



United Nations  
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Cultural Organization

# UNESCO

## 2014



سنڌ لئڪچسٽ بڪ بورڊ هڪ اهڙو تعليمي ادارو آهي، جنهن جو مشور  
 درسي ڪتابن جي تياري ۽ اشاعت ڪرڻ آهي ان جو اهر مقصد اهو آهي ته سڀني ماڻهن جي سکڻ-سجھڻ بابت  
 شعور ڏيڻ سان گڏوگڏ منجهن اهڙي صلاحيت پيدا ڪن جنهن جي زير ڀاءُ ۽ ڌرتيءَ تي سکڻ-سجھڻ بابت  
 اهي اسلام جي آفاقي نظرين، پاليسي، بزرگن جي ڪارنامن، پنهنجي ثقافتي، سماجي، تعليمي ۽  
 ورثي ۽ روايت جي حفاظت ڪندي، نئين دور جي سائنسي، تعليمي ۽ سماجي تبديليءَ  
 سماجي تقاضائن کي پورو ڪرڻ خاطر اهل علم ماڻهن کي سکڻ-سجھڻ بابت  
 هن اعليٰ مقصد کي پورو ڪرڻ خاطر سنڌ حڪومت جي معيار، جاري ۽ انهن جي  
 صاحبن ۽ مخلص دوستن جي هڪ ٽيم هڪ فنڊ ڪٽڻ کان حاصل ٿيل  
 معلومات جي روشنيءَ ۾ ڪتابن جي درسي جي معيار، جاري ۽ انهن جي  
 سنڌاري جي عمل ۽ اسان سان گڏ لڳاتار مصروف آهي  
 موجوده حڪومت سنڌ جي سڄي صوبائي ادارن جي سهڪار سان سنڌي ٻولي  
 هدايت موجب درجي کان پنجين درجي تائين درسي ڪتابن ۽ ساڳو اها  
 ويا آهن  
 اسان جا ماهر ۽ اشاعت عملوان صورت ۾ ٿي گهربل مقصدن ۾  
 ڪامياب ٿيندو، جنهن انهن ڪتابن مان استاد معلم، شاگرد ۽ شاگردائين  
 بورڊ بورڊ لاءِ پراڻن ان لاءِ سندن تجويزون ۽ راءِ انهن ڪتابن کي بهتر  
 بنائڻ ۾ ڪارائتو ٿيندا

سنڌ لئڪچسٽ بڪ بورڊ

په اکر

سنڌ لئڪچسٽ بڪ بورڊ



## Cover

*One of the seven targets set by the 2014 Muscat Agreement states that by 2030 all countries should allocate at least 4–6 per cent of their Gross Domestic Product (GDP) to education, prioritizing groups and countries most in need. In February 2014, UNESCO and the Ministry of Finance of Pakistan signed an agreement under which US \$7 million from the Malala Fund would be spent on an education project which would focus on remote areas of the country.*

*In this photo, a girl reads out loud from a book in Sindhi, at a primary school in Shikarpur, Sindh Province (Pakistan). In this school, classes take place outside because the buildings collapsed years ago.*

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**2014**







# Preface

by Irina Bokova, Director-General of UNESCO

In 2014, UNESCO mobilized the full force of its experience and mandate to act on responding to emergencies and crafting a long-term vision of sustainable development. Humanitarian and cultural emergencies in countries affected by conflict, especially Syria and Iraq, have been and remain a key feature of UNESCO's actions. UNESCO has worked to place quality education, the protection of cultural heritage at risk, and freedom of expression as integral parts of any effective and sustainable political response to conflict situations, as key aspects of all peacebuilding in the 21st century.

A special section in this year's *Annual Report* is devoted to this dimension of UNESCO's action and advocacy. This highlights how, within the United Nations system-wide response and with the support of Member States, UNESCO is contributing to provide essential support to people in Syria, Iraq and other crisis-affected countries.

UNESCO has redoubled efforts to support States in accelerating progress towards the Millennium Development Goals and in crafting a new global sustainable development agenda.

Experience since 2000 shows that there cannot be significant progress towards human development without the key feature of what makes us humans: our culture, our ability to invent, create, express ourselves and release the limitless ingenuity of the human mind.

This is the importance of our work in education. The Global Education for All (EFA) Meeting, and resulting Muscat Agreement, confirmed UNESCO's leadership role in developing the new agenda to follow 2015. It also set a broad vision for the future of education, with 'equitable and inclusive quality education and lifelong learning for all by 2030' as the proposed overarching goal. The resulting Framework for Action, to be discussed in 2015 at the World Education Forum in Incheon (Republic of Korea), seeks to put education at the heart of the Post-2015 Sustainable Development Agenda.

UNESCO organized the World Forum on Culture and Cultural Industries in Florence (Italy) in October. The Florence Declaration provides a strategic framework for partnership between governments, civil society and the private sector to promote creative industries as an innovative driver and enabler of sustainable development.

UNESCO has also strengthened its programmes to address challenges faced by Small Island Developing States (SIDS), and to design a bold roadmap for the future of Education for Sustainable Development (ESD). In 2014, the third UN International Conference on SIDS in Apia (Samoa) formally adopted the SIDS Accelerated Modalities of Action (SAMOA Pathway). The UNESCO World Conference on ESD in Aichi-Nagoya (Japan) celebrated the culmination of the UN Decade of ESD (2005–2014) and launched a Global Action Programme (GAP), with new goals and objectives, strategies and priority action areas.

It is in this same spirit that UNESCO launched and hosted the UN Secretary-General's Scientific Advisory Board (SAB), to strengthen the science and policy interface, and join together the scientific community and decision-makers – it is clear that the challenges of climate change call for more science and more sharing of knowledge.

Throughout 2014, UNESCO strengthened its leadership in promoting freedom of expression and media development – standing up every time a journalist was killed and calling for swift and effective justice. This is the importance of UNESCO's coordination across the UN system of the UN Plan of Action for Safety of Journalists and the Issue of Impunity. We are also acting on the ground, in Iraq, Nepal, Pakistan and South Sudan, as well as in Brazil, Guatemala, Honduras, Mexico, Liberia, Nigeria and Jordan.

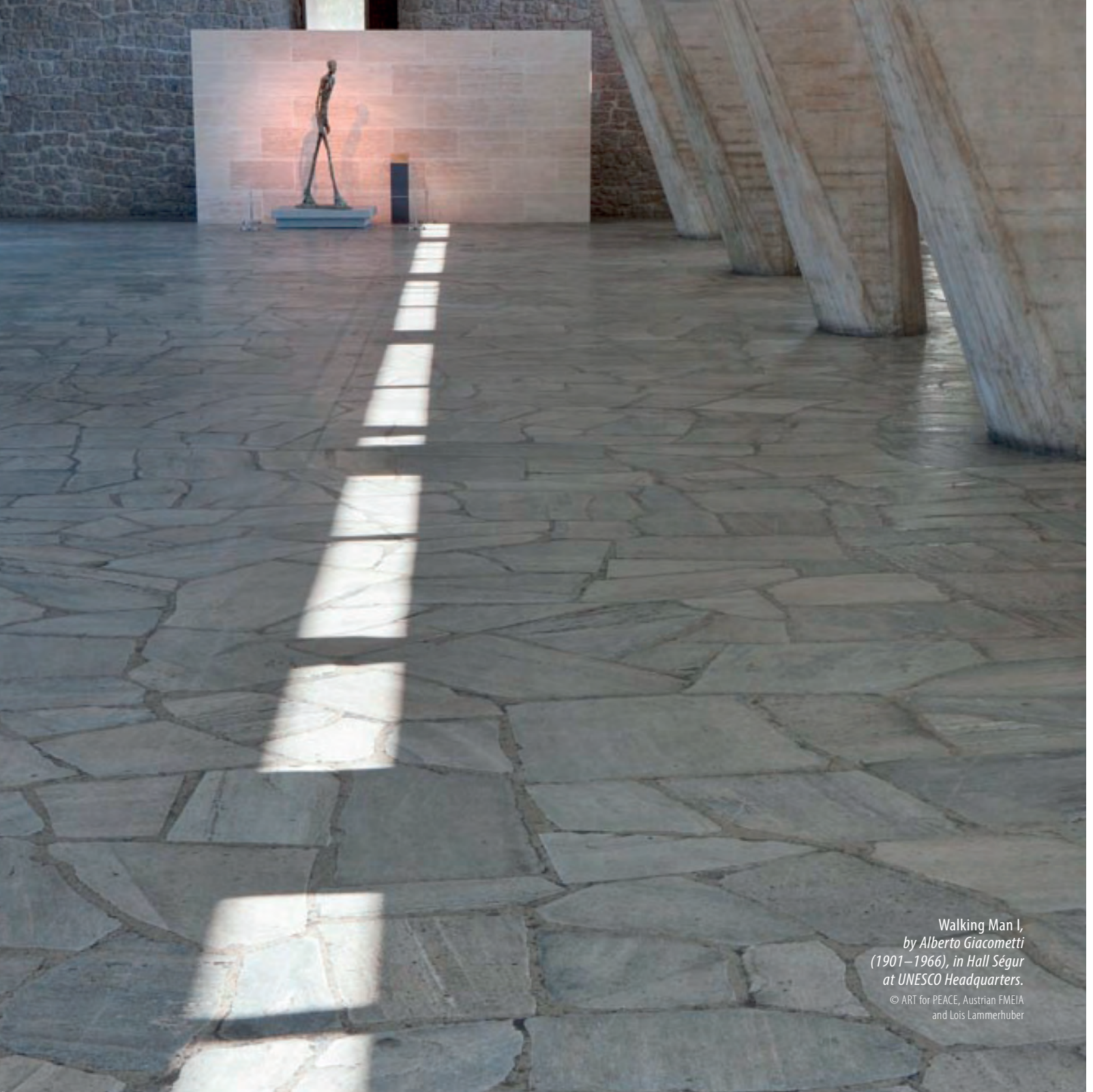
In addition, the World Summit on the Information Society Forum 2014 featured a WSIS+10 Review high-level event, co-organized in June by UNESCO, the International Telecommunication Union (ITU), UNDP and UNCTAD in Geneva.

UNESCO launched a ground-breaking report entitled *Gender Equality, Heritage and Creativity* – making the case for debate, research and awareness-raising to achieve equal rights, responsibilities and opportunities in the fields of heritage and creativity. Rooted in UNESCO's commitment to advance human rights, including women's empowerment, the report recognizes culture as a universal enabler in human development and gender equality.

Throughout this *Annual Report*, you will find information about these areas of action and far more, to inspire us all to continue taking UNESCO's mandate forward across the world. This has never been so important.

*In March 2014, Director-General Irina Bokova visited a public girls' school in Ramtha (Jordan), located close to the Syrian border, to acquire a deeper understanding of the challenges that the Jordanian education system is facing, four years into the Syria crisis. The Director-General also reviewed progress on UNESCO education and communication projects supporting Syrian refugees and affected Jordanian host communities.*

Irina Bokova



*Walking Man I,  
by Alberto Giacometti  
(1901–1966), in Hall Ségur  
at UNESCO Headquarters.*

© ART for PEACE, Austrian FMEIA  
and Lois Lammerhuber



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*Lazare Eloundou Assomo, Head of the UNESCO Office in Bamako, stands before the World Heritage site of the Tomb of Askia — a fine example of the monumental mud-building traditions of the West African Sahel — during the Organization's first assessment mission of damage to cultural heritage in Gao (Mali), on 11 February 2014.*







# UNESCO'S RESPONSE TO CRISIS & TRANSITION



# UNESCO's Response to Crisis and Transition

*During 2014 UNESCO contributed to relief and reconstruction in countries in crisis and transition situations within the overall United Nations system-wide response. UNESCO placed its emphasis on supporting access to quality education, protecting cultural heritage at risk, and promoting freedom of expression and information during and in the aftermath of crisis, so as to lay the foundations for stable and sustainable recovery.*

## UNESCO opens secondary schools for Syrian refugees in Iraqi camps

As part of its response to the Syrian refugee crisis in Iraq, UNESCO opened in 2014 three secondary schools in refugee camps in this country to help provide decent learning opportunities and psychological support to the thousands of young people who are victims of the ongoing conflict.

Following the opening of a first secondary school in Derek camp near Dohuk in March, UNESCO opened in June two secondary schools in Kawargosek and Darashkran camps near Erbil. 'These schools bring back hope, but also provide Syrian refugees with the key knowledge for them to go home and rebuild what violence has destroyed', stated Axel Plathe, Director of the UNESCO Office for Iraq. Together, these two schools can host over 700 students and 50 teachers, with classes held in tents and prefabricated rooms.

Operated by UNESCO and the Public Aid Organization (PAO), the schools started running summer courses. Students, many of them out of school for over a year, were introduced to the new curriculum and prepared for the academic year starting in September.

## ■ Emergency response to quality education for Syrian refugees and Internally Displaced Persons in Iraq, Jordan and Lebanon

As the conflict in Syria entered its fourth year, the humanitarian situation continued to deteriorate at a rapid pace. Fighting across large parts of the country led to massive displacement and mounting refugee outflows to neighbouring countries.



© UNESCO Office for Iraq



As the lead UN organization in education, UNESCO has been highly active in responding to this crisis, particularly by assisting refugees and host communities in Iraq, Jordan and Lebanon.

## Iraq

Around 220,000 Syrians have fled to Iraq, and more particularly the Kurdistan region (97 per cent of refugees are concentrated in the three Northern governorates of Dohuk, Erbil and Sulaymaniyah). As a response, UNESCO broadened its involvement in more camps in the country. In cooperation

with the line ministries in the Iraqi central government and the Kurdistan Regional Government (KRG), and with the support of national and international agencies, the UNESCO Office for Iraq launched in 2014 a number of emergency education projects for Syrian refugees and Internally Displaced Persons (IDPs).

A series of training sessions for secondary school teachers started in several Iraqi refugee camps in Khabat, Erbil and Dohuk, under UNESCO's Secondary Education Support Project for Syrian Refugees in the Kurdistan region.



© UNESCO Office for Iraq

*Syrian refugee secondary school teachers from Domiz camp, Dohuk (Iraq) receive training from UNESCO in February 2014. Participants were introduced to interactive learning and the complex aspects of emergency education.*

This project is part of the Organization's efforts to promote the psychosocial well-being of students and improve the teaching skills of teachers from the camps.

The first of these teacher trainings sessions was held in Domiz camp in Dohuk. Attended by 25 teachers chosen by the Ministry of Education in the KRG from the Syrian refugee population in this camp, the training was conducted by UNESCO's experts in February in the camp's premises. In April, the UNESCO Office for Iraq launched more trainings sessions for teachers and parents in the camps of Darashkran and Kawargosek in Erbil. Participants were introduced to interactive learning and the complex aspects of emergency education.

UNESCO also partnered with the Norwegian Refugees' Council to organize training for teachers, supervisors and community mobilizers on the Inter-Agency Network for Education in Emergencies (INEE) minimum standards. Held early May in Erbil, this was a key step towards enabling participants to conduct awareness sessions

*UNESCO and the International Rescue Committee opened the Derek Secondary School for Syrian refugees in Domiz camp, Dohuk (Iraq) in March 2014.*



*As the lead UN organization in education, UNESCO has been highly active in assisting refugee and host communities in Iraq, Jordan and Lebanon. In this photo, a girl stands among displaced children and adults gathered for Iftar (the Muslim evening meal during the holy month of Ramadan), in the Khazar transit camp in Erbil (Iraq).*



© UNICEF/NYHQ/2014-0861/Khuzate





## Funding agreements in support of UNESCO's response to the Syrian refugee crisis

Member States gave generous support in 2014 to UNESCO's efforts to help improve the situation of Syrian refugees in neighbouring countries. In July, the OCHA/Saudi Trust Fund for Iraq granted US \$1,953,000 for providing access to quality education to adolescents and young adults in conflict affected areas in Iraq.

In September, Finland and UNESCO signed a funding agreement to support the Organization's education response to the Syrian crisis in Lebanon (EUR 200,000), which currently hosts the largest number of Syrian refugees and suffers unprecedented strain on its education system. This contribution will benefit 2,000 affected students.

In November, a funding agreement was signed between UNESCO and the Saudi Fund for Development in support of the crisis response (US \$4 million). Later that month, a contribution agreement was signed between UNESCO and the EU to reform technical and vocational education and training in Iraq (EUR 12.3 million). The project will be officially launched during the first quarter of 2015.

and fostering these standards among the administrative and teaching staff of primary and secondary schools in four Syrian refugee camps, allowing for an inclusive education and the provision of special psychological support for children and youth.

As the internal conflict concurrently escalated in Iraq in 2014, the country began contending with one of the largest numbers of IDPs in the world. Between January and October, the International Organization for Migration (IOM) identified over 1,814 million displaced people.

As a response, UNESCO and the UN High Commissioner for Refugees (UNHCR), in partnership with the Ministry of Education in the KRG and local NGOs, launched in June the Education, Life Skills and Psychosocial Training Support Programme, a pioneering initiative targeting more than 1,000 vulnerable illiterates and

people with disabilities, of whom at least 70 per cent are women, among the population of refugees and IDPs. This new initiative focuses on psychosocial support and parenting skills, while building on the concept of community centres as a learning space – a new idea introduced by UNESCO that has proven its high efficiency in fighting illiteracy in Iraq.

Students and vulnerable people, especially women, represent a high proportion of the IDPs. Large numbers of them were unable to attend the public examinations in June because of the ongoing crisis, and this could jeopardize their future. Youth are in need of structures to establish a sense of normalcy, stability and hope.

On 2 November, during her official visit to Iraq, UNESCO Director-General Irina Bokova stopped at the Baharka camp for IDPs located near Erbil. Baharka, one of the four major camps established in the Kurdistan Region of Iraq, had been used before August 2014 as a transition camp for Syrian refugees. It currently hosts 617 families with 3,219 individuals in total, of whom more than 1,000 are 5–17 years old. The Director-General laid the first concrete block for the camp's secondary school for young women and men, which UNESCO completed in December 2014.

Also in response to the IDP crisis, UNESCO began establishing this year other fully-equipped secondary schools

in the camps of Dawodiya (Dohuk) and Barzanja (Sulaymaniyah), and renovating 23 secondary schools in host communities in Dohuk, Erbil, Sulaymaniyah, Basra, Najaf, Karbala and Baghdad.

### Jordan

With a generous grant from the European Union (EU), the UNESCO Office in Amman in partnership with the Queen Rania Teachers Academy and the Jordanian Ministry of Education finalized in early 2014 the first series of training sessions for more than 2,000 Jordanian teacher trainers, school counsellors, supervisors and teachers on internationally accepted standards for classes hosting vulnerable

## 50 violins bring back the rhythm to lives of young Syrian refugees in Iraq

As part of the Organization's work to provide moral and psychological support for Syrian children and youth, a two-month music course for students in the Syrian refugees' camp of Darashkran in Erbil (Iraq) was launched on 7 July in the premises of the school recently built by UNESCO. At the end of the opening ceremony, 50 violins donated by the Ministry of Culture and Youth were distributed to the students participating in the course.

*Group of Syrian children and youth from the refugee camp of Darashkran, Erbil (Iraq) who took part in the two-month music course organized by UNESCO in 2014, together with UNESCO staff member Khalid Khoshnaw (right).*





trauma-affected children and larger-size classes in a refugee crisis context. Most beneficiaries of these sessions were from the Northern part of Jordan with large influxes of Syrian refugees. On many occasions, the beneficiaries praised the material and hands-on activities provided by UNESCO. Teacher Khitam from Ain Basha area said: 'To learn something that can be applied was very rewarding for us.'

Teachers were not all aware that they needed a different approach to take into consideration the psychology of the traumatized Syrian students for effective delivery of their classes. According to many of the participants, thanks to the training received, changes that they introduced affected the Syrian students positively. Teachers are now building on many of these ideas in the ongoing development of new textbooks for science within the Ministry of Education.

### Lebanon

The Lebanese community has a growing burden of fostering educational, social and health care needs for the Syrian refugees, since it received more than a million of them on its territory. Lebanese communities generously hosted a lot of refugees in their homes and secured their needs. But the large numbers of incoming people for this small country has created unbearable pressures on all levels.

Displaced Syrian youth in Lebanon are also facing a lot of challenges that lead to social exclusion and lack of minimum social security. These challenges include obstacles to self-expression and to access

to information and education. Low social status and livelihood, unemployment, and violence and drugs further contribute to their exclusion.

As part of the response to this crisis, the UNESCO Office in Beirut and World Vision inaugurated on 8 April a Youth Information Centre in the Lebanese town of Kfar Zabad. This is part of the project Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen, funded by Finland and Sweden. The centre will assist both Syrian and Lebanese youth in the process of integration in society, and enable them to learn and access information which will lead to better inclusion, self-expression and development. The centre boasts a library, a computer lab with Internet access, a flat-screen TV and a meeting place. It will be open free of charge six days a week to Syrians and residents of Kfar Zabad and neighbouring villages.

www.unesco.org/donate/syria\_donate.html

United Nations Educational, Scientific and Cultural Organization

# An Appeal for the SYRIA CRISIS

Join us in Building Peace in the Minds of Men & Women

English

- 1/5 schools in Syria are damaged or used as a shelter
- 66% of the Arab population is under the age 25
- 51 journalists killed since 2011
- 2.6m are refugees in neighboring countries
- 9.1m Syrians forced to leave their homes
- 6.5m displaced inside their own country
- 3m Children and youth left school jeopardising the future of an entire generation

### UNESCO launches a donation appeal for the Syrian crisis

With over 2.6 million refugees fleeing to neighbouring countries since 2011, the Syrian emergency gradually became the biggest humanitarian crisis in recent times. An estimated 3.1 million Syrian children and youth inside and outside Syria are in need of education, and the country's cultural heritage is continuously exposed to threats of destruction, looting and illicit traffic.

As the situation continued to deteriorate, UNESCO launched in June an appeal to gather donations for the Syrian crisis in order to expand its interventions. UNESCO thus responded to requests for a trustworthy donation platform that would allow civil society, private firms and international organizations to actively engage in reviving hope for millions of Syrians.

*UNESCO web portal for the Syrian crisis donation appeal launched by the Organization in June 2014.*

## UNESCO's new Education Programmatic Strategy for the Syria Crisis Response

In 2014 UNESCO developed a new Education Programmatic Strategy in order to articulate the Organization's response in a coherent, integrated manner and to mobilize further resources, which would enable UNESCO to deliver on commitments to ensuring access to and participation in quality education for those affected by the Syrian crisis. Capitalizing on the achievements made so far since the onset of the crisis and consolidating efforts, UNESCO intends to scale up its response by addressing the learning gaps of the youth in Syria and neighbouring countries in the region, namely Jordan, Iraq and Lebanon. The Programme focuses on three Response Areas: (1) access – bridging the access gaps for the youth; (2) quality – bringing back quality at the heart of learning; and (3) system strengthening – empowering education systems for resilience. The primary target groups are Syrian youth between the ages of 15 to 30 affected by the crisis, vulnerable youth also affected by the crisis in the host communities, and teachers.

*Participants in the extensive training workshop on safety for journalists at the Holy Spirit University of Kaslik (USEK) campus co-organized in May by the UNESCO Office in Beirut.*

## Protecting journalists and freedom of expression during the crisis

Journalism and freedom of expression have become increasingly vulnerable in the region because of both the Syrian refugee crisis and the Iraqi conflict.

During 2014 the Organization worked with stakeholders to increase the safety of journalists in the affected region. Since January, Director-General Irina Bokova has urged measures to end escalating violence against journalists in Iraq, following separate incidents in the cities of Tikrit and Ramadi. During her November meeting with HE Mr Haider Al-Abadi, Prime Minister of Iraq, she pledged UNESCO's commitment to fight impunity and enhance the safety of journalists in the country, starting with support for the implementation of the UN Plan of

Action for the Protection of Journalists and the Issue of Impunity, spearheaded by UNESCO, for which Iraq is a pilot country.

In May, UNESCO Beirut in cooperation with the International Federation of Journalists and the Holy Spirit University of Kaslik (USEK) conducted an extensive training workshop on safety for journalism students at the USEK campus. The workshop aimed at helping journalists cover the news and protect themselves in all kinds of environment. It included international humanitarian law, kidnapping and hostage situations, personal safety and first aid. It also featured live testimony from experienced journalists working in the field. This training also comes under the project Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen.







Considering the high number of vulnerable Syrian women and youth in Jordan with limited access to information, the absence of a communication platform for these groups and the lack of proper and constant information dissemination procedures about available humanitarian services, UNESCO and Italian NGO Un Ponte Per launched the third season of the UNESCO 'Sa'a Suriya' radio programme in February 2014, thanks to funding from Japan. The programme provides information on available services to the Syrian refugee community in urban areas in the northern and central parts of Jordan, with a special focus on women and youth.

The programme also offers counselling and psychosocial support through a pool of experts and Syrian refugees in host communities participating through reportage and phone-calls on air. This project was first launched in November 2012 and has been extended twice, as it has proved very much needed by humanitarian service providers and beneficiaries.

Prior to the launch of the third season, a first phase of training was held at Yarmouk University as part of the project. The training focused on radio broadcasting techniques and targeted Jordanian youth tasked with the preparation of reportage for each

episode. The involvement of Jordanian youth and their interaction with the Syrian refugees will further promote mutual understanding between both communities.

As for Lebanon, the UNESCO Office in Beirut initiated in March a radio programme project in cooperation with Radio Voice, to involve Syrian youth in editing and broadcasting training. This project, also part of the Promoting Freedom of Expression Programme with a focus on the Arab Region, aims at fostering media and information literacy within the Syrian refugee community in Lebanon by providing an information-sharing and communication platform.

*Nadia Abdullah during a field work session as part of the regional training Photojournalism and Conflict-Sensitive Reporting in the Age of New Media, held in Amman (Jordan), in October 2014.*

## ■ Gaza crisis response

The 50-day conflict that started in Gaza on 8 July 2014 resulted in half a million IDPs. The education system in Gaza, already suffering from a shortage of at least 200 schools prior to this crisis, was badly affected. 258 schools were damaged, most of which were UNRWA schools also serving as shelters for IDPs, and 26 schools were destroyed completely. More than 63,000 people, half of whom are children, remain displaced at 29 UNRWA schools.

The UN launched in early August the 2014 Gaza Crisis Appeal in order to respond to urgent humanitarian needs. It was initially estimated that at least US \$30 million were required until the end of the year to address the devastating impact of the recent conflict on school infrastructure. Urgent funding and action for education were needed.

UNESCO's response within the UN Appeal focused on improving the safety of the education environment and mitigating the distress affecting teachers and learners through psychosocial support, recreational activities and innovative

classroom practices. This programme benefited the most vulnerable secondary public schools throughout the Gaza strip and in particular in the Access Restricted Area (Buffer Zone).

After a temporary ceasefire had been declared in August, the UNESCO Ramallah Office visited the Beach Elementary Co-Education C UNWRA School in Gaza City serving as shelter for almost 2,000 IDPs, and the Subhi Abu Karsh Basic School in Shuja'iyya.

UNESCO took stock of the situation on the ground and began determining priorities of response in direct

*In August, the UNESCO Office in Ramallah assessed damage to the Abasan Al-jadida secondary school for girls in Khanyounes, Gaza.*





## Bringing pre-school education to Palestine

The EFA Package for Palestine partnership, established in 2012 between the Ministry of Education and several UN agencies under UNESCO's coordination, has focused on inclusive and child-friendly education and early childhood development (ECD) for all Palestinian children. The initiative has been piloted in 70 schools in the West Bank and in Gaza, and is expected to benefit about 70 per cent of Palestinian children who do not have access to kindergarten services. A major achievement through this Package has been the opening of Grade 0 classrooms (one year of pre-school before Grade 1) for the first time in Palestinian public schools. In Gaza, 14 grade 0 classrooms have opened since 2013 – an important step in making ECD part of the formal education system. Education personnel have also been trained on inclusive and child-friendly education.



*During a temporary ceasefire in August, the UNESCO Office in Ramallah visited the Beach Elementary C UNWRA School in Gaza City, which serves as shelter for almost 2,000 internally displaced persons.*

© UNESCO/Bilal Hamaydeh

consultations with local stakeholders. The immediate challenge was to get children back to school in time for the beginning of the new Palestinian school year, scheduled to start later that month, provided security was guaranteed.

The assessment determined physical damage to schools and higher education institutions and needs for psychosocial support of both learners and teachers. It also addressed immediate challenges of access to education and of availability of teachers and educational material. As a member of the Education Cluster, UNESCO worked with UNWRA and the other UN agencies in coordination with the Ministry of Education and of Higher Education in preparing

the beginning of the new school year for some 475,000 children depending on a permanent ceasefire.

Students were unable to return to school as usual on 24 August, as classes remained closed in the conflict-stricken coastal enclave. The violence – which ended with a ceasefire on 26 August – left more than 500 children killed, 3,300 injured and many thousands more distressed by their traumatic experiences.

On 14 September however students could go back to school in Gaza, thanks to huge efforts to ensure their return to safe, clean and well-equipped schools with supportive teachers and counsellors. Unlike previous years, the first week of schooling was devoted to structured psychosocial

support and recreational activities that eased the transition back to learning.

On 12 October, UNESCO took part in the International Conference on Palestine: Reconstructing Gaza, to mobilize financial support. The conference was hosted in Cairo by the Governments of Egypt and Norway, together with President Mahmoud Abbas. The Government of Palestine presented the National Early Recovery and Reconstruction Plan, which assessed the total cost of immediate relief, early recovery and reconstruction efforts at US \$4 billion. A solution was also necessary for the 330,000 people forced to find refuge in schools, 70,000 of whom have nowhere else to go after their homes were destroyed.

*Irina Bokova and Forest Whitaker met with schoolchildren in Yei (South Sudan), after a teachers' graduation ceremony on 24 June 2014.*



© UNESCO/Louise Haxthausen

## ■ Protecting youth in South Sudan and Nigeria

### *South Sudan*

More than 10,000 people have been killed and 1.5 million displaced in South Sudan since the beginning of internal conflict. Child protection, education and vocational training have become crucial in this country where high youth unemployment and one of the lowest literacy rates in the world are contributing to enduring tensions and preventing people from living in dignity. Only 47 per cent of the country's children are enrolled in school. The rate of girls' enrolment is especially low, with just one girl in ten finishing primary education. Schools in some areas are perceived as

unsafe places where warring factions recruit child soldiers.

Raising support for peacebuilding in South Sudan through education, cultural pluralism and freedom of expression, as well as strengthening the protection of children affected by the armed conflict, was the focus of a joint visit by Irina Bokova, Director-General of UNESCO, Leila Zerrougui, Special Representative of the UN Secretary-General for Children and Armed Conflict, and UNESCO Special Envoy Forest Whitaker in June 2014.

The Director-General, Special Representative and Special Envoy met President Salva Kiir to discuss the protection of children and how the fundamental rights of the South

Sudanese people can be best promoted. Media was invited to join a visit to one of the Protection of Civilians camps at the UN compound in Juba, where tents serve as makeshift homes to a population of more than 30,000 displaced people. The visit also showcased a range of ongoing UN and NGO activities in support of IDPs, including Skills for Life teaching materials developed by UNESCO and used by NGOs working in the country.

Forest Whitaker's foundation, the Whitaker Peace & Development Initiative, launched a ground-breaking Cinema for Peace programme, building on UNESCO's well-received community screenings. It consisted of film screenings on peace,



prevention of conflict, and reconciliation, followed by debates featuring interactive exchanges and role-playing to sensitize audiences to the values underlying a culture of peace and non-violence.

The Youth Peacemaker Network, created by Mr Whitaker in partnership with UNESCO, Ericsson and Zain, was launched officially on 26 June in Torit, Eastern Equatoria State. The goal of this innovative programme is to empower young people through a unique training mix in peacebuilding, ICTs and other transformative skills to help them become leaders who actively promote peace and sustainment development in their communities through concrete local projects. In addition, the development of the YPN includes the establishment of community computer/literacy centres as well as specific initiatives to disseminate a culture of peace in the UN managed IDP camps through the arts and sports.

Later in August, 43 South Sudanese youth participated in a two-week training session in development of mobile applications. The aim was to empower them with high-level skills and confidence to develop and promote locally relevant mobile applications and contribute to self-generated and viable employment opportunities both nationally and globally. It was organized by UNESCO and Zain, in partnership with the Dev School of Kenya and the College of Computer Science and Information from the University of Juba. In two years, the project has trained 1,200 South Sudanese youth on how to develop mobile applications based on the App Inventor curriculum from the Massachusetts Institute of Technology (MIT).

The Whitaker Peace & Development Initiative also inaugurated in 2014 a sports centre in the Protection of Civilians camp managed by the UN in Juba and a computer centre in Torit. The sports centre was established in partnership with UNESCO and with the support of the One World Futbol Project as part of a programme to provide camp residents, especially young people, with opportunities for leisure as well as participatory group discussions and events. The computer centre in Torit, in partnership with UNESCO, Ericsson and Zain, pursues similar objectives in seeking to help open up local communities to their national context and to the world at large. It will also serve as library and learning centre to increase the country's access to literacy.

## Nigeria

The Government of Nigeria declared a State of Emergency in 2013, because of the increase of the attacks by extremists of the Boko Haram insurgency targeting teachers and students in the northeast part of the country since 2009.

In 2014, following the abduction of about 300 young girls from the Chibok Government Secondary School in Borno State, UNESCO offered a workshop on security in November to help head teachers from 114 institutions (most from northeastern Nigeria) handle the instability caused by the extremists. The Principal of Chibok Government Secondary School attended the workshop and stressed the importance of helping school administrators learn about security best practices to enhance the safety of schools across the country.

*ICT training by the Youth Peacemaker Network in South Sudan, a peacebuilding initiative of UNESCO Special Envoy Forest Whitaker in collaboration with the UNESCO Office in Juba.*



© Ericsson

*Three students from the Kuje Primary School in Abuja (Nigeria). This school will benefit from a Child Protection and Education Working Group, of which UNESCO is a member, which was established in 2014 for the security of schoolchildren in the Northeast of Nigeria.*

Participants from primary, junior and secondary schools in the three Nigerian states of Adamawa, Borno and Yobe were given 1,350 Safe School kits for their establishments. The kits were developed by NGO Exam Ethics Marshal International, in collaboration with Nigerian security authorities, and include a printed safety manual and instructional audiovisual material.

Also this year, a Child Protection and Education Working Group, of which UNESCO is a member, was established for the security of schoolchildren in the northeast of Nigeria and for their

right to receive an education. A Safe School programme was drawn up to provide teachers, parents and students with comprehensive information on safety skills in simple understandable language; empower school communities with appropriate guidelines to enhance their safety and assist security agencies; provide schools with the information and skills required to conduct customized risk and threat audits of their establishments; and finally, give schools templates for emergency response plans and help establish School Emergency Response Teams and Incident Command Systems.

## ■ Protection of cultural heritage in Mali, Syria and Iraq

Recent conflicts have spotlighted the growing and irreversible threats to cultural heritage in times of unrest and the complexity of effectively intervening to safeguard it. Protecting heritage and cultural diversity constitutes more than a cultural emergency – it is a political, humanitarian and security imperative. Recognizing this, as well as the powerful role of culture in building social cohesion and contributing to reconciliation, development and peace, the UN Security Council – in its Resolutions 2100 on Mali and 2139 on Syria – in 2013 called for the protection of cultural heritage and diversity.

UNESCO's advocacy and action in conflict situations seek to coordinate emergency technical assistance, reinforce local capacities to protect heritage, urge governments to respect their obligations under UNESCO's culture conventions, and build awareness among all stakeholders on the need to better integrate the cultural dimension into security, conflict resolution, humanitarian aid and development policies.

### *Mali*

A serious crisis erupted in Mali following a coup d'état in January 2012, and the occupation of northern and east-central regions by armed groups and extremists. Many forms of heritage, especially monuments and manuscripts, suffered tremendous damage. Moreover, cultural practices, including rituals, traditional music, festive events and craftsmanship, were curtailed by the prohibitions imposed by the occupants.



© A World At School / Nick Cavanagh





In compliance with UNESCO's Action Plan for the Safeguarding of Mali's Cultural Heritage adopted in 2013, experts from the Organization and Mali, as well as other countries, completed on 13 February 2014 the first assessment of damage to cultural heritage in Gao following the occupation by armed groups. The UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) facilitated transportation and security for this first assessment, which addressed both sites and local cultural practices.

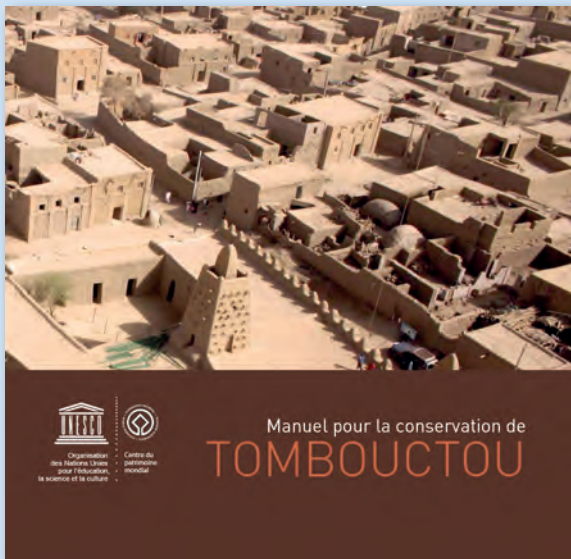
Although the local community had courageously defended the 15th-century Tomb of Askia during the occupation, and later carried out repair work, experts

found that the mosque's prayer rooms still required major conservation work to prevent further deterioration before the next rainy season in June. They also found that other cultural sites in Gao were damaged. For instance, 90 per cent of the 11th-century archaeological site of Gao Saneye had been pillaged. Also, the newly built Sahel Museum had been used by the extremists as a residence for nearly one year, leading to the loss of equipment.

Urgent action was also required to address the trauma experienced by the local population following violent attempts by the armed extremists to destroy their cultural identity and practices. Instruments were burned,

equipment and costumes destroyed, and several popular dances prohibited. Women were forced to cut their traditional braids and forbidden to wear traditional costumes. Fortunately, Tuareg Imzad string instruments, whose practice was recently inscribed on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity, were removed to safe locations by the museum's staff. In May, UNESCO and Malian authorities carried out a detailed technical diagnosis, and replastering of the Tomb of Askia began the following month. This joint conservation activity has strengthened social cohesion, notably among local communities.

*With the support of Switzerland, the European Union and Norway, UNESCO was actively engaged throughout 2014 in restoring and safeguarding cultural heritage in Timbuktu (Mali). Djingareyber Mosque, Timbuktu.*



*In June, UNESCO published a conservation manual and a study on the mausoleums for the rehabilitation of Timbuktu (Mali), with the support of the Italian Government.*

With the support of Switzerland, the European Union (EU) and Norway, UNESCO was also actively engaged throughout 2014 in restoring and safeguarding cultural heritage in Timbuktu, following the destruction of 14 of its 16 mausoleums inscribed on UNESCO's World Heritage List, and the loss of more than 4,000 of the 40,000 Malian manuscripts kept at the Ahmed Baba Institute (10,000 of which are in a critical condition).

On 14 March, and thanks to financial assistance from UNESCO, the EU and the Governments of Mali, Switzerland, Andorra, Bahrain, Croatia and Mauritius as well as logistical support from MINUSMA, residents of Timbuktu launched the rehabilitation of damaged World Heritage sites. The reconstruction of the mausoleums of Sheik Baber, Baba Idjè and Sheik Mahamane Al Fullani was completed in May 2014. Further technical studies were conducted by a team of Malian architects, who had received specialized training in France in July 2014, and the second round of reconstruction was entrusted to locally trained masons.

UNESCO and the Government of Mali's work in rehabilitating cultural heritage and safeguarding severely damaged manuscripts in and around Timbuktu received strong financial support later in May. The principal contributors were the EU and Switzerland, which provided EUR 500,000 and CHF 1,000,000 respectively. Work includes the reconstruction of destroyed mausoleums, the rehabilitation of mosques and private libraries as well as ancient manuscript conservation projects. Training of local personnel and involvement of the communities concerned are essential aspects of this project. Norway provided funds to purchase equipment to be used by the Ahmed Baba Institute for the restoration and digitization of manuscripts that were transferred to Bamako for safe keeping during the unrest. In October, the rehabilitation of libraries housing ancient manuscripts was made possible through a grant of US \$50,000 from MINUSMA.

On 24 May, the Cultural Fund Arts & Ouvrage organized a charity auction in Paris for the safeguarding of Timbuktu manuscripts, in cooperation with the UNESCO World Heritage Centre and under the supervision of the auction house Art Valorem. The profits were donated to UNESCO for the acquisition of conservation boxes for each manuscript. The auction was sponsored by Erik Orsenna and Jean-Michel Djian.

In June, UNESCO published a conservation manual and a study on the mausoleums for the rehabilitation of Timbuktu, with the support of the Italian Government. Both are

compilations of valuable documentation on this prominent earthen town, gathered by Italian and local experts years before the damage by armed groups occurred. The publications contain a number of unpublished designs, photographs and analytical studies, which will contribute to the planning of Timbuktu's greater rehabilitation project.

For ten days in September, the first capacity-building workshop Intangible Cultural Heritage Community-based Inventorying in Mali took place at the National Museum in Bamako, with participants from Gao, Kidal, Mopti and Timbuktu. It was organized by the Direction Nationale du Patrimoine Culturel du Mali (DNPC) in collaboration with UNESCO. This was the first step of a project designed to establish a strategic plan for inventory, to build stakeholders' capacities and to raise awareness on the importance of cultural heritage. It is the first large-scale emergency assistance project financed by the Fund for the Safeguarding of the Intangible Cultural Heritage.

### *Syria*

Many of Syria's inestimable archaeological sites, historic towns and monuments have been damaged since the start of the conflict in March 2011. The country's six World Heritage sites have been used for military purposes, or subjected to direct shelling and targeted explosions. The Ancient City of Aleppo has been devastated by the conflict. Numerous other ancient remains have been affected by illicit excavation, intentional destruction,



illegal and damaging construction, and the stress of temporary occupation. In May 2014, the synagogue of Eliyahu Hanabi, the oldest in Damascus, was destroyed in yet another attack against Syria's history of cultural diversity. Intangible cultural heritage practices have also been seriously disrupted because of the massive displacement and migration of local communities.

UNESCO has spared no effort to monitor and protect Syrian cultural heritage throughout 2014. The Director-General continued her appeals to the international community and, on 12 March 2014, issued a joint statement on the situation along with the UN Secretary-General and L. Brahimi.

Under EU funding and co-funding by the Government of Flanders (Belgium),

UNESCO and other strategic partners officially launched on 1 March the Emergency Safeguarding of the Syrian Heritage Project for a period of three years. The project has a three-pronged approach: monitoring and assessing, through the establishment of an online International Observatory of Syrian Cultural Heritage platform intended to provide information on damage and looting of sites and structures,



*As much of Syria's cultural heritage has been damaged since the start of the conflict, UNESCO and strategic partners launched on 1 March the three-year Emergency Safeguarding of the Syrian Heritage Project. Damaged Ancient City of Aleppo.*







ongoing projects and a database of experts and available documentation; awareness raising through a multimedia, national and international campaign; and enhanced technical assistance and capacity-building for national stakeholders and beneficiaries.

The project is based at the UNESCO Office in Beirut to ensure geographical proximity, swift communication, and readiness to undertake field missions.

UNESCO organized in May a meeting on Rallying the International Community to Safeguard Syria's Cultural Heritage, with the support of the Flemish Government. The meeting was attended by experts in the fields of built, moveable and intangible heritage, illicit trafficking of cultural objects, and stakeholders from major international organizations, museums, auction houses and civil society. Participants issued an action plan and called on the UN Security Council to consider a resolution to facilitate the restitution of stolen and illegally exported cultural objects from Syria and ban their sale and transfer. They also underlined the need to demilitarize cultural sites, and the need to train and raise awareness of police and customs officers in the region and beyond.

*The UNESCO Office in Kabul and the Italian Government have been working in 2013 and 2014 on the restoration and conservation of the Cultural Landscape and Archaeological Remains of the Bamiyan Valley (Afghanistan), a World Heritage site where giant statues of the Buddha were destroyed by the Taliban in 2001 (seen in the background of this image). This is also the location of other important archaeological sites, such as Shar-e-Gholgholah (City of Screams), once a fortified urban site dating back to Sassanid period which was an important stop along the Silk Road.*

In addition, the UNESCO Office in Beirut organized in November a meeting on the creation and updating of the Syrian police database of looted artefacts, and provided training to local police and customs officials in fighting illicit trafficking of cultural property. Representatives from Interpol, the Italian Police Command for the Protection of Cultural Heritage, the Syrian Police, the Directorate General of Antiquities and Museums, and Syrian legal experts discussed the process of establishing an updated database compatible with other existing international databases. It was also agreed to plan a fundraising campaign and dedicate another meeting to the training of the Syrian Police in the use of the new database.

Under the same project, police and customs officers from Syria, Iraq, Jordan, Lebanon and Turkey participated in yet another training course later that month, facilitated by international experts from

UNESCO's partner agencies in the fight against looting and illicit trafficking, including Interpol, the World Customs Organization and UNIDROIT.

In another effort to support the Syrian institutions, the UNESCO Office in Beirut, together with ICCROM-ATHAR (International Centre for the Study of the Preservation and Restoration of Cultural Property) and the Arab Regional Centre for World Heritage-Bahrain, launched in late November a two-week first aid course on built cultural heritage in Syria intended for professionals working in the Syrian Directorate General of Antiquities and Museums. Aimed at enhancing national technical capacities in urgent intervention and preparing for the post-conflict recovery phase, the course included several exercises and field visits to cultural and archaeological sites across Lebanon. It led to the creation of a core first response team, which will train other professionals.



© UNESCO

*Police and customs officers from Syria, Iraq, Jordan, Lebanon and Turkey participated in a November training course in the fight against looting and illicit trafficking, organized by the UNESCO Office in Beirut. Recovered object from the site of Palmyra (Syria).*



## *Iraq*

Cultural heritage in many parts of Iraq is being deliberately targeted. Religious sites such as the Shrines of Jonas and the Prophet Daniel, and the Imam Dur Shrine in Salahaddin Governorate, have been destroyed. The 8th-century Green Church and the Citadel of Saladin in Tikrit have also been damaged. In August, the Director-General of UNESCO expressed alarm at reports of systematic persecution of and attacks on the vulnerable Christian, Turkmen and Yazidi communities in the north of Iraq, and their cultural and religious heritage.

Against this background, on 17 July UNESCO held a consultation with Iraqi and international experts and agreed on an Emergency Response Action Plan to safeguard Iraq's rich and diverse cultural heritage. The plan aims to secure the cooperation of national and international organizations, humanitarian relief workers in the field, art dealers, international museums and law enforcement authorities. Participants also voiced concern for the country's rich libraries and manuscript collections. In parallel, the Director-General alerted Member States and the UN Security Council of the need to block illicit trafficking of cultural objects at their borders and on their territories, and to include the safeguarding of cultural heritage in the humanitarian, security and peacebuilding actions.

*On 17 July UNESCO held a consultation with Iraqi and international experts and agreed on an Emergency Response Action Plan to safeguard Iraq's rich and diverse cultural heritage including Samarra Archaeological City (Iraq), inscribed on the List of World Heritage in Danger in 2007.*

© Xinhua

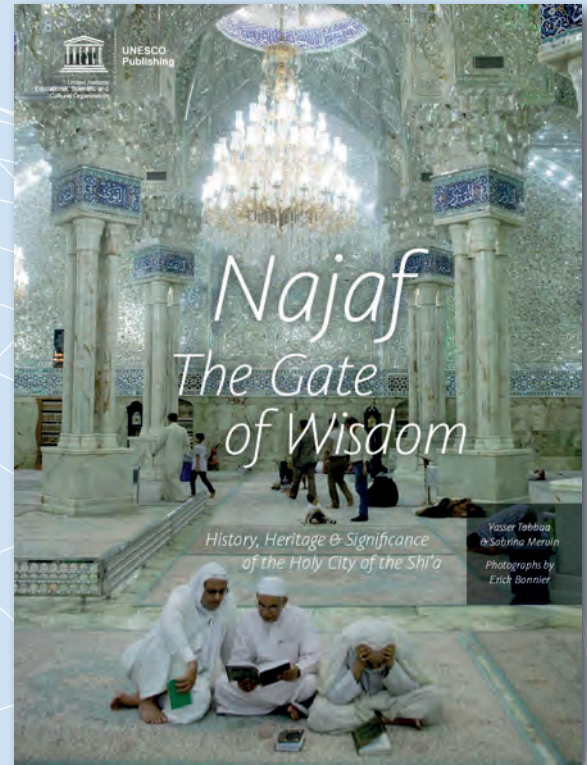


As many information gaps make it impossible to draw a comprehensive assessment of the current state of conservation of Iraqi heritage, the agreed action plan urges close monitoring heritage sites and artefacts. The plan also foresees providing technical assistance and training to policy-makers and conservation professionals to prepare emergency measures for the safeguarding of built heritage, and the possible relocation of movable heritage, including libraries.

Opening an International High Level Conference on the Endangered Heritage and Cultural Diversity of Iraq and Syria at UNESCO Headquarters on 3 December, Director-General Bokova insisted on the creation of demilitarized cultural zones around heritage sites in these two countries, starting with the Syrian city of Aleppo, and especially the Omeyyad

Mosque. Over 500 decision-makers and experts from both countries, as well as international curators and academics attending this conference, supported the proposal of an international ban on the trading of Syrian antiquities, in line with the recommendation of the Sanctions Monitoring Team to the UN Security Council.

On 4 December, Norway signed an agreement with UNESCO to provide US \$170,000 to support the UNESCO Action Plan for Iraq, to protect its built and movable heritage and fight against illicit trafficking of cultural property. In addition, in late 2014 UNESCO spearheaded a vast outreach campaign against illicit trafficking in Iraq and Syria, using social media and audiovisual material in association with major museums and auction houses.



## Anti-trafficking campaign: 'Your Actions Count – Be a Responsible Traveller!'

Looting, theft and illegal exports of cultural property affect museums, public and private collections, cultural institutions, places of worship and archaeological sites worldwide. Moreover, these phenomena are particularly prevalent in times of crisis, cause irreparable damage to cultural heritage, and can deprive a community of its memory and identity.

To respond to these scourges, in early March, UNESCO, the World Tourism Organization (UNWTO) and the International Bureau for the Fight against Drugs and Crime (UNODC) launched a global campaign against different forms of illicit trafficking, including of cultural property. Supported by several prominent corporate partners such as Marriott International and Sabre Holdings, the campaign has produced several widely disseminated outreach materials.



#traveldonttraffic  
**YOUR ACTIONS COUNT**  
**BE A RESPONSIBLE TRAVELLER**  
www.bearesponsibletraveller.org

*Najaf: The Gate of Wisdom was published by UNESCO in October 2014, with the support of the Iraqi Ministry of Culture, as a tribute to the heritage and significance of this holy city, and as part of the Organization's mission to preserve cultural heritage in Iraq.*



*The French edition of a new title on the Ebola virus was released under the Michel Lafon/UNESCO Bouba and Zaza series in December 2014 for dissemination in Francophone African countries.*

## ■ Response to the Ebola emergency in West Africa

2014 saw the harshest ever Ebola disease outbreak, first reported in Guinea in March. By November, a total of 15,935 confirmed and suspected cases, and 5,689 deaths had been reported in Guinea, Nigeria, Liberia, Mali, Senegal, Sierra Leone, Spain and the USA. The UN Country Teams in the affected West Africa countries worked closely with other national and global partners to create a response.

UN efforts to stop the outbreak were supported by the unanimous adoption of General Assembly Resolution 69/1 on 19 September, and the adoption of Security Council Resolution 2177. Two weeks before, the Joint Session

of UNESCO's International Bioethics Committee (IBC) and Intergovernmental Bioethics Committee (IGBC) had produced a statement on the epidemic fully endorsing UN actions and reaffirming UNESCO's role in the field of bioethics. Together they called upon the international community and States to: implement strategies to fight Ebola that involve local populations and take into account the particular context in affected countries; reinforce the capacities of the affected States' health systems; encourage the efforts of the scientific community to develop adequate treatments and assess their effectiveness; and strengthen coordination mechanisms among researchers.

In this framework, UNESCO launched on 7 October a new project to fight



*Participants in the UNESCO training course on Ebola communication for community radio broadcasters in Gbarnga (Liberia).*



Ebola through media in Sierra Leone and Liberia. The project sought to bolster the efforts of the governments of these two countries through the dissemination of information about risk factors, methods of prevention and approaches for safe intervention. This work builds on community radio stations supported by UNESCO, to promote regular sensitization programmes approved by the Ministries of Health, to be presented in an interactive manner, in both English and local languages. Flyers, posters, banners, T-shirts and brochures were developed and distributed to community centres and schools, along with user guides to engage community members in discussions on Ebola prevention and response.

UNESCO also began supporting the recruitment and training of Ebola Sensitization Leaders to help disseminate clear messages about prevention at the community level. Building on existing partnerships with television networks, short TV spots were created to inform viewers about personal hygiene, Ebola signs and symptoms, methods of prevention and safe approaches to address suspected symptoms. The project has been led from the UNESCO Office in Abuja, in close cooperation with the relevant UN Country Teams and the UN Mission for Ebola Emergency Response.

At the end of October UNESCO delivered a two-day training course on Ebola communication to community radio broadcasters in Gbarnga, Liberia. Trainers focused on development of health messages and reporting about the disease; dealing with myths and misconceptions; reporting success stories to give hope to the population; and



© UN Photo/Martine Perret

dealing with stigmatization – especially of those who have been successfully treated. Participants developed simple messages to be translated into local languages and disseminated through community radio stations.

In Sierra Leone, UNESCO and the Center for Coordination of Youth Activities (CCYA) in Freetown developed materials and outreach activities for youth in all districts of the country. CCYA also worked closely with the Independent Radio Network to broadcast messages on Ebola to young people, encouraging them to participate positively and actively in the response.

On 18 December, UNESCO disseminated its *Response to Ebola Strategy* to be continued in 2015. Its objectives are to contribute to efforts to stop the epidemic; contribute to preserving stability by mapping and improving relevant information flow systems through media development actions; identify and support the establishment of alternative methods of education (e.g. radio or mobile technology); and assist countries currently unaffected to curtail misinformation and prepare for a possible outbreak.

*An Ebola survivor and now child care provider at a Child Care Centre in Nzérékoré (Guinea) washes a child whose mother is being treated at ALIMA's Ebola Treatment Unit (ETU).*



*For centuries, limited access to printed text has been a barrier to literacy. Today, however, this barrier is receding: hundreds of thousands of people in developing countries are reading on inexpensive mobile devices. The 2014 UNESCO report entitled Reading in the Mobile Era explains the habits, preferences and demographic profiles of mobile readers in seven developing countries. Schoolgirls in Kenya.*



A young boy in a school uniform is looking at a tablet. In the background, other students are visible, including one sitting on a bicycle. The scene is outdoors, likely at a school.

## CHAPTER 1

# Education for the 21st Century

# Education for the 21st Century

*Education is pivotal for development in a rapidly changing world. With this understanding in mind, UNESCO contributed substantially in 2014 to shape the future of education in the Post-2015 Development Agenda, to monitor the development of education around the world, at global, regional and national levels, and to develop national capacities to make progress towards education for all. Special efforts and new initiatives were undertaken to foster girls' and women's education and improve the quality and quantity of teachers worldwide.*

EDUCATION  
POST  
2015

#edpost2015

In 2014 UNESCO was particularly responsive to the need to ensure the continuation and adaptability of education during humanitarian crisis situations, such as in Jordan, Lebanon and Iraq, where the massive arrival of Syrian refugees and the situation with Iraq's own Internally Displaced Persons (IDPs) has put additional strain into these countries' education systems (*for more information, see: UNESCO's Response to Crisis and Transition, pp. 6–29*).

In addition to responding to crisis situations, UNESCO kept a firm commitment during 2014 to continue monitoring, protecting and improving the quality of education worldwide, through both global and local action.

## ■ UNESCO's contribution to education in the Post-2015 Development Agenda

As 2015 approaches, a number of interlinked and multilayered processes are ongoing which aim at shaping the Post-2015 Development Agenda. Within the UN-facilitated global conversation on post-2015, the thematic consultation on education was co-led by UNESCO and UNICEF. This involved a series of consultation meetings at regional and global level which resulted in the report *Making Education a Priority in the Post-2015 Development Agenda*, in July 2013.

UNESCO presented its vision on the post-2015 education agenda to over 190 Member States attending the 37th session of UNESCO's General Conference. UNESCO, as requested by the General Conference, and in close collaboration with UNICEF, facilitated debates and consultations among Member States, the other Education for All (EFA) convening agencies, civil society and key education stakeholders on the post-2015 education agenda. A UNESCO Position Paper on Education Beyond 2015 was produced in early 2014. Based on this, the EFA Steering Committee, which is made up of representatives of Member States, relevant

UN agencies, civil society and the private sector, developed a Joint Proposal on Education post-2015. The Joint Proposal was transmitted to the 2014 Global EFA Meeting (GEM) organized by UNESCO and hosted by the Sultanate of Oman (Muscat, 12–14 May 2014), at which it was presented and discussed.

Over 250 participants, including ministers and representatives from intergovernmental and non-governmental organizations, academics, researchers and other stakeholders discussed progress made in achieving the six EFA goals established at the World Education Forum in Dakar (Senegal) in 2000, and key challenges and accomplishments, as well as current socio-economic trends which affect education. Importantly, the Meeting deliberated on the vision for education post-2015 and discussed the goal and targets of the future education agenda.

*On 7 July UNESCO and UNICEF supported the organization of the General Discussion on the Right to Education for Girls and Women held by the UN Committee on the Elimination of Discrimination against Women (CEDAW) in Geneva. The meeting aimed at kick-starting the Committee's process of developing a General Recommendation on girls' and women's right to education during 2015.*





The resulting final statement, the Muscat Agreement, which was adopted by education leaders and ministers, represents a shared vision of key stakeholders of the international education community for the post-2015 education agenda. The Agreement proposes to 'Ensure equitable and inclusive quality education and lifelong learning for all by 2030' as the overarching goal for education, which is translated into seven bold targets covering early childhood care and education; basic education; adult and youth literacy; skills for work and life; skills for global citizenship and sustainable development; teachers; and financing of education.

The Agreement strongly supports UNESCO's leadership and coordination role in facilitating the development of the post-2015 education agenda in collaboration with the EFA partners. It encourages UNESCO to continue facilitating the debate and to consult Member States and key stakeholders on the further development and refinement of the overarching goal and targets and the identification of corresponding indicators, as well as the development of a Framework for Action to guide the implementation of the future agenda. Furthermore, participants of the GEM committed to using this Agreement as a reference for the negotiations in the global consultations on the Post-2015 Development Agenda, in order to ensure that the latter has a strong education component.

The joint work of UNESCO and its partners influenced the debate at UN level, in particular the deliberation of the Open Working Group on Sustainable Development Goals (OWG), which was mandated to prepare a proposal on Sustainable Development Goals (SDGs) for consideration by the General Assembly at its 68th session. UNESCO and UNICEF proactively provided technical support to this work as designated co-leads in the focus area on education as part of the OWG's inter-agency Technical Support Team (TST). As a result of a series of working sessions, the OWG agreed on 17 goals, one of which is on education. Through the strong engagement of a number of Member States facilitated by the proactive and intensive communication

## JOB SEARCH

Educated men and women are more likely to find work



*As countries develop, education becomes a passport for women to enter the labour force. Infographic published by UNESCO in the Gender Summary of the EFA Global Monitoring Report 2013/2014.*





*Ecuador's Ministry of Education was awarded one of the 2014 UNESCO King Sejong Literacy Prizes for its Basic Education for Youth and Adults Project, which has reached close to 325,000 beneficiaries since 2011. The teaching of indigenous populations is conducted in their own mother tongue in an approach sensitive to their worldview.*

and advocacy activities jointly conducted by UNESCO, UNICEF and civil society, the final proposed OWG education goal and targets are close to the proposed education goal and targets of the Muscat Agreement.

Work is ongoing on the development of the post-2015 education agenda, which will be an integral part of the broader Post-2015 Development Agenda and the corresponding Framework for Action which aims at providing guidance and support to countries on implementing the post-2015 education agenda. It will culminate in the World Education Forum 2015, which will be held in Incheon (Republic of Korea), in May 2015. The World Education Forum (WEF) 2015 will take stock of achievements and shortfalls in the implementation of the EFA goals and education-related MDGs since 2000, and

agree on a joint position for finalizing the education goal and targets in the Post-2015 Sustainable Development Agenda that is expected to be adopted by UN Member States at the Special Summit on Sustainable Development in September 2015.

Other actions undertaken by the Organization in the run-up to the 2015 World Education Forum have included:

- providing support to the development of national EFA 2015 Reviews which are taking stock of progress since 2000 and reflecting on future needs and challenges. Along with the next edition of *EFA Global Monitoring Report*, these assessments will inform the discussions in Korea in May 2015, and feed into the definition of the new global education agenda;
- organizing the 2013 World Innovation Summit for Education (WISE) held in

Doha (Qatar) where UNESCO invited senior experts to revisit two landmark education reports – Faure (1972) and Delors (1996) – and consider their relevance today;

- co-convening numerous regional and global consultations on education, such as the Post-2015 Global Thematic Consultation on Education led by UNESCO and UNICEF between 2012 and 2013.

UNESCO presented its vision on the post-2015 education agenda to over 190 Member States attending the 37th session of UNESCO's General Conference. Country representatives gathered at UNESCO Headquarters committed to promoting a single overarching goal on education in the future development agenda, based on the principles of access, equity and quality, in the perspective of lifelong learning for all.

*Students at a secondary and Technical Education and Vocational Education and Training (TVET) school in Bumbu, Kinshasa (Democratic Republic of the Congo) where the UNESCO BEAR project is piloting a new curriculum for the construction sector. This photo by staff member Miriam Preckler won the first prize in the UNESCOCOMMUNITY 2014 Photo Contest.*



© UNESCO/Miriam Preckler



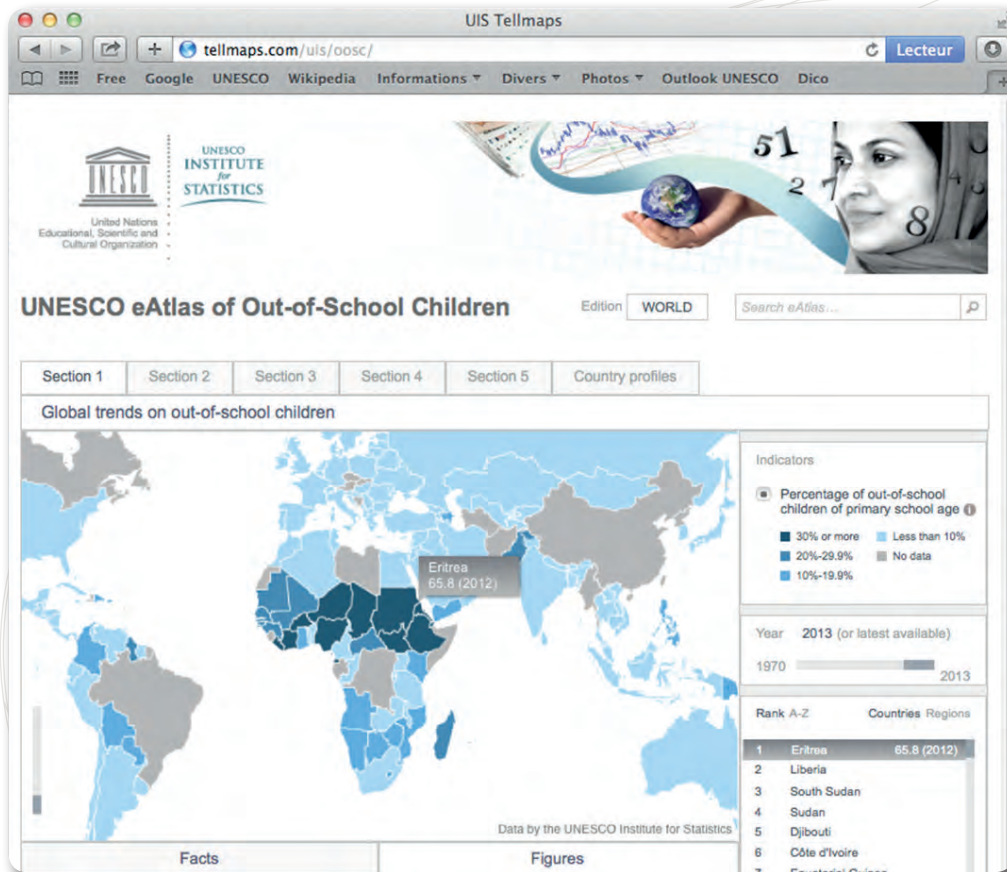


## ■ Monitoring and coordinating education development

The 2013/2014 edition of the UNESCO *Education for All Global Monitoring Report* launched at the end of January 2014 revealed that a global learning crisis is costing governments US \$129 billion a year. Ten per cent of global spending on primary education is being lost on poor-quality education that is failing to ensure that children learn. This situation leaves one in four young people in poor countries unable to read a single sentence.

This year's Report, *Teaching and Learning: Achieving Quality for All*, warns that without attracting and adequately training enough teachers the learning crisis will last for several generations and hit the disadvantaged hardest. In many sub-Saharan African countries, for example, the Report reveals that only one in five of the poorest children reach the end of primary school having learned the basics in mathematics.

Poor-quality education is leaving a legacy of illiteracy more widespread than previously believed. Around 175 million young people in low and lower middle income countries – equivalent to over one quarter of the youth population in the countries concerned – cannot read all or part of a sentence during a literacy test. In South and West Asia, two out of three of those who cannot read are young women. On current trends, the Report projects that it may take until 2072 for all the poorest young women in low and lower middle income countries to be literate; and possibly until the next



Home page of the UNESCO eAtlas of Out-of-School Children produced by the UNESCO Institute for Statistics (UIS).

## The UNESCO eAtlases on education now available on an interactive platform

As of 2014, the series of UNESCO eAtlases produced by the UNESCO Institute for Statistics (UIS) are hosted on a new user-friendly interface. Users will now be able to customize their maps and view data in ranking tables and charts. Data, maps and graphs can be easily exported, whether as a PDF summary or an interactive element for embedding in a presentation, on a website or on social media.

Updated with each UIS data release, UNESCO eAtlases are a powerful resource for professionals, academics, teachers, students and journalists, providing rapid access to precise data and indicators, and information needed to shape development policies. The eAtlases can be used to view selected indicators at a global, regional or national level.

The three UNESCO eAtlases currently available on this platform focus on out-of-school children, literacy and teachers. All exist in English, French and Spanish.

century for all girls from the poorest families in sub-Saharan Africa to finish lower secondary school.

In total, 37 countries are losing at least half the amount they spend on primary education because children are not learning. By contrast, the Report shows that ensuring an equal, quality education for all can generate huge economic rewards, increasing a country's income per capita by 23 per cent over 40 years.

Even in high-income countries, education systems are failing significant minorities. In New Zealand, while almost all students from rich households achieved the minimum standards in grades 4 and 8, only two-thirds of poor students did. Immigrants in rich countries are also left behind: in France, for example, only 60 per cent of 15-year-old immigrant students have reached the minimum benchmark in reading compared with the over 80 per cent average.

The Report shows that to achieve good-quality education for all, governments must provide enough trained teachers, and focus their teacher policies on meeting the needs of the disadvantaged. This means attracting the best candidates into teaching; giving them relevant training; deploying them within countries to areas where they are needed most; and offering them incentives to make a long-term commitment to teaching. The Report also highlights the need to address gender-based violence in schools, a major barrier to quality and equality in education. It underscores the importance of curriculum and assessment strategies to promote inclusion and improve learning.



*The President of the People's Republic of China, H. E. Mr Xi Jinping, addressed representatives from UNESCO's Member States, members of the diplomatic corps, business leaders and other distinguished personalities during his visit to the Organization's Headquarters on 27 March 2014.*

In September, UNESCO launched an online database containing 195 profiles on the legal status of education in countries around the world. The Right to Education Global Database is a unique portal designed to be a practical tool for monitoring, research and advocacy. It already hosts a library of over 1,000 official documents, including constitutions, legislations and policies on education from nations across the globe. The online platform aims to inform key players on the legal status of education worldwide and foster regional and international cooperation.

The new database also hosts examples of measures taken by UNESCO Member States to implement legal frameworks for ensuring the right to education. This database is aimed at ministries involved in education, civil society organizations, researchers and students. As well as monitoring the implementation of the right to education and assisting research efforts, this is a powerful advocacy tool for promoting key areas such as access, quality, free and compulsory education and equity. It will be updated regularly with the latest documents and research. Users are encouraged to share official national documents on this topic. Sharing of information on the database can also help improve the quality of education, a key area for the post-2015 agenda.

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*Like any other children, Roma children have the right to education. However, many in Europe continue to face discrimination, segregation and exclusion from quality early childhood care and education (ECE). Inclusion from the Start: Guidelines on Inclusive Early Childhood Care and Education for Roma Children, co-published by UNESCO and The Council of Europe in 2014, provides examples of good practice to support the work of policy-makers, early childhood educators, NGOs and international organizations, in the hope of making a real change in the lives of young Roma children.*



## ■ Promoting literacy for all with a special focus on girls and women

Literacy is a human right and the basis for lifelong learning. It empowers individuals, families and communities, and improves their quality of life. Because of its 'multiplier effect', literacy helps eradicate poverty, reduce child mortality, curb population growth, achieve gender equality and ensure sustainable development, peace and democracy.

In 2014 UNESCO continued to work for the promotion of literacy and literate environments as an integral part of lifelong learning and to keep literacy high on national and international agenda. Through its worldwide literacy programmes, advocacy work and knowledge base, the Organization collaborated with countries and partners to promote a literate world for all.

Several efforts were specifically made to foster girls' and women's literacy, as gender equality is a global priority for UNESCO and is inextricably linked to

the Organization's efforts to promote the right to education and support the achievement of the EFA and broader development goals.

On an international scale, UNESCO, HNA Group and Cihang Foundation signed on 13 February a US \$5 million framework agreement to accelerate gender equality in education throughout Africa and Asia. The project will be implemented by UNESCO through a wide range of activities over the next five years. 'We will encourage Chinese companies to participate in this effort,' said Mr Chen Feng, Board Chairman of China's HNA Group, expressing the hope that the new partnership with UNESCO would help change the lives of millions of girls and women deprived of education. This agreement will be placed under the Organization's Global Partnership for Girls' and Women's Education.

On 7 July UNESCO and UNICEF supported the organization of the General Discussion on the Right to Education for Girls and Women held by the UN Committee on the Elimination

*UNESCO, HNA Group and Cihang Foundation signed in February 2014 a US \$5 million agreement to accelerate gender equality in education throughout Africa and Asia. The project will be implemented by UNESCO over the next five years under the Global Partnership for Girls' and Women's Education. Classroom in Heping Village Primary School, Dongxiang County, Gansu Province (People's Republic of China).*

of Discrimination against Women (CEDAW) in Geneva. The meeting aimed at kick-starting the Committee's process of developing a General Recommendation on girls' and women's right to education during 2015.

Ms Mariam Khalique, former teacher of Pakistani schoolgirl and education activist Malala Yousafzai, delivered a powerful testimony during the meeting: 'Due to gender discrimination, women are being deprived from many basic human rights. . . . In my own Swat Valley in Pakistan there are 1,014 schools for boys and only 603 schools for girls, while the female population is larger than men. That means half of the girls don't have schools at all, even if they wish to go. Most of the parents don't like co-education and girls stay at home if there is no girls' school in the neighbourhood. A teenage girl must have a male escort to take her to school, otherwise she has to go without schooling. . . . Governments must provide standard schools and all basic facilities for the girls across the board. Governments and educational entrepreneurs should join hands to make education their top priority.'

Several UNESCO initiatives to increase literacy initiated or continued in 2014 may be cited as examples of good practice, not only for their success and extension but also for inspiring others to start similar projects.



### Senegal's PAJEF literacy project

The UNESCO literacy project for girls and women in Senegal (PAJEF) has become a good practice that is being followed by other countries. Its innovative teaching methods and approaches have grabbed the attention of countries, such as Nigeria, struggling with high illiteracy rates. Between 30 April and 2 May 2014, 14 policy-makers and education specialists from Nigeria travelled to Dakar to learn more about the PAJEF experience, with a view to applying it to another similar project, also funded by Procter & Gamble and launched in Nigeria in March 2014.

The PAJEF literacy project has successfully implemented literacy courses through mobile phones, computers, the Internet and television, which, coupled with vocational skills training, have proven effective in reaching out



*Female learners in Pikine, a suburb of Dakar, benefiting from the UNESCO literacy project for girls and women in Senegal (PAJEF) for illiterate women.*

© UNESCO Office in Dakar



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### Director-General congratulates Malala Yousafzai and Kailash Satyarthi on Nobel Peace Prize

Education activists Malala Yousafzai and Kailash Satyarthi won the 2014 Nobel Peace Prize 'for their struggle against the suppression of children and young people and for the right of all children to education'. Both laureates have been working closely with UNESCO to promote education, especially for girls and for child labourers.

Director-General Irina Bokova declared: 'We are proud that these two champions have been honoured with the Prize. At a time when the world is confronting multiple challenges, from the Ebola crisis to 'cultural cleansing' in Iraq and Syria, this award stands as a beacon of hope for the future. . . . This prize is particularly significant for UNESCO. It is the Nobel Prize for education for peace. It is the Nobel of girls' right to education. It is the Nobel Prize of all the women and men around the world who are dedicated to ensuring that the basic human right to quality education becomes a reality.'

*Goma Devi Raut and her daughter participate in the Family Literacy Programme in Shikharapur Community Learning Centre, a pilot initiative of the Non-Formal Education Centre of the Ministry of Education of Nepal as part of UNESCO's CapEFA Programme.*

to illiterate women. It is a partnership between the Senegalese Government, UNESCO and Procter & Gamble. Launched in January 2012, for example, the project aimed to improve access to education for 40,000 neo-literate and illiterate women aged 15–55 years in Senegal before it ended in December 2014. According to the evaluation report of the project, the face-to-face target of 10,000 learners was reached while it was more difficult to assess precisely the number reached through television. However, taking into account that the television programme in which the literacy lessons were broadcast had a reach of more than 1000,000 viewers, it is estimated that PAJEF's target of 30,000 learners was reached.

The UNESCO-Procter & Gamble literacy project launched in Nigeria in March 2014 seeks to accelerate and underpin national efforts to achieve EFA. The aim is to benefit 60,000 girls and women in the Federal Capital Territory and Rivers State within the next three years.

### *Family literacy classes in Nepal*

Adult learning and education plays a central role in helping people overcome poverty and meet their own needs and those of their families and communities.

Goma Devi Raut was born in a remote village in the eastern part of Nepal, where she was ostracized by her community and family because of a physical disability. In search of a better life, she left

the village and went to the capital, Kathmandu, where she got married, gave birth to a girl and soon after was left on her own by her husband. Despite all the hardships Goma has faced in her early life, she has remained resilient, while struggling hard to survive and care for her 10-year-old daughter.

This single young mother says one of her saving graces has been her own and her daughter's participation in a Family Literacy Programme offered by Shikharapur Community Learning Centre as part of UNESCO's Capacity Development for Education for All (CapEFA) Programme. The classes for adults enabled her to develop reading and writing skills and greater confidence.

While Goma admitted that she was initially hesitant to join the Family Literacy Programme, she is now convinced that the classes have helped her make positive changes in her own life and that of her daughter. Goma has been able to learn about the importance of education, the need for a healthy lifestyle, sustainable environmental practices, and the rights of a woman, particularly of a woman living with disabilities. 'I am much more confident in what I do and in what I need to do for my daughter,' she explained. She also feels that she is now taken more seriously and is being given greater responsibility.

Run by the Shikharapur Community Learning Centre, the classes offer learning in a family environment, as mothers and their children sit together and share their experiences. So far, 80 women and children have benefited from the pilot phase of the project. The plan is to reach out to hundreds more families in the near future.



© UNESCO Office in Kathmandu



The Family Literacy Programme in Shikharapur Community Learning Centre is a pilot initiative of the Non-Formal Education Centre of the Ministry of Education of Nepal as part of UNESCO's CapEFA Programme and benefits from the support of the UNESCO Institute for Lifelong Learning and the Hamburg Teacher Training Institute. Funded by voluntary contributions from the governments of Denmark, Finland, Norway and Sweden, CapEFA is currently providing support in education to 28 countries around the world.

### *Literacy lightens lives in Afghanistan*

UNESCO has been implementing a large scale, three-phased literacy project of Enhancement of Literacy in Afghanistan (ELA). This project is a national programme of the Ministry of Education that aims to improve the level of literacy, numeracy and vocational skills of the adult population in all of the country's 34 provinces. With financial assistance from the Government of Japan during the first and second phases of the programme, the ELA programme remained the largest literacy intervention in the Education Sector. The programme enabled graduation of 600,000 (60 per cent female) youth and adults from literacy provisions under ELA. The first phase (2008–2010) commenced with a pilot in the capital city of Bamiayan province and expanded to nine provinces in 2009. The second phase of the programme (2011–2013) was implemented in an additional nine provinces. The programme not only resulted in an increased number of people becoming literate, but also

expanded the livelihood opportunities to targeted literacy graduates by training them in 34 locally market-demanded vocational skills.

The third phase of the programme began in 2014 and will continue until 2016, aiming to provide literacy to 600,000 learners across 30 provinces. This phase is supported with generous grants from the Government of Japan; Sweden, through the Swedish International Development Cooperation Agency (Sida) (SEK 60 million, approximately US \$9 million; and Finland (EUR 2 million).

### ■ A big push for teachers

As the 2013/2014 edition of the UNESCO *Education for All Global Monitoring Report* asserts, the world needs more and better teachers. Their training, recruitment, status and working conditions are among UNESCO's top priorities. In 2014, the Organization undertook major actions at the global, regional and local level to reinforce the numbers and the quality of teachers.

The year 2014 marked the 20th anniversary of World Teachers' Day (5 October). On this occasion, UNESCO organized a two-day open public forum entitled 'Enhancing the profile of the teaching profession'. More than 400 participants (including teachers, education specialists, researchers and ministry personnel) discussed and exchanged various issues pertaining to teachers' education, professional status and quality of learning during the four participative workshops on life and working conditions of teachers, teachers'



*The UNESCO Institute for Statistics (UIS) published in 2014 Higher Education in Asia: Expanding Out, Expanding Up. The Rise of Graduate Education and University Research. This report explores how countries are coping with the rising demand for tertiary education across Asia. New strategies to expand higher education and boost university rankings and research are presented.*

### Law and Policy Review Guidelines on the Right to Education

*The Right to Education: Law and Policy Review Guidelines*, published by UNESCO in 2014, complements and enriches the Global Database on the Right to Education with the findings of the country reviews. This will increase the efficiency and quality of the monitoring of the right to education.

These Guidelines aim at assisting countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. The overall aim is to provide guidance in reviewing the legal and policy framework with a view to strengthening the foundation of the right to education in national legal systems.

continuous professional development, how information and communication technology (ICT) can support teacher training, and pedagogical innovations in education. In addition, 200 events were organized worldwide to celebrate World Teachers' Day pinned on the events map.

UNESCO dedicated Mobile Learning Week (MLW) 2014 to teachers under the firm belief that they are the pillars of education systems and their involvement is crucial to the viability of ICT in education efforts. This is particularly true as mobile technology jumps from the margins of education to the mainstream, from informal settings to formal ones and from small independently funded projects to large government-supported initiatives. Without the support of teachers – whether they work with children, youth or adults – technology generally remains peripheral to teaching and learning.

MLW 2014 (17–21 February) explored how mobile technologies

can help teachers work more effectively in different contexts. Also, in light of the urgency of the global teacher crisis, UNESCO wanted to improve understanding of how mobile technology can help prepare new teachers and provide professional development to working teachers.

From a regional perspective, UNESCO made great efforts throughout the year to train teachers in the context of humanitarian emergencies, such as in camps in Jordan and Iraq hosting Syrian and Iraqi refugees and Internally Displaced Persons; in the Gaza Strip where conflict and violence dramatically escalated between July and August this year; and in Nigeria, where UNESCO offered security training aiming at protecting students and teachers from attacks by the insurgency, particularly in the northeast of the country (*for more information, see: UNESCO's Response to Crisis and Transition, pp. 6–29*).

Furthermore UNESCO kept supporting efforts to improve the quality of teaching in over 60 countries worldwide. Targeted actions to strengthen teacher-training institutions are particularly led by the Organization in sub-Saharan Africa. This is being achieved through technical guidance in teacher policy, curriculum and qualification framework review and development.

In Kenya, for instance, school principals, science, mathematics and technology teachers were trained by UNESCO in partnership with the VARKEY GEMS Foundation, to improve pedagogical practices and support girls' performance in these subjects. In 2013, 90 teachers and school principals and ten Ministry of Education officials were trained.

For Margaret Atieno Ochieng, a teacher in Kibera Primary School and beneficiary of this project, her work presents new challenges every day, but she says she wouldn't have it any other way. 'I believe that being a teacher is an inspiration from the inside, in particular being a teacher in the slums,' she says. 'I tell myself, I am where children need me most.' Kibera slum is situated 5 kilometres outside Nairobi, Kenya, and is the biggest slum in Africa with approximately one million people living there. The school serves the population of Kibera and children aged between 5 and 17 are taught there. The school is bursting at the seams with some 2,200 children studying there and enormous class sizes of up to 90 children in a lesson.

Margaret's duties are varied: 'I run the feeding programme, issue text books and other materials to the children, take care of discipline, handle guidance and counselling and have to make sure that

## Peng Liyuan named UNESCO Special Envoy for the Advancement of Girls' and Women's Education

On 27 March, UNESCO Director-General Irina Bokova nominated Peng Liyuan, a musician of international renown and First Lady of the People's Republic of China, as a UNESCO Special Envoy for the Advancement of Girls' and Women's Education. Peng Liyuan was named in recognition of her commitment to empowering girls and women through quality education, her outstanding contribution to fighting inequalities in education, her devoted service to human development and creativity, and her dedication to the ideals and aims of the Organization.



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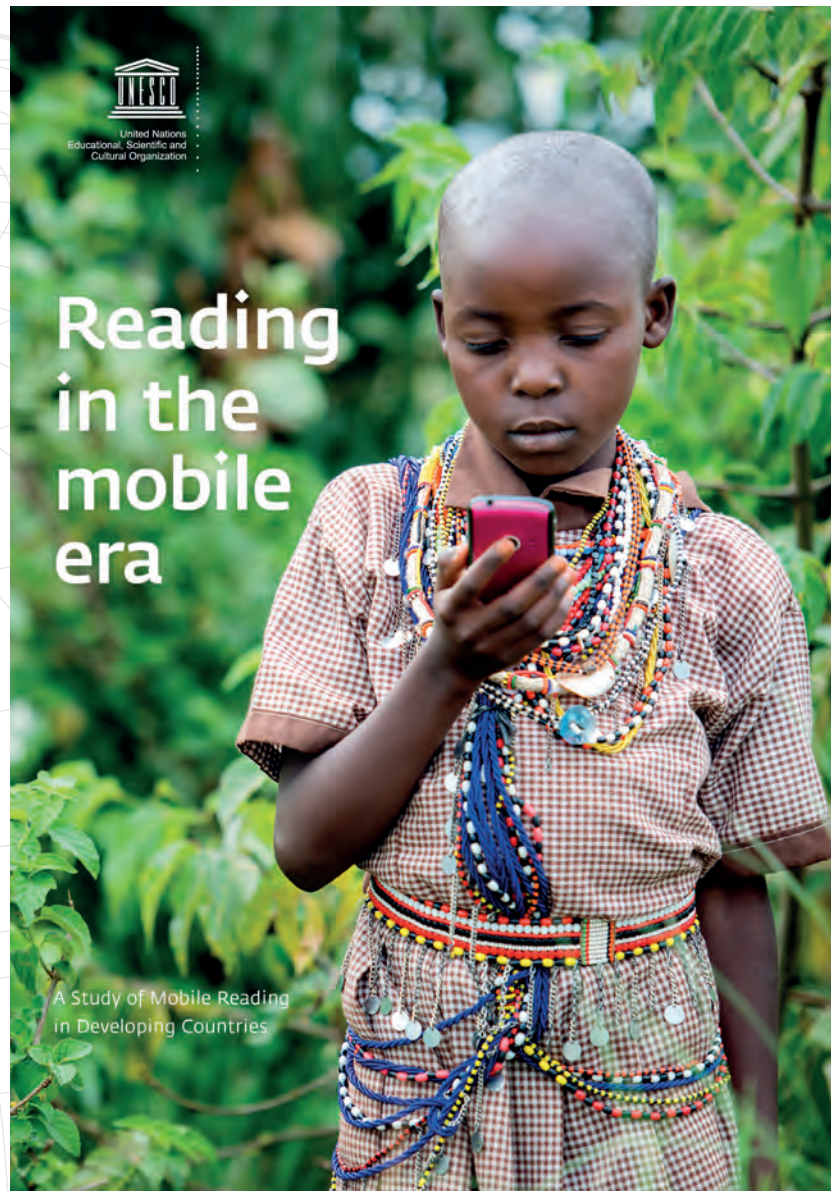


the school is keeping on top of water and sanitation,' she says. For Margaret the work that she and her fellow teachers do in Kibera is more than simply teaching. 'I have spent my life teaching in slums and I can see my dream coming true – I know that with government support and through education, books and nutrition we are going to change the face of the slums,' she says. 'We have a pupil who went to Canada to learn. She will come back and teach so that other girls can go out there like her. Our pupils leave but they also come back and when they do it's because they want to improve the lives of our children.'

UNESCO's teacher training initiative in Kenya has created a critical mass of change agents and master trainers in gender-sensitive curriculum renewal, teaching and learning of sciences and maths. Efforts are now being made to build on the achievements of the project and scale up the project.

The Organization's efforts to strengthen teachers' capacities in Myanmar received strong support in July as the Australian Foreign Minister announced a US \$2.5 million contribution to a teacher education project in the country, to be implemented by UNESCO in partnership with the country's Ministry of Education.

The Strengthening Pre-service Teacher Education in Myanmar (STEM) project will break new ground in Myanmar as the first large-scale Development Partner and Government joint project to focus on pre-service teacher training. The STEM project represents a strong commitment by all stakeholders in Myanmar to invest in



*A pioneering study of mobile reading in developing countries entitled Reading in the Mobile Era was launched by UNESCO on 23 April, World Book and Copyright Day.*

teachers as a means of ensuring that all children can benefit from well-trained and fully equipped teachers who can effectively support learning for all.

Under the STEM project, UNESCO will work with teacher-educators and administrators at pilot education

colleges to strengthen institutional capacity for improved curriculum, pedagogy and management with a focus on facilitating the creation of ICT networks and knowledge platforms, linking the 21 education colleges across Myanmar.





*On 13 February 2014, UNESCO celebrated World Radio Day in Paris by welcoming eight radio stations to broadcast live from UNESCO's Open Hall (Headquarters) reaching millions of listeners around the world. Staff member Ming Kuok Lim being interviewed by China Radio.*



## CHAPTER 2

# Fostering Freedom of Expression



# Fostering Freedom of Expression

UNESCO continues to promote freedom of expression and press freedom. Its action in this domain was reflected through vigorous promotion of media freedom, pluralism and independence, with a focus on the safety of journalists. The Organization marked several key international Days related to media and freedom of expression, catalyzing events all over the world. Grassroots projects for the development of communication were supported in many countries, and research using UNESCO indicators also produced policy-relevant information. UNESCO strongly advocated that the importance of free expression, independent media and the safety of journalists be recognized in the Sustainable Development Goals, both as a goal and a means to development.

## ■ UNESCO's unwavering commitment to Freedom of Expression

Freedom of expression and press freedom have been at the heart of UNESCO's mandate since its creation. The Director-General issues statements about each killing of media workers brought to her attention, in a bid to raise awareness about this problem and encourage States to punish those responsible for these crimes. The Organization has also championed press freedom within the UN system, leading to the adoption of a UN Plan of Action on the Safety of Journalists and the Issue of Impunity.

*Exhibition at UNESCO Headquarters on the occasion of World Press Freedom Day 2014, portraying such topics as the safety of journalists, the fight against impunity and the growing importance of new forms of journalism.*







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## ■ World Press Freedom Day

The main celebration of World Press Freedom Day (WPFDF) took place in UNESCO Headquarters from 5–6 May 2014. The event was organized by UNESCO and included an international conference titled 'Media Freedom for a Better Future: Shaping the Post-2015 Development Agenda'. The UNESCO/Guillermo Cano World Press Freedom Prize ceremony took place on 2 May, prior to the international conference in UNESCO Headquarters. Irina Bokova, Director-General of UNESCO, presented the award to journalist Mr Ahmet Şık from Turkey. The media coverage, nationally and internationally (both print and electronic media), during the events gave UNESCO a high visibility. Globally, more than 100 events took place around the world.

The WPFDF brought together over 400 participants of 86 nationalities, almost half of whom were women. There were 68 speakers in nine sessions. UNESCO partnered with 31 organizations during this WPFDF event. The conference was opened to all and included media practitioners, academia, NGOs, IGOs, UN Agencies, and Member States.

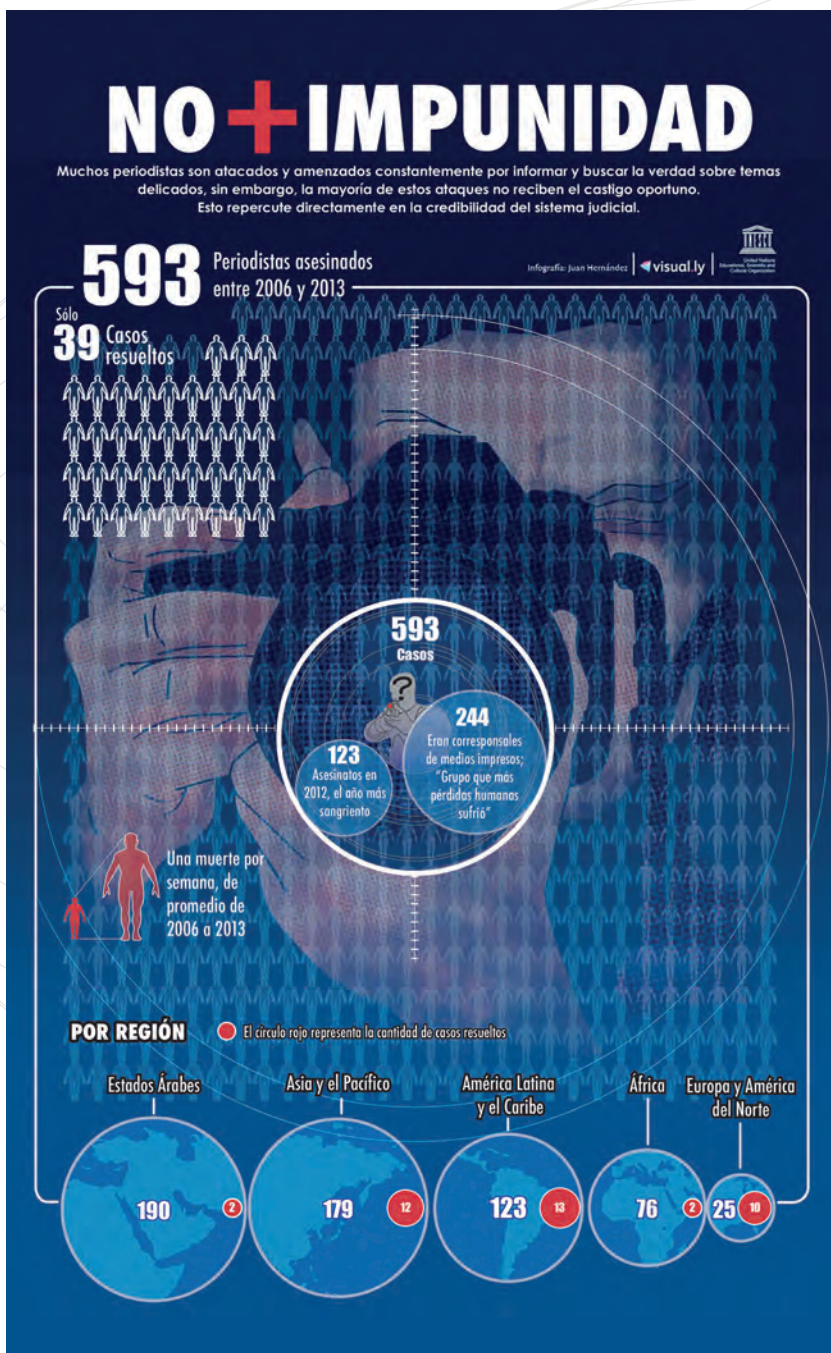
The WPFDF succeeded in raising awareness on the issues of press freedom and freedom of expression in shaping the Post-2015 Development Agenda globally. On 6 May, the conference participants adopted the Paris Declaration. This document was submitted to UN Secretary-General, Ban Ki-Moon, as one of UNESCO's contribution to the post-2015 sustainable development debate.

## ■ Celebrating the first UN Day to End Impunity for Crimes against Journalists

In 2014, the UN Day to End Impunity for Crimes against Journalists was celebrated for the first time on 2 November. Over the past decade, 700 journalists have been killed because of their reporting activities. Most of these deaths were deliberate murders committed in connection with journalists' denunciation of crime and corruption. Ninety per cent of these cases are not investigated, because of either insufficient resources or a lack of political will. The effect is to perpetuate a situation where many of those who commission and commit crimes against journalists believe they are free to strike whenever they think that journalists and social media contributors threaten their interests.

*Turkish journalist Ahmet Şık received the 2014 UNESCO Guillermo Cano World Press Freedom Prize for his ardent defence of freedom of expression and a career devoted to denouncing corruption and human rights abuses.*

Ahead of the first Day to End Impunity for Crimes against Journalists, UNESCO and the online platform Visually launched an infographics competition, which generated creative and powerful illustrations on the issue of impunity. Infographics designed by Juan Carlos Hernandez (Chile).



The Day was commemorated in New York, where UNESCO was prominently involved in a High-Level Panel Discussion titled 'Ending Impunity: Upholding the Rule of Law' focused on the Rule of Law as a prerequisite for sustainable development and good governance. The event was a joint initiative of UNESCO and the Permanent Missions of Argentina, Austria, Costa Rica, France, Greece and Tunisia to the United Nations.

Two further events were directly arranged by UNESCO and partners in Strasbourg (France). A Seminar and Inter-regional Dialogue on the protection of journalists was co-organized by UNESCO, the Council of Europe, the Centre for Freedom of the Media of the University of Sheffield, and the European Lawyers' Union on 3 November 2014. It brought together legal experts from different regions around the world to address the gaps in judicial frameworks and protective mechanisms for journalists and where improvements could be made.

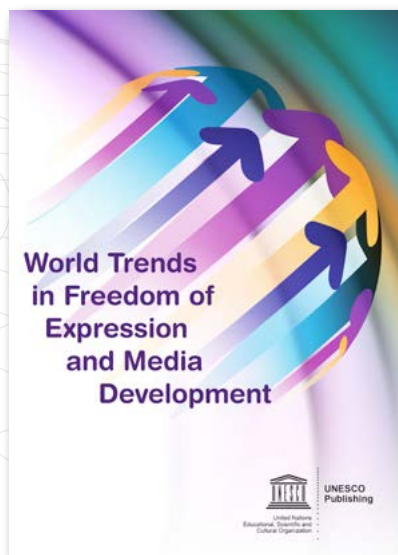
On 4 November 2014, UNESCO, the Council of Europe and the Office of the UN High Commissioner for Human Rights (OHCHR) co-hosted the third UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity. This reviewed the pilot phase of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. International instruments and standards on safety of journalists have been greatly strengthened including the adoption of landmark resolutions on safety of journalists by the UN General Assembly and the Human Rights Council. The role of UNESCO as the leading agency was also acknowledged by the international community.



## ■ World Trends in Freedom of Expression and Media Development

In November 2011, at the 36th session of the UNESCO General Conference, Member States identified the need to provide an analysis of global trends in press freedom and the safety of journalists. The Organization responded to that request by publishing a report on *World Trends in Freedom of Expression and Media Development*. The publication was launched in Stockholm (Sweden) in March 2014. Subsequent regional launch events were organized at UNESCO Headquarters, and in Albania, United States of America, India, Peru, Morocco and Iraq. The report was also presented and distributed at a variety of other fora, including the World Editors Forum in Turin (Italy) and the Media Policy and Democracy Project colloquium in Johannesburg (South Africa). The study recognizes that new technologies have empowered individuals with unprecedented opportunities to access, produce and share media content across multiple platforms. At the same time, the report warns that the increasing role of Internet intermediaries, such as search engines and social media networks, requires more transparency and raises concerns about the 'privatization of censorship'. According to the report, journalists and online media actors face new threats related to their safety in the digital sphere. Its findings call for reinforced action in support of press freedom.

An Advisory Group of 27 international experts from civil society and academia contributed to the study, which analyses trends in press freedom



along four dimensions: freedom, pluralism, independence and the safety of journalists. The report explores major trends worldwide in these areas since 2007, with a particular focus on global media and the gender dimensions of press freedom. According to the report, progress towards greater media freedom has lost momentum in some regions that have experienced political transitions, and press freedom laws have not always been implemented effectively.

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## ■ Strengthening freedom of expression worldwide

### *South-East Europe*

In South-East Europe, with the financial support of the European Union, six training seminars were organized on the topic of 'Access to Information' and took place in Pristina (Kosovo\*), in Tirana (Albania), in Sarajevo (Bosnia-Herzegovina), in Podgorica (Montenegro), Belgrade (Serbia) and Skopje (former Yugoslav Republic of Macedonia). During the sessions, participants were also trained on methods for protecting electronic data and whistleblowers, on data journalism and on media ethics and media accountability. As results, transparency and professional standards and ethics in online and traditional media have been improved through various activities. In particular, the 'Legal Leaks' training seminars enhanced around 200 journalists' skills and professionalism in the region in using freedom of information laws.

*\* References to Kosovo shall be understood to be in the context of Security Council resolution 1244 (1999).*

*Data journalism is opening up new possibilities for journalists to present complex information to readers through infographics. In June, a 'Legal Leaks' training session was organized by UNESCO in Sarajevo (Bosnia and Herzegovina) to help journalists access, analyse and present new data.*

Media self-regulation mechanisms have been strengthened through a diverse set of activities. The national Legal Leaks training seminars were organized in cooperation with existing press councils in the region in order to raise their profiles among their national media community. Public knowledge on media accountability has been supported and increased in almost all target countries of the project thanks to national awareness-raising campaigns, which took various forms, from public hearings of press councils to the production of radio and video spots to encourage citizens to submit complaints to self-regulatory mechanisms. The capacities of media professionals have been increased through networking activities such as supporting the participation of representatives of South East European press councils to the annual meeting of the Alliance of Independent Press Councils in Europe.

### *Arab region*

UNESCO continued implementing two projects in the Arab region funded by Finland and Sweden. These have enabled World Press Freedom Day commemoration in several countries, resulting in unprecedented levels of public sensitization about the relevance of a free press and the need to ensure journalists' safety. Major areas covered under the activities implemented within the projects include the legal and regulatory framework reform in support of free, independent and pluralistic media; journalists' safety and fighting impunity; freedom of expression online; and media and information literacy, with women and youth as a priority target audience.

## ■ Media and Information Literacy (MIL) and Freedom of Expression

During the first European MIL Forum, held at UNESCO Headquarters in May 2014, participants adopted the Paris Declaration on MIL in the Digital Era. The Declaration reaffirms the importance of MIL and calls for a renewed emphasis on MIL in today's digital environment as well as cooperation among key actors and multi-stakeholder groups to advance MIL for all.

The Paris Declaration urges decision and policy-makers to reflect deeper on MIL in the digital age, recognizing that technology-related competencies should be delivered in the context of MIL. While it matters what technology is available to citizens, it is even more important to focus on what citizens choose to do with it or how they respond to information, media and technology in terms of participation, self-actualization, exchanges of culture and personal ethics. The MIL Forum was the result of international collaboration between UNESCO, the European Commission, the Autonomous University of Barcelona and other partners such as Cooperation in Science and Technology (COST) and the French National Research Agency (ANR) Translit, within the framework of the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). The event brought together over 350 people from many different countries.

The 2014 Media and Information Literacy and Intercultural Dialogue (MILID) Week kicked off on 23 September with an International Symposium hosted by Hosei University in Tokyo (Japan).

The third edition of the Week was the opportunity to discuss the various ways in which media and information literate citizenries foster intercultural dialogue and mutual understanding. Over 76 participants debated and made recommendations on how to increase awareness of media and information literacy in Japan and Asia-Pacific.

This year's edition of the MILID Week also featured the launch of the 2014 MILID Yearbook *Global Citizenship in a Digital World*, the UNESCO-United Nations Alliance of Civilizations (UNAOC) Online Intercultural MIL Teaching Resource Tool and the Japanese translation of the *MIL Curricula for Teachers*. UNESCO invited MIL-related organizations and communities to join the GAPMIL.

At the culmination of MILID Week, a conference was held at Tsinghua University in Beijing (China), co-organized by the Tsinghua International Center of Communication (TICC) together with the UNESCO-UNAOC MILID International University Network.

Attended by over 150 scholars, educators and participants from more than 20 countries, the event assessed results in piloting MIL locally and regionally, for instance in Europe, North America and Brazil, as well as in the Southern China city of Guangzhou.

### *Implementing the Comprehensive study on Internet-related issues*

Following the decision of the 37th General Conference, UNESCO has engaged in multi-stakeholder consultations aimed at designing and carry out a study on Internet-issues in the fields of access to information and knowledge, freedom





After the success of the first European Media and Information Literacy (MIL) Forum, the Latin American and Caribbean MIL Forum was held in Mexico City (Mexico) in December 2014. One of its main outcomes was the launching of the Media and Information Literacy Observatory, as a follow-up to the European Media Literacy Study (EMEDUS). Children from a rural school in Colombia who benefited from a programme to provide rural schools with Internet connections.

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of expression, privacy and ethical dimensions of the information society.

UNESCO organized eight consultation meetings with Member States as well as multiple consultation meetings in other forums, including inter-governmental council meetings of Information for All Programme (IFAP) and the International Programme for the Development of Communications (IPDC), the WSIS High Level Review Events, a Freedom Online Coalition Meeting, the Stockholm Internet Forum, and the World Press Freedom day International Conference. UNESCO also undertook an online consultation process through its website.

In July 2014, an online questionnaire was launched and inputs were solicited on Internet issues. The public were contacted through social media and

major fora, and Member States and more than 300 experts and organizations, representing civil society, academia, the private sector, the technical community and intergovernmental organizations were approached directly. Inputs have also been sought at global fora. To provide in-depth analysis and recommendations to its Member States and other stakeholders on internet freedom issues, UNESCO has commissioned a series of publications such as *Fostering Freedom Online: The Role of Internet Intermediaries*. The Organization was also a highly active participant in the 2014 Internet Governance Forum in Istanbul, Turkey, highlighting UNESCO's contributions to knowledge about Internet issues.

The initiative 'UN-wide framework on Cybersecurity and Cybercrime'

was first raised by ITU (International Telecommunication Union) in 2010 and endorsed by the Council of Europe Development Bank (CEB) in 2013. The initiative is being conducted by a Steering Committee consisting of ITU, UNESCO, UNODC, UNDP and UNCTAD, in collaboration with the chairs of the High Level Committee on Programmes (HLCP), the High Level Committee on Management (HLCM) and the United Nations Development Group (UNDG), to develop a system-wide comprehensive and coherent strategy focusing on five specific topics, for discussion at CEB's second regular session of 2014. UNESCO, as a member agency of the Steering Committee, has taken a lead on Topic 5 'Agency requirements for journalists to balance privacy and transparency when conducting their work'.

## ■ Improving lives and promoting local cultures through community radios

In 2014, UNESCO proposed a series of actions to reinforce the use of radio within groups that suffer from a lack of information. Communities living in remote regions or belonging to ethnic minorities have difficulties in accessing and sharing information. Through community radio, they can participate in public debate while disseminating their culture and knowledge. UNESCO's initiatives also aimed at strengthening their competencies at the editorial level and their use of new technologies.

### *Viet Nam*

Viet Nam boasts a wealth of cultural diversity – the government recognizes 54 ethnic groups, totalling 13 million people. National policies are in place to promote cultural identity while encouraging ethnic and media diversity. However very few ethnic minority broadcasters are able to tell their own stories in their own language and let alone their mother tongues.

Out of 341 broadcasters of ethnic minority programmes who participated in a recent survey, only a small number were of ethnic minority origin and few of them were able to write news stories and reports in the

national language. In this context, UNESCO has been part of several projects in Asia-Pacific aimed at bringing community radio, as well as the trained staff required, to rural and ethnic minority communities.

Recognizing the need to increase the number of ethnic minority broadcasters and provide proper training, the Voice of Viet Nam (VOV) and UNESCO's International Programme for the Development of Communication (IPDC) teamed up to hold training for 60 ethnic minority broadcasters to teach them essential skills and give them the confidence to share what they learned with their communities.

*A public forum was held in Accra (Ghana) to mark World Radio Day 2014. Three radio stations including Radio Universe showcased their work and explained how the radio industry functions to elementary school children.*





Participants acquired skills needed to produce content designed for ethnic minority communities, write story lines, use digital recorders, and select appropriate sound and music. Other important skills such as the use of sound editing software Adobe Audition 1.5 and understanding the best use of search engines to find information for programme production were also integrated throughout the training sessions.

On completion, the number of participants able to use digital recorders jumped from 30 per cent to 97 per cent. With similar success, the number of participants using Adobe Audition 1.5 to edit and mix sound fluently on their personal computers increased from zero to 100 per cent.

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## Senegal

For years, people in Bandafassi, a village in Senegal's Bassari Country, have had little access to information about elections, education and nutrition. But a new community radio has started to broadcast in six local languages (Bassari, Bédick, Coniagui Dialongou, Fulfulbé and Mandinka) to reach out to villagers in this and other villages located near the Guinean border.

The new radio is run by and for the communities. It was inaugurated in 2014 by HE Mr Macky Sall, President of Senegal, as part of a new Cultural Centre for the Bassari region. UNESCO is supporting and promoting community radio as a tool to facilitate social communication and support democratic processes within societies. What makes a community radio so powerful is its potential to reach out to people with little

or no access to information. It is an efficient tool for educating and informing villagers about such critical issues as health, education and sustainable development.

Community radios are also being used to promote oral traditions. In Bandafassi, for example, the community radio broadcasts stories and proverbs, traditional music and the history of various villages in Bassari country. It will reach out to traditional singers and griots as well as to local villagers with knowledge of medicinal plants.

'Radio contributes to the promotion and development of local cultures and languages,' said the Senegalese President during an interview when the new radio station was inaugurated. The President promised financial support of US \$5,000 to ensure the effective launch of the station, which includes the installation of solar energy.

In the Delta de Saloum, on the other side of Senegal, the community radio in the remote island of Bétenty is proving effective. Inaugurated in May 2013, the daily weather forecasts are particularly popular among the local fishermen. Bétenty FM 91.6 is important to the villagers because it is the only radio using the local language, Mandinka. It also reaches out to neighbouring islands and even the Gambia.

Sometimes community radios are part of community multimedia centres (CMCs), which include a 'business' centre with paid access to computers, printers and scanners as a means to raise funds for running of the radio. The UNESCO Office in Dakar has been instrumental in setting up 30 CMCs across Senegal, and is continuously training community journalists on topics such as gender violence, environmental awareness and other key development issues.

*In early 2014, Voice of Viet Nam (VOV) and the UNESCO International Programme for the Development of Communication (IPDC) co-organized training sessions for ethnic minority broadcasters in Viet Nam. The objective was to improve their knowledge-sharing skills through the use of the latest available technological developments.*



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## Myanmar

In preparation of the first-ever comprehensive assessment of Myanmar's rapidly evolving media landscape, a series of MDI training workshops were held in Yangon and Nay Pyi Taw from 22 to 30 May for researchers and representatives from the Myanmar Ministry of Information and the Ministry of Communications and Information Technology.

While there have been signs that substantial media reforms are taking place in Myanmar, more can be done. Jointly organized by the UNESCO Office in Bangkok and the Government of Myanmar, International Media Support (IMS) and the Media Development Thematic Working Group (MDTWG), this new exercise seeks to provide policy-makers and stakeholders from different sectors with key information and evidence-based recommendations that will guide their responses in identified priority areas of media development. These include media legislation, ownership systems, diversity and educational programmes for media professionals.

The workshops comprise two main segments: a training on UNESCO Institute for Statistics' (UIS) Media Statistics Survey along with the more specific collection of media development statistics in Myanmar; and a training on the MDI methodology, and formulation and implementation of research methodology tailored to Myanmar's sociopolitical context.

The data collected through the statistical survey complemented the qualitative MDI-based actionable recommendations to form the overall assessment report on media development

*Recent studies have shown how media in Myanmar can be a driver of conflict because of inaccurate reporting and misinformation, as a result of its relative inexperience. In 2014, UNESCO and UNDP undertook a joint UN Peace-building Fund project aimed at developing the capacity of mass media institutions in Mon and Kayin states (Myanmar), to help counter this problem.*

### ■ Using UNESCO indicators to improve and develop national media systems

As a standard-setter, UNESCO plays a key role in developing competent and gender-balanced media. The range of criteria and indicators defined by the Organization allows decision-makers to make accurate assessments and thus improve their own media systems. In order to maximize the indicators' efficiency, they also need to be adapted to each national context. During 2014, several initiatives led by national entities with UNESCO's support were implemented to this end.

Within the context of IPDC's Special initiatives, a comprehensive Media Development Indicators (MDI) assessment was successfully completed in Palestine and the research phase of Media Development Indicators-based (MDI) projects was completed in Bolivia, Curacao, Libya (partial assessment), Madagascar, Mongolia and South Sudan. New MDI assessments were launched in the Dominican

Republic, Madagascar, Morocco, Myanmar and Swaziland. There are thus currently 18 MDI national assessments taking place or undergoing finalization, and one regional MDI assessment.

During 2014, the IPDC supported 80 projects covering 62 countries, through a budget of US\$ 1,000,519. Composed of 39 Member States elected by UNESCO's General Conference, the IPDC Council met in UNESCO Headquarters on 20-21 November 2014. It highlighted the role of free media in the Post-2015 Development Agenda, and approved special initiatives on the Safety of Journalists, a Global Initiative for Excellence in Journalism education, MDI, and Knowledge Driven Media Development. The Council gained its first female chair, Ms Albana Shala from the Netherlands, and first female rapporteur, Ms Diana Heymann-Adu from Ghana. New Bureau members elected include Algeria, Bangladesh and Peru for the three IPDC Bureau Vice-Chair positions, and Denmark, Niger and Poland.



in Myanmar. A Consultative Committee, co-chaired by UNESCO and IMS and consisting of representatives from all media sectors in Myanmar, was also set up to guide the research process and provide input on the report and recommendations.

### *Viet Nam*

Viet Nam's first-ever Gender-Sensitive Indicators for Media (GSIM), a set of indicators for media institutions to assess their gender-sensitive responsiveness, were endorsed and launched this year by the Ministry of Information and Communications (MIC).

The indicators aim to facilitate gender equality and women's empowerment in and through media. The indicators fall into two categories: actions that foster equality within media organizations, such as gender balance at the decision-making level, gender equality in work and working conditions, and equal pay; and gender portrayals in media content, particularly in the news and advertisements. The assessment allows media organizations to develop necessary policies and strategies, and to monitor progress towards gender equality goals.

Media in Viet Nam have increasingly played an important role in promoting gender equality with almost all the media devoting time slots or columns to women's development and other related issues. This has considerably improved the representation of women in both media management and content.

Viet Nam's joining the UN Convention on Elimination of All Forms of Discrimination against Women and its promulgation of the Law on Gender

Equality, Law on Family and Marriage have shown its commitments to gender equality. M Nguyen Thai Thien, Deputy Director-General of the Press Authority of the MIC said the GSIM in Viet Nam would contribute to fulfill Viet Nam's international and national commitments on gender equality. The GSIM for Vietnamese media is a contextualized version of UNESCO's GSIM developed in 2012. The contextualization was implemented by the MIC in coordination with UNESCO and OXFAM, and piloted by national broadcaster VOV.

### *Palestine*

In 2014, UNESCO published a report entitled *Assessment of Media Development in Palestine*. This report aims to inform and support the development of Palestine's media sector through the conduct of a comprehensive assessment of the media environment, based on international legal standards and good practice.

This project is part of a wider UNESCO initiative to assess the strengths and weaknesses of national media sectors across the globe using the UNESCO/IPDC Media Development Indicators, a common analytical framework endorsed by UNESCO's Intergovernmental Council of the IPDC.

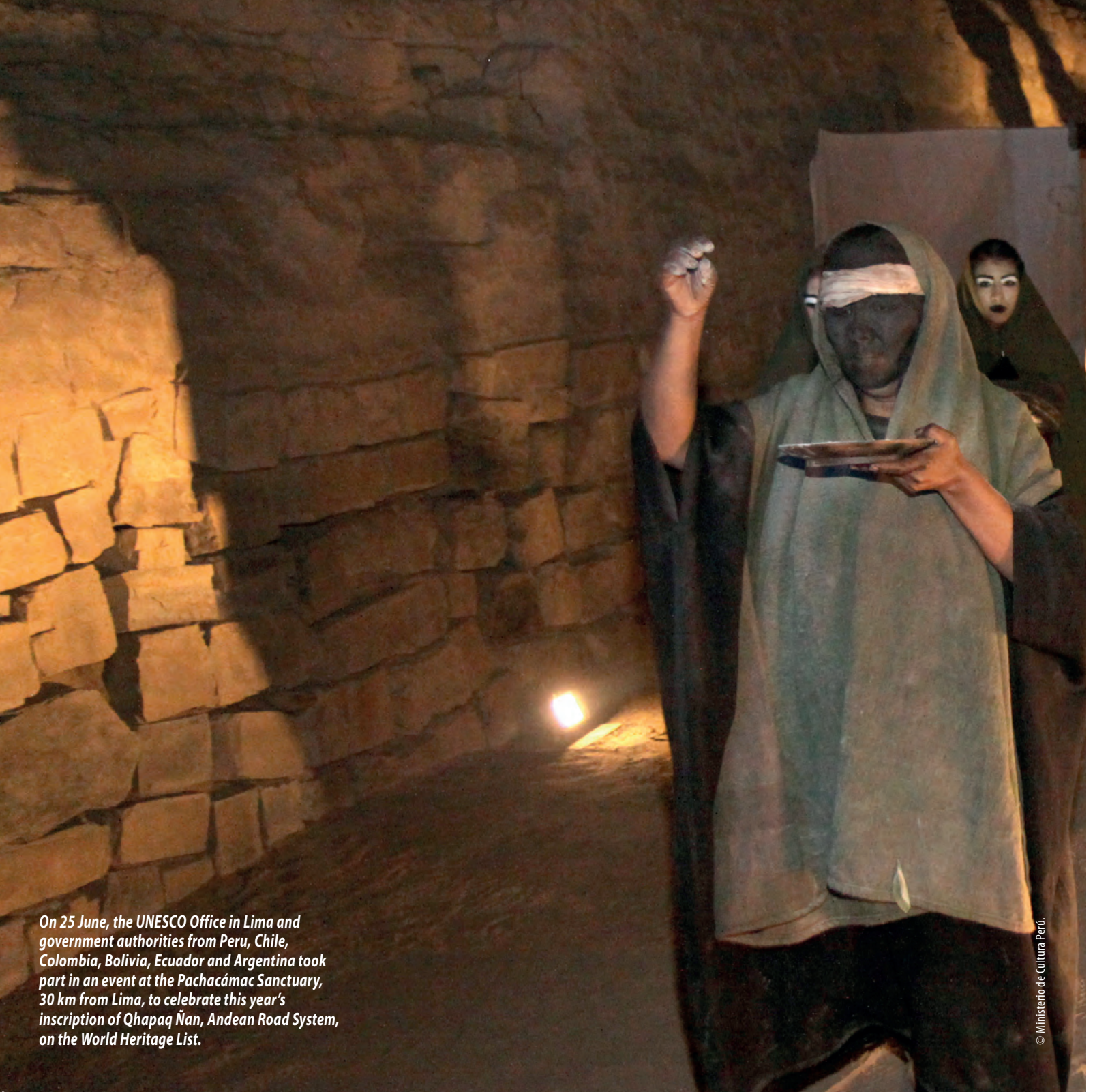
Through this study, UNESCO has sought to engage national stakeholders in a process of constructive dialogue and critical reflection in order to identify key media development priorities. Such a platform allowed discussion of the most appropriate ways of addressing the priorities in line with international standards. UNESCO expects that this report will constitute a useful reference for all stakeholders and effectively contribute to further development of Palestine's media landscape.

## Journalists' safety indicators (JSIs)

Journalists' safety indicators (JSIs) were developed by UNESCO in the context of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity and the Plan's implementation strategy for 2013–2014. The Journalists' Safety Indicators focus in particular on the efforts being undertaken, by both national and international actors, to promote and secure a safe working environment for media workers, and to combat the impunity of those who carry out crimes against them. The tool is expected to help monitor progress in the implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity and assess its impact on improving the security of media actors in various countries.

In 2014, the first three JSI assessments were conducted in Pakistan, Honduras and Guatemala. The assessments were carried out by local research institutions, and the research reports are now being finalized by the organizations and UNESCO in cooperation. The Finnish Helsingin Sanomat Foundation has provided funding for a research coordinator to work with the assessments at UNESCO Headquarters from September 2014 to August 2015.





*On 25 June, the UNESCO Office in Lima and government authorities from Peru, Chile, Colombia, Bolivia, Ecuador and Argentina took part in an event at the Pachacámac Sanctuary, 30 km from Lima, to celebrate this year's inscription of Qhapaq Ñan, Andean Road System, on the World Heritage List.*



A group of women in traditional attire are walking through a stone-walled tunnel at night. The women are wearing dark green headscarves and red dresses. One woman in the foreground is carrying a large, round, light-colored object on her head. The tunnel is illuminated by warm, yellow lights, and the walls are made of rough-hewn stone blocks. The overall atmosphere is historical and cultural.

## CHAPTER 3

# Protecting our Heritage and Fostering Creativity

# Protecting our Heritage and Fostering Creativity

*In 2014, UNESCO made great progress at the global, regional and local level in its mission to support and increase awareness on the vital role of cultural heritage and creativity in building a sustainable future. The Organization spearheaded international efforts to include culture in the fast-approaching Post-2015 Development Agenda, published a landmark report about the vital link between culture and gender equality, and continued supporting and training professionals in rehabilitating and safeguarding cultural heritage in different parts of the globe.*

## Key messages of the Florence Declaration

The Declaration calls on governments 'to ensure the integration in the Post-2015 development agenda of explicit targets and indicators dedicated to the contribution of culture, notably within the framework of the goals proposed by the UN Open Working Group on Sustainable Development Goals related to: poverty reduction, sustainable cities and urbanization, quality education, the environment and climate change, gender equality and women's empowerment, social inclusion and reconciliation.' To this end, it appeals to governments, civil society and the private sector to support the enhancement of human and institutional capacities; legal and policy environments; new partnership models and innovative investment strategies; advocacy programmes, benchmarks and impact indicators to monitor and evaluate the contribution of culture to sustainable development.

*(Opposite page)  
Italian Minister of Cultural Heritage and Activities and of Tourism, Dario Franceschini, UNESCO Director-General, Irina Bokova, the Mayor of Florence, Dario Nardella, and the Undersecretary of State at the Ministry of Foreign Affairs and International Cooperation, Mario Giro, at the third UNESCO World Forum on Culture and Cultural Industries, Florence, Italy, October 2014.*

## ■ UNESCO's advocacy for culture in the Post-2015 Development Agenda

In 2014, UNESCO reaffirmed its commitment to advocate for the inclusion of culture in the Post-2015 Development Agenda, scheduled for adoption by the United Nations in September 2015. The Organization took part in strategic debates, produced an essential UN report on culture and sustainable development, and helped advance the global consultation process. Key messages were crystallized in the Florence Declaration.

The UN General Assembly's Resolution on Culture and Sustainable Development, adopted in December 2013, contained a request to hold a one-day special thematic debate at the highest political level possible, by the end of 2014, to give due consideration to the role of culture and sustainable development in the elaboration of the Post-2015 Development Agenda. This resolution was also a major step in acknowledging the direct link between culture and economic, social and environmental sustainable development.

The requested special thematic debate on Culture and Sustainable Development in the Post-2015 Development Agenda was convened on 5 May 2014 by the

President of the UN General Assembly in partnership with UNESCO at the UN Headquarters in New York. It comprised an opening session, keynote addresses and a high-level segment followed by a panel discussion. Eighteen government ministers and many high-level representatives of Member States, as well as the G-77 plus China and the European Union participated in the debate, during which they highlighted the paramount importance of integrating culture into the Post-2015 Development Agenda and made recommendations on how this could be done.

In October during the UN General Assembly in New York, the UN Secretary-General presented his report on Culture and Sustainable Development. The report was prepared by UNESCO, in consultation with all Member States. The final report presented the progress made in the implementation of the UN General Assembly's Resolution on Culture and Sustainable Development, and provided options for a consolidated UN approach on culture and sustainable development. It also reflected the common position expressed by more than 600 non-governmental organizations representing some 120 countries.





FLORENCE, 2 – 4 OCTOBER 2014

# UNESCO World Forum on Culture & Cultural Industries



In his synthesis report on the Post-2015 Agenda, *The Road to Dignity by 2030*, the UN Secretary-General stated: '...we must (...) mobilize the power of culture in the transformative change we seek. Our world is a remarkable mosaic of diverse cultures, informing our evolving understanding of sustainable development. We still have much to learn from cultures as we build the world we want. If we are to succeed, the new agenda cannot remain the exclusive domain of institutions and governments. It must be embraced by people. Culture, in different aspects, will thus be an important force in supporting the new agenda.'

UNESCO also co-led with UNFPA and UNDP in 2014 the comprehensive global consultation designed to inform the policy process of the Post-2015 Development Agenda within the framework of the exercise launched by the UN Development Group (UNDG). This global consultation reached a wide range of stakeholders, including policy-makers, academics, experts, private-sector actors and interested citizens.

Upon the request of Member States at the 68th session of the General Assembly, the Secretary-General asked the UN System to build on the outcomes

of the consultations already conducted in order to keep informing the elaboration process of the Post-2015 Development Agenda. Ecuador, Bosnia and Herzegovina, Mali, Morocco and Serbia responded to this call by leading national consultations to enable different actors to present their vision of a human rights-based approach to culture taking into account national contexts, and to submit recommendations for the Agenda's implementation. Among the key conclusions adopted: reducing poverty requires a resilient economic sector which culture contributes to through the provision of livelihood opportunities; preserving the social fabric while ensuring social inclusion is enabled through a culture-led redevelopment of urban areas and public spaces, which attract investments and improve economic returns; integrating cultural elements in education programmes fosters linkages with one's roots and provides for locally relevant content, resulting in more relevant skills and better learning; and securing greater

environmental sustainability is boosted by development programmes which link cultural diversity and biodiversity, and include traditional knowledge.

The results of the Post-2015 Dialogues on Culture and Development were presented during the ministerial session of the third UNESCO World Forum on Culture and Cultural Industries, held in Florence (Italy) from 2 to 4 October 2014. This forum was conceived in the framework of the high-level initiatives undertaken by UNESCO to ensure that culture is taken into account in international development policies and notably in ongoing negotiations, within the UN, to define the Post-2015 Development Agenda. UNESCO organized the first two editions of the Forum in 2009 and 2011, in cooperation with the Italian Government and with the support of the Lombardy Region and the city of Monza.

The World Forum on Culture and Cultural Industries is a platform for bringing various audiences together to share ideas on different topics linked

*In May 2014, out-going Director of the UNESCO Office in Havana, Herman van Hooff, received from the Republic of Cuba the Medal of Friendship, 'in honour of the intense and fruitful work he performed in the country for almost a decade as Head of the Regional Bureau for Culture in Latin America and the Caribbean and Cluster Office to Cuba, Dominican Republic, Haiti and Aruba'.*







© City of Linz

*The city of Linz (Austria) became a member of the UNESCO Creative Cities Network in 2014 under the category of Media Arts.*

to culture and cultural industries. The Forum's principal objective is to illustrate the potential of creativity, innovation and expertise to nourish cultural industries.

At the conclusion of the third Forum, its 400 participants adopted the Florence Declaration that puts forth the core principles and priorities for culture and cultural industries within the Post-2015 Development Agenda, and encourages governments, civil society and private-sector actors to take action in global partnership to promote creative environments, processes and products. The Declaration reflects the findings of the national consultations on culture and development conducted jointly in 2014 by UNESCO, UNFPA and UNDP.

## ■ A growing Creative Cities Network

Launched in 2004, the UNESCO Creative Cities Network celebrated its 10th anniversary this year. The Network aims to foster international cooperation between cities committed to investing in creativity as a driver for sustainable urban development and social inclusion. The objectives of the Network and the various initiatives undertaken by its members at the local, regional and international levels are particularly relevant in light of the explicit reference to the role of culture in achieving sustainable urban development (Target 11.4) in the UN Open Working Group Proposal for Sustainable Development Goals presented in 2014.

This year, 28 new cities were designated as members of the Network (see *Annex pp. 147–8*), which covers seven creative

fields: Craft and Folk Arts, Design, Film, Gastronomy, Literature, Media Arts and Music. With these new designations, the number of UNESCO Creative Cities Network members now totals 69.

All cities that join the Network commit to share best practices and work together to promote creativity and cultural industries, strengthen participation in cultural life, and integrate a cultural dimension in economic and social development strategies and programmes.

This year's international conference Creative Design for Sustainable Development, organized by UNESCO in March in collaboration with the City of Shenzhen (People's Republic of China), provided an excellent opportunity for exchange and cooperation between cities from the Network. The event was attended by representatives of the Creative Cities of

Design, experts in city planning as well as policy-makers, renowned architects and private sector contributors.

Participants presented case studies and proposals underpinned by innovative and inclusive approaches to culture and development, through culture-led revitalization initiatives for urban areas and public spaces. By showcasing successful environmental and cultural sustainability through design, the conference showcased options for growth and participation in the fragile context of present-day crises and global risks.

## ■ The role of gender equality in cultural heritage and creativity

Gender equality is a high priority for UNESCO's action to promote heritage, creativity and cultural diversity. Equal access, participation in and contribution to cultural life for women and men are human rights as well as cultural rights. They also contribute to guaranteeing freedom of expression for all and ensuring sustainable development. A growing body of evidence based on UNESCO's

70 years of experience in safeguarding culture reveals the extent to which gender relations impact the transmission of knowledge on heritage and the fostering of creativity.

In 2014 UNESCO launched an unprecedented report entitled *Gender Equality, Heritage and Creativity*, which clearly demonstrates the need for deeper debate, research and awareness-raising on fostering equal rights, responsibilities and opportunities for women and men, boys and girls in the fields of heritage and creativity. Rooted in UNESCO's commitment

*'Gender equality is a consideration in any sphere of life, cultural and political, why not in the arts?,' asks South African director and founder of the Vuyani Dance Theatre, Gregory Maqoma, during a UNESCO video interview produced in the context of the report Gender Equality, Heritage and Creativity published by the Organization in 2014. Vuyani Dance Theatre, Beautiful Us (2013).*





to advancing human rights, including women's rights, in cultural life, the report acknowledges culture as the enabler for all people, regardless of their gender, to develop their full potential.

The Report consolidates for the first time existing research, policies, case studies and statistics on gender equality and women's empowerment in culture from various sources, including the UN Special Rapporteur in the field of cultural rights, government officials, international research groups and think-tanks, academia, artists and heritage professionals. The report is supplemented by the results of a survey of the Organization's 195 Member States and concludes with eight mutually reinforcing recommendations intended to guide governments, decision-makers, cultural professionals and other stakeholders.

The Report's gender diagnosis identifies symptoms that are familiar in other areas of socio-economic life: limited participation of women in decision-making positions (the 'glass ceiling'); segregation into certain activities ('glass walls'); restricted opportunities for ongoing training, capacity-building and networking; women's unequal share of unpaid care work; poor employment conditions (e.g., part-time, contractual work, informality) as well as gender stereotypes and fixed ideas about culturally appropriate roles for women and men, not necessarily based on the consent of those concerned. Lack of sex-disaggregated cultural data is a factor concealing the gender gaps and challenges from policy-makers and decision-makers. The Report is supplemented by online videos and

interviews with artists, creators and other cultural professionals across the globe.

The Spanish edition of the Report was presented in late November at the Villa Ocampo in Buenos Aires (Argentina). Dedicated to the theme Gender and Culture, the event was attended by Argentina's Ministry of Culture, the UN representative in Argentina and the Director of the UNESCO Office in Montevideo. It also provided experts from Argentina, Uruguay, Chile and Paraguay with an opportunity to discuss the outcomes and recommendations of the Report in a global, regional and local context.

Villa Ocampo was the home of writer Victoria Ocampo, whose efforts to foster dialogue between cultures are closely linked to UNESCO's mandate. Some of the most prestigious artists and intellectuals from the 20th century frequented this historic landmark. The occasion also marked the inscription of Villa Ocampo's Documentary Centre in the UNESCO Memory of the World Register for Latin America and the Caribbean.

## Major funding agreements signed for the protection of cultural heritage

Several Member States contributed in 2014 to UNESCO's efforts in the protection of cultural heritage around the world through generous contributions.

In the framework of the Afghanistan Heritage and Extractive Industries Development Initiative funded by a World Bank grant given to Afghanistan, the UNESCO Kabul Office signed an agreement with the country's Ministry of Mines and Petroleum worth US \$2 million for providing technical assistance to the project Cultural Heritage around Mining Sites in Afghanistan.

In September, the Government of Japan made two new contributions to the Japanese Funds in Trust (JFIT) for a total amount of US \$1.6 million for the preservation of World Cultural Heritage and the safeguarding of Intangible Cultural Heritage.

A funding agreement was signed with Norway in support to the project Safeguarding Natural Heritage in Myanmar within the World Heritage Framework (Phase II) for an amount of NOK 8,700,000.



*Gender Equality, Heritage and Creativity was published by UNESCO in 2014 in English, French and Spanish. A Chinese edition is underway.*

## ■ Protecting museums in Egypt

UNESCO spared no efforts this year to assist countries in crisis in the restoration and rehabilitation of their cultural heritage (for more information, see: *UNESCO's Response to Crisis and Transition*, pp. 6–29). The Organization also demonstrated its commitment to protect and safeguard cultural heritage in other countries.

On 24 January 2014, the Museum of Islamic Art in Cairo (Egypt), which also houses the Archive Museum of the National Library at Bab el Khalq, suffered major damage following an attack on the nearby security headquarters. The Museum, established in 1881 during the reign of Khedive Tawfiq Muhammad Pasha, is home to some 100,000 objects, including carpets, coins and medals, ceramics, jewellery, manuscripts, sculptures and textiles from all over the Islamic world, spanning the pre-Islamic era (7th century) to the late 19th century.

Local staff intervened some 45 minutes after the explosion and immediately put in place emergency measures learned the previous month in a training course led by UNESCO and ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property), as part of the Organization's capacity-building programme for museum professionals. Thanks to the new skills acquired, they were able to ensure the safekeeping of cultural objects in the archives and museum.

The Director-General of UNESCO immediately declared her commitment to 'mobilize all of UNESCO's experience and expertise to rebuilding the Museum and restoring the damage'. Ms Bokova's

statement was followed by the dispatch of a joint UNESCO-ICOM (International Council of Museums) Blue Shield emergency assessment mission to Cairo from 30 January to 3 February. The mission, comprising a UNESCO representative, an architect and museum specialist, and an Islamic expert representing ICOM and the Blue Shield, assessed the damage and drew up a restoration plan.

Despite the shocking first impressions of destruction inside and outside the building, the mission determined that the structural stability of the building had not been endangered. However, there was serious damage to the exterior façade, skylights and most exhibition halls in both institutions. Emergency work was required to protect the building from further deterioration in case of rainfall and to remove loose decoration panels on the upper façade.

In the museum, the explosion ravaged all showcases and display facilities, and 161 objects were either totally destroyed or seriously damaged. It is estimated that their restoration will require many years and substantial funding. The precious glass collection, including lamps from mosques, was reduced to rubble. Fortunately, the conservation laboratories and storerooms, which are located underground or at the rear of the building, were only slightly damaged and can be used for storage and restoration activities.

As for the Archive Museum of the National Library, all showcases were smashed, but only a few manuscripts and books sustained damage, mainly from water were harmed and glass dust. Cleaning and restoration operations took place over several months.

Shortly after the mission, UNESCO submitted the resulting restoration plan to potential donors in Egypt and abroad. The Organization made an initial contribution of US \$100,000, which will serve to refurbish and re-equip the museum's conservation laboratory under the supervision of the Ministry of Antiquities. In November, the Government of Italy generously committed EUR 800,000 towards conservation capacity-building, documentation work and renovating showcases. In late 2014, the restoration of the façade began under the supervision of the American Research Center in Egypt (ARCE) and the rest of the building will be rehabilitated thanks to a generous donation from the Sultan of Sharjah (UAE). Prestigious institutes, such as the Smithsonian Institution, the Metropolitan Museum of Art (USA) and the German Archaeological Institute, have pledged assistance to the Egyptian conservators responsible for restoring the damaged art objects.

Upon the request of the Egyptian Government, UNESCO and its partners, ICCROM, ICOM and the Arab Regional Centre for World Heritage (ARC-WH), visited Cairo at the beginning of September to discuss cultural heritage projects with Egyptian authorities, notably the Museum of Islamic Art in Cairo and the National Museum of Egyptian Civilization (NMEC),

*Damage to the Museum of Islamic Art in central Cairo (Egypt) after the bombing that took place on 24 January. A few days later, a joint UNESCO-ICOM Blue Shield emergency assessment mission was dispatched to Cairo to assess the damage and draw up a restoration plan. Work to restore the facade began at the end of 2014, and rehabilitation of the rest of the building will follow in 2015.*







as well as the Urban Regeneration of Historic Cairo (URCH) project, whose current phase was completed following a number of technical studies.

The ongoing NMEC project was designed to build the capacity of the Museum's staff and provide it with technical expertise at the request of the Ministry of Antiquities. The project is meant to enhance international knowledge of Egyptian culture and to attract visitors from Egypt and abroad.

In October, the Director-General of UNESCO and the Minister of Antiquities of Egypt exchanged views on the cooperation between UNESCO and Egypt in the area of museums and the preservation of cultural heritage collections, on the occasion of an international conference on Egyptian museums, jointly organized by the Government of Egypt and UNESCO at UNESCO Headquarters. The Director-General reaffirmed UNESCO's commitment to continue providing technical support and emphasized the Organization's continued engagement with Egypt in fighting the illicit traffic of Egyptian cultural objects.

## ■ Strengthening capacity for an effective safeguard of Intangible Cultural Heritage in Cuba, the Dominican Republic and Haiti

Since 2011, UNESCO has implemented a global capacity-building strategy consisting of a comprehensive, long-term engagement with Member States to create institutional and social environments for safeguarding Intangible Cultural Heritage (ICH). Coordinated and monitored by UNESCO Headquarters and implemented through the network of field offices in cooperation with national counterparts, the strategy addresses urgent capacity-building needs, such as the revision of relevant policies and legislation, the redesigning of institutional infrastructures, the development of inventory methods and other effective safeguarding measures while aiming at fully mobilizing the diverse stakeholders concerned.

Since October 2012, and thanks to the generous contribution of the Government of Norway to the Intangible Cultural Heritage Fund, the UNESCO Offices in Havana and Port-au-Prince have been delivering training and capacity-building services in Cuba, the Dominican Republic and Haiti as part of a regional programme. 2014 saw the completion of operational activities in the three countries with: additional training on the implementation of the 2003 Convention at the national level in eastern Cuba; training on community-based inventoring in Santo Domingo and Baní (Dominican Republic); and a working session in Cienfuegos (Cuba) to devise a strategy for safeguarding ICH present in the Cuban territory and technical assistance provided in Haiti for the development of two community-based inventoring initiatives.

All these activities offered a platform where participants reflected collectively on experiences and challenges in safeguarding ICH in the broader context of sustainable development. Norway has also made it possible to implement regional capacity-building programmes in Central Asia and Portuguese-speaking countries in Africa.



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*2014 saw the completion of the operational activities to deliver training and capacity-building for the safeguarding of Intangible Cultural Heritage in Cuba, the Dominican Republic and Haiti by the UNESCO Offices in Havana and Port-au-Prince. Cuban dance and songs of La Tumba Francesa (the French Drum), inscribed on the Representative List of the Intangible Cultural Heritage of Humanity.*



## ■ UNESCO Advisory Board evaluates authenticity of historical shipwreck

On 14 May, Bill Clifford, an American underwater explorer, announced that he had located the wreck of the *Santa Maria*, one of the three ships Christopher Columbus led on his first crossing of the Atlantic. The *Santa Maria* sank on 25 December 1492, after drifting onto a reef off the northern coast of Haiti the previous day. Explorers, including Clifford's team, had already visited the wreck in 2003 and claimed to have discovered a 15th-century cannon.

In a letter dated 12 June, Haitian Culture Minister Monique Rocourt asked for the support of the Scientific and Technical Advisory Body of UNESCO's 2001 Convention on the Protection of the Underwater Cultural Heritage, requesting that a mission of experts be sent to the site. The Advisory Body is composed of 12 internationally recognized experts elected by the States Parties to the 2001 Convention. Director-General Bokova expressed concern about the risk of looting of underwater heritage sites off the shores of Haiti and urged States to join Haiti's efforts to find artefacts stolen from these underwater archaeological sites.

In September 2014, UNESCO dispatched a mission to examine the wreck located off the town of Cap-Haïtien, in the north of the country. By early October the UNESCO mission of experts had concluded that the shipwreck could not have been the *Santa Maria*.

'There is now incontestable proof that the wreck is from a much later period,' stated mission leader Xavier Nieto Prieto, a former Director of Spain's National



The Polyphonic Singing of the Aka Pygmies of Central Africa



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Museum of Underwater Archaeology and a leading expert on Spanish shipwrecks who was designated by the Scientific and Technical Advisory Body of UNESCO's Convention on the Protection of Underwater Cultural Heritage. The bronze fasteners found on the Coque Vieille Reef point to shipbuilding techniques of the late 17th or 18th centuries, when ships were sheathed in copper. Prior to that period, only iron or wood fasteners were used in shipbuilding. Moreover, in view of several historical records – notably the journal of Christopher Columbus, transcribed by Bartolomé de Las Casas – the wreck is located too far from the shore to be that of the *Santa Maria*.

The report recommended further exploration to find the *Santa Maria* and draw an inventory of all major wrecks and archaeological sites in the area.

It also called on Haiti to adopt legislative measures to enhance the protection of underwater heritage, notably with regard to the attribution of authorizations for the excavation of underwater archaeological sites, and meet the standards of UNESCO's Convention on the Protection of the Underwater Cultural Heritage, which the country has ratified. The Haitian Government has requested UNESCO to undertake a major investigative mission pending adequate funding.

Adopted in 2001, the Convention aims to ensure the protection and safeguarding of underwater heritage as well as supporting research and international cooperation in this area. States that ratify the Convention – 48 by the end of 2014 – undertake to safeguard this heritage, refrain from its commercial exploitation and fight illicit trafficking in pillaged objects.

*A video featuring the polyphonic singing of the Aka Pygmies of Central Africa (Central African Republic), inscribed on the list of Intangible Cultural Heritage of Humanity since 2008, was the top video in 2014 on the UNESCO TV channel in YouTube, viewed by more than one million people.*

*Botswana's Okavango Delta became the 1000th site inscribed on the World Heritage List this year. It is one of the very few major interior delta systems that do not flow into a sea or ocean, and the home of some of the most endangered species of large mammal, such as the cheetah and the white rhinoceros.*



© Gertrude M. Matswiri

## ■ UNESCO celebrates the inscription of Qhapaq Ñan on the World Heritage List

Twenty-six new properties were inscribed on the World Heritage List in 2014 during the 38th session of the World Heritage Committee held in Doha (Qatar) in June, bringing the number of World Heritage Sites to 1,007, in 161 countries. The inscriptions of the 1,000th site, Myanmar's first property on the World Heritage List and the inscription of Qhapaq Ñan, Andean Road System, were among the highlights of the 38th session of the World Heritage Committee.

The Qhapaq Ñan Andean Road System is an extensive Inca communication, trade and defence network of roads covering 30,000 km and linking Argentina, Chile, Bolivia, Peru, Ecuador and Colombia.

Constructed by the Incas over several centuries and partly based on pre-Inca infrastructure, this extraordinary network through one of the world's most extreme geographical terrains, connected the snow-capped peaks of the Andes – at an altitude of more than 6,000 m – to the coast, running through tropical rainforests, fertile valleys and absolute deserts. It reached its maximum expansion in the 15th century, when it spread across the length and breadth of the Andes. It includes 274 component sites, over some 5,000 km. The various components were selected to highlight the social, political, architectural and engineering achievements of the network, along with its associated infrastructure for trade, accommodation and storage, as well as sites of religious significance.

On 25 June, the UNESCO Office in Lima and government authorities from Peru, Chile, Colombia, Bolivia, Ecuador and Argentina took part in an event at the Pachacámac Sanctuary, 30 km from Lima, to celebrate the inscription of Qhapaq Ñan on the World Heritage List. The event included representations of Peruvian and Latin-American cultural traditions as well as video screenings. During the ceremony, H.E. M Ollanta Humala, President of Peru, noted that Qhapaq Ñan encourages the brotherhood and unity of all South American communities as an exchange road for goods and cultural practices. Thanks to its inclusion in the World Heritage List, the Member States concerned will step up their efforts to preserve it and to maintain its outstanding universal value as part of humankind's common heritage.





## Celebrating the third International Jazz Day in Osaka (Japan)

Spurred by the success of the first two celebrations, UNESCO, in partnership with the Thelonious Monk Institute of Jazz, organized the third International Jazz Day on 30 April 2014. This day is destined to raise awareness in the international community regarding jazz's virtues as an educational tool, as a vehicle for peace, unity, dialogue, and for enhanced cooperation between peoples.

Osaka was the official host city for 2014. Given its legendary history as 'Japan's jazz Mecca' in the early to mid-1920s, Osaka was an ideal choice to serve as the International Jazz Day Global Host City. The historic commercial and cultural centre of Japan, Osaka has played a central role in the development of jazz traditions in the country. Osaka's major early figures in jazz include composer Hattori Ryōichi and trumpeter Nanri Fumio, nicknamed the 'Satchmo of Japan' by Louis Armstrong. Both were born in Osaka and gained experience playing in the dance halls and cabarets of the city's Dōtonbori district. Today, Osaka continues to play an important role in the ongoing development of jazz in Japan.

*Dee Dee Bridgewater performing live at the third International Jazz Day in Osaka (Japan) on April 2014.*



*The Criança Esperança Programme is one of the most visible and recognized social programmes in Brazil. A joint partnership between Globo TV and UNESCO, it has already supported 5,000 projects with the aim of transforming the future of vulnerable children and young people. In 2014, 103 new projects were selected from all five regions of Brazil.*

*Drum band of the NGO Afro Reggae Cultural Group in one of Rio de Janeiro's favelas.*





# CHAPTER 4

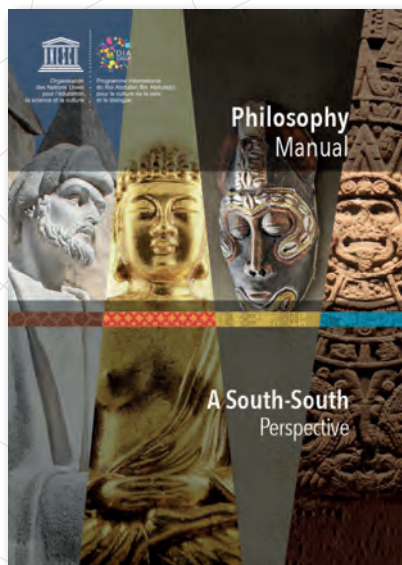
# Learning to Live Together





# Learning to Live Together

*In 2014, UNESCO led key international debates to make sure that poverty eradication, social inclusion, gender equality and the challenges young people face around the world are included in the Post-2015 Development Agenda, which world leaders plan to adopt in September 2015 at the United Nations in New York. It also promoted the culture of peace and non-violence within the International Decade for the Rapprochement of Cultures (2013–2022), for which UNESCO is the lead agency in the UN system, and fostered the power of sport to facilitate intercultural dialogue.*



*The UNESCO Philosophy Manual: A South-South Perspective, produced by the UNESCO Office in Rabat, was published in English, French and Arabic on the occasion of World Philosophy Day 2014. It was developed with the support of the Abdulah Bin Abdulaziz International Programme for Culture and Peace and Dialogue (Kingdom of Saudi Arabia).*

## ■ Poverty eradication and social inclusion in the Post-2015 Development Agenda

2015 will be an opportunity to set a new goal to end poverty in all its forms everywhere by 2030. In 2014, UNESCO actively worked to make sure that the voices of the excluded and marginalized are heard in the Post-2015 Development Agenda.

In collaboration with the International Social Science Council (ISSC), UNESCO organized an expert group meeting entitled 'Global justice, poverty and inequality in the Post-2015 Development Agenda' in April 2014. Distinguished experts from different regions gathered to reflect on how to achieve global justice by using knowledge that is already available, and how to empower excluded people with the aim of eliminating poverty, inequality and injustice. The meeting took place in the context of UNESCO's contribution to the consultation process for developing the Sustainable Development Goals for the Post-2015 Development Agenda, and the ISSC's preparation of its two flagship programmes: the World Social Science

Forum in 2015 and the World Social Science Report in 2016. The meeting was an opportunity, in this context, for social scientists and humanists to contribute through a renewed narrative on social justice to achieve an enhanced vision of poverty eradication and global equality, and identify knowledge gaps, priority areas, questions and innovative solutions.

In October, the 10th Forum of Ministers of Social Development for Latin America was organized by the Government of Ecuador, in cooperation with UNESCO, in Quito. The theme was 'Overcoming inequalities in Latin America: Social transformations and public policies'. This forum is part of a series of fora organized in various regions as part of UNESCO's Management of Social Transformations (MOST) Programme, which has acquired special significance in the region: Latin America is not the poorest region in the world, but it is the most unequal, and despite significant advances, part of the population still lives below the poverty threshold. For several years now, development and social inclusion policies have been established with positive results beginning to show – however pursuing them effectively



becomes increasingly more complex. One of the fundamental objectives of the forum was the consolidation of a common agenda for this process. The conclusions of this year's forum will feed the debate to define the Post-2015 Development Agenda by stressing the relevance of inclusion and social development policies.

In another effort to foster social inclusion, UNESCO and the Municipality of Ambon organized in September the fifth High-level Meeting of Mayors for Inclusive Cities, in Ambon City (Indonesia). The workshop gathered around 100 participants from 37 municipalities around Indonesia and local representatives of disabled people's organizations (DPOs). The meeting focused on social inclusion and employment. Local leaders, regional authorities and DPOs were given an opportunity to share good practices on social inclusion of persons with disabilities in the area of employment. This meeting was part of UNESCO's efforts to support the establishment of a Network of Inclusive Cities across Indonesia committed to creating more accessible environments enabling full participation of persons with disabilities. Similar meetings were previously conducted in 2013 in other Indonesian cities. Earlier in 2014, a meeting was held in Denpasar during which UNESCO and the Municipality of Denpasar signed a partnership agreement for collaboration on raising awareness on people with disabilities, capacity-building for civil servants and provision of expertise for the development of policies related to social inclusion.

© UN Photo/J. Rabatou



*Many upland people from Lao People's Democratic Republic, such as this woman and child, have no choice but to clear the forest by cutting the small trees, burning the refuse and migrating to a new area a few years after the land has been exploited. Throughout 2014, UNESCO hosted several international and regional events to ensure that the voices of the excluded and marginalized are heard in the Post-2015 Development Agenda.*

## Underground sociabilities: A Brazil–UK dialogue on social development

Since 2009, the London School of Economics (LSE) and the UNESCO Office in Brasilia have led a pioneering research partnership to study how grassroots initiatives in Rio de Janeiro's favelas have used cultural activities, identity and imagination to regenerate public spheres and construct positive futures for young people at risk of drugs, violence and drug-trafficking wars. UNESCO published the results of this research in 2013 under the title *Underground Sociabilities*.

In November 2014, an international seminar brought together multiple voices from Brazil and the United Kingdom to discuss how ground-level experiences of social development can intersect with governments and policy-makers in shaping and implementing policies. A second seminar was also organized at UNESCO Headquarters.



© UNESCO/Aminia Hamshari

+∞ (*Plus Infinity*) is an evolving and participative exhibition conceived by internationally renowned graphic designer Ruedi Baur for the International Decade for the Rapprochement of Cultures (2013–2022). Inaugurated at UNESCO Headquarters on Human Rights Day 2014, it presented five themes pertaining to the Decade: migrants, African women in the culture of peace, money, maps and inspiration.

## ■ Fostering a culture of peace

UNESCO hosted a series of events throughout 2014 within the framework of the International Decade for the Rapprochement of Cultures (2013–2022), for which UNESCO is the lead agency, and the Programme of Action on a Culture of Peace and Non-Violence. These events contributed to achieving the objectives of the Action Plan for the Decade, adopted in

March 2014 by UNESCO's Executive Board at its 194th session.

Raising support for peacebuilding in South Sudan through education, cultural pluralism and freedom of expression, as well as strengthening the protection of children affected by armed conflict, was the focus of a joint visit in June by the Director-General of UNESCO, the Special Representative of the UN Secretary-General for Children and Armed Conflict, and UNESCO Special Envoy Forest Whitaker (*for more information, see: UNESCO's Response to Crisis and Transition, pp. 6–29*).

In July, the UNESCO House for the Culture of Peace in Burundi organized a national training workshop for youth section leaders of political parties and civil society in Bujumbura (Burundi), in collaboration with the UNESCO Office in Yaounde, the Ministry of Youth, Sports and Culture, the Association for the Promotion of the Burundian Girl (APBG), the Scout Association of Burundi (SAB) and the Youth Action Network for Peace, Reconciliation and Development (REJA). The objective was to strengthen the capacity of young Burundians to become true agents of change and social transformation within their communities, and thus contribute to the preparation of free, peaceful and transparent national elections in 2015. The event brought together young women and men from 19 political parties, as well as young leaders of youth associations and networks.

On the occasion of the International Day of Peace (21 September), UNESCO, in collaboration with the UNESCO-NGO Liaison Committee, organized this year

a round table around the topic 'Words of Peace: How to work for the right of peoples to peace?' Discussions focused on the implementation of the right of peoples to peace, echoing the theme chosen by the UN to celebrate this Day in 2014.

The Festival of Mediterranean Cultures, organized in partnership with the association Culture Sud, took place from 22 September to 2 October at UNESCO Headquarters. Fifteen countries participated in the festival's round table, exhibition and concert. The purpose was to bring artists and intellectuals together around humanistic and progressive values; to educate the general public about the role of culture and its impact on human and social development; and to enhance the role of Mediterranean countries and their contribution to a culture of peace and the rapprochement of cultures.

## Promoting a culture of peace in Burkina Faso

The UN Counter-Terrorism Implementation Task Force (CTITF) and UNESCO have joined forces to promote a culture of peace in Burkina Faso. As part of the initiative for integrated capacity-building assistance against terrorism (UN I-ACT), the Joint CTITF-UNESCO project 'Promoting a culture of peace, conflict management, citizenship, democracy and good governance through formal education in Burkina Faso' was approved and will benefit from funding by the UN Counter-Terrorism Centre (UNCCT) of US \$285,000. The project was officially launched on 25 September in Ouagadougou.



The transmission of intangible heritage, a common wealth shared by both shores, was the main focus of this event.

In November, during the international symposium 'Representation and experiences of living together: An overview', a special workshop was held on the theme 'Diversity, tolerance and intolerance in social media'. It was organized by UNESCO, the Centre interuniversitaire d'étude sur les lettres, les arts et les traditions (CELAT) and the Maison des Sciences de l'Homme-Paris Nord (MSH), at CELAT/Laval University in Quebec (Canada). Experts from diverse disciplinary and institutional backgrounds were invited to reflect on the ethical, social and political issues related to the use of social media and digital platforms, including the role they play in promoting tolerance and diversity. Special attention was paid to the use of social media by young people.

On the occasion of the International Day for Tolerance (16 November), the Director-General of UNESCO recalled the Organization's commitment to promote tolerance through its educational and cultural programmes, and invited all of UNESCO's Member States and partners to reassert the transformational power of tolerance as a force for dialogue and peace. To celebrate this Day, the 2014 UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence was awarded to human rights activists Mr Ibrahim Ag Idbaltanat (Mali) and Mr Francisco Javier Estévez Valencia (Chile).

As part of the UNESCO project 'Building competences to develop policies and programmes for intercultural

dialogue respectful of human rights', funded by the Danish Government, a Portfolio entitled *From Word to Action* was released on Human Rights Day (10 December 2014), which contributed to building a framework for human rights-infused intercultural competences by capitalizing on research conducted by international experts on the linkage between respect for cultural diversity and human rights and their implications. Designed as a flagship tool for the Decade, the content of this Portfolio will

be enriched and further developed in an e-learning format.

Specific events took place this year to reaffirm the Organization's role as a universal platform for intellectual cooperation and intercultural dialogue.

*Deputy Director-General of UNESCO, Getachew Engida, presents the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence to the two peace and human rights activists Ibrahim Ag Idbaltanat from Mali and Francisco Javier Estévez Valencia from Chile in November 2014.*









## *Celebrating 20 years of the Slave Route Project*

On 10 September, UNESCO celebrated the 20th anniversary of the Slave Route Project: Resistance, Liberty, Heritage. This event provided an excellent opportunity to highlight the project's accomplishments and discuss its prospects within the framework of the International Decade for People of African Descent (2015–2024). Launched in 1994 in Ouidah (Benin), the Slave Route Project is a UNESCO flagship programme that has made a significant contribution to enhancing our knowledge of the slave trade, slavery and their consequences through the publication of scientific research, reference books and educational materials; the inventorying of sites of memory; the promotion of living cultures; and the preservation of archives and oral traditions related to this history. A commemorative ceremony, a round table and an exhibition entitled 'Africans in India' were organized at UNESCO Headquarters to celebrate the anniversary. Over 1,500 participants attended the ceremony, which was covered by some 35 media agencies.

The celebration at UNESCO Headquarters was echoed by some 50 events in several countries around the world, such as Costa Rica, Morocco, Japan, Cameroon, France and Indonesia.

*UNESCO Artist for Peace and Spokesperson for the Slave Route Project, Marcus Miller, and the Director-General of UNESCO, Irina Bokova, participate in a symbolic act by the Symbolic Globe at the Organization's Headquarters to celebrate the 20th anniversary of the Slave Route project.*

In Cabo Verde, the Government initiated a three-month celebration to commemorate the anniversary, with a view to reconciling the country with its past. A multi-sectorial committee bringing together representatives from several ministries, the National Commission for UNESCO as well as local authorities, schools and media, launched the programme of activities which ran until 15 December. Events were organized on Cabo Verde's main islands, and included four travelling exhibitions and the screening of ten films as well as debates and forums.

In November, the ordinary meeting of the International Scientific Committee for the Slave Route Project was held in Mexico City (Mexico) with the financial support of the National Institute of Anthropology and History. The achievements and new perspectives of the project were discussed, as well as the actions to be taken during the UN International Decade for People of African Descent (2015–2024).

## *Centenary of the First World War*

The Centenary of the First World War (1914–1918) was a unique occasion to issue a message for peace and reconciliation. It was also the opportunity to draw attention to the preservation of the First World War Underwater Cultural Heritage consisting of some 10,000 wrecks on seabeds around the world. This includes warships as well as civilian vessels sunk by accident or as victims of the naval blockades. Some of these wrecks are well preserved, but many have been destroyed or severely damaged

by non-scientific salvage, commercial exploitation, looting, scrapping or trawling. Despite the fact that this heritage bears witness to one of the most defining conflicts in recent history, it has not been comprehensively studied yet. UNESCO therefore called on its Member States to help preserve this unique legacy, at once a powerful reminder of war and a convincing voice for peace. From 2014 onwards, the First World War's submerged heritage will fall under the protection of the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage.

*The Centenary of the First World War is a unique occasion to draw attention to the preservation of its underwater cultural heritage and to its message for peace and reconciliation. Barge from the First World War found near the Gallipoli Peninsula (Turkey).*



© Hamit Özdas

Holocaust Education in a Global Context was published by UNESCO on the occasion of International Holocaust Remembrance Day (27 January).



### *The 3,500-year relationship of the Jewish People with the Holy Land*

UNESCO Director-General Irina Bokova and the Founder and Dean of the Simon Wiesenthal Centre, Rabbi Marvin Hier, opened on 11 June an exhibition on the history of the Jewish people in the Middle East, at UNESCO's Headquarters. Entitled 'People, Book, Land: The 3,500 Year Relationship of the Jewish People with the Holy Land', the exhibition presented an overview of Jewish life in the Middle East from Biblical times to the present through some 30 illustrated panels and texts. The exhibition was sponsored by the Permanent Delegations to UNESCO of Canada, Israel, Montenegro and the United States of America.

*Image from the exhibition Ashaninka – The Power of Beauty jointly organized by Museu do Índio and the UNESCO Office in Brasilia, and inaugurated in August 2014 at the museum's premises in Botafogo, Rio de Janeiro (Brazil).*

### *Celebrating the Ashaninka on International Day of the World's Indigenous Peoples*

Concern about actual threats to Brazil's extraordinary linguistic and cultural diversity, particularly in the Amazon region, led UNESCO and FUNAI/Museu do Índio (Rio de Janeiro) to establish in 2008 a partnership for the project entitled Documentation of Languages and Cultures of Brazilian Indigenous Peoples.

This year, to echo UNESCO's celebration of the International Day of the World's Indigenous Peoples on 9 August, Museu do Índio and the UNESCO Office in Brasilia organized the exhibition Ashaninka – The Power of Beauty. The Ashaninka are an indigenous community of approximately 70,000 people living in the border region between Brazil (Acre State) and Peru. Their rituals and myths, their quest for immortality



© Paulo Múmia/Funai



and their daily lives were portrayed in this exhibition through various objects and photos. The general public also had the opportunity to talk to some members of this community about their traditions and the way of life in their villages.

Between 2008 and 2014, more than 300 workshops and documentation activities have been organized as part of this project. Two-thirds of these workshops have taken place in

indigenous villages. The workshops have focused on training and capacity-building in documentation methods and techniques, with the overall participation of 40 non-indigenous researchers and 200 indigenous researchers as well as some 180 contributors from the communities concerned. This has substantially increased the possibilities for safeguarding and consolidating this new knowledge area across the country.

## UNESCO-Sharjah Prize for Arab Culture awarded to the Arab Image Foundation and to writer Farouk Mardam Bey

The Arab Image Foundation (Lebanon) – a non-profit organization that collects, preserves and studies photographs from the Arab world and its diaspora – and French writer and publisher Farouk Mardam-Bey were the laureates of the 2014 UNESCO-Sharjah Prize for Arab Culture. They were chosen by an international jury of experts for their contribution to the development, dissemination and promotion of Arab culture. The UNESCO-Sharjah Prize for Arab Culture was renewed for a six-year period according to a decision of the UNESCO Executive Board at its 195th session (autumn 2014).



## ■ African youth and the challenge of promoting a culture of peace

'It is often said that youth is the future – but for me, youth is the present,' said the UNESCO Director-General on 13 December in Libreville (Gabon) surrounded by 90 young African men and women, coming from 40 countries for the Libreville Pan African Forum under the banner 'African youth and the challenge of promoting a culture of peace'.

The Forum was marked by the official launch of the Youth and Culture of Peace Network, made up of National Youth Councils and youth organizations from Africa and its diaspora, engaged in actions aimed at promoting a culture of peace. Gabon will host its secretariat. The Forum also celebrated the strengthening of the partnership with UNESCO Special

*HE Mr Michel Martelly, President of Haiti, during the launch of celebrations marking UNESCO's 70th anniversary on 31 October 2014 at the Organization's Headquarters.*

Envoy Forest Whitaker's Foundation for Peace and Reconciliation (WPDI), which aims to promote young people's ability to work for peace and development in their communities within fragile states. The Omar Bongo Ondimba Foundation for Peace, Science, Culture and the Environment took the opportunity to announce the creation of an international youth prize for the culture of peace that will reward actions from three youth organizations, which will share a total of 45 million CFA (nearly US \$85,000).

Africa Week is held every year to give visibility to Africa and highlight the diversity of its cultural and artistic heritage. In 2014, the theme of Africa Week celebrations at UNESCO Headquarters was education and science for agriculture in Africa. Organized by African Member States of UNESCO, the Week featured film screenings,

exhibitions and thematic conferences. The opening ceremony was followed by the third conference cycle devoted to Burkinabe historian and politician Joseph Ki-Zerbo (1922–2006).

In May, the Southern African Node of the Millennium Project, in collaboration with UNESCO and the WITS School of Governance (University of the Witwatersrand, Johannesburg), hosted the All Africa Futures Forum on the theme 'Transforming Africa's Futures'. The aim was to bring together African futures thinkers and practitioners to explore how the 'discipline of anticipation' has been shaped and applied in Africa and how it can be deliberately leveraged towards transforming Africa's future onto more positive trajectories. The Imagining Africa's Futures foresight project seeks to support the strategic priority adopted by UNESCO to address the needs and aspirations of African societies.



## Homage to Nelson Mandela at launch of UNESCO's 70th anniversary celebrations

The powerful legacy of Nelson Mandela provided the backdrop for the launch of celebrations marking UNESCO's 70th anniversary, which kicked off at the Organization's Headquarters on the evening of 31 October 2014. In the presence of numerous personalities including the President of Haiti H.E. Mr Michel Martelly, UNESCO Director-General Irina Bokova opened the event with a stirring tribute to Mandela, followed by several outstanding artistic performances. The celebrations will continue throughout 2015.

© UNESCO/L. Rukungubiri



## ■ Gender equality

Gender equality is not only a fundamental human right, but a necessary foundation for the creation of sustainable and peaceful societies. In 2014, UNESCO promoted research and discussion to foster equality between women and men across the world.

Despite the ratification of the Convention on the Rights of the Child by all countries in the region, the prevention of, and response to, violence against children remains inadequate as children continue to experience violence in educational settings. School-related gender-based violence (SRGBV) is a reality for many students all over the world. Based on the findings from the regional report School-Related Gender-Based Violence [SRGBV] in the Asia-Pacific Region, the UNESCO-UNGEI (UN Girls' Education Initiative) global report on SRGBV, and the UNESCO-UNGEI discussion paper on this issue, the UNESCO Office in Jakarta commissioned a desk review of SRGBV in Indonesia. The review specifically considered the nature and scope of SRGBV in Indonesia, its impact, existing policy, programming and implementation responses and what needs to be done to prevent and address SRGBV. To discuss the findings and identify actions to address this issue, the UNESCO Office in Jakarta hosted a stakeholder meeting under the theme 'The Situation and Response Analysis on the SRGBV in Indonesia'. The meeting included how SRGBV affects the education outcome, how it can cause low self-esteem among students, poor performance, irregular attendance and even lead to dropping-out. During this meeting, government officials from various ministries, NGOs and UN agencies discussed the prevention and response interventions, and recommendations to address SRGBV in Indonesia.

UNESCO  
Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

México

**FORO**  
LOS RETOS DE LA EDUCACIÓN EN MATERIA DE IGUALDAD DE GÉNERO EN MÉXICO 2014

10 y 11 de diciembre  
Museo de la Mujer  
República de Bolivia 17  
Centro, Cuauhtémoc  
06020, México D.F.  
(55) 5795 9425  
museodelamujer.org.mx

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Secretaría de Educación

SEDU

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*A UNESCO conference on the challenges education faces to achieve gender equality took place in Mexico City in December 2014, jointly organized with Secretaría de Educación del Distrito Federal (SEDU). This is part of the Organization's comprehensive action to foster quality and inclusive education for women and girls in Mexico, with such partners as the Federal Government, other UN agencies in the country, NGOs and civil society.*

The UNESCO Forum on Gender Equality series took place between 2007 and 2010, in line with the designation of gender equality as one of UNESCO's two global priorities in the Medium-Term Strategy 2008-2013. The seminars in this series focused on topics pertaining to women's empowerment and gender equality, with a view to bringing more attention

to gender equality issues in relation to UNESCO's mandate. 2014 saw the revival of this tradition with the launch of the new Forum on Gender Equality on 6 November which included a presentation by the Senior Director Gender in the World Bank entitled 'Advancing Gender Equality in the Post-2015 Development Agenda: Strategy, Substance and Structure'.

## ■ Empowering youth voices and promoting change

UNESCO's work with and for youth is committed to empowering young women and men and helping them to work together to drive social innovation and change, and foster a culture of peace.

This year, the UNESCO Office in Santiago participated in the Regional Youth Forum for Latin America and the Caribbean held in Quito (Ecuador) in May. The forum's goal was to create a regional mechanism for dialogue between local and international bodies, government entities and civil society. Attendees analysed the commitment of young people from Latin America and the Caribbean to the Post-2015 Development

Agenda. The meeting, organized by the UN, brought together many regional voices, ideas and alliances to foster the inclusion of youth issues and priorities in the Post-2015 Development Agenda including education, employment and decent work, health, youth engagement and violence. The recommendations made by young people in these key areas were presented to the UN Economic and Social Council (ECOSOC) at its June session.

One of the highlights this year was the launch on 5 June of a project developing knowledge, skills and tools to empower young women and men in the Western and Eastern Basins of the Mediterranean. The Networks of Mediterranean Youth (NET-MED Youth) project is implemented by UNESCO and supported by the

European Union, which has committed some US \$12 million for the next three years, including 10 per cent co-financing.

Southern Mediterranean countries share common challenges related to the social inclusion of youth, such as low representation in public and political spheres, lack of interest in civic engagement, exclusion from mainstream media, high unemployment

*One of the highlights this year was the launch of the Networks of Mediterranean Youth (NET-MED Youth), implemented by UNESCO and supported by the European Union, to help develop knowledge, skills and tools to empower young women and men in the Western and Eastern Basins of the Mediterranean. Workshop organized within the framework of this project in Tunis (Tunisia), in December.*





and economic marginalization. NET-MED Youth is an intersectoral response to these issues, built on in-depth analysis of youth aspirations and needs in each partner country from the region. The project supports young women and men in developing their competencies, claiming and exercising their rights and meaningfully engaging as active citizens, particularly in decision-making relating to policies on youth. NET-MED Youth also promotes young people's freedom of expression, representation in mainstream media and empowerment through media and information literacy, underpinning their participation in public dialogue and employment policies facilitating the transition to the labour market. These activities are being conducted at a national level accompanied by transnational networking opportunities allowing for the sharing of experiences between two or more countries and supporting regional integration.

In September, the third International Forum of NGOs in official partnership with UNESCO, on the theme 'The role of youth in the safeguarding of tangible and intangible cultural heritage', took place in Sofia and Sozopol (Bulgaria). For three days, the forum reviewed the different types of youth participation in heritage safeguarding, sharing experiences in particular on the difficulties faced by NGOs in this area, and exploring ways to encourage enhanced support for the involvement of youth in safeguarding heritage.

In October, the first Global Forum on Youth Policies was organized with the aim of advancing the debate on youth policy

development and its full and effective implementation at all levels. This unprecedented platform brought together 700 participants, including ministers responsible for youth, representatives from governments, academia, youth organizations, civil society, the UN system and multilateral organizations. Hosted in Baku (Azerbaijan), the Forum was co-convened by the Office of the UN Secretary-General's Envoy on Youth, UNESCO, UNDP and the Council of Europe, with the support of Youthpolicy.org. Information shared during the forum revealed that governments are increasingly more aware of the need for legal and policy frameworks that respond adequately to young people's needs, aspirations and demands. Despite these advances, there is still much to be done in terms of both the efficiency and inclusiveness of youth policies worldwide. The results of this forum will inform the preparation of the ninth UNESCO Youth Forum in October 2015.

## ■ Sports and anti-doping

In 2014, UNESCO continued acting across the board to harness the power of sport to develop innovative approaches to education, foster intercultural dialogue, promote gender equality, engage marginalized groups on a common playing field and fight against doping.

The first International Day of Sport for Development and Peace was celebrated on 6 April. The Day will now become the occasion to celebrate the power of sport to bring people of different cultures together around shared values. It will also be an opportunity to raise awareness on the importance of sport to healthy lives and resilient societies, and highlight sport's key role in promoting gender equality and empowering young people.

On 15 May, the Sorbonne University and the International Centre for Sport Security (ICSS), with the support of UNESCO and the Council of Europe, held

### Russian pianist Denis Matsuev designated UNESCO Goodwill Ambassador

On 2 April, Director-General Irina Bokova named the renowned Russian pianist Denis Matsuev as a UNESCO Goodwill Ambassador. Mr Matsuev was designated in recognition of his 'commitment to the promotion of musical education, his efforts to support young talent through the New Names Foundation, and his dedication to the ideals and aims of the Organization.' Since 2008, Mr Matsuev has presided over this charitable foundation that selects and supports talented young Russian musicians, artists and poets, in the achievement of their professional goals.



© Evgeni Ertukhov/Denis Matsuev



Social and Human  
Sciences Sector

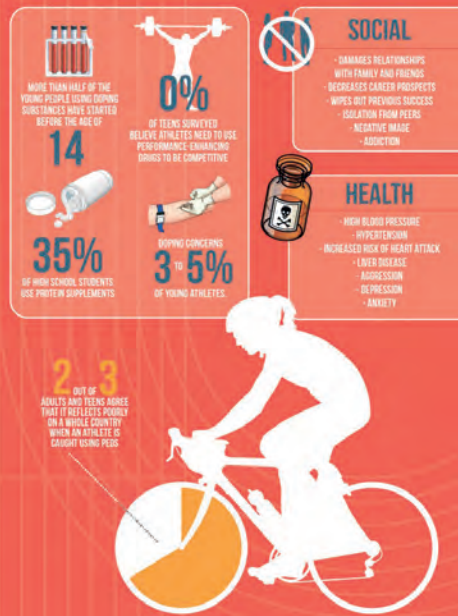
# UNESCO'S FUND FOR THE ELIMINATION OF DOPING IN SPORT

ESTABLISHED IN 2008 TO ASSIST COUNTRIES DEVELOP AND  
IMPLEMENT PROJECTS CONSISTENT WITH THE INTERNATIONAL  
CONVENTION AGAINST DOPING IN SPORT

## CLEAN SPORT = CLEAN SOCIETY



## DANGERS OF DOPING



## MAKING THE RIGHT CHOICE



"SPORT HAS THE POWER TO INSPIRE, TO BRING JOY AND TO IMPART THE POSITIVE  
VALUES WHICH LIE AT THE CORE OF UNESCO'S PEACE BUILDING MANDATE. DOPING  
UNDERMINES THIS POWER, TARNISHING THE REPUTATION OF SPORT."  
IRINA BOKOVA, UNESCO DIRECTOR-GENERAL

## EDUCATE AND EMPOWER



APPLY TO UNESCO'S FUND FOR THE  
ELIMINATION OF DOPING IN SPORT!



## Fight against doping: 29 new projects supported

In 2014, 29 new project proposals, totalling more than US \$630,000, were accepted by the Approval Committee for the UNESCO Fund for the Elimination of Doping in Sport in two meetings held at UNESCO Headquarters in May and October. These projects will bring the total number of national and international projects supported by the Fund since its establishment in 2008 to 149 initiatives worth more than US \$2.7 million.

a Sport Integrity Forum to present the results of a groundbreaking two-year research programme on the scope of sport corruption, sport betting and the related manipulation of sport competitions. The research analyses how sport is becoming the victim of unregulated online betting and the related increased risk of infiltration by organized crime and money laundering. It also includes a comprehensive set of recommendations for public authorities, the sport movement and the betting industry, as well as common guiding principles to be respected by all stakeholders.

One of the biggest events of the year for the promotion of sports and anti-doping was the World Youth Forum on Sport, Culture and Peace, jointly organized by the Nanjing Municipal Government, the Nanjing Youth Olympic Games Organizing Committee (NYOGOC)

*Infographic produced in 2014,  
to explain UNESCO's Fund for  
the Elimination of Doping in Sport.*



and UNESCO, held in August in Nanjing (People's Republic of China) on the occasion of the Youth Olympic Games. The Forum gathered young athletes, young leaders, experts, sport champions, civil society representatives, members of relevant youth organizations and youth with a close interest in sport. With the objective to contribute to peace through youth development and civic engagement, sport and culture, it aimed to position young women and men as key actors of the integration of culture and sport in the process of human development and lasting peace. By convening this Forum during the Nanjing Youth Olympic Games, UNESCO emphasized the importance of working with and for youth, and recalled the manifold contributions that sport and culture can make in promoting peace and development.

In September, a meeting of experts was organized in Medellin (Colombia) to revise the 1978 International Charter of Physical Education and Sport. Participants to the fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) held in Berlin (Germany) in May 2013 had invited the Director-General of UNESCO to consider a revision of the Charter to reflect their findings and recommendations. The revised Charter will be submitted to the Executive Board at its 196th session.

A second follow-up meeting to the fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V, 2013) for the

Latin American and the Caribbean Region was convened in October in Montevideo (Uruguay), at the invitation of the Government of the Republic of Uruguay. Representatives of the Latin American and Caribbean region gathered for the follow-up and monitoring of the commitments and recommendations undertaken at MINEPS V, and at the first follow-up meeting of MINEPS V for the region (Bogota, 2013).

*UNESCO Assistant Director-General for External Relations and Public Information, Eric Falt, hands the trophy to Real Madrid's captain Fernando Hierro at the end of the game.*

## Legendary players from Juventus FC and Real Madrid contest UNESCO Cup match

UNESCO and the Italian football club Juventus officially joined forces on 2 June to combat racism and discrimination in sport. The partnership kicked off when a parade stars and legendary players from Juventus and Real Madrid faced off in the UNESCO Cup at the Juventus Stadium in Turin (Italy). Among the players who took part were Real Madrid's Emilio Butragueño, Zinedine Zidane, Fernando Hierro and Fernando Morientes, and Juventus's Edgar Davids, Fabio Grosso, Pavel Nedved and Gianluca Pessotto. The proceeds from the match will fund reintegration programmes for child soldiers in Mali and the Central African Republic. Juventus will also fund a global research programme into the problem of racism and discrimination in sport. The findings of this research will be published in a report aimed at providing governments and other stakeholders with insight and data on these phenomena.



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*Student at a school for deaf children in Sri Lanka. With the aim of encouraging stakeholders to design and provide affordable and accessible services, concrete solutions and advanced technologies for disabled people, UNESCO organized in November the conference 'From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities', in New Delhi (India).*





## CHAPTER 5

# Building Knowledge Societies



# Building Knowledge Societies

*New technologies have an ever-increasing presence in our daily lives and a major proportion of information and knowledge is shared through them. In this context UNESCO stood once again this year for the accessibility of technology to all, especially towards targeted communities who do not usually benefit from information and communication technologies (ICT). Knowledge sharing is essential to create inclusive societies, and open solutions have a key role in this matter. As a result, UNESCO both supported the implementation of open solutions and initiated projects based on their use.*

## ■ Reinforcing UNESCO's global leadership on the use of technologies for sustainable development

In 2014, the World Summit on the Information Society (WSIS) follow-up resulted in a broad recognition of UNESCO's unique contribution to using technologies for sustainable development. The WSIS Forum 2014 featured a WSIS+10 Review high-level event which was co-organized in June by UNESCO, the International Telecommunication Union (ITU), UNDP and

UNCTAD in Geneva. At this event, some 1,500 participants adopted by consensus two outcome documents: the 'WSIS+10 Statement on Implementation of WSIS Outcomes' and the 'WSIS+10 Vision for WSIS Beyond 2015'.

For the first time, UNESCO's vision of inclusive knowledge societies has been systematically reflected in an internationally negotiated and adopted document, inspiring ministers' and other policy-makers' vision of a future information society. While UNESCO is working hand-in-hand

with ITU, specialized in hardware and infrastructure, experts and the international community are recognizing today that capacity-building, accessibility, local content, freedom of expression, multilingualism and the ethical dimension of inclusive knowledge societies are as important as wires and connectivity. There is a shift from technical connectivity questions towards the uses of technologies and the sociocultural and economic transformations, which puts UNESCO at the forefront of technology for sustainable development work.

The UN Broadband Commission for Digital Development, co-facilitated with ITU, is another proof of UNESCO's cutting-edge work in the field of technologies for development. The Broadband Commission brings together 45 most influential information and communication technologies leaders under the chairmanship of H.E. Mr Paul Kagame, President of Rwanda, and Mexican entrepreneur Mr Carlos Slim, with the vice-chairs of ITU and UNESCO.

The ninth Commission held this year in March, in Dublin, recognized broadband as the vital development enabler in the UN Post-2015 Sustainable Development Framework. The Commission reiterated its call to the international community to

*Director-General of UNESCO, Ms Irina Bokova; President of the Republic of Rwanda, H.E. Mr Paul Kagame; Carlos Slim Foundation representative, Mr Carlos Jarque; UN Deputy Secretary-General, Mr Jan Eliasson; and Secretary-General of ITU, Dr Hamadoun Touré, present the report Broadband for All at the ninth UN Broadband Commission for Digital Development.*



© ITU/S. Nyman



recognize the transformational potential of high-speed networks and ensure broadband penetration targets are specifically included in the UN Post-2015 Sustainable Development Goals.

The Commission also urged governments and international financing bodies to remove current barriers to investment. Globally, as much as 95 per cent of telecommunications infrastructure is private sector-funded, but better incentives are urgently needed if investment is to expand in line with the coming exponential growth of connected users and the so-called 'Internet of Things' data streams. In the world's 200 biggest cities, the number of connected devices is forecast to increase from an average of 400 devices per square kilometre to over 13,000 devices per square kilometre by 2016.

President Kagame urged commissioners to go beyond infrastructure and work to ensure its use: 'Our initial focus was on connectivity: to put the infrastructure and tools in place to connect citizens to the digital era. Onwards, our efforts need to focus on unleashing the smart use of broadband to help people use services in ways that will significantly improve their lives.'

Uptake of ICT is accelerating worldwide, with mobile broadband recognized as the fastest growing technology in human history. The number of mobile phone subscriptions now roughly equals the world's total population of around seven billion, while over 2.7 billion people are online. Active mobile broadband subscriptions now exceed 2.1 billion – three times higher than the 700 million wired broadband connections worldwide.

© ITU / I. Wood



Most encouragingly, most of this progress has taken place in the developing world, which has accounted for 90 per cent of global net additions for mobile phones and 82 per cent of global net additions of new Internet users since early 2010, when the Commission was set up.

'Broadband can be an accelerator for inclusive and sustainable growth, by opening new paths to create and share knowledge, by widening learning opportunities, by enhancing freedom of expression,' said Director-General of UNESCO Irina Bokova. 'But this does not happen by itself, it requires will and leadership, and this is why the Commission matters.'

At that meeting, Commissioners discussed the urgent need for new strategies to finance the massive new investment in telecoms networks needed to cope with a forecast huge surge in mobile data volumes.

At the 10th Meeting of the Commission held in New York on

21 September, this powerful coalition of key players from governments, the private sector and civil society released its latest report on *Broadband for All*. For several years now UNESCO has been stressing the importance of the use of broadband for development; in areas such as the development of teacher training through the ICT Competency Framework for Teachers (ICT CFT), has led the education and multilingualism working groups; has helped advanced the gender dimension; and has stressed the importance of not leaving behind developing countries and creating new digital divides behind, but of rather seizing the new digital opportunities. The Director-General said: 'Universal access to broadband-enabled applications will be vital for achieving this [inclusive Knowledge Societies] goal, by delivering quality education, sharing of scientific knowledge, enhancing social cohesion, and promoting cultural diversity.'

*The WSIS+10 Review high-level event, held in June 2014, provided a platform for reviewing the progress made by all participating agencies in the implementation of the WSIS outcomes. Participants in the closing ceremony of the event.*

Model Policy for Inclusive ICTs in Education for Persons with Disabilities was co-published in 2014 by UNESCO, the European Agency for Special Needs and Inclusive Education, and the Global Initiative for Inclusive Information and Communication Technologies (G3ict).



## ■ ICTs as a tool of empowerment

### *Enhancing the role of ICTs for persons with disabilities*

Information and communication technologies have a huge potential to help the world's one billion people with disabilities to overcome the obstacles that all too often prevent them from living their lives fully, at school, at work and in society at large.

In November 2014 UNESCO and the Government of India organized in New Delhi the conference From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities. It was the first ever high-level conference to promote the human rights and fundamental freedoms of this very large group of people, representing 15 per cent of humanity.

The conference brought together some 700 decision-makers, experts, representatives of civil society and the IT industry from 80 countries. A video message by Professor Stephen Hawking, author of *A Brief History of Time* stressed the 'need to make sure this technology becomes available to those who need it, so that no one lives in silence. I speak for people who cannot hear. Without technology, I would not be able to ask for a cup of tea, let alone speak about my theory of the universe.'

The outcome document 'The New Delhi Declaration on Inclusive ICTs for Persons with Disabilities: Making Empowerment a Reality' encouraged all stakeholders to take concrete measures for the empowerment of persons with disabilities through the use of ICTs, building on the UN Convention on the Rights of Persons with Disabilities (2006). More than 140 speakers from around the world addressed issues related to sustainable development, accessibility and technological solutions, as well as access to information and knowledge for persons with disabilities using ICTs.

The conference included the 'We Care' film fest 2014, a festival of short films and documentaries drawing attention to the multiple abilities of persons with disabilities; and an exhibition of innovative assistive technologies and ICTs for persons with disabilities.

During a session of the conference devoted to the use of open and distance learning (ODL) for persons with disabilities, the forthcoming

*UNESCO Guidelines on the Inclusion of Students with Disabilities in ODL* were discussed and developed through a wide international stakeholder consultation. A final draft of the Guidelines is foreseen to be ready later in 2015. These guidelines will provide recommendations to stakeholders – including governments, institutions, instructional designers, teachers, quality assurance and recognition bodies as well as families and, of course, persons with disabilities – to support access to quality learning opportunities for persons with disabilities through ODL by harnessing open solutions such as Open Educational Resources (OER), Open Access (OA) and Free and Open Source Software (FOSS).

Approximately 15 per cent of the population, nearly one billion people in the world, has a disability. This figure is accelerating in line with population increases, medical advances and a global ageing population. With such a large number of people living with a disability, it is vital that access to educational opportunities be made widely available. In this regard, the wide range of available ODL methods, in tandem with OER and FOSS, can enable persons with disabilities to learn and contribute knowledge and skills to their communities.

This activity is also part of UNESCO's continued efforts to promote the application of ICTs to enhance the quality of and access to education, and ensure universal access to information.





*UNESCO fosters the use of ICTs as an effective tool to provide marginalized communities with access to information and encourage their significant participation in society. A child receives ICT training for people with disabilities in Colombia.*

## The Information for All Programme (IFAP)

During 2014, IFAP continued to grow and expand its outreach to Member States through new partnerships, projects, expert consultations and international conferences. These collaborations have resulted in important contributions to policy work in the six IFAP priorities.

New National IFAP Committees and focal points were established in Africa, Asia-Pacific and Latin America, and more national experts were nominated to the IFAP Working Groups. These links have served to enhance the adaptation and relevance of IFAP's actions to national issues.

The IFAP Council and Working Groups also continued to play an important role in providing expert advice to UNESCO's programme. This has been evidenced in areas such as the comprehensive study on Internet-related

issues mandated by UNESCO's General Conference; the development and implementation of solutions aimed at enhancing the participation of persons with disabilities in knowledge societies; and overcoming barriers to linguistic diversity in cyberspace.

Examples of activities undertaken this year include the youth safety net project, through which more than 500 young men and women in the former Yugoslav Republic of Macedonia have learned to use the Internet safely; in Grenada, youth volunteers have been trained to use digitization equipment to protect endangered documents in the national archives that date back to the 1700s; and in Southern Africa awareness training activities for policy-makers have been conducted in four countries.

### *Launch of the YouthMobile Initiative*

To empower young people to contribute effectively to the development of inclusive knowledge societies, by enhancing sustainable development and addressing the severe youth unemployment problem, UNESCO launched in 2014 the YouthMobile Initiative which aims to empower at least 25,000 young people worldwide with high-level skills and confidence to develop, promote and sell mobile applications (apps) for smart mobile devices.

As the next one billion new Internet connections will be made by young people with smart devices from developing countries, and considering that the smartphone will be the only powerful transformative computer they possess, this four-year initiative will include capacity-building programmes for teachers; high-quality, localized, multilingual open-licensed curricular materials for learners; and partnerships with governments, the private sector and NGOs. UNESCO will also specifically target

young girls and women to address the severe gender imbalance in this new field.

In 2014, UNESCO held a Global Meeting with curricular experts from 20 countries and started training workshops in South Sudan and Kenya. By the end of 2015, workshops will have been conducted in Nigeria, Tunisia, Iraq, Qatar, People's Republic of China, India and Brazil, with a first goal of empowering at least 1,000 young people and their surrounding communities to have developed as many as 250 mobile apps.

*For millions of young people in developing countries, smartphones are the only computers they have access to. With this in mind, the UNESCO YouthMobile Initiative fosters the use of these devices as a means to help young people address personal challenges and problems faced by their local communities. Woman and children reading on mobile devices in Kisumu (Kenya).*





## An E-learning tool for empowering African women

Since the launch of *Women in African History: An E-Learning Tool* in November 2013, Amanuella Alemayehu Mengiste, a secondary-school student in Addis Ababa (Ethiopia), has been using and sharing multimedia content highlighting African women's contribution to development with her friends on their mobile phones and computers, downloading digital comic strips, and reciting songs and stories from audio modules. 'The more stories you hear about women who are doing stuff on their own and following their dreams and doing what they want to do – I think it's inspirational. Whenever someone says, "Oh no, you can't do this," you can point to that woman and say, "Well, she did it, so why can't I?"' The exciting stories of women 'who did it', such as Wangari Maathai, Funmilayo Ransome Kuti, Gisele Rabesahala, Nzinga Mbandi, Taytu Betul and many others, are being shared across the Sahara, in the plateaus of the Great Rift Valley and on the coast of the Indian Ocean thanks to this tool. Their stories are being read, sung and shared, and are inspiring young women and girls to pursue their dreams and education thanks to the transformative power of ICTs.

In honour of the contribution of *Women in African History: An E-Learning Tool* to promoting ICT applications, content, production capacities and skills for women's social and political empowerment, as well as for reinforcing the link between women's empowerment and sustainable development, UNESCO was awarded in 2014 the first prize at the first edition of the GEM-TECH awards (Gender Equality and Mainstreaming-Tech

Awards). The Deputy Director-General of UNESCO, Mr Getachew Engida, accepted the award which was jointly delivered by ITU and UNWOMEN in Busan (South Korea) during the ITU Plenipotentiary on 28 October. The GEM-TECH award recognizes leaders and organizations that use technology to drive change and promote gender equality.

*Women in African History: An E-Learning Tool*, funded by the generous contribution of the Government of the Republic of Bulgaria, develops ICT tools for knowledge acquisition and sharing that to be encourage the general education and ICT capacity of young women, promotes their use of ICTs and capitalize on intangible heritage to promote the link between technology, culture, education and sustainable development. It is currently available in English and French. In 2015, the tool will be made available in Arabic and several African languages, including Swahili and Dioula, and modules of additional women figures from across Africa and the African diaspora will be developed and further partnerships mobilized.

In order to promote gender perspectives through the development of media and local content, comic strip artists from Africa and the African diaspora, the majority under 35 and many of them women, have participated in the development of multimedia content. Illustrators from the Democratic Republic of the Congo, France, Kenya, Madagascar and Nigeria, and hip-hop artists and slammers from across the United States of America, Senegal and Eastern Africa have also joined in the development of the pedagogical material that can be consulted



© UNESCO/Alaba Onajin

Extract from the digital comic strip on Funmilayo Ransome-Kuti, one of the outstanding women featuring in the UNESCO project *Women in African History: An E-Learning Tool*. Illustrations by Alaba Onajin.

## New digital book collection made by young Brazilians from indigenous communities

Sixteen young men and women from eight indigenous communities in the northeast of Brazil gathered to learn, design and manage their own creative business. This was the first time any such entrepreneurship was developed collectively. The initiative meant to produce a collection of digital books about indigenous peoples, written and published by them. Two e-books launched in four languages are now available for sale in the main bookstores on the Internet.

This meeting, held in April 2014 at the NGO Thydêwá, in Olivença place Ilhéus, Bahia State (Brazil), is part of Thydêwá's Indigenous Digital Books Project. The project is sponsored by the International Fund for Cultural Diversity (IFCD) of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

This was the first of three 40-hour sessions that, in addition to the distance work done in the communities, had the objective of publishing the e-books in Portuguese, French, English and Spanish, with some contents also available for free.

The project has encouraged other entrepreneurship of Creative and Solidary Economy created by indigenous youth. It has furthermore integrated actions of the Indigenous Culture of the Northeast Network – Messages of the Earth (Rede de Pontos de Cultura Indígena do Nordeste-Mensagens da Terra) – which initiated its activities in March 2014 in partnership with the Brazilian Ministry of Culture.

'The idea is to strengthen the talents and abilities of indigenous individuals to become creative entrepreneurs in favour of their cultures and to better place the concept of cultural and financial sustainability of their communities,' says Sebastián Gerlic, one of the project's coordinators.



on computers, mobile phones and tablets and downloaded free of charge as OER. The outcome represents a fruitful collaboration between intellectuals, artists, technologists and pedagogues that positions UNESCO as a platform for innovation, international cooperation and exchange.

*Women in African History:*

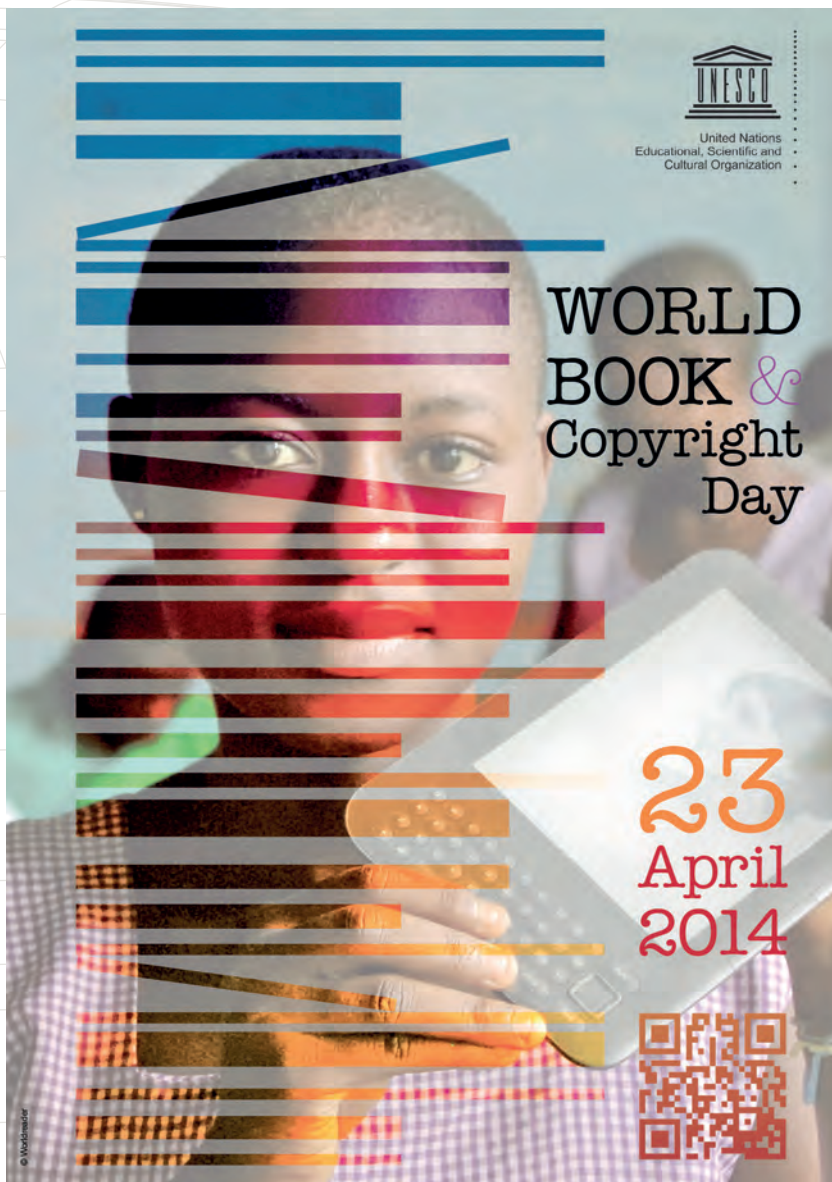
*An E-learning Tool* represents a crucial step to expand and disseminate knowledge of the role of women in African history to counter prejudices and stereotypes in the framework of UNESCO's seminal work *The Pedagogical Use of The General History of Africa*. In line with UNESCO's Gender Equality Action Plan, the Project seeks to empower women through ICTs and access to information and knowledge to promote an accurate understanding of their role in the economic, social, cultural and political development of the Region.

## ■ Fostering the use of open solutions

### *Open Access*

Since 2011, and following the decision of the 36th General Conference, UNESCO is implementing an inclusive global strategy for OA to scientific research and scholarly communication. The strategy has noted several advocacy, bridging, capacity-building and dissemination activities that UNESCO must accomplish by the year 2019. The UNESCO OA strategy contains a set of short, medium and long-term action plans with definite time frames to assist governments to strengthen the processes to grant irrevocable right of access to copy, use, distribute, transmit and make derivative





products of research works in any format within certain constraints. The strategy has tasked UNESCO to promote OA, with particular emphasis on scientific information (journal articles, conference papers and datasets of various kinds) emanating from publicly funded research. The implementation of the OA Strategy

complements the framework of the Information for All Programme (IFAP). Within this strategy, a few interested countries such as Mexico, St. Kitts and Nevis, and Cambodia were given policy development support on OA. In Mexico, UNESCO worked with the Senate's Committee on Science and Technology

## Celebrating World Book and Copyright Day

On 23 April 2014, UNESCO celebrated World Book and Copyright Day at UNESCO Headquarters by organizing a major event which brought together more than 300 people. This Day provided an opportunity to reflect on ways to better disseminate the culture of written words and to allow all individuals to access it, through literacy programmes and open educational resources.

This edition was dedicated to youth. More than 500 children participated in a drawing competition which consisted to creating a book cover on the theme 'Respecting differences'. An interactive map has also been designed highlighting 196 events run by librarians, booksellers and publishers around the world. On that day, two of UNESCO's flagship publications, the *World Heritage Guide* and *Memory of the World*, were made freely available online and about 2,600 people downloaded them in 24 hours.

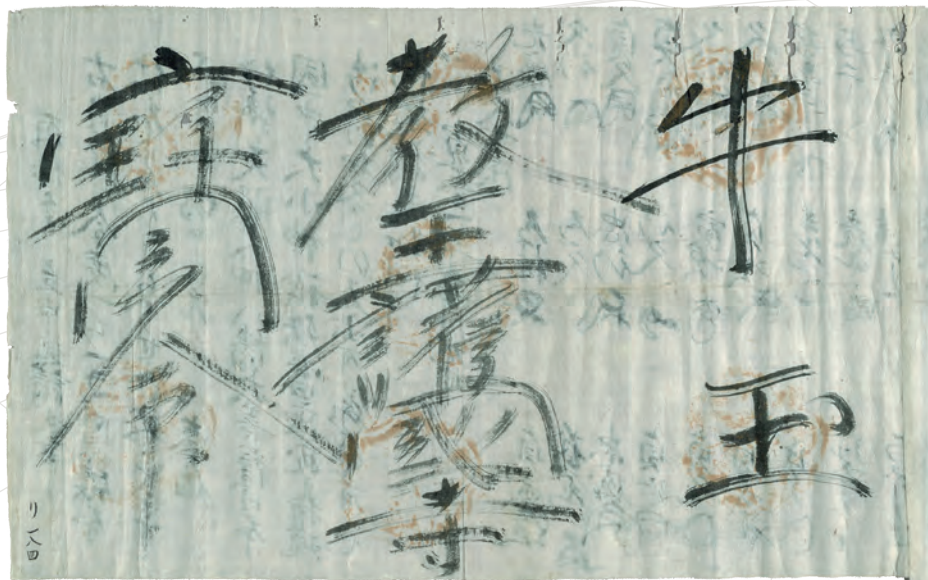
and the National Council of Science and Technology (CONACYT) to make science and technology more accessible to the people of Mexico. As a result, Mexico became in 2014 the second country in Latin America to have a policy on OA at the national level.

In order to discuss the recent advances in this field, a conference on OA and scholarly publications was organized in Paris in September. More than 150 participants and several representatives of National Delegations gathered at the event, to discuss the role and context of OA within the ongoing exercises to prepare the Post-2015 Development Agenda. The conference also examined the concerns for increasing article processing charge (APC), which discourages scientists and researchers from the developing world to publish their research. The participants discussed reviewing business model for OA and predatory journals so that APC do not hinder scientists from sharing their work.

UNESCO also organized this year an Autumn School on OA in Bulgaria. About 100 international participants were invited to Veliko Tarnovo and Sofia to learn about recent advances in OA.

In order to enhance capacities at various levels, UNESCO undertook in 2014 a global capacity assessment survey. Based on this survey, the Organization developed curricula in three volumes, divided across 11 individual modules, to benefit the larger OA community. For example, to raise awareness among young scientists about the advantages of OA for scientific research, UNESCO's curricula provide a guided understanding on issues related to scholarly communications, concepts of openness and OA, intellectual property rights, research evaluation metrics, and fundamentals of sharing work in OA.

UNESCO actively engages in reinforcing national policies by sorting out local institute-level or university-level constraints on movement for opening up scientific research. This often requires encouraging the establishment of institute/university-level mandates and raising awareness to educate scientific researchers themselves about the advantages of increasing the visibility of their research by OA publishing, OA sharing and Open Contents. An example can be seen in UNESCO's activities in Open Access Weeks, where, together with INASP, universities and institutions primarily in developing countries are annually awarded ten small grants to organize events. In 2014, these grants were given to Facultad Latinoamericana de Ciencias Sociales, Programa Cuba; Dedan Kimathi University of Technology,



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Kenya; Pwani University, Kenya; College of Medicine, University of Lagos, Nigeria; FAMSA-SCOMER, Nigeria; Catholic University of Health and Allied Sciences-Bugando and Tanzania Rural Health Movement (TRHM), Tanzania; International Medical and Technological University (IMTU) Tanzania; Uganda Martyrs University, Uganda; Bulawayo Polytechnic, Zimbabwe; and Midlands State University, Zimbabwe.

In order to enhance usage of ICTs in addressing scientific problems and concerns, UNESCO is working with the Information Technology and Research Academy of India and the Environmental Services for Poverty Alleviation Initiative of the United Kingdom. In August 2014, in cooperation with the Indian Institute of Sciences (IISC), UNESCO organized a Monsoon school to enhance the use of ICTs during urban flooding in Bangalore. Some 34 participants from the South Asian Association for Regional Cooperation attended the event to which four faculties

from the United States of America had been invited to bolster North-South cooperation. Continuing its commitment to foster environmental knowledge management, UNESCO organized a Hydroflux review meeting in September. Participants from India and the United Kingdom gathered to discuss the role of knowledge management and data within the broader domain of climate change in the Ganges Basin in the Indian subcontinent.

### *The ICT Competency Framework for Teachers*

ICTs have the potential to transform education systems. However, countries worldwide face urgent challenges in harnessing their full potential for educational delivery. While teachers have been, over the years, constant promoters of innovation in educational institutions, there remains an important need in many world regions to support the development of teachers' competences for the pedagogic use of ICTs.





*The Memory of the World programme aims at preserving the world's documentary heritage with the most appropriate techniques, and making it accessible to all. Tōji Hyakugō Monjo (Archives of Tōji Temple contained in 100 boxes), submitted by Japan in 2014 for inclusion in the Memory of the World Register in 2015.*

The ICT Competency Framework for Teachers (ICT CFT) has been recognized by UNESCO and its Member States as a key means to train teachers to integrate ICTs in their professional practice and achieve national knowledge society objectives. The ICT CFT Harnessing OER project focuses on using OER to implement the ICT CFT. This project has supported Member States in contextualizing the ICT CFT to meet national objectives and subsequently developing OER with training programmes to implement these goals. The project has been launched as a pilot in three UNESCO regions between 2013

and 2014: Kenya and Rwanda (Africa); Oman (Arab States); and Indonesia (Asia and the Pacific). It is foreseen that the project will be further developed in other Member States in 2015. An open source Learning Management System (LMS) with OER has been developed by national partners, and will be further developed for use, reuse and adaptation in other Member States.

The project cycle focuses on the identification of links between national ICTs in education teacher training objectives, and national vision statements, mission statements related to participation in global knowledge societies and the ICT CFT objectives, to develop a national strategy for identifying targets for teacher training in the use of ICTs in the classroom supported by the ICT CFT. Based on this strategy, course developers representing national teacher education stakeholders are being trained in developing OER-based teacher training materials related to the ICT CFT.

Support for this activity has been provided by the Regular Programme of UNESCO, the Hewlett Foundation and the European Commission. This project is a direct follow-up to the implementation of the Paris OER Declaration that which adopted in June 2012 at the UNESCO Headquarters. It is also part of UNESCO's continued efforts to promote the application of ICTs to enhance the quality of and access to education, including the stimulation of production, sharing and access to OER.

### *New UNESCO normative document on preservation of and access to documentary heritage*

Following Resolution 53 of the 37th session of the General Conference requesting UNESCO to prepare a draft Recommendation on preservation and access to documentary heritage, an International Experts' consultation was held in Warsaw (Poland), from 25 to 28 June. Thirty-nine experts from around the world initiated the process of drafting the first-ever normative instrument which is to be adopted at the next session of the General Conference in November 2015.

The overarching emphasis of the experts' recommendations is that the world's documentary heritage is a commonplace and that it should be fully preserved and protected, with due recognition of cultural mores and practicalities, and should be accessible for all without hindrance. The preliminary report by the Director-General, either together with the first draft of the Recommendation, was sent to all UNESCO Member States on 5 September for their comments and observations.



*Most of the land of this stingray-shaped island in Dhaalu Atoll in the Maldives might be submerged by the end of this century. In order to focus the world's attention on a group of countries that remain a special case for sustainable development in view of their unique and particular vulnerabilities, the United Nations designated 2014 as the International Year of Small Island Developing States (SIDS).*

© UN/Mohamed Abdulla Shafeeq





An aerial photograph of a tropical island. The island is in the bottom left corner, featuring a sandy beach, palm trees, and dense green vegetation. The surrounding water is a vibrant turquoise color, transitioning to a darker blue as it extends into the distance. A large, dark, textured area, likely a coral reef, is visible in the upper half of the image. The overall scene is bright and clear, suggesting a healthy marine environment.

CHAPTER 6

**One Planet,  
One Ocean**



# One Planet, One Ocean

*In 2014, UNESCO advocated for concerted action to protect our planet. A major contributor to initiatives to address the challenges Small Island Developing States face today, and in setting the roadmap for the future of Education for Sustainable Development (ESD), UNESCO also helped to strengthen the evidence base for sharper decision-making on the ocean and to link science more tightly with policy and society.*

## ■ A big year for Small Island Developing States (SIDS)

The UN declared 2014 as the International Year of Small Island Developing States, to focus the world's attention on a group of countries that remain a special case for sustainable development in view of their unique and particular vulnerabilities. Over the years, SIDS have been characterized by innovative approaches, societal mobilization and adaptation rooted in tradition and continuity. But faced with

a future whose only certainty is change, they continue to have before them many challenges.

To kick off the International Year of SIDS, the global SIDS Youth Network was officially launched in New York on 24 February. The network was developed to support youth participation in the SIDS process through collaboration between UNESCO, UNICEF, UNFPA, ILO, UNWomen, WHO, UNAIDS, regional agencies in the SIDS, NGOs and young people involved in the preparatory process for the third International Conference on SIDS (Apia, Samoa in September).

The SIDS Youth Network brings together young people from the more than 40 SIDS Member States. It aims at ensuring that young people are part of the SIDS process from start to finish, and offers them a platform to be agents of sustainable development in their countries and in SIDS across the world. This global launch was echoed by a series of local, national and regional launches organized by network members in the Caribbean, Pacific and the Atlantic, Indian Ocean, Mediterranean and South China Sea (AIMS) regions.

On 28 August, 245 young people from SIDS and other countries from around the world met in Apia to deliberate on their visions for the future of SIDS.

Under the leadership of the Government of Samoa, the UN, the Major Group for Children and Youth and the Samoa National Youth Council, the youth met in the first pre-conference forum of the third International Conference on SIDS. This forum brought to a conclusion over a year of deliberations from youth in small islands through a series of meetings in Jamaica, Fiji, the Seychelles and Barbados initiated by UNESCO. The Major Group, who had followed the process through all the preparatory meetings, was responsible for the final TALAVOU Youth Statement presented to the more than 2,000 delegates at the SIDS Conference in September. Key concerns raised by the youth included education, employment and entrepreneurship, water, sanitation, food security, waste management, biodiversity, climate change and disaster risk reduction, renewable energy, science and technology, governance, health — including sexual reproductive health and rights — and youth participation.

The third UN International Conference on SIDS was held from 1 to 4 September 2014, and brought together some 2,400 delegates. The UN Secretary-General and UNESCO Director-General were among its leading personalities. Over four days, representatives of governments, the UN, civil society,

*In 2014, UNESCO published Safeguarding Precious Resources for Island Communities (World Heritage Paper Series No. 38), the first UNESCO publication devoted to World Heritage in SIDS from all regions of the world.*







© UN/VS. Rasmussen

the private sector and academia set out to define priorities for the decade ahead.

At the end of the conference, UN Member States formally adopted the SIDS Accelerated Modalities of Action – or SAMOA Pathway – in which countries recognize the need to support and invest in SIDS so they can achieve sustainable development. The priorities identified are strongly connected with UNESCO's programme of work, and the Organization will join forces with its Member States to translate the SAMOA Pathway into concrete actions.

In recognition of the importance of ESD in SIDS under direct threat from climate change, UNESCO profiled several

partnerships in support of resilience-building in SIDS, including through Sandwatch, South-South cooperation and by harnessing science, technology and innovation. Harnessing collaboration between SIDS and engaging with SIDS in climate change networks was recognized as a priority within the framework of the Global Action Programme on Education for Sustainable Development, launched in Aichi-Nagoya (Japan) in November 2014. The Intergovernmental Oceanographic Commission of UNESCO (IOC-UNESCO) proposed several partnerships to support ocean science training in SIDS to reinforce ocean science capacity as a prerequisite for sustainably managing the vast ocean

spaces and resources under national jurisdictions. Ocean acidification, which could have drastic consequences for coral reefs, pelagic fisheries and the communities that depend on them, is a major concern. As a response to the SAMOA Pathway call for international cooperation to increase our understanding of the potential impacts of marine acidification on marine environments, island nations are launching a new Acidification Network for the Caribbean, Pacific and AIMS regions within the existing Global Ocean Acidification Observation Network supported by IOC-UNESCO and the International Atomic Energy Agency (IAEA).

*Samoan performance during the opening ceremony of the third UN International Conference on SIDS in Apia (Samoa), in September. During this conference, UNESCO actively fostered Education for Sustainable Development, ocean science capacity and protection, and the promotion of tangible and intangible cultural heritage.*

*This 2014 UNESCO report assessing the impact of the UN Decade of Education for Sustainable Development (2005–2014) on all levels and areas of education was presented on the first day of the UNESCO World Conference on Education for Sustainable Development in Nagoya (Japan).*



Throughout the conference, the resilience and viability of SIDS culture was highlighted as a foundation for SIDS sustainable development at a series of workshops and events covering World Heritage, Intangible Cultural Heritage (ICH), Underwater Cultural Heritage (UCH), and cultural and creative industries. One of the concrete outcomes was the establishment of the Pacific UCH Partnership (PUCHP) initiative, inviting Member States, universities, dive industries and civil society organizations and experts to enhance information-sharing and capacity-building for the protection and management of UCH for SIDS sustainable development.

The SAMOA Pathway Outcome Document also recognized the wealth of SIDS culture as a driver and an enabler for sustainable development, and strongly supported

*Swedish schoolchildren learning about sustainability issues. Education for Sustainable Development (ESD) equips learners with the knowledge, skills and values to address social, environmental and economic challenges of the 21st century.*

SIDS efforts to promote cultural diversity, intercultural dialogue and international cooperation in the culture field in line with UNESCO's culture conventions. World Heritage sites were recognized as valuable tools for reinforcing local capacities, promoting SIDS awareness and enhancing tangible and intangible cultural heritage including local and indigenous knowledge, and promoting a sense of ownership among local communities.

During the conference, Irina Bokova met with about 100 young people to discuss the adopted TALAVOU Youth Statement, which includes many of UNESCO's areas of work. These young women and men provided concrete recommendations on how youth could be peer educators, raise awareness of issues and advocate for sustainable development in SIDS. UNESCO and the Minister of Environment and Energy of the Seychelles also provided a platform for young scientists to advocate for improved science education and promote scientific careers for young people in SIDS.

## ■ A roadmap for the future of Education for Sustainable Development

The major highlight of the year was the UNESCO World Conference on Education for Sustainable Development (ESD) held in Aichi-Nagoya (Japan) in November, which marked the end of the UN Decade of ESD (2005–2014) and launched the Global Action Programme (GAP) – the follow-up to the Decade with new goals and objectives, priority action areas and strategies.

UNESCO's Director-General and Japan's Crown Prince opened the conference under the banner Learning Today for a Sustainable Future. More than 1,100 participants from 150 UNESCO Member States and Associate Member States including 122 official delegations and 76 ministerial-level participants gathered in Nagoya, together with representatives of NGOs, academia, the private sector, experts, youth and



© UNESCO/Gittan Mattsson





The Director-General of UNESCO participates at a sake barrel opening ceremony during the welcome reception hosted by the Aichi-Nagoya Committee for the UNESCO World Conference on Education for Sustainable Development (ESD) in November 2014.

UN agencies. The Conference hosted four plenary sessions, 34 workshops, 25 side events, 25 ESD good practice exhibits and other exhibition booths, to provide stakeholders and partners with opportunities to showcase their work, discuss specific ESD issues and share successful initiatives from all over the world.

At the Opening Plenary, UNESCO presented the Final Report for the Decade, entitled *Shaping the Future We Want*. The Report assesses the impact of the Decade on all levels and areas of education and draws out the major lessons that will inform future work. The study was based

on questionnaires sent to Member States, UN Agencies and other stakeholders as well as extensive additional research. This exercise revealed that two-thirds of countries responding to the questionnaire already have a national ESD strategy or plan in place, and that half have integrated ESD into relevant policies. The report highlights the need to align education and sustainable development policies and practices to ensure that education directly supports the pursuit of sustainable development objectives. Widespread and sustained political support will be necessary to make

## Cinema made by children celebrates UNESCO focusing on sustainable development issues

Since 1989, the CIAK JUNIOR International Film Festival has offered young people a unique platform of expression and communication. This year, the UNESCO Office in Venice joined the international jury reviewing the films in competition in Cortina (Italy) and awarded a special recognition to the short film *War No More*, which best expressed the Organization's mission and mandate. UNESCO recognizes the fundamental role that young people play in implementing the Organization's mission, accepting new challenges and coming up with concrete solutions for sustainable development.

the transition from creating an enabling environment to achieving actual changes in curriculum and educator practice at all levels of education.

The Conference closed with the launch of the GAP and the unanimous adoption of the Aichi-Nagoya Declaration, which calls on all nations for urgent action to mainstream ESD and include ESD in the Post-2015 Sustainable Development Agenda. The Declaration will provide input to the World Education Forum, taking place in Incheon (Republic of Korea), in May 2015. As a follow-up to the UN Decade of ESD, the GAP will generate and scale up ESD actions in five priority areas: advancing policy, transforming learning and training environments ('whole-school approaches'), building capacities of educators and trainers, empowering and mobilizing youth, and accelerating sustainable solutions at the local level. In response to a global call to make specific contributions to

the GAP, UNESCO has received some 365 commitments from 80 countries. The implementation of the GAP is outlined in a detailed *Roadmap* that UNESCO presented at the conference.

The UNESCO–Japan Prize on Education for Sustainable Development was announced during the conference. For five years (2015–2019), three US \$50,000 awards will be given annually to individuals or organizations making outstanding contributions to the promotion of ESD in one or more of the GAP priority areas.

IOC-UNESCO and the World Ocean Network took part in the World Conference on ESD in a workshop entitled *One Planet, One Ocean*, to discuss the role of ocean education as a driver of change. Participants recommended that the ocean be included in the Post-2015 Goals for Sustainable Development as well as in all subsequent ESD strategies and policies. They also called on IOC-UNESCO to be recognized as the competent body within the UN system to provide science-based knowledge for decision-making in the implementation of ocean-related sustainable development goals. They expressed their wish for governments to be actively involved in ocean education programmes such as the Ocean Literacy Initiative – developed throughout different regions of the world following the initial inspiration of ESD –, as the appropriate science–policy interface platform to communicate science. Moreover, it was recommended that international guidelines on ocean literacy be developed and adapted to local needs by governments, and mainstreamed into national school curricula.

## Botanist – profession of the future?

With the rise of physiology, plant genetics and molecular biology, what place remains for botanists today? This question was raised at the Botanists of the 21st Century: Roles, Challenges and Opportunities conference, organized at UNESCO Headquarters in September. Over 300 international scientists, academics and representatives from political domains, civil society and the private sector assessed the current knowledge and expertise related to plants, including scientific as well as indigenous and local knowledge, and how it could adapt to the needs of modern science. Despite a decline in the practice of botany in recent decades, an estimated 70,000 plants remain to be discovered. Moreover, the advances in technology have opened up new perspectives for the discipline's development, including creating an international digital herbarium or computerized plant recognition technology.







*Vietnamese children and youth engage in green lifestyle activities thanks to Vietnamese youth organization Green Future of Children. This organization, which UNESCO considers an example of ESD good practice, brings elementary schools in the country activities to make environmental issues easy to understand.*

## ■ Preserving the ocean

The importance of the ocean for sustainable development was recognized at the 2012 International Conference on Sustainable Development, and lies at the heart of negotiations within the UN Framework Convention on Climate Change. Through IOC-UNESCO, the current 46 marine World Heritage sites and the implementation of the Convention on the Protection of the Underwater Cultural Heritage, UNESCO acts at the forefront of intergovernmental efforts to deepen ocean research and policy.

*This picture entitled 'Above water seascapes' and taken by Mark A. Johnson (Australia) was one of the winners of the first annual World Oceans Day photo contest in 2014.*

World Oceans Day is an opportunity to celebrate the importance of the ocean for life on earth and to stand up for its protection. In 2014, the Day was celebrated under the banner 'Together We Can Protect the Ocean'. The event was marked by the launch of the Ocean and Climate Platform 2015, which will bring together the research community and civil society with the aim of placing the ocean at the heart of international climate change debate. The platform is being launched ahead of the next Conference of Parties to the UN Climate Change Convention (COP21), which will take place in Paris in November 2015.

UNESCO spearheaded several major activities in 2014 to improve knowledge about the ocean and deliver science-based information to decision-makers.

Early this year, the PEGASO project held its final meeting in Antalya (Turkey). This project from the European Commission's seventh Framework Programme for Research and Technological Development was created to support common, integrated policies for the coastal, marine and maritime realms of the Mediterranean and Black Sea Basins. Over the course of four years, PEGASO has been successful in bridging the gap between science and policy-making by providing easy-to-use tools for the final users, to help them make science-based decisions that promote the sustainable development of the coastal and marine areas of the two basins. IOC-UNESCO has been a key partner by developing a set of indicators linked to policy objectives which were tested in a number of case studies in both basins.

### Children celebrate the ocean on World Oceans Day

The art competition 'Living together with the ocean' — organized by the IOC Sub Commission for Africa and the Adjacent Island States (IOCAFRICA) to mark World Oceans Day and the 1st African Day of Seas and Oceans — provided children and youth of all ages with the opportunity to reflect upon their relationship with the ocean. The winners were announced at the UNESCO Office in Nairobi in July. IOCAFRICA will publish a book with the best artwork received, for distribution among participating schools and colleges.



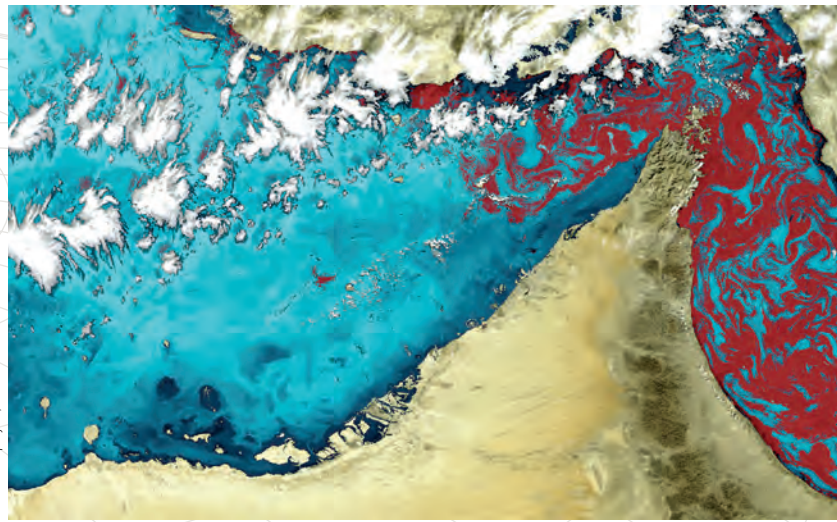


The Commission also led the development of a methodology for integrated regional assessment of coastal and marine areas, which can be used as a blueprint for assessments in other regions of the world.

In April, close to 600 marine scientists participated in the ninth WESTPAC International Scientific Symposium entitled 'A Healthy Ocean for Prosperity in the Western Pacific: Scientific Challenges and Possible Solutions', hosted by the Government of Viet Nam. One of its highlights was the joint statement adopted by directors of marine scientific institutes, academic faculties and operational agencies in the Indo-Pacific. The statement calls for urgent action to establish the Indo-Pacific Ocean Observations and Services Network (IPON) and heightened recognition from IOC-UNESCO Member States, regional leadership and decision-makers on the need to establish IPON. It also calls upon the marine scientific communities to undertake further research on the ocean processes and climate, earth dynamics, and the impacts of climate change, ocean acidification and anthropogenic activities on vulnerable marine biodiversity and ecosystems. It further called on IOC/UNESCO to enhance its efforts in capacity-building in developing nations in the Indo-Pacific, in particular through the development of technical assistance programmes and materialization of the IOC Regional Network of Training and Research Centers on Marine Science.

Also in April, IOC-UNESCO established an international committee and co-organized an international conference to address the issues of toxic blooms and desalination with the Middle East

© C-wams project, Planetek Hellas/ESA



*Evidence shows that harmful algal blooms, such as this one, spreading from the Gulf of Oman into the Persian Gulf, pose a great threat to water security in many parts of the world. In 2014, IOC-UNESCO established an international committee to address the issues of toxic blooms and desalination with the Middle East Desalination Research Center.*

Desalination Research Center, regional and local partners. Evidence is now showing that harmful algal blooms (HABs) pose a threat to the desalination industry and to water security in many islands and countries in arid regions. Studying HABs in the vicinity of desalination plants is an emerging science as there is limited information on potential problems that toxic blooms may pose. The HABs and Desalination Conference held in April in Muscat (Oman) further promoted the state of desalination technology and fostered dialogue between scientists, engineers and managers.

In November, IOC-UNESCO, the Oceanography Society and the Fundació Navegació Oceànica Barcelona brought together over 600 ocean science experts from 69 countries to shape international collaboration in marine sciences and technology at the second International Ocean Research Conference held in Barcelona (Spain). The conference further aimed at mapping out the future of the world's oceans for the coming decade and pushing the issue on the international political agenda in the run-up to the

2015 summit on climate change in Paris. Given the scope of the current challenges, including ocean acidification, over-exploitation of marine resources, biodiversity loss and harmful algal blooms, scientists have a key role to play in alerting society to threats to the oceans and urgently improving ocean protection.

Participants agreed that one way to encourage change is to rely on successful policies and strengthen ties with civil society. Improved governance is also a requisite for the protection of the ocean: as things stand today, institutions responsible for ocean research, monitoring and conservation are too numerous and dispersed for concerted and effective action. The experts also called for closer cooperation between scientists across disciplines. The important contribution of social sciences in understanding and perceiving certain phenomena was also emphasized. As the ocean remains on the margins of international climate negotiations, which continue to focus mainly on land-based carbon emissions, participants stressed the need to change this trend.

## Skippers working as scientists during the Barcelona World Race

An unprecedented alliance between the sailing and scientific communities occurred when world-class skippers mingled with eminent oceanographers before the start of this year's second International Ocean Research Conference in Barcelona (Spain). The partnership continued after the conference, as each crew agreed to contribute to scientific initiatives during the 2014 edition of the Barcelona World Race, organized by the Fundació Navegació Oceànica Barcelona. This non-stop, round-the-world race kicked off in Barcelona on 31 December.

For the very first time in an ocean race, every competing vessel was given a scientific mandate. Each crew is now collecting data on surface temperatures and salinity, as well as meteorological data to be analysed by international ocean research networks. Each team will also deploy an Argo float in little-travelled waters between Cape of Good of Hope and Cape Horn to contribute to our understanding of the ocean system and climate change, and give a big push to maintaining the Argo network which requires 1,000 deployments per year. In addition, the boat named *One Planet One Ocean* after IOC-UNESCO's motto will also collect samples of micro-plastic pollution. This will serve as a platform for environmental awareness.

*A boat participating in the 2014 edition of the Barcelona World Race was named One Planet One Ocean after IOC-UNESCO's motto. It set sail on 31 December and will be collecting samples of micro-plastic pollution.*

© Gilles Martin-Ragner/Barcelona World Race



### ■ Monitoring the ocean

The Organization took part this year in several concrete projects to help advance, exchange and standardize scientific research, and alert people to unprecedented changes in the ocean affecting present and future generations.

#### *Open data with common technical standards*

Harnessing the power of open data to improve the quality of life of people everywhere was the renewed commitment made by 77 organizations and 90 nations during the Group on Earth Observations (GEO-X) 10th Plenary and Ministerial Summit, held in Geneva in January 2014. GEO is a partnership of governments and

international organizations coordinating efforts to build a Global Earth Observation System of Systems (GEOSS). Targeted global observation systems were created to enable the international community to interconnect a diverse, growing array of Earth-observing instruments and systems for monitoring changes in the environment. Data gathered by these systems feed science-based decision-making and translate into many tools and services for society, from forecasting weather and epidemics, to improving disaster management to protecting biodiversity and better understanding climate change. IOC-UNESCO plays a vital role in several such systems, through co-sponsoring the Global Climate Observing System (GCOS) and leading

the secretariat of the Global Ocean Observing System (GOOS).

#### *Measuring temperature and ocean salinity between 2000 m and the sea floor*

The Argo programme, under IOC-UNESCO's auspices, is testing new technology that will give us a deeper understanding of the ocean's role in global processes such as climate change. Argo provides a profile of the temperature and salinity of the ocean. For the first time, two 'deep' Argo floats were deployed by the National Institute of Water and Atmospheric Research's (NIWA) research vessel *Tangaroa* east of the Kermadec Trench in June 2014. They made their first successful dive, transmitting data collected from a depth





of over 5,000 m to the surface. 'This is really leading-edge emerging technology that will, for the first time, allow us to fill in the gap in data between 2000 m and the sea floor,' said NIWA oceanographer Phil Sutton. The LEARNZ platform tracked the launch, taking students on a virtual field trip on the vessel that included live conversations with the crew. Following this successful mission, the team plans to be back next year to deploy more deep-diving Argo floats in the southwest Pacific.

### *Greenhouse gases in the atmosphere reach a new record*

The ocean currently absorbs a quarter of anthropogenic CO<sub>2</sub> emissions, reducing the increase in atmospheric CO<sub>2</sub> that

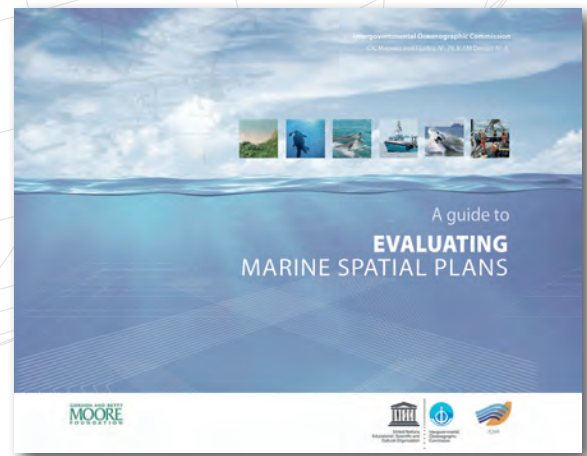
would otherwise occur because of fossil fuel combustion. Yet the amount of greenhouse gases in the atmosphere reached a new record high in 2013, according to the WMO's annual *Greenhouse Gas Bulletin* published in September 2014. For the first time, this bulletin contains a section on ocean acidification prepared in collaboration with IOC-UNESCO, the Scientific Committee on Oceanic Research (SCOR) and the Ocean Acidification International Coordination Centre (OA-ICC) of the International Atomic Energy Agency (IAEA). The ocean's acidity increase is already measurable as the ocean takes up about 4 kilogrammes of CO<sub>2</sub> per day per person. The current rate of ocean acidification appears unprecedented at least over the last 300 million years,

and it will continue to accelerate. These conclusions inject even greater urgency into the need for international concerted action through the only way to reduce the trend: cutting emissions drastically.

## ■ Addressing climate change

Climate change education is particularly relevant in SIDS that are on the frontlines of its impacts. Through a series of workshops, UNESCO has been working with educators and trainers to enable them to develop hands-on ESD programmes, with the proactive 'measure, analyse, share and take action' (MAST) approach of the Sandwatch project. The latest Climate Change Education Inside and Outside the Classroom workshop took place in Poindimié (New Caledonia) for the Pacific region in October 2014, with the support of the North Province of New Caledonia. Prior to this workshop, three other Climate Change Education workshops had already been conducted in Cape Verde, South Africa and the Dominican Republic, covering the African and Caribbean regions.

*The Guide to Evaluating Marine Spatial Plans, published in 2014 by IOC-UNESCO, will assist marine planners and managers in monitoring and evaluating the success of marine spatial plans in achieving real results and outcomes.*



In November, an international seminar on 'The Impact of Glaciers Melting on National and Trans-boundary Water Systems in Central Asia', co-organized by the UNESCO Office in Almaty, was held in Dushanbe (Tajikistan). This year's participants discussed enhancing scientific and technical cooperation in glaciology, disaster risk reduction and water resources management. The event helped to promote a dialogue on sustainable management of water resources in a changing climate between countries of the Central Asian region. The proposed action programme is expected to allow people in the region to better adapt to the changing environment and better manage water resources.

Recent studies reveal that climate change will reduce the replenishment of our subsoil groundwater reservoirs, while the rate of groundwater pumping continues to increase each year. The water we drink every day from the tap or bottles is largely provided by groundwater, which supplies

almost half of all drinking water in the world. Groundwater is also crucial to support food production. Because awareness is the first step towards change, the UNESCO International Groundwater Resources Assessment Centre (IGRAC) launched in November the #HiddenResource campaign today to explain why groundwater matters, with the animated video 'Groundwater, the Hidden Resource'. IGRAC works closely with the International Hydrological Programme of UNESCO for the promotion of worldwide exchange of knowledge and data on groundwater.

*The UNESCO Office in Lima guided students through the outdoor exhibition entitled Climate Change Impacts on Mountain Regions of the World, organized in December by UNESCO alongside the 20th Conference of the Parties to the UN Framework Convention on Climate Change (COP20). The exhibition portrayed satellite images highlighting the critical functions of mountains, and the implications of climate change for mountain ecosystems, water resources and livelihoods.*



© UNESCO Office in Lima



## Coastal blue carbon step by step

Coastal ecosystems are critical to maintaining human well-being and global biodiversity. Mangroves, tidal salt marshes and seagrasses sequester and store significant amounts of coastal blue carbon from the atmosphere and ocean and are now recognized for their role in mitigating climate change. To address this concern, a team of 34 experts in coastal carbon measurement, remote sensing and climate policy of the Blue Carbon Initiative, co-led by Conservation International (CI), the International Union for Conservation of Nature (IUCN) and IOC-UNESCO, published this year *Coastal Blue Carbon: Methods for Assessing Carbon Stocks and Emissions Factors in Mangroves, Tidal Salt Marshes, and Seagrass Meadows*.







*Reconstructed panoramic view of Aceh (Indonesia) showing, on the left, the devastation caused by the tsunami from 26 December 2004 which struck the Indonesian coast, and on the right, Aceh ten years later.*



## ■ Ten years after the Indian Ocean tsunami

Ten years after the devastating tsunami of 26 December 2004 struck the countries of the Indian Ocean, 160 participants from 28 countries and several UN agencies, media organizations, NGOs, research institutions, universities and private organizations met at a conference in Jakarta (Indonesia) organized in November by IOC-UNESCO and the

Indonesian Agency for Meteorology, Climatology and Geophysics (BMKG). It aimed at recognizing the achievements of the last ten years in establishing a regional tsunami warning system highlighting work that still needs to be done and seeking re-commitment to continued investment in the Indian Ocean Tsunami Warning and Mitigation System (IOTWS).

The Indian Ocean is much safer than it was ten years ago. The core seismic network now comprises over

140 broadband seismometers compared with 13 in 2004, and the sea level network includes over 100 coastal sea level gauges compared with just four in 2004. There are now nine deep ocean tsunameters – whereas there were none in 2004 – to share tsunami-warning data in near real-time. And there are now three regional tsunami service providers in Australia, India and Indonesia providing tsunami advisory services to all the countries of the region. Nevertheless, further work at the





© CARE/Josh Estey

community level is required and tsunami early warning should be fully integrated into national and local disaster management planning. A strategic approach to policy development and strengthening of institutional capacity is also essential to ensure full integration into emergency management systems. It was agreed that IOC-UNESCO should keep leading coordination towards globally harmonized and sustainable tsunami warning systems in close cooperation with partner organizations.

### Effective regional cooperation and preparedness saved lives in South America

The Pacific Tsunami Warning and Mitigation System was activated on 1 April 2014 following an earthquake with a magnitude of 8.2 on the Richter scale originating in the shallow depths 95 km north-west of Iquique (Chile). Timely alert messages allowed for the evacuation of close to 1 million people from areas with high tsunami risk on the coast of Chile and Easter Island. The Pacific Tsunami Warning Center (PTWC) initially issued a tsunami alert for Chile, Peru and Ecuador, later extended to Colombia and Panama, and tsunami watches were issued for Costa Rica, Nicaragua, El Salvador, Guatemala, Honduras and Mexico. Subsequent reports indicate that disaster preparedness and mitigation strategies are bearing their fruits: local populations are well prepared; regional cooperation is effective; warning and response mechanisms are efficient. The situation has improved greatly since the 27 February 2010 tsunami that affected Chile. UNESCO has since done significant work on education for tsunami preparedness through its offices in Santiago, Lima and Quito, together with IOC-UNESCO.





# Scientific Advisory Board of the Secretary-General of the United Nations

hosted by the  
United Nations Educational, Scientific and Cultural Organization

Inaugural Meeting · Berlin, 30 - 31 January 2017



*The 26 eminent scientists from all regions, and a wide range of disciplines, who compose the UN Secretary-General Scientific Advisory Board (SAB) at the SAB inaugural meeting in Berlin this year, together with UNESCO Director-General Irina Bokova, UNESCO Assistant Director-General for Strategic Planning, Hans d'Orville (far left), and UNESCO Assistant Director General ad interim for the Natural Science and Executive Secretary of the UNESCO Intergovernmental Oceanographic Commission, Wendy Watson-Wright (far right).*





CHAPTER 7

**Science for  
a Sustainable  
Future**

# Science for a Sustainable Future

*Science is a means to build peace and sustainable development, and it has a decisive role in balancing gender inequality, creating job opportunities and improving the quality of life of many disadvantaged communities around the world. With this conviction at heart, UNESCO kept working this year to help advance international debate and cooperation, and engaged in key projects at the regional and local levels.*

## ■ Science for peace and international cooperation

UNESCO took part this year in some of the most successful examples of international scientific cooperation.

### *2014: International Year of Crystallography*

In 2012, the UN General Assembly proclaimed 2014 as the International Year of Crystallography. UNESCO was charged with its coordination together with the International Union of Crystallography. The Year commemorates the centennial of X-ray diffraction, which allowed the detailed study of crystalline material. On the crossroads of physics, chemistry, biology and mathematics, crystallography has numerous applications in the agro-food industry and pharmaceuticals as well as technology.

The Year aimed to increase awareness and foster international cooperation in this field. The opening ceremony was held at UNESCO Headquarters in January in the presence of some 800 participants. Discussions focused on the scientific advances linked to crystallography, its potential for development, notably in emerging nations, and its future applications.

Throughout the year, three regional summit meetings took place in Karachi (Pakistan), Campinas (Brazil) and Bloemfontein (South Africa), which served as platforms for exchange between decision-makers and scientists to favour crystallography research. Demonstration laboratories equipped with diffractometers – measuring instruments used to analyse

the structure of matter – were set up in universities around the world to train scientists in their use. In addition, three exhibitions for students travelled through Africa, Asia and Latin America, which will be associated with a subsequent fellowship programme after 2014.

### *Launch of the World Library of Science*

On the occasion of World Science Day for Peace and Development 2014, UNESCO, Nature Education and Roche launched the World Library of Science (WLoS), a free online science education resource. Developed through the joint efforts of these three partners, this science resource library hosted from the start over 300 top-quality articles, 25 eBooks and over 70 videos from the publishers of *Nature*, the most cited scientific journal in the world. Users can join classes, build groups and connect with other learners. The library is open to all at no cost, and provides a searchable database of open and peer-reviewed content which can be tailored and shared for any educational or non-commercial use. In the coming years, UNESCO will dedicate special attention to training teachers and students in least developed countries in how to use the WLoS, accelerating science learning in disadvantaged regions.

2014  
International year of  
crystallography

UNESCO  
IUCr  
International Union of Crystallography

Partners to the International Year of Crystallography 2014

international year of  
crystallography

IUCr-UNESCO OpenLabs  
Fully operational crystallographic laboratories will be set up in different regions in the developing world. Students from nearby countries will travel to attend tutorials, workshops and hands-on experiments at these hub laboratories. The hubs will also host conferences and exhibitions.

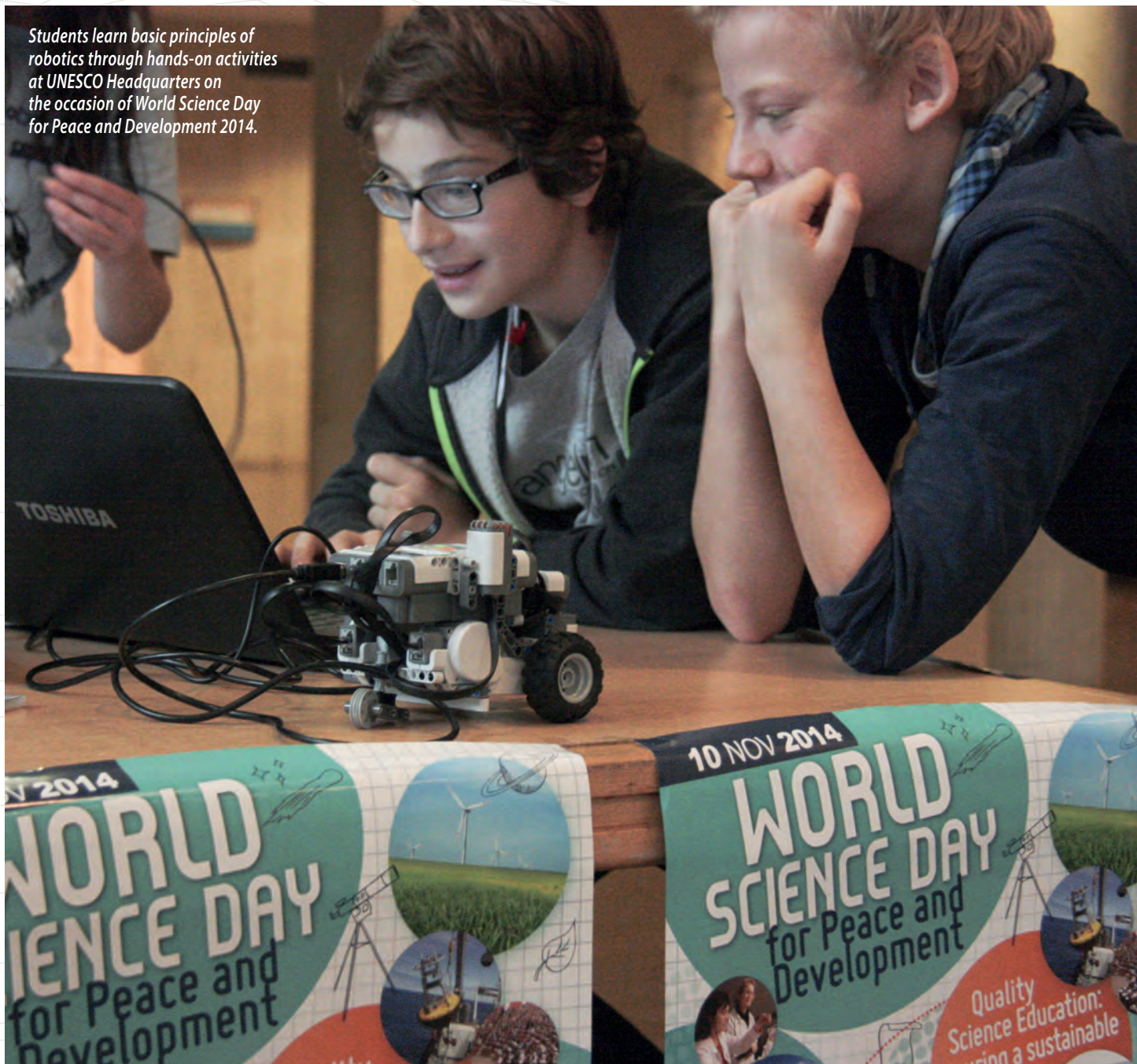
Regional summit meetings  
Crystal-growing competition for schools  
Fellowship initiatives in Africa, Latin America and South-East Asia  
Exhibitions, public engagement events  
find out more at


www.iucr2014.org

© IUCr



Students learn basic principles of robotics through hands-on activities at UNESCO Headquarters on the occasion of World Science Day for Peace and Development 2014.



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Do you know someone who has been affected by Dengue Fever? Worldwide, the risks of Dengue Fever outbreak have been growing these past few years. Currently, the best way to prevent and control dengue infection is to control the mosquito populations responsible for transmitting the disease. Why has an effective vaccine against this virus or antiviral medications been so difficult to accomplish? Why has research funding been difficult to come by? Learn more in our [Spotlight](#). Dive deeper in our [eBook](#).

GENOMICS

World Library of Science

Home page of the World Library of Science, a free, open and peer-reviewed online science education resource, launched in 2014 by UNESCO, Nature Education and Roche.

## ■ Feeding the discussion on the ethics of science and technology

Since its involvement in promoting international reflection on the ethics of life sciences in the 1970s, UNESCO has continued to build and reinforce linkages among ethicists, scientists, policy-makers, judges, journalists and civil society to assist Member States in enacting sound and reasoned policies on ethical issues in science and technology.

This year, the International Bioethics Committee of UNESCO (IBC) and the Intergovernmental Bioethics Committee (IGBC) held a public discussion in September on two primary topics: Article 15 of the Universal Declaration on Bioethics and Human Rights on the sharing of benefits, and the human genome and human rights. The IBC and the IGBC also adopted a joint statement about the state of emergency posed by the Ebola health crisis in West Africa

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## The United Nations Secretary-General Scientific Advisory Board

The UN Secretary-General Scientific Advisory Board (SAB) convened for the first time in Berlin in January 2014. Launched by UN Secretary-General Ban Ki-Moon in September 2013, the initiative has been shaped under the leadership of UNESCO, where the Secretariat of the Board is hosted.

The Board's role is to provide advice on science, technology and innovation for sustainable development to the UN Secretary-General and to Executive Heads of UN organizations. It is the first such body set up by the UN Secretary-General to influence and shape action by the international community to advance sustainable development and eradicate poverty.

During the inaugural meeting, the SAB members defined the elements of their future work programme. They agreed that, in the initial phase,

their work would be structured around science and multidisciplinary approaches needed for sustainable development; linkages between science and society and mobilization of all stakeholders for sustainable development; new approaches and processes to integrate better science into policy-making; and the relevance of science for Sustainable Development Goals (SDGs). This work led to three SAB policy briefs on: science and the SDGs (presented at a high-level session of ECOSOC in New York in July 2014); climate change (presented at the Secretary-General Climate Summit in September 2014); and the science-policy interface. The SAB will host its next, third meeting in Kuala Lumpur in May 2015, at the kind invitation of Malaysia.



(for more information, see: UNESCO's *Response to Crisis and Transition*, pp. 6–29).

The issue of benefit-sharing poses serious ethical issues that must be addressed in order to advance just and equitable sharing of scientific, medical and technological benefits. Discussion on this issue therefore sought to address practical questions of application in order to help build a clear foundation upon which the principle of benefit sharing may be effectively realized.

The discussion of the human genome and human rights raised fundamental questions about the nature of genetic research. Recent developments in genetic technology, such as mitochondrial donation in human embryos and direct-to-consumer genetic testing, have generated controversy around the world. On the one hand, these developments are phenomenal, and on the other hand, there are many serious ethical issues that are raised, for example, access to personal genetic information, the problem of incidental findings and the protection of personal genetic information stored in biobanks. Issues relating to the use of techniques that involve nuclear transfer to prevent the birth of children with serious disorders were of particularly significant concern.

The coming together of the IBC and IGBC also provided the opportunity to contribute to revision of the Recommendation on the Status of Scientific Researchers (1974), and to observe a presentation by the Council of Europe on ethical aspects of converging technologies.

The World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) also devoted its extraordinary session, held in October in Quebec (Canada), to the discussion on the relationship between science and society, in view of both finalizing a report on the topic in the context of the post-2015 agenda, and the revision of the UNESCO 1974 Recommendation.

Also this year, the fifth Latin American and Caribbean Congress of RedBioética took place in Lima (Peru), with a focus on bioethics and vulnerability in Latin America and the Caribbean. The UNESCO Office in Montevideo and RedBioética UNESCO organized the event, in collaboration with Colegio Médico del Perú and the National Institute of Health. The Congress tackled important themes related to the ethics of science and environmental ethics in direct connection with issues covered at the UN Climate Change Conference 2014 (COP 20) also held in Lima, at the end of the year. The work of COMEST in relation to climate change, also debated in Quebec, was presented at the COP 20 meeting in one of the parallel sessions on ethical issues.

In order to advance pedagogical capacity for ethics teaching and improve the quality of ethics education around the world, UNESCO designed the Ethics Teacher Training Course (ETTC) in collaboration with global experts in ethics education. Three of these courses took place this year in Croatia, Jordan and Oman. These courses offered a unique opportunity for participants to enhance their teaching capacities in ethics.

## CERN celebrates its 60th anniversary at UNESCO

The European Organization for Nuclear Research (CERN) organized an event together with UNESCO to commemorate its 60th anniversary, at UNESCO Headquarters in Paris. The event was opened by UNESCO Director-General and CERN Director-General, and followed by a round table discussion on 'Science for Peace'.

Based in Geneva, CERN was created in the aftermath of the Second World War, following a four-year conflict that had turned European research in physics to ashes. Sixty years later, it has become one of the most striking examples of successful scientific cooperation in the world. Most importantly, its Large Hadron Collider allowed for the discovery of the Higgs boson in 2012.



*Ongoing exhibition at CERN Headquarters entitled Universe of Particles. Through spherical display cases and interactive information screens, it presents an insight into the world of fundamental particles and the workings of the Large Hadron Collider (LHC).*

© Michael Jungblut/CERN

Through the Assisting Bioethics Committees project, UNESCO also continues to help Member States with the establishment of National Bioethics Committees. Seven training sessions were organized this year in Ecuador, Guinea, Togo, Gabon, Chad, El Salvador and Malaysia.



around the globe (82 laureates, including two who later won the Nobel Prize, and 1,920 fellows). In addition, the L'Oréal-UNESCO International Rising Talents Programme recognizes and celebrates the best For Women In Science fellows from around the world each year. The National Fellowships Programmes are also run in 46 countries around the world. Each programme helps women scientists at a critical point in their career to continue to pursue their research with flexible financial aid.

## ■ Reinforcing science, technology and innovation (STI) in Africa

Under the firm belief that STI capacity-building for Africa is essential for the creation of knowledge, economic growth, jobs for the youth and sustainable development, UNESCO kept working in 2014 to build solid STI systems in the continent.

Throughout the year, STI policy guidance and advice were provided to more than 20 Member States in Africa with significant extra budgetary support by the Government of Spain. In February, UNESCO collaborated with local stakeholders in the organization of several training workshops on STI governance for parliamentarians in Dakar (Senegal) and Ouagadougou (Burkina Faso) to enable key policy-makers to ensure a better STI legislation process. Recommendations included the establishment of a specific forum to allow dialogue and exchange between

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*The UNESCO Institute for Statistics (UIS) launched in 2014 a new interactive tool, called Women in Science, to provide the latest available data on the involvement of women in different scientific fields in countries at all stages of development.*

## ■ Improving women's participation in science

Women remain under-represented in research and experimental development (R&D) in every region of the world, and the Organization keeps working to see this situation change. The extent of this under-representation can now be traced thanks to the efforts of the UNESCO Institute for Statistics (UIS).

The UIS launched this year a new interactive tool, called Women in Science, to provide the latest available data on the involvement of women in different scientific fields in countries at all stages of development. The tool lets

users explore and visualize gender gaps in the pipeline leading to a research career – from the decision to study for a doctorate degree to the fields of research women pursue and the sectors in which they work. This interactive tool was one of the winners of the 2014 KANTAR Information is Beautiful Awards.

UNESCO once again participated this year in honouring the involvement of women in science. On 19 March, the L'Oréal Foundation and UNESCO presented the 16th annual L'Oréal-UNESCO For Women in Science Awards to five outstanding women scientists. Since 1998 the programme has recognized more than 2,000 women



parliamentarians, scientists and the media, and the creation of a sponsorship programme between parliamentarians and researchers.

In October, the second Ministerial Forum on STI in Africa, held in Rabat (Morocco), gathered a wide range of African stakeholders over a three-day period to discuss the current state of STI in Africa, the main challenges and the way forward, in the presence of some 300 participants. The forum concluded with the issuing of the Ministerial Statement of Rabat signed by over 20 African Ministers or their representatives. This Statement aims to make better progress towards harmonizing STI policies and action plans; strengthening links between research and enterprise development communities; encouraging

youth – especially girls – to enrol in science and technology courses; and reinforcing the mobility of researchers and networking of African universities in STI policy and innovation management.

During the forum UNESCO further discussed with strategic partners the establishment of various joint projects, including the setting-up of university networks for training and research programmes in STI policy, as the lack of capacities in STI policy and governance is a main challenge in developing countries, and the creation of an STI African hub as well as a future virtual platform that will connect and facilitate the exchange of experiences and sharing of knowledge between STI policy-makers, researchers, scientists, innovators, entrepreneurs and educators.



*The second and third titles of the GO→SPIN series, which present new country profiles in science, technology and innovation (STI) policy for Zimbabwe and Malawi, were published by UNESCO in 2014.*

## UNESCO mentors girls in STEM to mark the Africa Engineering Week

The first Africa Engineering Week took place this year from 1 to 5 September in schools across Africa. The official inauguration of this week took place on 1 September at the University of Johannesburg, hosted by the government of South Africa. More than 200 schoolchildren attended the opening ceremony. The theme for this week-long inauguration was 'Engineering is a Life Changer!' The Government, the UNESCO Office in Nairobi and CISCO co-organized two mentoring events on science, technology, engineering and mathematics (STEM) for secondary school girls to motivate an attitude change towards science and mathematics subjects. The girls were exposed to the life of scientists and engineers in the work environment, the importance of technology for future collaboration and various career options as an engineer.



© Alice Ochanda

Africa's Minds: Build a Better Future, published by UNESCO, the Islamic Development Bank and SciDev.Net, is a compilation of success stories where Africa's research has been harnessed for the benefit of its peoples.



*Mr Hao Ping, President of the 37th session of the General Conference, Ms Irina Bokova, UNESCO Director-General and Mr Mohamed Sameh Amr, Chairperson of the Executive Board, on the occasion of the Director-General's visit to The People's Republic of China, where she signed and launched the International Knowledge Centre for Engineering Sciences and Technology (IKCEST), a new Category 2 Centre under the auspices of UNESCO.*

## ■ New opportunities to build capacity in science and engineering

Classroom and laboratory experiments are an essential part of science education, firing up young students' imaginations and fostering their spirit of discovery. However, for many students around the world this invaluable hands-on experience is often missing from classes. Throughout 2014, UNESCO helped to change this situation, particularly in developing countries.

A recently signed letter of cooperation between the UNESCO Office in Bangkok and the Nanyang Technological University (NTU) of Singapore aims to change this in Mekong schools by introducing microscience laboratory experiment kits in chemistry, physics and biology into Thailand, Laos, Myanmar, Cambodia and Viet Nam. This three-year initiative is part

of the wider UNESCO Global Microscience Experiments Project. For the first stage of the project, UNESCO and NTU will work on creating a prototype experiment kit with explanatory booklets and then piloting the kits before rolling the project out on a wider basis. The Organization's close ties with the Southeast Asian Ministers of Education Organization (SEAMEO) will prove beneficial in assessing the performance indicators and aiding in the development of the kits, while raising scientific standards throughout the region.

Also this year, UNESCO entered into its first-ever partnership with a private company based in sub-Saharan Africa. The Funds-In-Trust agreement between Airtel Gabon and UNESCO will support Train My Generation: Gabon 5000, a three-year project to provide scientific and entrepreneurial training through information and communication technologies (ICTs) to thousands of young people in Gabon, plus deliver new skills to secondary school teachers. The mobile company will provide US \$4.3 million for the project, which will be implemented by UNESCO.

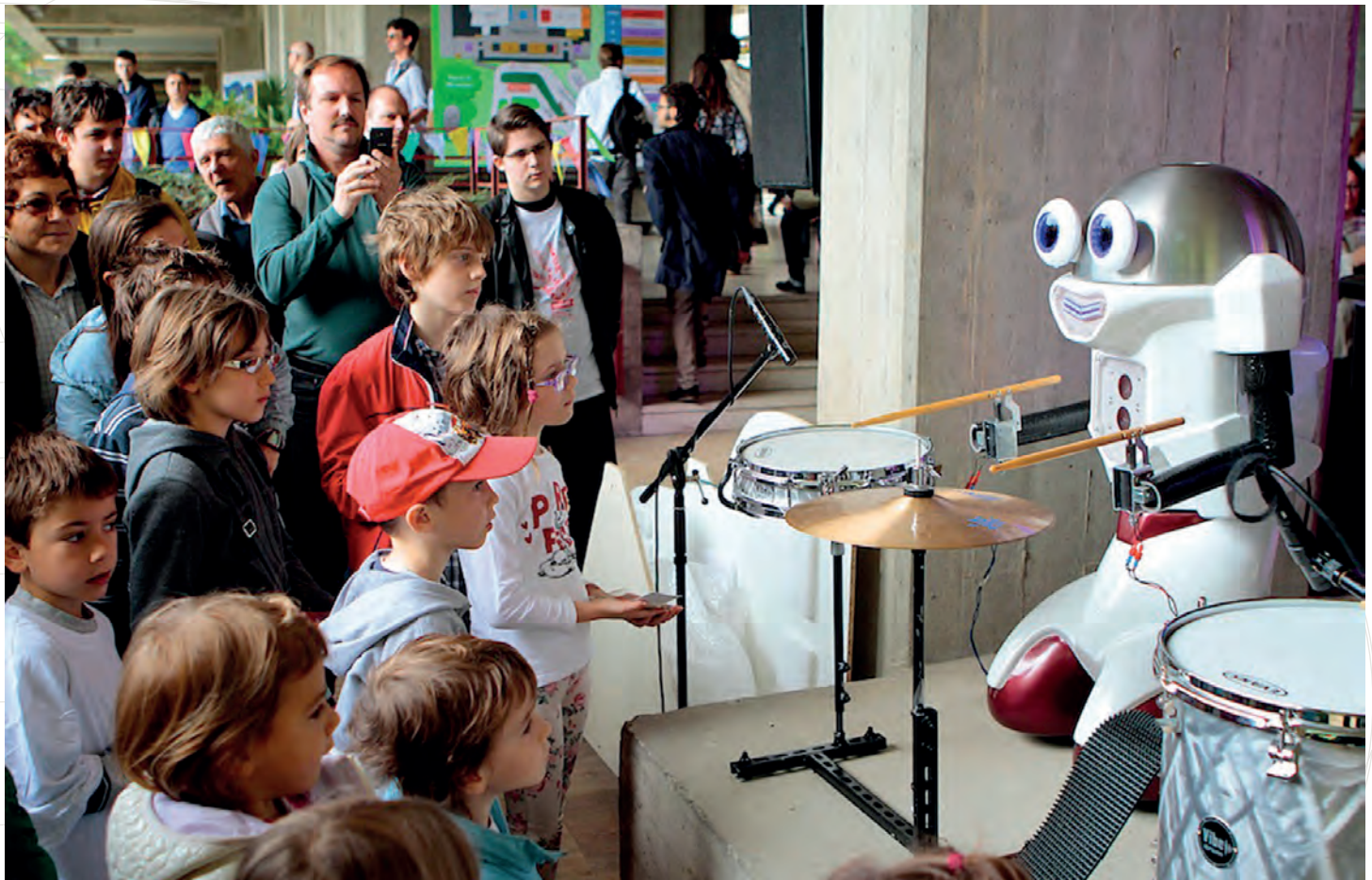
The project will start with the establishment of ten cyber centres equipped with servers and computers at schools in Libreville, Port Gentil, Oyem, Franceville, Bitam and Lambaréné. 5,000 young people, aged 18 to 35, will receive basic ICT training, while 100 secondary education science teachers will also be trained in online teaching to provide educational support to 15,000 secondary school students preparing their end of school exams.

Another example of building capacity and offering people a real laboratory



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experience was that of the Abdus Salam International Centre for Theoretical Physics (ICTP). Over 7,000 visitors flocked to its campus for the first Trieste Mini Maker Fair, an event which showcased the exhibits and innovations of over 300 tech enthusiasts, crafters and scientists. Exhibit stands included a wide range of innovations from drones that used open-source hardware to personal 3D printers and kits for children to create their own switch-operated toys. Following up on the success of this fair, ICTP opened a workshop space called the Scientific Fabrication Laboratory where people

who like to design and build technology-based products can bring their creative ideas to life.

2014 marked a milestone year for ICTP as it celebrated its 50th anniversary. For half a century ICTP, which operates under a joint agreement between the Italian Government, UNESCO and the International Atomic Energy Agency (IAEA), has been a driving force behind global efforts to advance scientific expertise in the developing world and stem its scientific brain drain. Founded by the late Nobel Laureate Abdus Salam, ICTP seeks to provide scientists with the

*Children listen to the musical performance of a robot at the first Trieste Mini Maker Fair, held this year at the Abdus Salam International Centre for Theoretical Physics (ICTP), which operates under a joint agreement between the Italian Government, UNESCO and IAEA. Over 7,000 people gathered around exhibits and innovations of over 300 tech enthusiasts, crafters and scientists.*

continuing education and skills they need to enjoy long and productive careers. ICTP alumni serve as professors at major universities, directors of research centres and ministers of science and technology throughout the developing world.

## ■ Water and energy for a sustainable future

Demand for energy production will increase significantly in the coming decades, especially in emerging economies. This may have a negative impact on water resources unless the management and coordination between both domains is dramatically improved. This is one of the key findings of the *United Nations World Water Development Report 2014* (WWDR), launched in Tokyo (Japan) on 2014 World Water Day.

Entitled *Water and Energy*, the WWDR highlights the interdependency of the two sectors. Through exhaustive data, analysis and case studies, it shows how the choices made in one area have repercussions in the other: for example,



© UNESCO/Jayakumar Ramasamy.

droughts exacerbate energy shortages while energy shortages in turn limit irrigation capacity. Currently, 15 per cent of global water withdrawal is used for energy production. This percentage is expected to increase by another 20 per cent between now and 2035 as population growth, urbanization and changing consumption patterns, especially in China and India, drive up the demand for energy. As several world regions are already facing water shortages, the Report urges improved coordination between the water and energy sectors and greater private sector involvement in these areas. In 2014, UNESCO undertook several preventive actions at the local and regional level to target water supply vulnerability and improve water security monitoring.

As vulnerable populations in the Sahel region are faced with a number of challenges related to difficult access to water, the UNESCO Offices in Dakar and Bamako organized a workshop in Bamako (Mali) in September, involving environmental experts, technicians and

*To celebrate World Water Day, the UNESCO Office in Bangkok and UNESCAP organized an event featuring Thailand's leading professionals and government representatives in the field of water resources and energy, to discuss and raise awareness of contemporary and regional issues pertaining to water and energy. During the event, Mr Gwang-Jo Kim, Director of the UNESCO Office in Bangkok, launched the WWDR 2014 for the first time at a regional level.*

professionals from the water sector. Participants from Burkina Faso, Guinea-Bissau, Mali and Senegal benefited from this training, whose purpose was to promote the proper management of surface water and more notably groundwater resources, which are the main sources of perennial water as they are less vulnerable to pollution, evaporation and climate variability.

An ambitious endeavour to assess the world's transboundary groundwater resources took a major step forward in Thailand. The Regional Meeting on the Assessment of Transboundary Aquifers of Asia was held in Bangkok in October. This meeting was the fifth and final in a series of regional consultations held worldwide

### WWAP's methodology and sex-disaggregated water indicators officially endorsed by the African Ministers' Council on Water

On 5 November, the African Ministers' Council on Water (AMCOW), with representatives from 46 African countries, signed the 2014 Ministerial Declaration whereby they committed to establishing by 2016 national targets and a monitoring and evaluation framework for each of the seven pillars of the AMCOW gender policy and strategy. This strategy included a mention of the adoption of sex-disaggregated indicators for the African continent, following the guidelines of the UNESCO World Water Assessment Programme (WWAP). In December, WWAP Secretariat finalized a toolkit in the framework of the Gender Sensitive Water Assessment, Monitoring and Reporting project, which will provide a complete set of instruments to Member States, NGOs and research institutions to support the implementation of projects on water resources assessment, monitoring and reporting, with a global and comprehensive gender perspective.



in the framework of the Transboundary Waters Assessment Programme (TWAP) with the overarching aim of providing a global baseline assessment of transboundary aquifer systems.

The UNESCO Office in Venice released a report this year on the estimation of sediment balance for the Sava River, a major sub-basin of the Danube River shared by five countries in South Eastern Europe. The sediment balance for the main Sava River course was analysed to form a basis for sustainable transboundary sediment and water management. The report was published within the framework of a project 'Towards practical guidance for sustainable sediment management, using the Sava River Basin as a showcase', launched on the initiative of the UNESCO Office in Venice, together with the International Sediment Initiative (ISI), the European Sediment Network (SedNet) and the International Sava River Basin Commission (ISRBC).

Recognizing the importance of international collaboration in developing effective drought information tools and the critical need for these tools in an increasingly water-stressed world, UNESCO co-organized two regional expert meetings in Latin America this year. At the international expert workshop held in August in La Serena (Chile), questions around the frequency of water shortages and how these can be handled were discussed by professionals from Bolivia, Chile, Colombia and Peru. The participating experts developed short-term likely scenarios for climate conditions in vulnerable Latin American hydrological areas, and combined

## Making schools safe from earthquake in El Salvador

2014 saw the outcome of the project entitled 'Providing decision-making information and tools for enhancing school safety in El Salvador through school facilities assessment and OpenStreetMap sourcing': an Open Access, decision-making tool for the Ministry of Education in deciding structural and non-structural improvements of their educational facilities to ensure the safety from earthquake hazards of 100 schools, their students and teachers in three departments of El Salvador (San Salvador, La Libertad and La Paz). The tool is based on the VISUS methodology developed in partnership with SPRINT-University of Udine. The project, run in close cooperation with the University of El Salvador, included capacity reinforcement training for university professors, staff, students, engineering associations and the Ministry's personnel, and the schools' safety assessments. The results of these assessments were presented to the Ministry of Education of El Salvador in December.

the resulting data with decision-making support models for water management, to provide insight into the future vulnerability of water supply in these four countries.

In November, the international expert symposium Coping with Droughts held in Santiago (Chile)

aimed at creating a community of practice to support the development and use of drought information tools. The experts shared information on advances in the field and discussed gaps in available knowledge, exchanged drought monitoring techniques and best practices in data management

*Vulnerable populations in the Sahel region are faced with a number of challenges related to difficult access to water resources. In September the UNESCO Offices in Dakar and Bamako organized a workshop aiming at promoting proper management of surface water and groundwater resources in the region.*



© UN Photo/John Isaac

to develop integrated approaches to effective drought monitoring and management.

Prior to the symposium, the UNESCO Office in Santiago de Chile hosted the technology transfer workshop of the Flood and Drought Monitor for Latin America and the Caribbean. The new monitor system provides the possibility of predicting current and future periods of flooding and

drought in the region. Professionals from the hydro-meteorological agencies of 14 countries in the region had the chance to learn protocols for the calibration and validation of the system by working with national precipitation and flow rate records from their countries of origin. The Monitor will have the capacity to forecast these phenomena in the short term (seven days) and also over longer timescales (months).

## ■ Global and local action to protect geology, ecosystems and biodiversity

Ecosystems and biodiversity provide basic goods and services that are crucial for reducing poverty and economic development. To improve their sustainable management, UNESCO fostered stronger international alliances and undertook a series of decisive local actions.

*Bosque Seco (Ecuador), inscribed in the World Network of Biosphere Reserves in 2014, is home to one of the highest concentrations of endemic birds in South America and a significant population of flagship endemic species such as the American crocodile (*Crocodylus acutus*) and the mantled howler monkey (*Alouatta palliata*).*





In 2014 the Director-General of UNESCO confirmed the Organization's special status with the new Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), as one of four UN organizations – along with UNEP, FAO and UNDP – that support the Platform through a Collaborative Partnership Arrangement (CPA). One major facet of the CPA is UNESCO's designated role as the Technical Support Unit for the IPBES Task Force on indigenous and local knowledge systems, which convened for the first time at UNESCO Headquarters in June 2014. The Task Force is leading the UN system in its innovative efforts to bridge between knowledge systems – scientific knowledge, and indigenous

and local knowledge – as well as between disciplines, notably natural and social sciences.

Also this year, during its fourth meeting in Buenos Aires (Argentina), the Science & Technology Alliance for Global Sustainability – the consortium of institutional co-sponsors of Future Earth – endorsed the Future Earth 2025 Vision and the Future Earth Strategic Research Agenda. UNESCO was chosen as the host of a Sida-funded project on mobilizing developing-country participation in Future Earth.

### *Man and the Biosphere (MAB)*

In 2014, the UNESCO Office in Apia, with support from UNESCO Headquarters and the Jeju Province of South Korea, convened a regional meeting to give a fresh impetus to the MAB network and activities in the Pacific. With new countries involved, the fourth PacMAB meeting demonstrated that

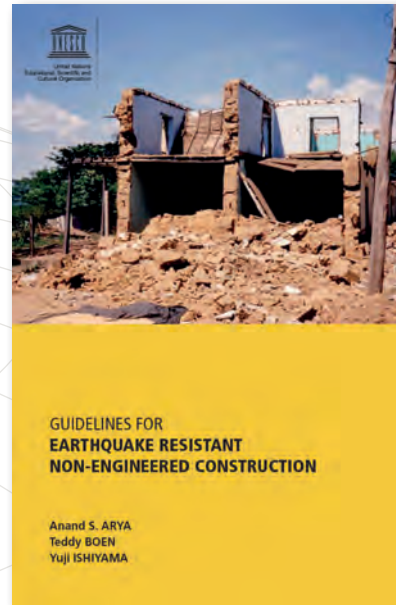
### **Promoting the use of solar energy by empowering women of remote rural communities in Rwanda**

On 17 February, UNESCO and its local partner, the Gorilla Organization, presented solar equipment to a village in the Volcans Biosphere Reserve in Rwanda, home to the endangered mountain gorillas. The solar equipment will provide improved access to energy and security, and was installed in individual homes by local grandmothers – the Barefoot Solar Engineers, as they are called – who were sent to India for six months in 2012 to train as fully qualified solar engineers. This project, implemented within the framework of the UNESCO MAB programme, is providing new opportunities and hope to an entire community, by helping to reduce pressure on the habitat of the iconic mountain gorillas, of which only 880 remain in the world.

© Julien Simey



*This year, UNESCO and the Gorilla Organization presented solar equipment to a village in the Volcans Biosphere Reserve in Rwanda. The solar equipment was installed in individual homes by local grandmothers who were sent to India for six months in 2012 to train as fully qualified solar engineers.*



*The UNESCO Guidelines for Earthquake Resistant Non-Engineered Construction were re-edited in 2014 as an update of the 1986 Guidelines. This revised edition draws on recent research, adding more building types and good practices, to save lives by promoting the construction of safer non-engineered buildings.*

*The newly inscribed  
Monts d'Ardèche  
is France's fifth  
Global Geopark and  
the first one outside  
the Alps. Located on  
the eastern edge of  
the Massif Central,  
it is representative  
of the long-term  
geological and  
geomorphological  
history of  
South-Eastern  
France.*



© Simon Bugnon

once more Pacific Small Islands have many opportunities to seize to build pragmatic and long-term partnerships. The meeting allowed participants to acknowledge better each other's needs, aspirations and expectations regarding the MAB programme and the establishment of Biosphere Reserves as a tool for sustainable development in the Pacific. Regional MAB seminars and training workshops were also held for countries in Africa, Asia-Pacific, South and Central Asia and at the IUCN Park Congress in November 2014 in Sydney.

In June, the International Coordinating Council of the UNESCO

MAB Programme started consultations to prepare a new MAB Strategy for post-2015, which will lead to a new global action plan for the World Network of Biosphere Reserves (WNBR). At its 26th session the MAB Council added thirteen new sites to the WNBR. The Network now numbers 631 sites in 119 countries, including 14 transboundary sites.

### *Global Geoparks Network*

Eleven new sites were added to the Global Geoparks Network at the sixth Global Geoparks Conference,

held in September. Global Geoparks are sites affiliated with UNESCO, which promote their geodiversity through community-led initiatives to enhance regional sustainable development. They promote awareness of geological hazards and many help local communities prepare disaster mitigation strategies. They celebrate the 4.6 billion years of Earth's history, and the geodiversity that has shaped every aspect of our lives and of our societies. The Global Geoparks Network now includes 111 sites in 32 countries.



## UNESCO joins hands with local stakeholders to protect orangutans in Sumatra

In May, the UNESCO Office in Jakarta hosted a workshop in Medan (Sumatra, Indonesia) to enhance the protection of biodiversity and critical habitat of orangutans in the Tropical Rainforest Heritage of Sumatra, as part of the Great Apes Survival Partnership (GRASP) led by UNESCO and UNEP. Fifty-three per cent of the natural forest cover has been lost between 1985 and 2012, yet several economic sectors in Indonesia heavily rely on the forest's exploitation.

The workshop gathered over 80 representatives from the Government, National Parks authorities, local NGOs, universities, research centres and the private sector to discuss existing policies and conservation and implementation plans for the protection of orangutans through strengthening the protected areas in northern Sumatra.

Sessions included presentations by panel key experts as well as working groups on law and policy aspects, physical and ecological restoration intervention and scoping of the community.

*Human–orangutan conflict and habitat destruction constitute serious threats to the orangutan conservation in and around the Tropical Rainforest Heritage of Sumatra. This year, the UNESCO Office in Jakarta hosted a workshop in Medan (Indonesia) to improve management and protection of this critical wildlife habitat and ensure that the population of key species remains stable, as part of the Great Apes Survival Partnership (GRASP) led by UNESCO and UNEP.*







*UNESCO Director-General Irina Bokova celebrates the inauguration of the new Multisectoral Regional Office for Central Africa in Yaounde in September 2014 with the Office's staff and the Office's Director, Mr Loïtéohin Félix Ye.*



*Colleagues from the UNESCO Office in Jakarta celebrated Staff Day 2014 with a two-day retreat which included a guided tour to Borobudur temple, a UNESCO World Heritage site.*



# Celebrating UNESCO Staff

*Staff Day 2014 was celebrated in December at the Organization's Headquarters, Field Offices and Institutes around the world, under the theme 'UNESCO in all its Diversity!' The Day included live concerts, martial arts performances, football tournaments, scavenger hunts, field trips and guided tours among many other events organized by our colleagues.*

2014







***UNESCO's worth lies above all in the expertise of its staff members and the passion which inspires our work.***

Irina Bokova, Director-General of UNESCO

① UNESCO Office in Beirut.

④ UNESCO Office in Ramallah.

② UNESCO Office in Windhoek.

⑤ UNESCO Institute for Statistics (UIS), Montreal.

③ UNESCO Office in Doha.







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- ⑥ UNESCO Office in Havana.
- ⑦ UNESCO Office in Guatemala.
- ⑧ UNESCO Office in Islamabad.
- ⑨ UNESCO Office in New Delhi.



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- ① UNESCO Office in Amman.
- ② UNESCO Office in Apia.
- ③ UNESCO Office in Brasilia.
- ④ UNESCO Office in Beijing.
- ⑤ UNESCO Headquarters.



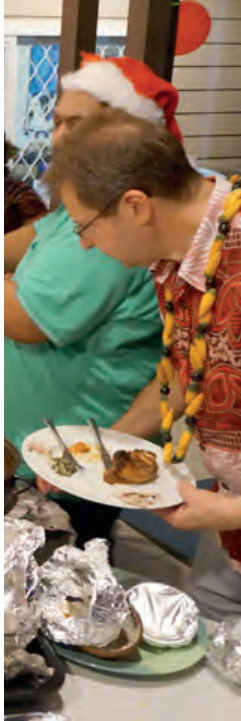
4

Colleagues from the UNESCO Office in Beijing with Mr Hao Ping, President of the 37th session of the General Conference, and outgoing Director of this office, Mr Abhimanyu Singh, who retired in late 2014 after making an invaluable contribution to the Organization's mission as coordinator of the Education for All (EFA) movement and during his field work in Abuja, Nigeria and Beijing.



5





6

⑥ UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), New Delhi.

⑦ UNESCO Office in Cairo.

⑧ UNESCO Office in Kabul.

⑨ UNESCO Office in Bamako.



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**The Garden of Hope by Afro Basaldella (1912–1976),  
at UNESCO Headquarters.**

© ART for PEACE, Austrian FMEIA and Lois Lammerhuber



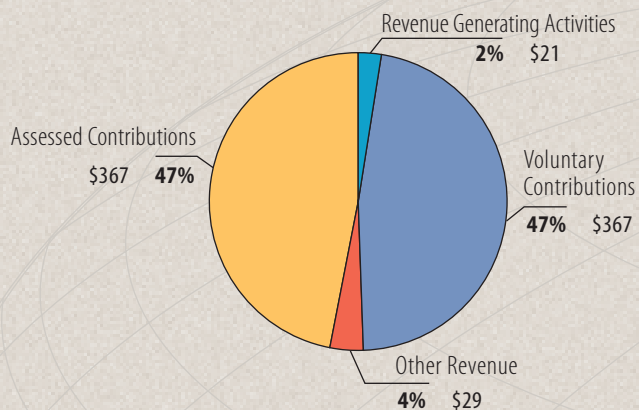


# Annexes

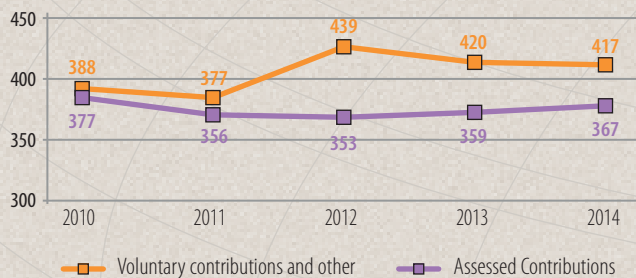
104

# 1. Financial Information

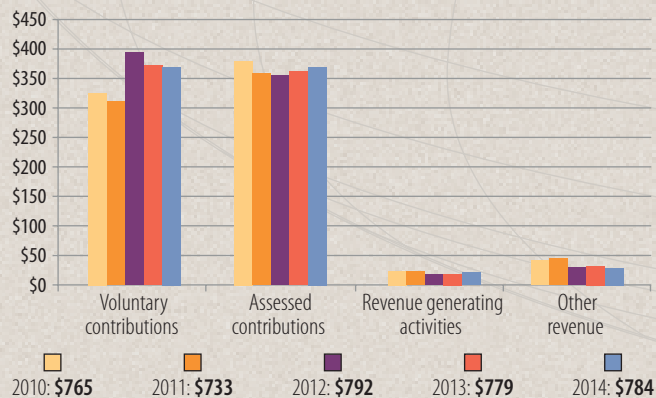
Total revenue by nature, 2014 *in millions of US\$*



Revenue trend, 2010–2014 *in millions of US\$*



Revenue by nature, 2010–2014 *in millions of US\$*



Top 25 donors to extra-budgetary projects and Institutes, 2014 *in thousands of US\$*

1	Italy	38,162
2	Brazil	35,503
3	Sweden	25,941
4	Netherlands	21,905
5	European Union (EU)	15,129
6	Norway	12,607
7	Peru	10,704
8	Republic of Korea	10,685
9	UNAIDS	10,241
10	Japan	9,575
11	United Nations Development Programme (UNDP)	7,882
12	Switzerland	6,434
13	World Bank/I.B.R.D.	6,229
14	Finland	4,774
15	France	4,546
16	Netherlands Organisation for International Cooperation in Higher Education (NUFFIC)	4,395
17	Australia	3,733
18	International Atomic Energy Agency (IAEA)	3,725
19	Canada	3,551
20	United Kingdom	3,474
21	Germany	3,320
22	UNICEF	3,199
23	China	2,804
24	Saudi Arabia	2,680
25	Belgium	2,627



## Assessed contributions to the regular budget: Top 25 assessments, 2014 *in thousands of US\$*

Rank		Scale %	Amount assessed for 2014	Unpaid contributions as at 31 December 2014		
				Contributions unpaid for the year	Contributions unpaid for previous years	Total unpaid
1	United States of America*	22,000	71,830	71,830	239,087	310,917
2	Japan	10,834	35,373	-	-	-
3	Germany	7,142	23,319	-	-	-
4	France	5,593	18,261	-	-	-
5	United Kingdom	5,179	16,909	-	-	-
6	China	5,148	16,808	-	-	-
7	Italy	4,448	14,523	-	-	-
8	Canada	2,984	9,743	-	-	-
9	Spain	2,973	9,707	-	-	-
10	Brazil	2,934	9,580	9,580	4,728	14,307
11	Russian Federation	2,438	7,960	-	-	-
12	Australia	2,074	6,772	-	-	-
13	Republic of Korea	1,994	6,510	-	-	-
14	Mexico	1,842	6,014	-	-	-
15	Netherlands	1,654	5,400	-	-	-
16	Turkey	1,328	4,336	-	-	-
17	Switzerland	1,047	3,418	-	-	-
18	Belgium	0,998	3,258	-	-	-
19	Sweden	0,960	3,134	-	-	-
20	Poland	0,921	3,007	-	-	-
21	Saudi Arabia	0,864	2,821	-	-	-
22	Norway	0,851	2,779	-	-	-
23	Austria	0,798	2,605	-	-	-
24	Denmark	0,675	2,204	-	-	-
25	India	0,666	2,174	-	-	-

\* The United States of America suspended the payment of its contributions since 2011

## Annual programme expenditure, 2014 *in millions of US\$*

Sector*	Core funding	Voluntary funding	Total
Education	41.5	86.6	128.1
Natural sciences	22.0	30.7	52.7
Social and human sciences	10.6	6.3	16.9
Culture	21.6	29.7	51.3
Communication and information	11.8	8.9	20.7
<b>Total</b>	<b>107.5</b>	<b>162.2</b>	<b>269.7</b>

\* Excluding category 1 Institutes and Brasilia office.

## Expenses by category, 2014–2013 *in millions of US\$*

	2014	2013
Employee benefits	365	402
Consultants & missions	49	50
External trainings, grants & transfers	63	56
Consumables & supplies	57	59
Contracted services	139	131
Allowance for unpaid contributions and other	130	113
<b>Total</b>	<b>803</b>	<b>811</b>

Note: Revenue and Expenses are recognized in accordance with International Public Sector Accounting Standards (IPSAS).

## 2. Fellowships

A total of **181** Fellowships were awarded by the Fellowships Section covering the period from 1 January 2014 to December 2014 under both Regular and Extra-budgetary Programmes for a total value of **US\$3,619,372**. The breakdown by programme and sources of funding is presented below.

- **UNESCO Regular Budget (RP)**

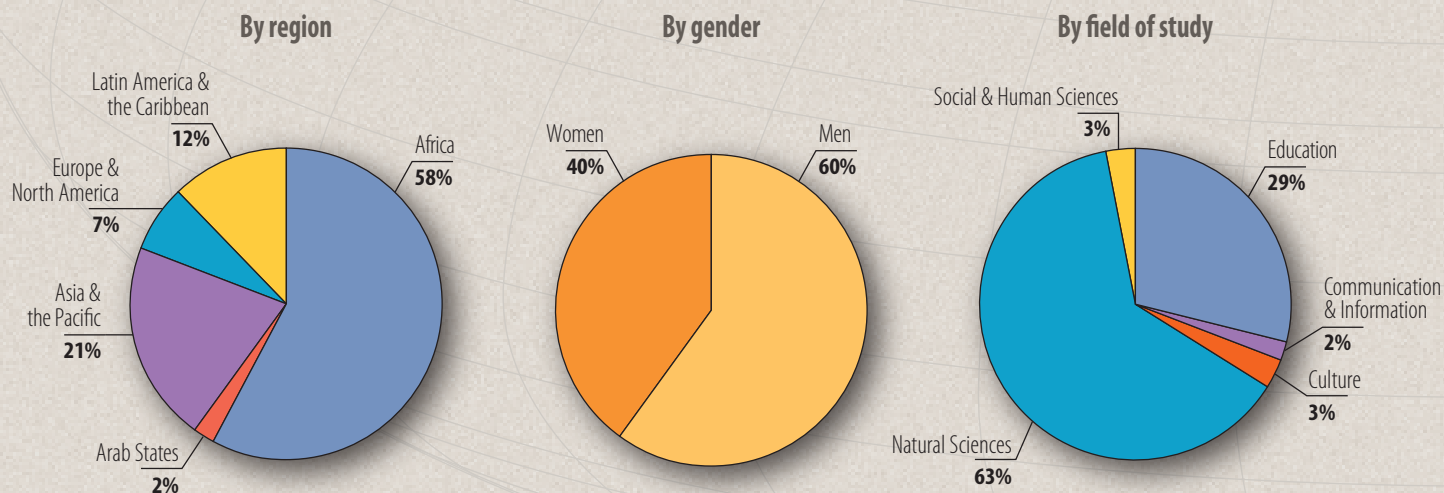
**161** fellowship awards, under the Co-Sponsored Fellowships Scheme with UNESCO seed money (RP) totalling **US\$285,390**.

<i>UNESCO/China (The Great Wall)</i>	25 awards
<i>UNESCO/Czech Republic</i>	3 awards
<i>UNESCO/Israel (MASHAV)</i>	51 awards
<i>UNESCO/Poland</i>	37 awards
<i>UNESCO/Republic of Korea</i>	25 awards
<i>UNESCO/ISED – Russian Federation</i>	20 awards

- **Extra-budgetary Funds (FIT)**

A total of **20** fellowships were awarded under the Extra-budgetary project Fellowships Programme UNESCO/Keizo Obuchi with a total value of **US\$200,000**.

### Distribution of the fellowships





## 3. Prizes

### Education

#### UNESCO KING SEJONG LITERACY PRIZE

Ministry of Education (Ecuador), Association for Promoting Non-Formal Education in Burkina Faso (Burkina Faso)

#### CONFUCIUS PRIZE FOR LITERACY

Algerian Association for Literacy IQRAA (Algeria), Lifelong Learning School for Community Development 'Polígono Sur' (Spain), Molteno Institute for Language and Literacy and International Literacy Institute (South Africa and United States of America)

### Culture

#### UNESCO SHARJAH PRIZE FOR ARAB CULTURE

Arab Image Foundation (Lebanon), Farouk Mardam-Bey (France)

### Natural Sciences

#### UNESCO-EQUATORIAL GUINEA INTERNATIONAL PRIZE FOR RESEARCH IN THE LIFE SCIENCES

Professor Hossein Baharvand (Iran), Dr André Bationo (Burkina-Faso), Instituto de Medicina Tropical von Humboldt (IMT) at Universidad Peruana Cayetano Heredia (Peru)

#### L'ORÉAL-UNESCO AWARDS FOR WOMEN IN SCIENCE

**Laureates:** Cecilia BOUZAT (Argentina), Kayo INABA (Japan), Brigitte KIEFFER (France), Segenet KELEMU – (Ethiopia and Kenya), Laurie GLIMCHER – (United States of America)

### Social and Human Sciences

#### 2014 UNESCO-MADANJEET SINGH PRIZE FOR THE PROMOTION OF TOLERANCE AND NON-VIOLENCE

Ibrahim Ag Idbaltanat (Mali), Francisco Javier Estévez Valencia (Chile)

### Communication and Information

#### UNESCO-GUILLERMO CANO WORLD PRESS FREEDOM PRIZE

Ahmet Şik (Turkey)

## 4. World Heritage inscriptions

### INSCRIPTIONS

#### Cultural sites

#### ARGENTINA, BOLIVIA (PLURI-NATIONAL STATE OF), CHILE, COLOMBIA, ECUADOR, PERU

- Qhapaq Ñan, Andean Road System

#### CHINA

- The Grand Canal

#### CHINA, KAZAKHSTAN, KYRGYZSTAN

- Silk Roads: the Routes Network of Chang'an-Tianshan Corridor

#### COSTA RICA

- Pre-Columbian Chiefdom Settlements with Stone Spheres of the Diquís

#### FRANCE

- Decorated Cave of Pont d'Arc, known as Grotte Chauvet-Pont d'Arc Ardèche

#### GERMANY

- Carolingian Westwork and Civitas Corvey

#### INDIA

- Rani-ki-Vav (The Queen's Stepwell) at Patan, Gujarat

#### IRAN (ISLAMIC REPUBLIC OF)

- Shahr-i Sokhta

#### IRAQ

- Erbil Citadel

#### ISRAEL

- Caves of Maresha and Bet-Guvrin in the Judean Lowlands as a Microcosm of the Land of the Caves

#### ITALY

- Vineyard Landscape of Piedmont: Langhe-Roero and Monferrato

#### JAPAN

- Tomioka Silk Mill and Related Sites

#### MYANMAR

- Pyu Ancient Cities

#### NETHERLANDS

- Van Nellefabriek

#### PALESTINE

- Palestine: Land of Olives and Vines – Cultural Landscape of Southern Jerusalem, Battir

#### REPUBLIC OF KOREA

- Namhansanseong

#### RUSSIAN FEDERATION

- Bolgar Historical and Archaeological Complex

#### SAUDI ARABIA

- Historic Jeddah, the Gate to Makkah

#### TURKEY

- Bursa and Cumalikizik: the Birth of the Ottoman Empire

#### TURKEY

- Pergamon and its Multi-Layered Cultural Landscape

#### UNITED STATES OF AMERICA

- Monumental Earthworks of Poverty Point

## Natural sites

### BOTSWANA

- Okavango Delta

### DENMARK

- Stevns Klint

### INDIA

- Great Himalayan National Park Conservation Area

### PHILIPPINES

- Mount Hamiguitan Range Wildlife Sanctuary

## Mixed:

### VIET NAM

- Trang An Landscape Complex

## EXTENSIONS

### Natural sites

#### BELARUS, POLAND

- Bialowieza Forest

### CHINA

- South China Karst

### DENMARK, GERMANY, NETHERLANDS

- Wadden Sea

## Mixed sites

### MEXICO

- Ancient Maya City and Protected Tropical Forests of Calakmul, Campeche

# 5. Intangible Cultural Heritage inscriptions

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

### KENYA

- Isukuti dance of Isukha and Idakho communities of Western Kenya

### UGANDA

- Male-child cleansing ceremony of the Lango of central northern Uganda

### VENEZUELA (BOLIVARIAN REPUBLIC OF)

- Mapoyo oral tradition and its symbolic reference points within their ancestral territory

## Representative List of the Intangible Cultural Heritage of Humanity

### ALGERIA

- Ritual and ceremonies of Sebeiba in the oasis of Djinet, Algeria

### ARMENIA

- Lavash, the preparation, meaning and appearance of traditional bread as an expression of culture in Armenia

### AZERBAIJAN

- Traditional art and symbolism of Kelaghayi, making and wearing women's silk headscarves

### BOLIVIA (PLURINATIONAL STATE OF)

- Pujillay and Ayarichi, music and dances of the Yampara culture

### BOSNIA AND HERZEGOVINA

- Zmijanje embroidery

### BRAZIL

- Capoeira circle

### BULGARIA

- The tradition of carpet-making in Chiprovski

### BURUNDI

- Ritual dance of the royal drum

### CHILE

- Baile Chino

### DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

- Arirang folk song in the Democratic People's Republic of Korea

### ESTONIA

- Smoke sauna tradition in Võromaa

### FRANCE

- Gwoka: music, song, dance and cultural practice representative of Guadeloupean identity

### GREECE

- Know-how of cultivating mastic on the island of Chios

### INDIA

- Traditional brass and copper craft of utensil making among the Thatheras of Jandiala Guru, Punjab, India

### ITALY

- Traditional agricultural practice of cultivating the 'vite ad alberello' (head-trained bush vines) of the community of Pantelleria

### JAPAN

- Washi, craftsmanship of traditional Japanese hand-made paper

### KAZAKHSTAN

- Kazakh traditional art of Dombra Kuy

### KAZAKHSTAN – KYRGYZSTAN

- Traditional knowledge and skills in making Kyrgyz and Kazakh yurts (Turkic nomadic dwellings)

### LEBANON

- Al-Zajal, recited or sung poetry

### MALAWI

- Tchopa, sacrificial dance of the Lhomwe people of southern Malawi

### MALI

- Coming forth of the masks and puppets in Markala

### MAURITIUS

- Traditional Mauritian Sega

### MONGOLIA

- Mongolian knuckle-bone shooting

### MOROCCO

- Argan, practices and know-how concerning the argan tree



#### **NIGER**

- Practices and expressions of joking relationships in Niger

#### **OMAN – UNITED ARAB EMIRATES**

- Al-Ayyala, a traditional performing art of the Sultanate of Oman and the United Arab Emirates

#### **PERU**

- Festivity of Virgen de la Candelaria of Puno

#### **PORTUGAL**

- Cante Alentejano, polyphonic singing from Alentejo, southern Portugal

#### **REPUBLIC OF KOREA**

- Nongak, community band music, dance and rituals in the Republic of Korea

#### **SERBIA**

- Slava, celebration of family saint patron's day

#### **THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA**

- Kopachkata, a social dance from the village of Dramche, Pijanec

#### **TURKEY**

- Ebru, Turkish art of marbling

#### **UZBEKISTAN**

- Askiya, the art of wit

#### **VIET NAM**

- Ví and Giặm folk songs of Nghệ Tĩnh

### **Best Safeguarding Practices**

#### **BELGIUM**

- Safeguarding the carillon culture: preservation, transmission, exchange and awareness-raising

## **6. New UNESCO Biosphere Reserves**

**18** New Biosphere Reserves approved by the International Co-ordinating Council of UNESCO's Man and the Biosphere (MAB) Programme, including one Transboundary Biosphere Reserve.

**ALBANIA/THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA** Ohrid-Prespa (Transboundary)

**ARGENTINA** Laguna Oca del Río Paraguay (Extension)

**ARGENTINA** Valdes

**DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA** Mount Chilbo

**ECUADOR** Bosque Seco

**FRANCE/ITALY** Mont-Viso/Area della Biosfera del Monviso (Transboundary)

**GERMANY** Rhön (Extension)

**ITALY** Sila

**JAPAN** Minami-Alps

**JAPAN** Shiga Highland (Extension)

**JAPAN** Tadami

**KAZAKHSTAN** Ak-Zhayik

**KAZAKHSTAN** Katon-Karagay

**MALAYSIA** Crocker Range

**SPAIN** Mancha Húmeda (Extension)

**SPAIN** Montseny (Extension)

**UNITED KINGDOM OF GREAT BRITAIN**

**AND NORTHERN IRELAND** Brighton and Lewes Downs

**URUGUAY** Bioma Pampa-Quebradas del Norte

## **7. New UNESCO-assisted Global Geoparks**

**AUSTRIA** Ore of the Alps Global Geopark

**CANADA** Tumbler Ridge Global Geopark

**CHINA** Mount Kunlun Global Geopark

**CHINA** Dali Mount Cangshan Global Geopark

**DENMARK** Odsherred Global Geopark

**FRANCE** Monts d'Ardèche Global Geopark

**JAPAN** Aso Global Geopark

**MOROCCO** M'Goun Global Geopark

**PORTUGAL** Lands of Knights Global Geopark

**SPAIN** Molina and Alto Tajo Global Geopark

**SPAIN, CANARY ISLANDS AUTONOMOUS REGION** El Hierro Global Geopark

## 8. Ratifications of conventions adopted under the auspices of UNESCO

### Convention for the Safeguarding of the Intangible Cultural Heritage 2003

**BAHRAIN** 07/03/2014 *Ratification*

**MYANMAR** 07/05/2014 *Ratification*

**BAHAMAS** 15/05/2014 *Ratification*

### Convention on the Protection of the Underwater Cultural Heritage 2001

**BAHRAIN** 07/03/2014 *Ratification*

**HUNGARY** 19/03/2014 *Ratification*

**GUYANA** 28/04/2014 *Ratification*

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

**BAHAMAS** 15/05/2014 *Ratification*

### Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970

**BAHRAIN** 07/03/2014 *Ratification*

**CHILE** 18/04/2014 *Ratification*

## 9. Permanent Delegates who presented their credentials

### Africa

**COMOROS** H. E. Mr Ali Amir, Ambassador  
*Permanent Delegate (28/01/2014)*

**BURKINA FASO** H. E. Mr Eric Y. Tiare,  
Ambassador Extraordinary and  
Plenipotentiary of Burkina Faso to France  
*Permanent Delegate (28/01/2014)*

### CABO VERDE

H. E. Ms Maria de Fatima Lima Da Veiga,  
*Permanent Delegate (27/02/2014)*

**DJIBOUTI** H. E. Mr Ayeid Mousseid Yahya,  
Ambassador Extraordinary and  
Plenipotentiary of Djibouti in France  
*Permanent Delegate (27/03/2014)*

**SIERRA LEONE** H. E. Mr Ibrahim Sorie,  
Ambassador *Permanent Delegate*  
*(09/04/2014)*

**GHANA** H. E. Mrs Johanna Odonkor Svanikier,  
Ambassador of Ghana to France *Permanent*  
*Delegate (17/09/2014)*

**ERITREA** H. E. Mrs Hanna Simon, Ambassador  
Extraordinary and Plenipotentiary of the State  
of Eritrea to France  
*Permanent Delegate (08/08/2014)*

**LIBERIA** Mr William Allen, Ambassador  
Extraordinary and Plenipotentiary of Liberia  
in France *Permanent Delegate (30/09/2014)*

**SOMALIA** H.E. Mr Ali Said Faqi, Ambassador  
Extraordinary and Plenipotentiary of  
the Federal Republic of Somalia to  
Benelux, France and European Union  
*Permanent Delegate (30/09/2014)*

**MALI** H. E. Mr Oumar Keita, Ambassador  
*Permanent Delegate (03/12/2014)*

**MAURITANIA** H. E. Mr Ahmed Bah,  
Ambassador *Permanent Delegate*  
*(18/12/2014)*

**KENYA** H. E. Mr George Imbanga  
Godia, Ambassador  
*Permanent Delegate (22/12/2014)*

### Arab States

**IRAQ** Prof. Mahmood Al-Mullakhalaf,  
*Permanent Delegate (11/06/2014)*

**JORDAN (HASHEMITE KINGDOM OF)**  
H. E. Mr Makram M. Queisi, Ambassador  
*Permanent Delegate (08/08/2014)*

### Asia and the Pacific

#### PAPUA NEW GUINEA

H. E. Mr Joshua Rimarkindu  
Kalinoe, Ambassador of Papua New Guinea  
in Belgium *Permanent Delegate (21/01/2014)*

#### CAMBODIA (KINGDOM OF)

H. E. Mr Sophann Ket, Ambassador  
Extraordinary and Plenipotentiary  
*Permanent Delegate (28/01/2014)*

#### MYANMAR (THE REPUBLIC OF THE UNION OF)

H. E. Mr U Han Thu,  
*Permanent Delegate (27/02/2014)*

**MONGOLIA** H. E. Mr Mundagbaatar Batsaikhan,  
*Permanent Delegate (14/03/2014)*



## IRAN (ISLAMIC REPUBLIC OF)

H. E. Mr Ahmad Jalali,  
Ambassador Extraordinary and Plenipotentiary  
*Permanent Delegate (01/04/2014)*

**INDIA** H. E. Ms Ruchira Kamboj, Ambassador  
*Permanent Delegate (24/04/2014)*

**PHILIPPINES** H. E. Ms Maria Theresa P. Lazaro,  
Ambassador Extraordinary and Plenipotentiary  
*Permanent Delegate (24/04/2014)*

**CHINA** H. E. Ms Zhang Xiuqin, Ambassador  
*Permanent Delegate (28/05/2014)*

**KOREA (DEMOCRATIC PEOPLE'S REPUBLIC OF)**  
H.E. Mr KIM Yong Il, Ambassador  
Extraordinary and Plenipotentiary  
*Permanent Delegate (10/06/2014)*

**LAO PEOPLE'S DEMOCRATIC REPUBLIC** H.E.  
Mr Ouan Phommachack, Ambassador  
Extraordinary and Plenipotentiary of Lao  
People's Democratic Republic in France  
*Permanent Delegate (08/08/2014)*

**VIET NAM** H.E. Mr Le Hong Phan, Ambassador  
*Permanent Delegate (30/09/2014)*

## Europe and North America

**SWEDEN** H. E. Ms Annika Markovic,  
Ambassador Extraordinary and Plenipotentiary  
*Permanent Delegate (27/02/2014)*

**TURKEY** H. E. Mr Huseyin Avni Botsali,  
Ambassador *Permanent Delegate (27/03/2014)*

**POLAND** Mr Dariusz Karnowski,  
*Permanent Delegate (02/05/2014)*

**NETHERLANDS** H. E. Mr Lionel Strengart Veer,  
Ambassador Extraordinary and Plenipotentiary  
*Permanent Delegate (19/05/2014)*

**SLOVAKIA** H. E. Ms Klara Novotna, Ambassador  
*Permanent Delegate (04/07/2014)*

## UNITED STATES OF AMERICA

H. E. Mrs Crystal Nix-Hines, Ambassador  
*Permanent Delegate (08/08/2014)*

**AZERBAIJAN** H. E. Mr Anar Karimov,  
Ambassador *Permanent Delegate (11/09/2014)*

**NORWAY** H. E. Mrs Elin Ostebo Johansen,  
Ambassador *Permanent Delegate (12/09/14)*

**ISRAEL** H. E. Mr Carmel Shama Hacohen,  
Ambassador *Permanent Delegate (07/10/2014)*

## Latin America and the Caribbean

**COLOMBIA** H. E. Mr Federico Alonso Renjifo  
Velez, Ambassador Extraordinary and  
Plenipotentiary of Colombia to France  
*Permanent Delegate (20/01/2014)*

**NICARAGUA** H. E. Ms Ruth Esperanza Tapia  
Roa, *Permanent Delegate (27/02/2014)*

**BRAZIL** H. E. Ms Eliana Zugaib, Ambassador  
*Permanent Delegate (28/05/2014)*

**CHILE** Mr Patricio Hales, Ambassador  
*Permanent Delegate (02/07/2014)*

# 10. Designations of eminent personalities

## UNESCO Special Envoys

### METIN ARDITI

UNESCO Special Envoy for Intercultural  
Dialogue, Turkey *30/06/2014*

### PENG LIYUAN

UNESCO Special Envoy for  
the Advancement of Girls' and Women's  
Education, People's Republic of China  
*27/03/2014*

## UNESCO Goodwill Ambassadors

### DENIS MATSUEV

Russian Federation *2/04/2014*

# 11. New UNESCO Creative Cities

## Craft and folk arts

- Jacmel (Haiti)
- Jingdezhen (China)
- Nassau (Bahamas)
- Pekalongan (Indonesia)
- Suzhou (China)

## Design

- Bilbao (Spain)
- Curitiba (Brazil)
- Dundee (United Kingdom of Britain and Northern Ireland)
- Helsinki (Finland)
- Turin (Italy)

## Film

- Busan (Republic of Korea)
- Galway (Ireland)
- Sofia (Bulgaria)

## Gastronomy

- Florianopolis (Brazil)
- Shunde (China)
- Tsuruoka (Japan)

## Literature

- Dunedin (New Zealand)
- Granada (Spain)
- Heidelberg (Germany)
- Prague (Czech Republic)

## Media arts

- Dakar (Senegal)
- Gwangju (Republic of Korea)
- Linz (Austria)
- Tel Aviv-Yafo (Israel)
- York (United Kingdom of Great Britain and Northern Ireland)

## Music

- Hamamatsu (Japan)
- Hanover (Germany)
- Mannheim (Germany)

# 12. Highlights of partnerships signed in 2014

## JANUARY

- **UNESCO and Australia** signed an agreement for pre-service teacher education. (*US\$2.5 million*)
- **UN Partnership to promote the Rights of Persons with Disabilities Multi-Donor Trust Fund (UNPRPD MDTF) and UNESCO** signed a global agreement to promote the Rights of Persons with Disabilities in Bosnia, India, China, Uganda and Sudan. (*US\$598,216*)

## FEBRUARY

- **Japan and UNESCO** signed an agreement to support the 'Humanitarian assistance for African countries' package. (*US\$1 million*)
- **The Korean International Cooperation Agency and UNESCO** signed a funds-in-trust (FIT) agreement to support the project entitled 'Provision of National Textbooks, Student Workbooks and Teacher Guidebooks, and Teacher Trainings for Math and Science in Timor-Leste'. (*US\$2 million*)
- **Tanzania One UN Fund and UNESCO** signed an agreement for programmes in Governance, Education and Environment. (*US\$624,531*)
- **HNA Group, Cihang Foundation and UNESCO** signed a framework agreement to accelerate gender equality in education throughout Africa and Asia. (*US\$5 million*)
- **The Ministry of Education, Trainings and Standards in Higher Education of Pakistan and UNESCO** signed an agreement to use the Malala Fund to support an education project which would focus on remote areas of the country. (*US \$7 million*)

## MARCH

- **Japan and UNESCO** signed an agreement to support the 'Responses to the Typhoon Yolanda in the Philippines' package. (*US\$0.5 million*)
- **UNEP and UNESCO** signed an agreement to support the Transboundary Water Assessment Programme. (*US\$991,360*)
- **The European Union, the Queen Rania Teachers Academy, the Jordanian Ministry of Education and the UNESCO Office in Amman** finalized a first series of training within the context of the European programme 'Quality Education and Skills Development for Young Syrian Refugees in Jordan'. (*Total amount for the project is €4,336,881*)
- **The Government of Canada and UNESCO** renewed their partnership in favour of the Institute for Statistics (UIS). (*annual CAD 450,000 for 8 years for institutional support from Montreal international and CAD 5 million for operational activities from the Government of Canada*)
- **Business Backs Education (BBE)** launched at the Global Education and Skills Forum in Dubai. (*US\$5 million*)
- **Samsung and UNESCO** signed a framework agreement in Dubai leading to in-kind contributions to a project for Digital Villages in Tanzania and Nigeria, and to the World Heritage sites in Indonesia (Borobudur) and Russia (Hermitage). (*In-kind contribution*)

- **UNESCO and Norway** signed a funding agreement in support of 2014 extrabudgetary activities. (*NOK 70,600,000*)

## APRIL

- **The State of Kuwait and UNESCO** signed a funding agreement to support countries in improving the quality of their education systems, policies and programmes. (*US\$600,000*)
- **The State of Kuwait** made a donation in support of youth projects. (*US\$400,000*)
- **Burundi and UNESCO** signed a funding agreement on 'Appui à la réforme et à la modernisation du système d'information et de gestion de l'éducation de Burundi' for a total budget of US\$201,743.

## MAY

- **The Iraq United Nations Development Assistance Framework (UNDAF) Trust Fund and UNESCO** signed an agreement for Phase 2 of the Iraq Public Sector Modernization Programme (I-PSM). (*US\$1,029,219*)
- **Switzerland, the European Union, Norway and UNESCO** partnered to reconstruct and safeguard the cultural heritage of Timbuktu. (*US\$ 900,000 for Switzerland, €500,000 for the EU*)
- **Government of Flanders (Belgium) and UNESCO** signed an agreement for the establishment of an Observatory for the Safeguarding of Syria's Cultural Heritage (*US\$170,000*) as part of the European Union



project 'Emergency Safeguarding of Syrian Cultural Heritage'. (€2.5 million)

- **Government of Flanders (Belgium) and UNESCO** renewed their partnership for the Science Trust Fund for five more years. (about US\$10 million)

## JUNE

- **Spain and UNESCO** signed an agreement for ten new UNESCO projects. (US\$2 million)
- **The Ministry of Mines and Petroleum of Afghanistan and UNESCO Kabul Office** signed an agreement for providing technical assistance on 'Cultural Heritage around Mining Sites' in Afghanistan, in the framework of the Afghanistan Heritage and Extractive Industries Development Initiative funded by a World Bank grant given to Afghanistan. (US\$2 million)
- **The Peacebuilding Fund and UNESCO** signed a partnership for the implementation of several projects:
  - 'La Paix est la voie du développement' in Democratic Republic of the Congo. (US\$550,087)
  - 'Institutional Strengthening of Ministry of Interior to ensure safety and promote a culture of peace' in Guatemala. (US\$1,395,408)
  - 'Dialogue for the future: Promoting Coexistence and Diversity' in Bosnia and Herzegovina. (US\$544,558)
  - Contribution to Myanmar Peace Dividend Projects in Mon and Kayin States in Myanmar. (US\$100,000)
- **UNESCO and the European Union** launched the project 'Networks of Mediterranean Youth' (NET-MED Youth). (€8.8 million)
- **Weidong Group Ltd and UNESCO** signed an agreement on ICTs and Girls' Education. (US\$2 million)
- **Juventus and UNESCO** signed a partnership for inclusion and against discrimination. (About US\$340,000)

- **UNESCO and Finland** signed an agreement to support extrabudgetary activities in 2014 and 2015. (€2.4 million)

- **Australia** granted an additional contribution for the development of WH Convention Policy Guidelines. (AUD 150,000 = US\$141,285)

- **Japan and UNESCO** formalized an annual contribution to education for sustainable development (US\$1.47 million) and for the Promotion of education in the Asia and Pacific region. (US\$323,439)

## JULY

- **Japan** approved an annual contribution of around US\$0.4 million to the Japan Funds In Trust for the Capacity-building of Human Resources.

- **Office for the Coordination of Humanitarian Affairs (OCHA)**, the Saudi Trust Fund for Iraq and UNESCO signed an agreement to provide access to quality education to adolescents and young adults in conflict affected areas in Iraq. (US\$1,953,000)

- **Government of Peru and UNESCO** signed a FIT agreement to implement the project 'Strengthening Teachers Development Program' in Peru. (US\$10 million)

- **UNESCO in partnership with Switzerland, the European Union and other donors** have embarked on an ambitious plan supporting the Mali government's work in rehabilitating cultural heritage and safeguarding manuscripts in and around Timbuktu that were severely damaged in the conflict that took place in the country between 2012 and 2013. (As mentioned above: €500,000 in total contribution from the EU)

- **Norway and UNESCO** signed a funding agreement for safeguarding the Intangible Cultural Heritage. (NOK 3,500,000)

- **UNESCO and Madagascar – FORMAPROD** signed a project agreement for a total budget of US\$271,765 relating to technical and vocational training.

## AUGUST

- **Malaysia and UNESCO** signed an agreement for the endorsement of eight new projects to be supported under the UNESCO/Malaysia Trust Fund. (about US\$2 million)
- **Oman and UNESCO** signed an agreement to support the Third World Academy of Sciences (TWAS). (US\$200,000)
- **UNESCO and Finland** signed a Funding Agreement to support UNESCO's Literacy programme in Afghanistan. (€2 million)
- **Azerbaijan** formalized contributions to the Silk Road Online Platform for Dialogue, Diversity and Development (US\$50,000) and the Safeguarding of the Intangible Cultural Heritage for for enhancing the human capacities of the Secretariat of the 2003 Convention. (US\$160,000)

## SEPTEMBER

- **Japan** approved an annual contribution of US\$1.3 million to the JFIT for the Preservation of World Cultural Heritage and US\$0.3 million to the JFIT for the Safeguarding of Intangible Cultural Heritage.
- **China** approved the implementation phase for the project 'Enhancing Teacher Education for Bridging the Education Quality Gap Africa' in five countries (Congo, Democratic Republic of the Congo, Liberia, Tanzania and Uganda). (US\$4.3 million)
- **UNESCO and Finland** signed a funding agreement to support UNESCO's response to the Syrian crisis. (€200,000)
- **Saudi Arabia** approved 10 projects under the 'Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue'. (US\$2 million)
- **Azerbaijan** formalized contributions for a project on 'Promoting gender equity and

equality in education in Uganda through gender-sensitive primary teacher education and training' (US\$300,000) and a project on Health Literacy and Behaviour Change practices among Adolescent Girls in Kibera Informal Settlements in Nairobi, Kenya. (US\$300,000)

## OCTOBER

- Round Table on 'Safeguarding Cultural Heritage for Sustainable Development and Peace Building: Success Stories of Italy-UNESCO Cooperation' side event to the third UNESCO World Forum on Culture and Cultural Industries (Florence, Italy).
- **Azerbaijan** formalized contributions for a project on 'Empowering girls from pastoralists' communities in Ngorongoro through education programmes' (Tanzania) (US\$300,000) and a project on 'Avicenna Virtual Campus in Central Asia' (Azerbaijan, Uzbekistan, Kyrgyzstan) – A large scale programme for teacher training in science and technology. (US\$300,000)
- **Indonesia and UNESCO** launched the project 'Promoting Intercultural Dialogue through Capacity Building Training for Museum Development' at UNESCO World Heritage Sites in Indonesia and Afghanistan. (US\$394,224)
- **Airtel-Gabon and UNESCO** signed a partnership in Science Education through ICTs. (US\$4.2 million)
- **UNESCO and the Principality of Monaco** strengthened their cooperation by signing two new FIT agreements in the fields of Culture and Education in the amount of €400,000: 'Capacity-Building and Awareness-Raising for the Preservation, Conservation, Visibility and Sustainable Management of the Archeological Site of Shoroon Bumbagar of Mount Maikhan', in Mongolia. (Total budget: €200,000), 'Promoting the Schooling of Vulnerable Children, and in Particular Schooling of Girls in Burundi'. (Total budget: €200,000)

- **Japan and UNESCO** formalized an annual contribution for the Scientific Programme on global challenges in the Asia and Pacific Region. (US\$374,689)

## NOVEMBER

- **UNICEF Somalia and UNESCO** signed a partnership for teacher and school leadership training in formal education for out-of-school children. (US\$2,385,774)
- **The United Nations Office for Project Services (UNOPS) and UNESCO** signed an agreement for Communication for Sustained Livelihood and Food Security. (US\$1,500,000)
- **Italy and UNESCO** signed a Grant Agreement for the Rehabilitation of the Museum of Islamic Art in Cairo. (€800,000)
- **France** confirms a contribution for flood recovery in the culture sector of Bosnia and Herzegovina. (€1 million)
- **Ericsson and UNESCO** signed a partnership on empowering girls and women through mobile technology in Myanmar. (US\$1.2 million)
- **Leading Korean conglomerate CJ Group and UNESCO** signed a partnership to launch a fundraising campaign on Girls and Women Education. (Generated US\$170,000 from the first event)
- **The Saudi Fund for Development and UNESCO** signed a funding agreement in support to the Syrian refugee crisis. (US\$4 million)
- **The State of Kuwait** supported the International Day of Solidarity with the Palestinian People. (US\$38,119)
- **Saudi Arabia** supported the International Day of Solidarity with the Palestinian People. (US\$31,766)

## DECEMBER

- **The European Union and UNESCO** signed a contribution agreement to reform technical and vocational education and training in Iraq. (€12.3 million)

- **The European Union and UNESCO** signed an agreement to support media development in the context of democratic reforms and peace-building initiatives in Myanmar. (€263,076)

- **Sweden and UNESCO** signed a funding agreement for extrabudgetary activities over four years (2014–2017). (US\$54 million)

- **Norway and UNESCO** signed a funding agreement in support of cultural heritage in Iraq. (US\$170,000)

- **The State of Kuwait** supported the International Conference on Cultural Heritage and Diversity at Risk held at UNESCO Headquarters on 3 December 2014. (US\$100,000)

- **Norway and UNESCO** signed a funding agreement in support of 'Safeguarding Natural Heritage in Myanmar within the World Heritage Framework (Phase II)'. (NOK 8,700,000)

- **ANA and UNESCO** signed a partnership leading to a visibility campaign conducted in last quarter of 2014. (in kind)

- **Italy and UNESCO** signed a Grant Agreement for the Siq Stability – Mitigation of Immediate Hazards in the Siq of Petra, Jordan (Phase II). (€500,000)

- **Switzerland and UNESCO** signed an agreement in favour of the project 'Providing access to quality education to adolescents displaced from conflict-affected areas in Iraq'. (CHF 100,000)

- **Azerbaijan and UNESCO** formalized a contribution to Capacity Development for Education for All: CAPEFA Special account. (US\$400,000)

- **The Republic of Congo and UNESCO** signed an agreement to support capacity-building in the area of science, technology and innovation. (US\$100,000)



# 13. Condemnation of the killing of journalists

## AFGHANISTAN

- Sardar Ahmad
- Ahmad Shahid
- Noor Ahmad Noori

## BRAZIL

- Geolino Lopes Xavier
- José Lacerda da Silva
- Pedro Palma
- Edilson Dias Lopes
- Santiago Ilídio Andrade

## CAMBODIA

- Taing Try
- Suon Chan

## CANADA

- Ali Mostafa

## COLOMBIA

- Luis Carlos Cervantes
- Yonni Steven Caicedo

## DEMOCRATIC REPUBLIC OF CONGO

- Kennedy Germain Muliwavyo

## EGYPT

- Mayada Ashraf

## EL SALVADOR

- Carlos José Orellana

## GERMANY

- Anja Niedringhaus

## GUINEA

- Facély Camara
- Molou Chérif
- Sidiki Sidibé

## HONDURAS

- Nery Francisco Soto Torres
- Hernán Cruz Barnica
- Carlos Mejía Orellana

## IRAQ

- Raad Al Azawi
- Leyla Yildizhin
- Mohammed Bdaiwi Owaid al-Shammari
- Khaled Abed Thamer
- Muthanna Abdul Hussein
- Firas Mohammed Attiyah

## ITALY

- Simone Camilli
- Andrea Rocchelli

## LEBANON

- Halim Alouh
- Mohamed Muntich
- Hamza Al-Hajj Hassan

## LIBYA

- Moatasem Billah Werfali
- Tayeb Issa Hamouda
- Tawfiq Faraj Ben Saud
- Naseeb Miloud Karnafa
- Meftah Bouzid

## MEXICO

- Maria de Rosario Fuentes Rubio
- Antonio Gamboa Urias
- Octavio Rojas Hernández
- Nolberto Herrera Rodríguez
- Jorge Torres Palacios
- Gregorio Jiménez de la Cruz

## PAKISTAN

- Waqas Aziz
- Ashraf Yusuf
- Khalid Khan

## PALESTINE

- Ali Shehda Abu Afash
- Rami Rayan
- Sameh al-Aryan
- Mohamed Daher
- Ahed Zaqout
- Khaled Reyadh Hamad
- Hamid Shihab

## PARAGUAY

- Antonia Maribel Almada Chamorro
- Pablo Medina Velázquez
- Edgar Pantaleón Fernández Fleitas
- Fausto Gabriel Alcaraz

## PERU

- Fernando Raymondi Uribe
- Donny Buchelli Cueva

## PHILIPPINES

- Rubylita Garcia

## RUSSIAN FEDERATION

- Andrei Stenin
- Timur Kuashev
- Anton Voloshin
- Igor Kornelyuk
- Andrei Mironov

## SOMALIA

- Abdirisak Ali Abdi
- Yusuf Ahmed Abukar Keynan
- Mohamed Omar Mohamed

## SWEDEN

- Nils Horner

## SYRIA

- Youssef Mahmoud El-Dous
- Rami Adel Al-Asmi
- Abdul-Rahman Khalil
- Omar Abdul Qader

## UKRAINE

- Vyacheslav Veremyi

## UNITED STATES OF AMERICA

- Steven Sotloff
- James Foley
- Luke Somers

## YEMEN

- Abdul Rahman Hamid al-Din

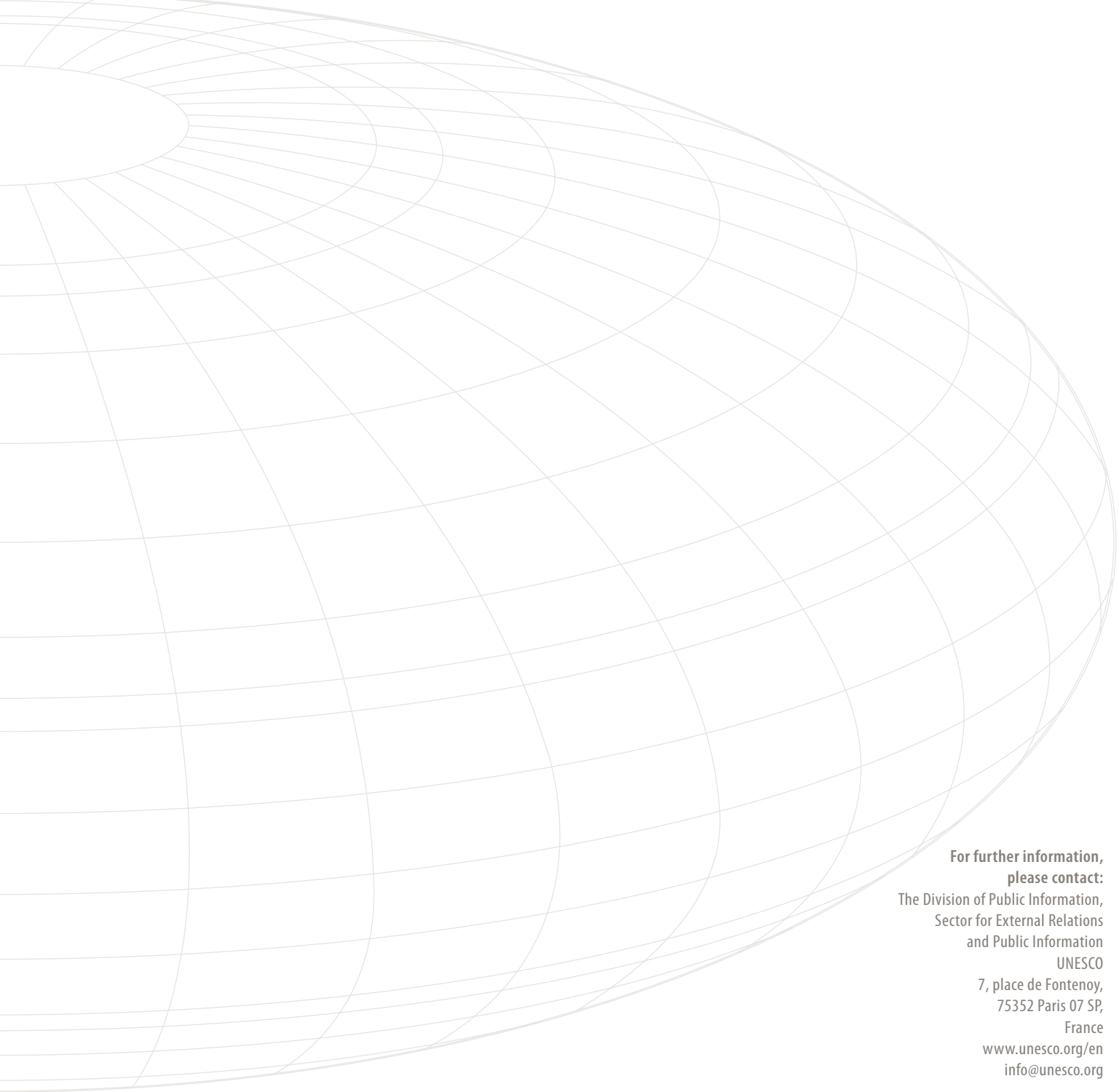


Adult literacy class at the Sikharapur Community Learning Centre in Pharping (Nepal). This photo was taken by Nisha Shah from the UNESCO Office in Kathmandu, who received a special mention for the entire series of photos she submitted to the UNESCOCOMMUNITY 2014 Photo Contest.

Toddlers in the nursery of the Sikharapur Community Learning Centre in Pharping (Nepal). This photo was taken by Tina Miedtank from the UNESCO Office in Kathmandu, who received a special mention for the entire series of photos she submitted to the UNESCOCOMMUNITY 2014 Photo Contest.







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Educational, Scientific and  
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of men and women*

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