhance academic cooperation and capacity-building, through exchange programmes for students.

Interviews with major thinkers on African and African philosophy as well as the debates of the conference were put into an online database. A report on the issue of African and African descendants' participation in reflection upon key contemporary challenges set out guidelines for future action. Organized in the framework of the International Year for People of African Descent, this event



© Yamamoto Family

Paintings by Sakubei Yamamoto depicting the lives of coal mine workers in Japan over 90 years ago. This collection was added to the MoW Register in 2011.

was supported by the Islamic Educational, Scientific and Cultural Organization (ISESCO). A follow-up project financed by Saudi Arabia to promote philosophical dialogue and research among philosophers from the Arab-Muslim region and beyond was also announced.



In a memorable closing of the 2011 UNESCO Youth Forum, the young delegates were invited on stage to each hold a flag from another of the UNESCO Member States: a 'World Peace Flag Ceremony' that celebrated their unity in diversity.

© UNESCO/Nasser Nouri

A photograph of a man in a light blue shirt and tie, smiling and holding a camera, surrounded by people holding up various national flags at night. The scene is illuminated by stage lights, creating a vibrant and celebratory atmosphere. The man is in the foreground, looking upwards and to the right. The background is filled with the colors of many different flags, including blue, green, red, and yellow. The overall mood is one of international unity and solidarity.

CHAPTER 5

International solidarity, dialogue and human rights

International solidarity, dialogue and human rights

In 2011, UNESCO mobilized its networks and expertise to fulfil its mandate in the domains of solidarity, human rights and dialogue, tackling among others, issues of migration, youth, press freedom and social, cultural and human development.

■ UNESCO and migration

Global Migration Group

From July to December, UNESCO chaired the Global Migration Group of 16 agencies involved in migration-related activities throughout the UN and beyond. During this period, the Group focused on the relationship between the environment, climate change and human migration. A Principals' meeting held in Paris in November adopted a Statement on Migration and Climate Change. The first coordinated statement on this issue from

the UN family, it outlines the challenges and potential policy responses.

Protecting and promoting migrants' rights

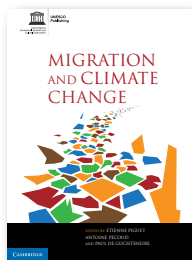
A study conducted in China for UNESCO by the Beijing Academy of Social Sciences and published in 2011 focuses on the aspirations and challenges faced by second generation rural migrants. The authors recommend that equitable access to education and training be implemented, the issue of urban residency for migrants be adequately addressed, and the contribution of migrants to social and economic development be acknowledged.

'Internal Migration and Human Development in India' was the theme of a workshop in New Delhi in December, organized by UNESCO and UNICEF with the support of the Sir Dorabji Tata Trust and the Indian Council of Social Science Research. Participants concluded that migration should be acknowledged 'as an integral part of development' and highlighted the need to ensure that all migrants have access to services and entitlements as enshrined in policies and law.

With rapid economic development and urbanization in China, UNESCO and the Beijing Academy of Social Sciences are working together to address the challenges faced by rural migrant workers and their children.

Migration and Climate Change

Published by UNESCO and Cambridge University Press, *Migration and Climate Change* is the first authoritative overview of the relationship between climate change and migration. Twenty-six leading experts from a range of disciplines emphasize that climate change is becoming an increasingly influential factor in migration, but warn that 'nightmare' scenarios of a human tide of environmental refugees are unfounded and counter-productive.





United Nations
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YÖUTH

7TH UNESCO YOUTH FORUM
Youth voice for change

17-20 October 2011
UNESCO House
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The only opportunity for young people to be global change-makers on important current issues like education, jobs and civic engagement. Get involved and raise your Voice for Change.

■ Youth drive change

The 7th UNESCO Youth Forum in October brought together more than 500 young people from across the world to debate 'How youth drive change'. The young delegates included youth activists, social entrepreneurs, bloggers, members of youth NGOs and other civil society organizations, as well as former gang members and ex militia, youth with disabilities, and youth from *favelas*.

The Forum showcased the important contributions that young women and men can make towards peace, democracy and development. A capacity-building pre-day for the youth delegates and a three-month online preparatory process through social media campaigns were among its features. The recommendations issued by the Forum were presented to the General Conference.

Throughout the Forum, UNESCO Goodwill Ambassador Forest Whitaker organized capacity-building sessions on communication for conflict resolution and reconciliation.

Youth in Africa

During the Forum, UNESCO and the International Youth Foundation signed an agreement for the development of a three-year programme to support youth-led social innovation in Africa. UNESCO also officially joined forces with the NGO 'Peace and Sport', Monaco, to implement a range of initiatives in Africa.

The main theme of the Youth Forum was 'How youth drive change'. Sub-themes included 'Citizens in action: youth in political and public life', 'Countering youth exclusion, vulnerability and violence' and 'Breaking through employment barriers'.

■ Youth on the social development agenda

The 8th Forum of Ministers of Social Development in Latin America was held in July in San Salvador (El Salvador) on 'Youth Social Policies and Social Inclusion'. Attending the event were ministers and other officials from 16 countries, United Nations agencies officials, and representatives of the major social sciences networks in the region. The forum ended with a Declaration listing 26 commitments on policies targeting youth.

Coinciding with the World Day of Social Justice, the 3rd meeting of the UNESCO Forum of Ministers of Social Development from South Asia was held in February in Sri Lanka. Focused on policies for social protection, it also concluded with the adoption of a declaration, with representatives from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka agreeing to increase public funding to build the capacities of the social sciences in the region, highlighting the need to address neglected themes and excluded groups such as migrants and the urban poor.

In December, UNESCO brought together young women and men in Christchurch, New Zealand, for a Youth Forum entitled Looking Beyond Disaster. This Forum fostered information exchange between local and international participants who have faced many different types of disaster. It concluded with an action plan which was presented formally to New Zealand's parliamentarians. Among other things, it addresses the needs

of people affected by disasters and provides recommendations to governments and other bodies on youth resilience, rebuilding communities and disaster response.

The successful Brazilian 'Open Schools' programme, which is based on promoting a culture of peace and non-violence, was extended to the Dominican Republic, El Salvador, Guatemala, Honduras and Nicaragua in 2011. An innovative South-South cooperation initiative was also launched between Brazil and Guinea-Bissau, inspired by the 'Open Schools' programme.

■ Promoting press freedom

As the only UN entity with a mandate to promote press freedom, UNESCO continued to use World Press Freedom Day to articulate the merits of a free press and to help remove the barriers that threaten media independence. Events held in over 100 countries marked this important day. Over 200 journalists attended a major conference in Egypt, streamed live to UN Headquarters in New York, while the Global World Press Freedom Day commemoration took place in Washington D.C., on the theme: 21st Century Media: New Barriers, New Frontiers.



Young French artist Dusty 'Duza' Brasseur puts the final touches on his painting during the 7th UNESCO Youth Forum.

© UNESCO/Stéphanie Cadel



World press freedom

Imprisoned Iranian journalist Ahmad Zeidabadi was the 2011 winner of the UNESCO/Guillermo Cano World Press Freedom Prize, selected by an independent international jury of 12 media professionals. Mr Zeidabadi's portrait was placed on his vacant seat during the award ceremony. The prize is awarded annually on 3 May to a person, organization or institution that has made a notable contribution to the defence and/or promotion of press freedom anywhere in the world, especially if risks have been involved.

■ Safety of journalists

The protection of journalists took centre stage at UNESCO Headquarters in September, during the first Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity. The deliberations resulted in the drafting of a comprehensive UN Action Plan to improve the safety of journalists.

UNESCO organized the conference, following the adoption of a decision on the issue of the safety of journalists by its International Programme for the Development of Communication (IPDC).

The measures in the Action Plan include the establishment of a coordinated UN inter-agency mechanism to handle issues connected to the safety of journalists and impunity, and their incorporation in

'The freedom to speak and the freedom to write are essential preconditions for the transition towards democracy and good governance.' Irina Bokova, Director-General of UNESCO

national strategies. It also calls for close cooperation between Member States, media associations and NGOs.

Director-General Irina Bokova condemned the killings of 62 journalists in 2011.

■ Gender equality in the newsroom

Through the publishing of the Global Report on the Status of Women in the News Media, UNESCO and the International Women's Media Foundation (IWMF) have taken a welcomed step towards promoting gender equality in the news media. The report includes a range of data relating to the extent of women journalists' involvement in news gathering, news dissemination and news management.

The result of two years of research, the report attempts to offer a comprehensive picture of the status of women in the news media. The findings, which highlight the need to close the gender gap in the newsroom, contributed to informing the design and preparation of the first comprehensive Gender-Sensitive Indicators for Media, to be launched in 2012. The indicators will provide media organizations with a framework to ensure gender equality in media operations and content.

■ Solidarity with women journalists in Palestine

A peer support group, a training and internship programme for female journalists, and a coalition to defend

freedom of expression in the West Bank and Gaza, were established with the support of UNESCO.

The training and internship programme assists graduates from Palestinian journalism schools to find job placements, and to facilitate their advanced studies in the field of journalism. Special attention is given to women from marginalized groups, such as Bedouin, rural and refugee communities.

The programme complements the work of the peer support group, the Palestinian Female Journalists' Club, established in the first half of 2011. The group has allowed for the exchange of experiences and ideas among women journalists, and has played an active role in defending their rights and denouncing attacks or harassment against them.

■ Gender and the media in Namibia

Through the MDG Fund, the UNESCO Windhoek office has implemented several activities aimed at increasing the empowerment of women in the region, including curriculum review for media institutions in Namibia to address gender in the media and gender sensitive reporting.

In addition, a gender toolkit for media was developed and several training sessions conducted targeting awareness of obstacles faced by San women and girls in generating incomes.

Empowering Nepalese women

With the support of the IPDC, Radio Nari Aawaj started transmissions in 2011. Also known as Radio Women's Voice, it aims to empower Nepali women and is managed and operated by women in the remote Jumla district in Nepal. The station's daily broadcasts actively engage women listeners in discussions on contemporary matters including health concerns, employment and women's rights, and environmental and gender issues.

Ramlila Budha, a regular listener, noted: 'For the first time, we have the possibility to voice our opinions and concerns and to be heard. We can speak for ourselves and not just through someone else.'

■ Bioethics and media

An e-learning programme on bioethics for journalists was launched in 2011 by the UNESCO Moscow Office in close cooperation with the UNESCO Institute for Information Technologies in Education and leading specialists from Commonwealth of Independent States (CIS) countries. The course focuses on ethical values and principles and strategies to raise public awareness. A handbook, *Bioethics and Journalism*, charts the role of the media in the emergence and evolution of bioethics and provides recommendations for journalists on how to address sensitive bioethics issues. It was presented to journalists at seminars across the region at the end of 2011.

■ Human vulnerability and personal integrity

After three years of work, UNESCO's International Bioethics Committee (IBC) issued its report on the principle of respect for human vulnerability and personal integrity, as set forth in the 2005 Universal Declaration on Bioethics and Human Rights. IBC's eye-opening reflection and its practical and informed recommendations aim to inspire governments to work in a

coherent and effective way to ensure that basic needs are met related to human health and well-being, especially for the most vulnerable.

■ Bioethics and gender equality

Gender equality was the theme for a fruitful debate in two UNESCO regional bioethics initiatives: a conference held in the Republic of Tatarstan, Russian

UNESCO-IBC's report on the principle of respect for human vulnerability and personal integrity finds that vulnerable communities often lack access to quality health care and essential medicines.



American actor and director Forest Whitaker and Harvard professor Homi K. Bhabha at the second meeting of the High Panel on Peace and Dialogue Among Cultures at UN Headquarters, New York in March.



Federation, and a regional conference in the Arab States.

The Tatarstan conference brought together international experts on a wide range of topics related to gender issues. It recommended a strengthened commitment to bioethics education in CIS countries utilizing UNESCO's core curriculum, including gender analysis.

The first conference of the Regional Network of Bioethics for Women's Issues in the Arab Region was held in December in Cairo. Challenges to women's wellbeing and rights in the region were discussed, such as stigmatization associated with pre-marital genetic testing (Bahrain), health complications caused by early marriage and poverty (Yemen), insufficient health professionals and limited access to advanced medical care (Palestine), and Female Genital Mutilation (Sudan and Egypt).

■ Philosophy and equitable sharing of the benefits of science

A High-Level Panel on Philosophy and Equitable Sharing of the Benefits of Science took place at UNESCO Headquarters on World Philosophy Day, 18 November. During the discussion, concrete issues were examined, such as the establishment of a Health Impact Fund for stimulating research and the development of life-saving pharmaceuticals that make substantial reductions in the global burden of disease.

■ Strengthening the 'water for peace' programme in Latin America

The Potential Conflict-Cooperation Potential programme facilitates interdisciplinary dialogue to promote peace, cooperation and development for water

resources management through training courses for professionals and diplomats. Participants learn water-related negotiating processes and develop case studies. A training-of-trainers course 'Conflict Prevention and Cooperation for Water Resources Management in Latin America' was held in June in the Dominican Republic, with participants from 12 countries.

UNESCO's science strategy in support of Haiti's recovery incorporated a study of water resources shared between the Dominican Republic and Haiti. The study will provide guidelines and recommendations for the sustainable joint management of this shared resource.

■ Responding to drought in the Horn of Africa

Groundwater mapping took place in the drought and famine-stricken Horn of Africa in 2011 to help provide a sustainable freshwater supply to local populations. UNESCO is using new remote-sensing technology developed by Radar Technologies International to generate high-resolution groundwater potential maps which indicate where to drill for water.

■ Stimulating South-South cooperation

UNESCO's International Centre for South-South Cooperation in Science, Technology and Innovation (ISTIC) in Kuala Lumpur, Malaysia undertook a variety of activities in 2011. ISTIC held a Pacific Science Congress and a Rio+20 Regional Workshop for Asia and the Pacific, organized together with the International Council for Science in preparation for the Rio+20 conference.

■ Anti-doping: a new milestone

Twenty-six new projects were approved under the UNESCO Fund for the Elimination of Doping in Sport in 2011, including preventative education programs and the development of anti-doping legislation, and anti-doping capacity-building in least developed or low-income countries.

In Senegal, a training programme targeted medical and paramedical

personnel, former elite athletes, and managers of sports federations.

Bosnia and Herzegovina is engaged in translating anti-doping educational materials into the country's various languages, for broad distribution among sports groups and sporting and youth organizations throughout the country.

A regional project involving El Salvador, Guatemala, Nicaragua and Panama, led to an athlete outreach programme during the 2011 Central American Youth Games.

■ Strengthening the international fight against racism

At the end of 2011, UNESCO finalized a report on best practices from the International Coalition of Cities against Racism, based on the biannual reports sent by member cities. This collection of best practice will provide a source of inspiration and discussion among municipalities on how to fight discrimination.



In Mali, UNESCO collaborated with the National Anti-Doping Commission in carrying out a national survey measuring young athletes' knowledge of doping and health issues, towards planning effective education and prevention actions.

A strategy for the expansion of the European and Latin-American Coalitions was elaborated to intensify their work against discrimination.

To addressing racism and discrimination in Southern Africa, the Coalition of African Cities against Racism and Discrimination adopted an operational framework in January, during a conference held in Durban, South Africa.

■ Calling a halt to homophobic bullying

On International Human Rights Day, 10 December, UNESCO organized the first-ever UN consultation on homophobic bullying in educational institutions. Participants reviewed the scope and impact of this urgent problem and discussed best practices to address it through programming and policy. The meeting called upon all governments to address the prevalence of bias and violence against lesbian,

gay, bisexual, transgender and intersex (LGBTI) people in elementary, secondary and tertiary levels of education around the world.

■ Engaging with indigenous peoples

Evolving policy frameworks and human rights standards have transformed the international landscape with respect to indigenous peoples. UNESCO is elaborating a policy to ensure that its programmes address the specific needs and rights of indigenous peoples. In November, a side event was organized during the General Conference to launch the policy development process. Three high-level indigenous spokespersons from key UN bodies working on the rights of Indigenous Peoples attended the event. A scoping exercise was undertaken of UNESCO mandates and current work of relevance to indigenous peoples, to pave the way for the new policy.

Cultural entrepreneurship empowers marginalized women

The Creative Industries Support Programme in Cambodia, which imparted valuable entrepreneurial skills to over 800 craftspeople amongst the most marginalized rural communities, was completed in 2011. Implemented by UNESCO as lead agency, along with FAO, ILO and UNDP, the programme was financed by the MDG Achievement Fund.

The estimated 1,250 direct beneficiaries, originally living on less than US\$1 a day, included over 800 craftspeople of whom 67% were women and over 87% from indigenous groups. For the majority of female participants, the training enabled them to remain in their villages to generate supplementary household income, which subsequently strengthened their position within family and community.







© UNRWA

The UNRWA/ UNESCO education reform strategy for 2011 to 2015 will improve the quality of learning for Palestine refugee students in UNRWA's 700 schools.

■ Education reform: improving the lives of Palestinian refugees

The UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) and UNESCO launched an Education Reform Strategy on World Teachers' Day, 5 October 2011. The reform aims to shift classroom practice and the dynamics of the learning process towards Wand students. It adopts an integrated approach, focusing on eight areas: teacher development, curriculum and student assessment, inclusive education, technical and vocational education and training, governance, strategic planning, research, communication, partnerships and advocacy.

■ Special education and inclusion in Latin America and the Caribbean

Representatives of 17 Latin American Education Ministries and Spain took part in a symposium on accessibility and educational inclusion in Montevideo, Uruguay, in October. The resulting Montevideo Declaration highlights the need to remove barriers to achieving the right to quality education for all. This

Three days after the 11 March tsunami and accident at the Fukushima nuclear power plant in Sendai, Japan, a UNESCO-supported programme raised over €1 million to help rebuild schools. In July, schoolchildren affected by the disaster received some 30,000 messengers of solidarity from children worldwide as part of the UNESCO 'Kizuna' solidarity campaign.



implies re-examining curricula, learning spaces, ICT use and ensuring equality of conditions in the physical surroundings. Another UNESCO-supported congress on inclusive education, 'Education for All: the challenges of education in diversity', held in Colombia in October, drew 800 participants from all educational backgrounds.

■ A new strategy for HIV and AIDS education

To improve the capacity of education systems to respond to the AIDS pandemic, UNESCO unveiled a new strategy in October focusing on three priority areas: building country capacity for effective and sustainable education responses to HIV; strengthening comprehensive HIV and sexuality education; and advancing gender equality and protecting human rights. The strategy places greater emphasis on HIV prevention in the context of wider health promotion to ensure that all school students have access to comprehensive HIV education.

To promote gender equality, UNESCO and UNGEI ran a drawing contest in the Asia-Pacific region on the theme of Gender and Human Rights. More than 3,000 drawings were received from 24 countries illustrating how gender equality in education benefits everyone.



ICTs in education for people with disabilities

This review of innovative practice in ICTs in education for people with disabilities includes 12 case studies and over 20 vignettes from Europe, Asia and Latin America. It illustrates ICT in support of access to information and knowledge; learning and teaching situations; personal communication and interaction, and access to educational administrative procedures.

■ Working together for sustainable development

UNESCO actively contributed to preparing the 4th UN Conference on the Least Developed Countries, held in Istanbul, Turkey, in May, during which the Istanbul Programme of Action was adopted, committing governments to ensuring that half of the world's 48 Least Developed Countries (LDCs) meet the criteria for graduation by 2020. Preparations included the publication of a groundbreaking report entitled *Building Human Capacities in Least Developed Countries to Promote Poverty Eradication and Sustainable Development* in March.

UNESCO also reaffirmed its commitment to the UN reform agenda at the Intergovernmental Conference on Delivering as One in Montevideo, Uruguay, in November. In the outcome statement of the conference, government representatives reaffirmed that there was no going back to doing business as prior to Delivering as One, and that it was time to carry Delivering as One beyond the pilot phase. The participants further reaffirmed that the momentum of the UN reform should be maintained and that the process deserved to be fulfilled and strengthened. UNESCO is actively engaged in the Delivering as One initiative and in other UN common country programming exercises.

Jazz icon Herbie Hancock performs at UNESCO headquarters following his induction as a UNESCO Goodwill Ambassador for Intercultural Dialogue on 22 July 2011.

© UNESCO/Ania Freindorf



UNESCO



DIRECTEUR GÉNÉRAL ADJOINT

PRÉSIDENTE DU CONSEIL D'EXECUTIF

DIRECTRICE GÉNÉRALE

PRESIDENT

SECRETARE

SECRETARE ADJOINT

Conseiller Juridique

36^e session
de la Conférence
générale



36th session
of the General
Conference

Paris • 25 OCT. - 10 NOV. 2011

36th Session of the General Conference





① *Director-General Irina Bokova, outgoing Chairperson of the Executive Board, Eleonora Mitrofanova and the newly-elected President of the 2011 session, Katalin Bogyay of Hungary, welcomed the President of Hungary, Pal Schmitt.* © UNESCO/Eric Bouttier



② *Dilma Rousseff, President of Brazil, didn't attend the General-Conference, but dropped in to meet the Director-General during the event.*
© UNESCO/Eric Bouttier



③ *Alissandra Cummins of Barbados was elected Chairperson of the Executive Board.* © UNESCO/Danica Bijeljic



④ *The Director-General with Georgi Parvanov, President of Bulgaria.*
© UNESCO/Danica Bijeljic

**5**

⑤ General Conference President Katalin Bogay and Deputy Director-General Getachew Engida welcomed Johnson Toribiong, President of the Republic of Palau. © UNESCO/Éric Bouttier

**6**

⑥ Indonesian President Susilo Bambang Yudhoyono took part in celebrations for the 10th anniversary of the Declaration on Cultural Diversity. © UNESCO/Dou Matar Gueye

⑦ President of Gabon, Ali Bongo Ondimba (left), and President of Côte d'Ivoire, Alassane Ouattara (right), were among several heads of state who attended the Leaders' Forum on the opening days of the Conference. © UNESCO/Éric Bouttier

**7**

⑧ Former Chairperson of the Executive Board, Eleonora Mitrofanova greeted Boris Tadić, President of the Republic of Serbia. © UNESCO/Dou Matar Gueye

**8**



1

① *Mongolia Gala on 25 October.*
© UNESCO/Thierry Rambaud



2

② *Rolf-Dieter Heuer, Director-General of CERN and Gretchen Kalonji, Assistant Director-General for Natural Sciences, launch the CERN/UNESCO publication, Large Hadron Collider (LHC).* © UNESCO/Stéphanie Cadel



3

③ *President of the 36th Session of the General Conference, Katalin Bogyay of Hungary.* © UNESCO/Eric Bouttier



4

④ *Seven heads of state took part in the Leaders' Forum, which explored how UNESCO contributes to building a culture of peace and sustainable development.* © UNESCO/Thierry Rambaud

5



⑤ *Former President of Iceland, Vigdis Finnbogadóttir at the Conference on Girls' and Women's Education.*

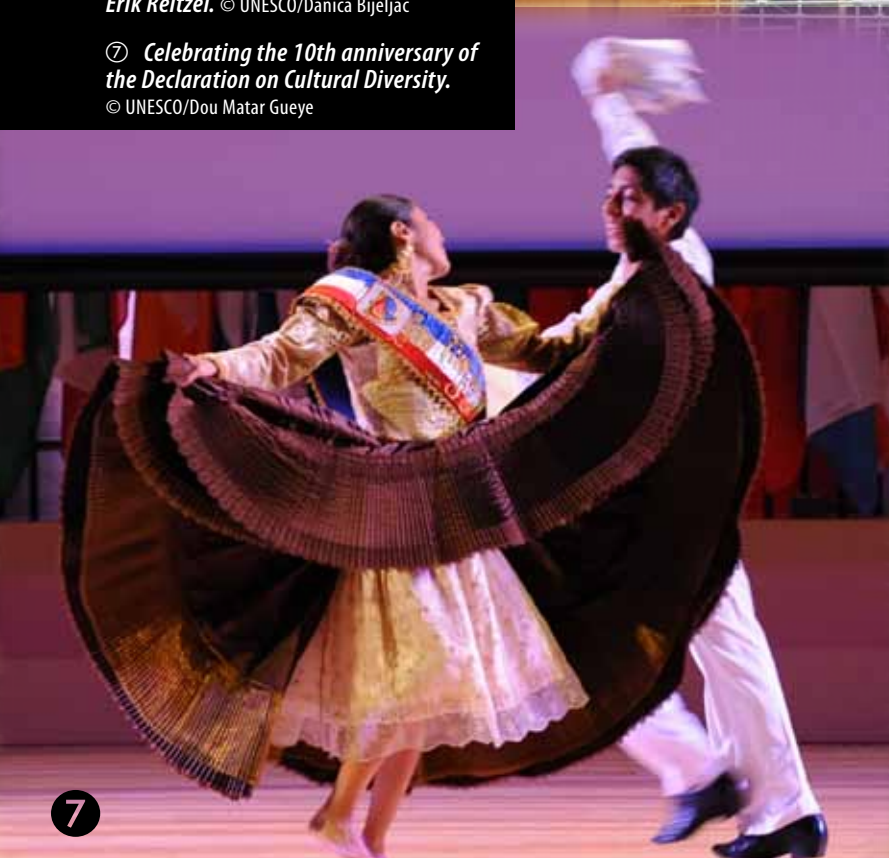
© UNESCO/Dou Matar Gueye

⑥ *Denmark transferred ownership to UNESCO of the Symbolic Globe, designed by renowned Danish civil engineer Erik Reitzel.*

© UNESCO/Danica Bijeljic

⑦ *Celebrating the 10th anniversary of the Declaration on Cultural Diversity.*

© UNESCO/Dou Matar Gueye



7

6



1



2

① *A science workshop was held for young people at the launch of the Large Hadron Collider publication produced with CERN.* © UNESCO/Stéphanie Cadel

② *The Executive Board voted to renew half of its membership.* © UNESCO/Stéphanie Cadel

③ *The Director-General with US Ambassador to UNESCO David Killion and Roger Sayre, Senior Scientist of the US Geological Survey, at the launch of a new photographic essay of heritage sites seen from space.* © UNESCO/Stéphanie Cadel



3

A photograph of Mahmoud Abbas, the President of the State of Palestine, speaking at a podium. He is wearing a dark suit, a white shirt, and a striped tie. He has white hair and is wearing glasses. The background features the United Nations flag and the UNESCO logo. The text is overlaid on a black box on the left side of the image.

④ *Following the General Conference vote to admit Palestine as a Member State, Palestinian President Mahmoud Abbas visited UNESCO Headquarters on 13 December for the flag-raising ceremony.*

© UNESCO/Danica Bijeljic



Annexes



1. Financial report

The Organization's financial situation

Following the suspension of a significant contribution to the Regular Programme, the Organization was faced with a prospective funding gap of \$72 million for the year ending 31 December 2011. This prompted the introduction of austerity measures over the last two months of the year. As at 31 December 2011, the Organization had been able to reduce expenditure by

\$31.2 million through the application of various measures. The balance of \$40.8 million was funded through the use of the working capital fund and advances from Member States.

Under the present circumstances, the Organization would be required to reduce planned expenditure under 36 C/5 (\$653 million) by 28.9% (\$188 million)

in order to recover the 2011 shortfall and that anticipated for 2012-2013. The Director-General, in addressing the funding gap, has also set up a Special Emergency Multi-Donor Fund for UNESCO Priority Programmes and Reform Initiatives. As at 31 December 2011, \$20.3 million had been received and a further \$16.5 million pledged.

Summary statement of financial position (unaudited) – as at 31 December 2011

	\$'000	31/12/2011	31/12/2010
ASSETS	Current assets		
	Cash and cash equivalents	114,289	106,690
	Short-term investments	533,236	617,143
	Other current assets	78,244	145,994
	Non-current assets		
	Property, plant and equipment	623,655	633,346
	Other non-current assets	4,774	14,877
	Total assets	1,354,198	1,518,050
LIABILITIES	Current liabilities		
	Advance receipts	116,462	80,280
	Other current liabilities	130,741	154,910
	Non-current liabilities		
	Employee benefits	796,056	784,221
	Other non-current liabilities	61,787	70,567
		Total liabilities	1,105,046
	Net assets	249,152	428,072
NET ASSETS/EQUITY	Reserves and fund balances	372,642	551,562
	IPSAS opening balance reserves	-123,490	-123,490
	Total net assets/equity	249,152	428,072

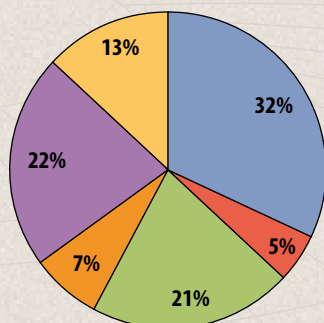
Summary statement of financial performance (unaudited) – year to 31 December 2011

	\$'000	31/12/2011	31/12/2010
REVENUE	Assessed contributions	356,474	377,290
	Voluntary contributions	308,947	322,778
	Other revenue	68,002	64,535
	Total revenue	733,423	764,603
EXPENSES	Employee benefits	427,781	398,209
	Consultants, experts and missions	60,501	55,377
	Grants and others transfers	59,984	65,045
	Supplies, consumables and running	77,208	81,603
	Contracted services	165,122	140,143
	Other expenses	148,635	56,344
	Total expenses	939,231	796,721
	Deficit for the year	-205,808	-32,118

The full financial statements together with the financial report of the Director-General will be issued after the audit.

Programme and programme related funds, 2011

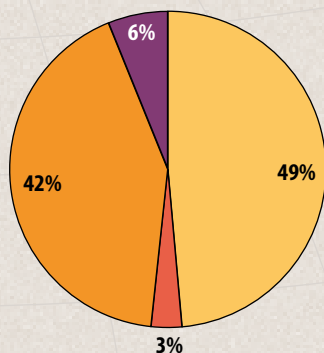
— in millions of US dollars



Total: \$527 million

- Education: **\$166**
- General and others: **\$118**
- Natural Sciences: **\$113**
- Culture: **\$67**
- Social and Human Sciences: **\$37**
- Communication and Information: **\$26**

Revenue by funding source, 2011 — in millions of US dollars



Total \$733: million

- Assessed contributions: **\$356**
- Voluntary contributions: **\$309**
- Other: **\$45**
- Revenue generating activities: **\$23**

Top 10 donors to extra-budgetary projects and Institutes, 2011

<i>in thousands of US dollars</i>	
Italy	35,439
Brazil	34,339
Netherlands	24,333
The Office of Her Highness Sheikha Mozah	20,000
UNDP	17,385
Japan	16,715
Norway	11,322
European Commission	7,433
Nigeria	6,559
France	6,197

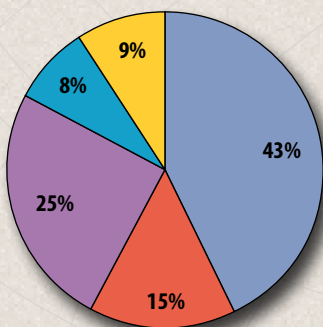
2. Fellowships

483 fellowships and travel grants were awarded under both regular and extra-budgetary programmes for a total of \$7,900,798:

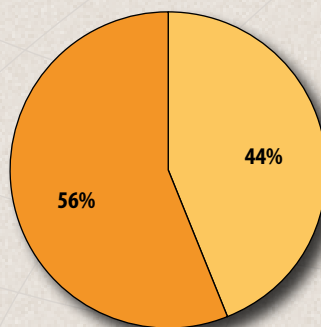
- 320 fellowships under the regular budget and the Co-Sponsored Fellowship Scheme (with UNESCO seed money);
- 163 fellowships under extra-budgetary projects (Funds-in-Trust): 78 under the UNESCO/I'Oréal Co-Sponsored Fellowships for Young Women in Life Sciences; 45 under the UNESCO/Saudi Arabia Fellowships Programme; and 40 under the UNESCO/Keizo Obuchi Research Fellowships Programme.

Distribution of the fellowships

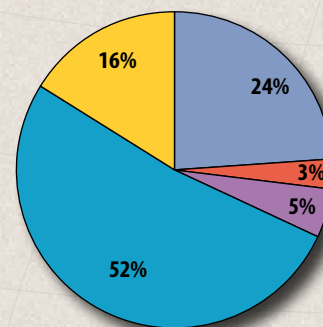
By region



By gender



By field of study



3. Prizes

FÉLIX HOUPOUËT-BOIGNY PEACE PRIZE

The Grandmothers of the Plaza de Mayo (Argentina)

Education

UNESCO/EMIR JABER AL-AHMAD AL-JABER AL-SABAH PRIZE 2011 Douglas Biklen (United States)

UNESCO-CONFUCIUS PRIZE FOR LITERACY

Room to Read (United States) and Collectif Alpha Ujuvi (Democratic Republic of the Congo)

UNESCO-KING SEJONG LITERACY PRIZE

the National Literacy Service (Burundi) and the National Institute for the Education of Adults (Mexico)

Natural Sciences

L'ORÉAL-UNESCO AWARDS AND FELLOWSHIPS FOR WOMEN IN SCIENCE

Laureats: Faiza Al-Kharafi (Kuwait), Vivian Wing-Wah Yam (China), Anne L'Huillier (Sweden), Silvia Torres-Peimbert (Mexico) and Jillian Banfield (United States)

Fellowships: Lim-Bambo Germaine Minoungou (Burkina Faso), Justine Germe Nzweundji (Cameroon), Fadzai Zengeya (Zimbabwe), Reyam Al-Malikey (Iraq), Mais Absi (Syria), Samia Elfékih (Tunisia), Jiban Jyoti Panda

(India), Ladan Teimoori-Toolabi (Iran), Nilufar Mamadalieva (Uzbekistan), Triin Vahisalu (Estonia), Hagar Gelbard-Sagiv (Israel), Tatiana Lopatina (Russia), Andia Chaves Fonnegra (Colombia), Isabel Cristina Chinchilla Soto (Costa Rica), Alejandra Gutiérrez Jaramillo (Panama)

MAN AND THE BIOSPHERE (MAB) YOUNG SCIENTISTS AWARDS

Aah Ahmad Almulqu (Indonesia), David Paz-García (Mexico), Raimundo Elías Gómez (Argentina), Iordan Hristov (Bulgaria), Elizabeth Kearsley (Belgium), Maria Pukinskaya (Russian Federation), Heriosa Razakanirina (Madagascar), Laura Riba-Hernandez (Costa Rica), Jariya Sakayaroj (Thailand), Juan Carlos Silva Tamayo (Colombia), Choe Yong Min (Democratic People's Republic of Korea) and Horacio Sirolli and Luciano Iribarren (Argentina)

MICHEL BATISSE AWARD FOR BIOSPHERE RESERVE MANAGEMENT

Nizar Hani (Lebanon)

SULTAN QABOOS PRIZE FOR ENVIRONMENTAL PRESERVATION Forestry Research Institute (Nigeria)

UNESCO KALINGA PRIZE FOR THE POPULARIZATION OF SCIENCE

René Raúl Drucker Colín (Mexico)

Social and Human Sciences

UNESCO-MADANJEET SINGH PRIZE FOR THE PROMOTION OF TOLERANCE AND NON-VIOLENCE

Anarkali Honaryar (Afghanistan), women's rights campaigner; Khaled Abu Awwad (Palestine), peace activist

Culture

UNESCO SHARJAH PRIZE FOR ARAB CULTURE

Ali Mahdi Nouri (Sudan), actor and theatre director; Cherif Khaznadar (France), poet and novelist

UNESCO-GREECE MELINA MERCOURI INTERNATIONAL PRIZE FOR THE SAFEGUARDING AND MANAGEMENT OF CULTURAL LANDSCAPES

the cultural landscape of Battir (Palestine) and the Garni Reserve Cultural and Historical Museum (Armenia)

Communication and Information

UNESCO-GUILLERMO CANO WORLD PRESS FREEDOM PRIZE

Ahmad Zeidabadi (Iran)

UNESCO-JIKJI MEMORY OF THE WORLD PRIZE National Archives of Australia

4. World Heritage inscriptions

Cultural sites

AUSTRIA, FRANCE, GERMANY, ITALY, SLOVENIA, SWITZERLAND

- Prehistoric Pile Dwellings around the Alps

BARBADOS

- Historic Bridgetown and its Garrison

CHINA

- West Lake Cultural Landscape of Hangzhou

COLOMBIA

- Coffee Cultural Landscape of Colombia

ETHIOPIA

- Konso Cultural Landscape

FRANCE

- The Causses and the Cévennes, Mediterranean Agro-Pastoral Cultural Landscape

GERMANY

- Fagus Factory in Alfeld

IRAN (ISLAMIC REPUBLIC OF)

- The Persian Garden

ITALY

- Longobards in Italy. Places of Power (568-774 A.D.)

JAPAN

- Hiraizumi – Temples, Gardens and Archaeological Sites Representing the Buddhist Pure Land

KENYA

- Fort Jesus, Mombasa

MONGOLIA

- Petroglyphic Complexes of the Mongolian Altai

NICARAGUA

- León Cathedral

SENEGAL

- Saloum Delta

SPAIN

- Cultural Landscape of the Serra de Tramuntana

SUDAN

- Archaeological Sites of the Island of Meroe

SYRIAN ARAB REPUBLIC

- Ancient Villages of Northern Syria

TURKEY

- Selimiye Mosque and its Social Complex

UKRAINE

- Residence of Bukovinian and Dalmatian Metropolitans

UNITED ARAB EMIRATES

- Cultural Sites of Al Ain (Hafit, Hili, Bidaa Bint Saud and Oases Areas)

VIET NAM

- Citadel of the Ho Dynasty

Natural sites

AUSTRALIA

- Ningaloo Coast

JAPAN

- Ogasawara Islands

KENYA

- Kenya Lake System in the Great Rift Valley

Mixed sites (both cultural and natural)

JORDAN

- Wadi Rum Protected Area

Extensions

GERMANY, SLOVAKIA, UKRAINE

- Primeval Beech Forests of the Carpathians and the Ancient Beech Forests of Germany

5. Intangible cultural heritage inscriptions

Inscriptions on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding

BRAZIL

- Yaokwa, the Enawene Nawe people's ritual for the maintenance of social and cosmic order

CHINA

- Hezhen Yimakan storytelling

INDONESIA

- Saman dance

IRAN (ISLAMIC REPUBLIC OF)

- Naqqāli, Iranian dramatic story-telling
- Traditional skills of building and sailing Iranian Lenj boats in the Persian Gulf

MALI

- Secret society of the Kôrêdugaw, the rite of wisdom in Mali

MAURITANIA

- Moorish epic T'heydinn

MONGOLIA

- Folk long song performance technique of Limbe performances – circular breathing

PERU

- Eshuva, Harákmbut sung prayers of Peru's Huachipaire people

UNITED ARAB EMIRATES

- Al Sadu, traditional weaving skills in the United Arab Emirates

VIET NAM

- Xoan singing of Phú Thọ Province, Viet Nam

Representative List of the Intangible Cultural Heritage of Humanity

BELGIUM

- Leuven age set ritual repertoire

CHINA

- Chinese shadow puppetry

COLOMBIA

- Traditional knowledge of the jaguar shamans of Yuruparí

CROATIA

- Bečarac singing and playing from Eastern Croatia
- Nijemo Kolo, silent circle dance of the Dalmatian hinterland

CYPRUS

- Tsiattista poetic duelling

CZECH REPUBLIC

- Ride of the Kings in the south-east of the Czech Republic

FRANCE

- Equitation in the French tradition

JAPAN

- Mibu no Hana Taue, ritual of transplanting rice in Mibu, Hiroshima
- Sada Shin Noh, sacred dancing at Sada shrine, Shimane

MALI – BURKINA FASO

- Cultural practices and expressions linked to the balafon of the Senufo communities of Mali and Burkina Faso

MEXICO

- Mariachi, string music, song and trumpet

PERU

- Pilgrimage to the sanctuary of the Lord of Qoyllurit'i

PORTUGAL

- Fado, urban popular song of Portugal

REPUBLIC OF KOREA

- Jultagi, tightrope walking
- Taekkyeon, a traditional Korean martial art
- Weaving of Mosi (fine ramie) in the Hansan region

SPAIN

- Festivity of 'la Mare de Déu de la Salut' of Algemésí

TURKEY

- Ceremonial Keşkek tradition

Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the principles and objectives of the Convention

BELGIUM

- A programme of cultivating ludodiversity: safeguarding traditional games in Flanders

BRAZIL

- National Programme of Intangible Heritage call for projects.
- Fandango's Living Museum

HUNGARY

- Táncház method: a Hungarian model for the transmission of intangible cultural heritage

SPAIN

- Revitalization of the traditional craftsmanship of lime-making in Morón de la Frontera, Seville, Andalusia

6. New UNESCO-assisted Global Geoparks

CANADA Stonehammer

FRANCE Bauges

ICELAND Katla

ITALY Apuan Alps

JAPAN Muroto

PEOPLE'S REPUBLIC OF CHINA Hong Kong

PEOPLE'S REPUBLIC OF CHINA Tianzhushan

REPUBLIC OF IRELAND Burren and Cliffs of Moher

SPAIN ANDALUSIA Sierra Norte di Sevilla

SPAIN Villuercas Ibores

7. Condemnation of the murder of journalists

AFGHANISTAN

- Ahmad Omed Khpalwak
- Farhad Taqaddosi

BAHRAIN

- Zakariya Rashid Hassan
- Karim Fakhrawi

BOLIVIA

- David Niño de Guzmán
- Luciano Leitão Pedrosa
- Valério Nascimento
- Auro Ida
- Valderlei Canuto Leandro

COLOMBIA

- Luis Eduardo Gómez

DEMOCRATIC REPUBLIC OF CONGO

- Witness-Patchelly Kambale Musonia

DOMINICAN REPUBLIC

- José Agustín Silvestre

EGYPT

- Ahmed Mohammed Mahmoud

EL SALVADOR

- Alfredo Antonio Hurtado

HONDURAS

- Adan Benítez
- Nery Jeremías Orellana
- Medardo Flores
- Luz Marina Paz Villalobos

INDIA

- Umesh Rajput
- Jyotirmoy Dey

IRAQ

- Hilal al-Ahmadi
- Sabah al-Bazee
- Taha Hameed
- Alwan al-Ghorabi
- Hadi al-Mahdi

LIBYA

- Ali Hassan Al-Jaber
- Mohammed al-Nabbous
- Tim Hetherington
- Chris Hondros

MEXICO

- Pablo Ruelas Barraza
- Misael López Velasco
- Miguel Angel López Velasco
- Angel Castillo Corona
- Yolanda Ordaz de la Cruz
- Humberto Millán Salazar
- Ana María Yarce Viveros
- Rocío González Trápaga
- María Elizabeth Macías

NIGERIA

- Zakariya Isa

PAKISTAN

- Ilyas Nizzar
- Abdost Rind
- Nasrullah Afridi
- Munir Shakar
- Faisal Qureshi

PALESTINIAN AUTHORITY

- Vittorio Arrigoni

PERU

- Julio Castillo Narváez
- Pedro Alfonso Flores Silva
- José Oquendo Reyes

PHILIPPINES

- Gerardo Ortega
- Marlina 'Len' Flores-Sumera
- Niel Jimena
- Roy Bagtikan Gallego

RUSSIAN FEDERATION

- Yakhya Magomedov
- Hadzhimurad Kamalov

SOMALIA

- Abdisalam Sheikh Hassan

SYRIA

- Ferzat Jarban

TUNISIA

- Lucas Mebrouk Dolega

VENEZUELA

- Wilfred Iván Ojeda

VIETNAM

- Le Hoang Hung

YEMEN

- Jamal Ahmed al-Sharabi
- Abdel Majid Al-Samawi
- Abdel Hakim Al-Nour

8. Ratifications of conventions adopted under the auspices of UNESCO

International Convention against Doping in Sport 2005

VANUATU 26/01/2011 *Ratification*
CHILE 11/02/2011 *Ratification*
KYRGYZSTAN 04/03/2011 *Accession*
SRI LANKA 09/03/2011 *Accession*
UZBEKISTAN 29/04/2011 *Ratification*
GAMBIA 03/05/2011 *Ratification*
MICRONESIA (FEDERATED STATES OF)
07/06/2011 *Ratification*
BENIN 04/08/2011 *Ratification*
SUDAN 27/09/2011 *Ratification*
LIBERIA 06/10/2011 *Ratification*
BHUTAN 14/11/2011 *Ratification*
DOMINICA 28/11/2011 *Accession*
MALTA 06/12/2011 *Ratification*
ZIMBABWE 13/12/2011 *Ratification*
BELIZE 16/12/2011 *Ratification*

Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005

COSTA RICA 15/03/2011 *Ratification*

GAMBIA 26/05/2011 *Ratification*

UNITED REPUBLIC OF TANZANIA
18/10/2011 *Ratification*

PALESTINE 08/12/2011 *Ratification*

Convention for the Safeguarding of the Intangible Cultural Heritage 2003

SWEDEN 26/01/2011 *Ratification*
POLAND 16/05/2011 *Ratification*
GAMBIA 26/05/2011 *Ratification*
BRUNEI DARUSALAAM 12/08/2011 *Ratification*
UNITED REPUBLIC OF TANZANIA
18/10/2011 *Ratification*
PALAU 02/11/2011 *Ratification*
TURKMENISTAN 25/11/2011 *Ratification*
PALESTINE 08/12/2011 *Ratification*
KAZAKHSTAN 28/12/2011 *Ratification*

Convention on the Protection of the Underwater Cultural Heritage 2001

NAMIBIA 09/03/2011 *Ratification*
MOROCCO 20/06/2011 *Ratification*
BENIN 04/08/2011 *Ratification*

JAMAICA 09/08/2011 *Ratification*

PALESTINE 08/12/2011 *Ratification*

Convention relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite 1974

CHILE 08/03/2011 *Accession*

Convention concerning the Protection of the World Cultural and Natural Heritage 1972

BRUNEI DARUSSALAM 12/08/2011 *Ratification*
PALESTINE 08/12/2011 *Ratification*

Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict 1999

OMAN 16/05/2011 *Ratification*

9. Permanent Delegates who presented their credentials

Africa

TOGO H. E. Mr Calixte Batossie

Madjoulba Ambassador Extraordinary and Plenipotentiary of Togo to France, *Permanent Delegate* (21/01/2011)

TANZANIA, UNITED REPUBLIC OF H. E. Ms Begum

Karim Taj Ambassador Extraordinary and Plenipotentiary of the United Republic of Tanzania to France, *Permanent Delegate* (02/02/2011)

ETHIOPIA H. E. Mr Teshome Toga Ambassador Extraordinary and Plenipotentiary of Ethiopia to France, *Permanent Delegate* (11/02/2011)

BURUNDI H. E. Mr Gaspard Musavyarabona

Ambassador Extraordinary and Plenipotentiary of Burundi to France, *Permanent Delegate* (07/03/2011)

ERITREA H. E. Mr Fassil Ghebreslassie Tekle

Ambassador Extraordinary and Plenipotentiary of Eritrea to France, *Permanent Delegate* (15/04/2011)

EQUATORIAL GUINEA H. E. Ms Mariola Bindang

Obiang *Permanent Delegate* (06/05/2011)

GUINEA H. E. Mr Amara Camara

Ambassador Extraordinary and Plenipotentiary of the republic of Guinea to France, *Permanent Delegate* (20/06/2011)

CÔTE D'IVOIRE H. E. Ms Denise Houphouët-

Boigny Ambassador, *Permanent Delegate* (19/07/2011)

GUINEA-BISSAU H. E. Ms Hilia Garez Gomes

Lima Barber Ambassador Extraordinary and Plenipotentiary of Guinea-Bissau to France, *Permanent Delegate* (22/7/2011)

BURKINA FASO H. E. Mr Joseph Paré

Ambassador Extraordinary and Plenipotentiary of Burkina Faso to France, *Permanent Delegate* (26/9/2011)

RWANDA H. E. Mr Jacques Kabale

Ambassador Extraordinary and Plenipotentiary of the Republic of Rwanda to France, *Permanent Delegate* (26/9/2011)

BOTSWANA H. E. Mr S. Exc. M. Samuel Otsile

Outlule Ambassador Extraordinary and Plenipotentiary of Botswana to France and to the European Union, *Permanent Delegate* (29/9/2011)

Arab States

SYRIAN ARAB REPUBLIC H. E. Ms Lamia

Chakkour Ambassador Extraordinary and Plenipotentiary of the Syrian Arab Republic to France, *Permanent Delegate* (21/01/2011)

TUNISIA H. E. Mr Khémaïs Chammari

Ambassador, *Permanent Delegate* (28/03/2011)

KUWAIT H. E. Mr Ali Ahmad Al Tarrah

Ambassador, *Permanent Delegate* (13/05/2011)

YEMEN H. E. Mr Nabil Ali Mohamed Al-Dhobee

Ambassador, *Permanent Delegate* (13/07/2011)

SUDAN H. E. Mr Khalid Mohamed Farah

Ambassador Extraordinary and Plenipotentiary of Sudan to France, *Permanent Delegate* (26/09/2011)

OMAN H. E. Ms Samira Mohamed Moosa Al

Moosa *Permanent Delegate* (29/09/2011)

MAURITANIA H. E. Mr Cheyakh Ould Ely

Ambassador, *Permanent Delegate* (20/10/2011)

Asia and the Pacific

SRI LANKA H. E. Mr Dayan

Jayatilleka Ambassador Extraordinary and Plenipotentiary of Sri Lanka to France, *Permanent Delegate* (26/01/2011)

AFGHANISTAN H. E. Mr Mohammad Kacem

Fazelly Ambassador, *Permanent Delegate* (02/02/2011)

KOREA (DEMOCRATIC PEOPLE'S REPUBLIC OF)

H. E. Mr Yun Yong Il Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (04/03/2011)

TAJIKISTAN H. E. Mr Rustam Soliev

Ambassador Extraordinary and Plenipotentiary of Tadjikistan to Belgium, *Permanent Delegate* (16/03/2011)

VIET NAM H. E. Mr Duong Van Quang

Ambassador, *Permanent Delegate* (29/04/2011)

MYANMAR S. E. M. U Kyaw Zwar Minn

Ambassador Extraordinary and Plenipotentiary of the Republic of the Union of Myanmar to France, *Permanent Delegate* (13/9/2011)

PHILIPPINES H. E. Ms Cristina G.

Ortega Ambassador Extraordinary and Plenipotentiary of the Philippines to France, *Permanent Delegate* (13/9/2011)

INDONESIA H. E. Mr Rezlan Ishar

Jenie Ambassador Extraordinary and Plenipotentiary of the Republic of Indonesia to France, *Permanent Delegate (designate)* (19/10/2011)

SURINAME H. E. Mr Harvey H. Naarendorp

Ambassador Extraordinary and Plenipotentiary of Suriname to France, *Permanent Delegate* (19/10/2011)

Europe and North America

FRANCE

H. E. Ms Rama Yade Ambassador,
Permanent Delegate (20/01/2011)

H. E. Mr Daniel Rondeau Ambassador,
Permanent Delegate (07/12/2011)

PORTUGAL **H. E. Mr Luís Filipe Carrilho de Castro Mendes** Ambassador, *Permanent Delegate (02/02/2011)*

SPAIN **H. E. Mr Ion de la Riva Guzmán de Frutos** Ambassador, *Permanent Delegate (03/02/2011)*

ESTONIA **H. E. Mr Marten Kokk** Ambassador Extraordinary and Plenipotentiary, Permanent Representative of the Republic of Estonia to the OECD, *Permanent Delegate (18/02/2011)*

ICELAND **H. E. Ms Berglind Ásgeirsdóttir** Ambassador Extraordinary and Plenipotentiary of Iceland to France, *Permanent Delegate (29/03/2011)*

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA **H. E. Mr Agron Budjaku** Ambassador Extraordinary and Plenipotentiary of the former Yugoslav Republic of Macedonia to France, *Permanent Delegate (14/04/2011)*

ALBANIA **H. E. Ms Besiana Kadare** Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate (14/04/2011)*

NETHERLANDS **H. E. Mr Robert Zeldenrust** Ambassador Extraordinary and Plenipotentiary of the Kingdom of the Netherlands, *Permanent Delegate (12/9/2011)*

BOSNIA AND HERZEGOVINA **H. E. Ms Nina Sajic** Ambassador Extraordinary and Plenipotentiary of Bosnia and Herzegovina to France, *Permanent Delegate (13/9/2011)*

SWEDEN **H. E. Mr Anders Ahnlid** Ambassador, *Permanent Delegate (14/9/2011)*

AUSTRIA **H. E. Ms Ursula Plassnik** Ambassador, *Permanent Delegate (29/9/2011)*

NORWAY **H. E. Mr Tore Eriksen** Ambassador, Permanent Representative of the Kingdom of Norway to the OECD, *Permanent Delegate (21/10/2011)*

Latin America and the Caribbean

BRAZIL **H. E. Ms Maria Laura Da Rocha** Ambassador, *Permanent Delegate (10/01/11/)*

NICARAGUA **H. E. Mr Mauricio Lautaro Sandino Montes** Ambassador Extraordinary and Plenipotentiary of Nicaragua to Belgium and to the European Union, *Permanent Delegate (02/02/2011)*

PANAMA **H. E. Mr Henry J. Faarup** Ambassador Extraordinary and Plenipotentiary of Panama to France, *Permanent Delegate (07/07/2011)*

GUYANA **H. E. Mr Laleswar Kumar Narayan Singh** High Commissioner of Guyana to the United Kingdom, *Permanent Delegate (22/7/2011)*

10. Selected periodicals and key titles

Periodicals

THE UNESCO COURIER Published quarterly in Arabic, Chinese, English, French, Russian and Spanish

PROSPECTS Published quarterly in Arabic, Chinese, English, French and Spanish

A WORLD OF SCIENCE Published quarterly in Arabic, English, French, Russian and Spanish

INTERNATIONAL SOCIAL SCIENCE JOURNAL Published quarterly in English, French and Spanish

DIVERSITIES Formerly the International Journal on Multicultural Societies, published biannually in English

MUSEUM INTERNATIONAL Published quarterly in English, French, Chinese and Spanish (e-journal)

WORLD HERITAGE Published quarterly in English, French and Spanish

Major UNESCO Reports and general reference works

EDUCATION FOR ALL GLOBAL MONITORING REPORT 2011 – The hidden crisis: Armed conflict and education (Arabic, Chinese, English, French, Russian and Spanish editions)

GLOBAL EDUCATION DIGEST 2011 – Comparing Education Statistics Across the World

THE DIFFERENT ASPECTS OF ISLAMIC CULTURE, VOLUME III – The Spread of Islam throughout the World (English edition)

BOUBA AND ZAZA SERIES FOR THE YOUNG (English and French editions)

LHC – LARGE HADRON COLLIDER (Multilingual edition: English, French and German)

HUMAN RIGHTS – Questions and Answers (Arabic edition)

INTRODUCING DEMOCRACY – 80 Questions and Answers, 2nd revised edition (English and Arabic editions)

EMPOWERING THE POOR THROUGH HUMAN RIGHTS LITIGATION (English edition)

WOMEN AND THE TEACHING PROFESSION – Exploring the Feminisation Debate (English edition)

URBAN WATER CONFLICTS – 8th volume, UNESCO-IHP Urban Water Series (English edition)

THE CLIMATE CHANGE STARTER'S GUIDEBOOK (English edition)

CONTEMPORARY ISSUES IN HUMAN RIGHTS EDUCATION (English edition)

MAPPING OUT THE RESEARCH-POLICY MATRIX – Highlights from the First International Forum on the Social Science–Policy Nexus – MOST Programme (English edition)

SOCIAL SCIENCE AND POLICY CHALLENGES – Democracy, values and capacities – MOST Programme (English edition)

MIGRATION AND CLIMATE CHANGE (English edition)

MIGRATION WITHOUT BORDERS (CHINESE EDITION)

MANUEL D'APPRENTISSAGE DE LA DEMOCRATIE POUR LES JEUNES EN TUNISIE (French edition)

FREEDOM OF CONNECTION, FREEDOM OF EXPRESSION (English and French editions)

FINANCING EDUCATION IN SUB-SAHARAN AFRICA (English edition)

SAVOIR DES FEMMES: médecine traditionnelle et nature (French édition)

FROM GREEN ECONOMIES TO GREEN SOCIETIES: UNESCO's Commitment to Sustainable Development (English and French editions)

MANAGEMENT OF ADULT EDUCATION ORGANIZATIONS IN AFRICA – UNESCO/UII (English edition)

ISLANDS AS CROSSROADS – Sustaining Cultural Diversity in Small Island Developing States (English edition)

ECHOING VOICES – Cultural Diversity: A Path to Sustainable Development

LES ANIMAUX DU FLEUVE – Contes du Mali (French edition with CD in Bambara)

11. New Institutes and Centres under the auspices of UNESCO (category 2)

Natural Sciences

CHINA

- International Research and Training Centre for Science and Technology Strategy, Beijing

KAZAKHSTAN

- Central Asian Regional Glaciological Centre, Almaty

KENYA

- Regional Centre on Groundwater Resources Education, Training and Research for East Africa, Nairobi

NIGERIA

- International Centre for Biotechnology, Nsukka
- Regional Centre for Integrated River Basin Management (RC-IRBM), Kaduna

MOROCCO

- Regional Centre for Renewable Energy and Energy Efficiency, Marrakech

PORTUGAL

- International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Sciences, Lisbon

ROMANIA

- International Centre for Advanced Training and Research in Physics, Măgurele-Bucarest

SUDAN

- Regional Centre on Capacity Development and Research in Water Harvesting

Culture

ICELAND

- Vigdís International Centre for Multilingualism and Intercultural Understanding, Reykjavik

ITALY

- International Research Centre on the Economics of Culture and World Heritage Studies, Turin

JORDAN

- International Museum for Women in the Arts (IMWA), Amman

QATAR

- Regional Centre for Contemporary Art, Doha

SPAIN

- International Centre for Rock Art and the World Heritage Convention

Communication and Information

BRAZIL

- Regional Centre of Studies for the Development of the Information Society, Sao Paulo

SLOVENIA

- Regional Centre for Library Information Systems and Current Research Information Systems (IZUM), Maribor

Bureau of Strategic Planning

UNITED STATES OF AMERICA

- International Institute for Peace at Rutgers, the State University of New Jersey, Newark