



# **UNESCO**

## **Country Programming Document**

# **PAPUA NEW GUINEA**

### **2008 – 2013**



*(Tavurvur Volcano, Matupi Rabaul PNG)*

**UNESCO Cluster Office for the Pacific States**

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## ACRONYMS

AusAID	Australian Agency for International Development
CSO	Civil Society Organization
DEC	Department of Environment and Conservation
DOE	Department of Education
EFA	Education for All
ESIP	Education Sector-wide Implementation Plan
EU	European Union
GDP	Gross Domestic Product
HELP	Hydrology for the Environment, Life and Policy
HIV / AIDS	Human Immuno-deficiency Virus/Acquired Immune Deficiency Syndrome
ICADS	International Convention Against Doping in Sports
ICT	Information and Communication Technologies
IHP	UNESCO's International Hydrological Programme
IPDC	Information Programme for Developing Communications
LIFE	Literacy Initiative For Empowerment
MDG	Millennium Development Goal
NBC	National Broadcasting Corporation
NCD	National Capital District
NGO	Non-government Organization
NER	Net Enrolment Rate
NZAID	New Zealand Agency for International Development
PNG	Papua New Guinea
SIDS	Small Island Developing States
UBE	Universal Basic Education
UCDP	UNESCO Country Programming Document
UCPD-PNG	UNESCO Country Programming Document for PNG
UN	United Nations
UNCPD	United Nations Country Programme Document
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations Children's Fund



**Dukduk Mask Festival in PNG**

## FOREWORD

The development of this document marks a new era in UNESCO's work in the Pacific sub-region in that it is the first time that UNESCO has prepared a country programming document that attempts to bring together UNESCO's support at the country level. The preparation of the UNESCO Country Programming Document for Papua New Guinea also intends to highlight not only the areas of UNESCO's support in the past but also the areas where UNESCO intends to focus its support over its medium-term strategy, 2008 – 2013.

In line with the UN Country Programme, it is the intention that this programming document would represent UNESCO's input towards the UN support towards Papua New Guinea and would ultimately become part of the UN Country Programme Document for the country. It is therefore seen as a rolling document, in line with the UN Country Programme Document for Papua New Guinea, that would be reviewed at the end of every biennium in an effort to make the document as well as UNESCO's support relevant and in line with the changing country context.

I am therefore happy to present this UNESCO Country Programming Document for Papua New Guinea (UCPD-PNG) and look forward to working together with UN Agencies under the UN Country Programme, regional organisations under the Pacific Plan as well as the relevant government ministries and civil society organisations in the collective effort to support Papua New Guinea in its effort to move the country forward.

Visesio Pongi  
UNESCO Director and Representative for the Pacific States



**PNG Traditional Monies**  
(BUGBOG Pictures, Julian Loader)

# MAP OF PAPUA NEW GUINEA



## **EXECUTIVE SUMMARY**

PNG is a rich and diverse country with significant cultural and natural resources but relatively low levels of human development. Progress towards meeting the Millennium Development Goals has been slow and the country faces a number of significant challenges due to the high population growth, rural populations spread across a difficult terrain, relatively low levels of educational attainment and the high prevalence of HIV/AIDS. Problems of implementation of policies due to a very large variety of natural, socio-economic, cultural, political, geographic, language barriers and other factors including external aid dependency make program delivery difficult

For the Education Sector the key challenge lies in responding to the rapid growth of the population with the school age population predicted to grow by 25.7% between 2005 and 2014. The education system will need to absorb this growth whilst working towards improving the quality of service delivery and focus of educational programs.

With its richness in natural resources, PNG faces a formidable challenge in ensuring the sustainable and equitable use of resources to benefit its rapidly growing population. With 97% of land area under customary ownership, conventional approaches to land use planning, conservation and resource use are unlikely to yield results that benefit local people, retain sustainability and contribute to development.

Key concerns in the area of the social and human sciences are developing and promoting social policies that uphold peace, human rights, democratic governance and tolerance through fostering human development, particularly in the areas of gender equality and youth development.

Communication or media development is extremely difficult due to not only the extremely large population numbers but also the complexity of more than eight hundred languages or reaching extremely remote and small communities. The inaccessible terrain makes it very difficult to obtain information from radio and close to impossible for TV and newspapers.

The biggest challenge facing the Culture Sector relates to the diversity of cultures and traditions. Efforts to preserve the country's diverse culture and languages have been hampered by the lack of resources and the geographical distribution of country's population in inaccessible rural communities.

The past and present cooperation section focuses on identifying the extent to which UNESCO has supported the effort of the country so far. The focus in this section is on identifying the results UNESCO has achieved over the last two biennia (2004 – 2007) so that it could build on these achievements.

The proposed cooperation framework section looks at what UNESCO can offer in its areas of expertise towards the development of Papua New Guinea and identifies specific areas where it can work in collaboration with others.

Finally the last section on management strategy looks at how UNESCO intends to mobilize its resources for Papua New Guinea to maximize the chances of achieving its intended results as outlined in the UCPD-PNG. It also looks at how it intends to link up with partners so as to harmonize its support but also to minimize possible overlapping and duplication of services provided.

## **PART I: SITUATION ANALYSIS**

1. In responding to increasing calls from member states, and within the framework of the UN reform and the “delivering as one” aimed at greater coherence, efficiency and effectiveness of support at the country level, UNESCO has adopted a new strategic programming tool, the UNESCO Country Programming Document (UCPD). The UCPD for Papua New Guinea, hereby referred to as UCPD-PNG, intends to highlight UNESCO’s contribution to the country’s development efforts in a comprehensive manner. It also intends to capture all of UNESCO’s activities in the country in a single results-based document. The document is expected to be of particular value as point of entry for UNESCO into the one UN Country Programming Document as the platform for the delivering as one in the country.

2. The UCPD-PNG provides a succinct overview of pertinent development issues relevant to UNESCO’s areas of competence in Papua New Guinea, as well as providing a clear and succinct results-based status description of all ongoing and recent past UNESCO support and activities for the country. It aims to highlight UNESCO’s contribution to the recently agreed UN Country Programme. The document also highlights ongoing cooperation with other UN partners as well as regional agencies with common interest in the country. It is expected that the UCPD-PNG will not only enhance the cooperation between UNESCO and development partners especially UN partners, but promote greater synergy with government departments and civil society organizations in the country. It is expected that the UCPD-PNG will be UNESCO’s primary point of entry to the UN delivering as one and the UN Country Programme Action Plan 2008 - 2013.

3. The preparation of the UCPD-PNG was done mainly by reviewing the literature that was already available as well as consultations carried out by UNESCO staff with the various ministries and authorities in Papua New Guinea over the years. The document is structured in four sections namely, the situation analysis, past and present cooperation, proposed cooperation framework and management strategy.

### **Country overview<sup>1</sup>**

4. Papua New Guinea (PNG) is the largest of the Pacific Island nations, both in terms of population, estimated at some 6.1 million, and in terms of land mass, covering approximately 460,000 square kilometers. The population is dispersed widely across the country and has been growing at an average rate well above 2% per year (UN Economic and Social Commission for Asia-Pacific 2007; PNG Department of State 2007). At this rate the population is forecast to grow to more than 11 million by 2050. Fertility remains high and as a result, the population has a very broad-based age-sex structure with about 40% under the age of 15. This implies a very high level of youth dependency as well as a high child-woman ratio and a low median age of less than 20 years.

5. These population characteristics have a profound impact on the country’s ability to achieve the Millennium Development Goals (MDGs). With the population projected to double approximately every 30 years, pressure on the available natural and

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<sup>1</sup> The following three sections are extracted from the United Nations Country Programming Document for PNG (PNG & UN System 2007)



human resources has increased dramatically in recent decades. The government's ability to provide services such as health and education is also impacted by the rapidly growing population. Furthermore, since the population is very young, it has a high potential for further growth thus putting more pressure on limited resources for further development and improvement in service delivery, including the implementation of policies aimed at achieving the MDGs. HIV/AIDS prevalence and rates of infection are of particular concern with PNG now declared one of only three countries in the Asia-Pacific region with a generalized HIV/AIDS epidemic (UNDP, 2004).

6. Three key elements of the country's social environment are the traditional land tenure system, the "wantok" system, and the churches in combination with community-based groups for women and youth. The "wantok" system is PNG's safety net, under which family and clan members are required to support each other. Because of modern developments and the increasing burden of support, the "wantok" system is now under pressure. Consequently government relies heavily on churches and community groups for services delivery. The extensive church/community group network provides around 50% of all health and education services in the rural sector.

7. Around 87% of the population lives in rural areas, most of which are not accessible by road. The majority of the population lives in traditional social groups and practises subsistence-based agriculture. These social groups have some explicit acknowledgement within the country's Constitution (Preamble 5(4)) expresses the wish for traditional villages and communities to remain as viable units of PNG society and for active steps to be taken in their preservation.

8. PNG has significant land resources and almost 97% of all land in the country is customary owned, either by individuals or under some form of clan ownership, and is thus governed by traditional land tenure systems. Most people meet their basic needs through subsistence agriculture. As the State owns only 3% of all land, the government has limited access to land for development purposes. Thus, most forms of economic activity can only be sustained through partnership with the traditional landowners. Land disputes are common and compensation claims often discourage investment that requires the use of land.

9. A large part of the rural population, and to a lesser extent, the urban population relies for their livelihoods on forest exploitation, fishing, hunting and subsistence agriculture. Weak infrastructure, weak service delivery mechanisms, marketing difficulties, as well as low government and civil society capacity reduce the possibilities of alternative livelihoods and access to (renewable) energy schemes.

10. PNG has vast natural resources, especially mineral, forest and marine resources, and is home to many rare and endangered animal and plant species. The country's physical environment is, however under increasing threat from a variety of factors such as agricultural practices (land clearing for commercial as well as traditional agriculture) and resource extraction projects like mining and timber harvesting.

11. During the first 15 years of independence (1975), PNG made considerable progress against a number of social indicators. Life expectancy increased from 40 years in 1971, to nearly 50 years in 1980, with infant mortality declining from 134/1,000 to 72/1,000 over the same period. By 2002, however, progress had

slowed and the country remains with a relatively low life expectancy (57 years), high infant mortality rate (64/1,000) and very high maternal mortality rate (370/100,000). Poverty remains high, with an estimated 30% of the population below the poverty line. A survey carried out by the Department of Education (DoE) in 2006 showed the average Primary Net Enrolment Rate at 36% in 11 provinces. Hence the country's overall human development remains relatively low and has, in some areas, deteriorated over recent years. In 2006, the country's Human Development Index was ranked 139 out of the 177 countries and territories surveyed.

12. A detailed review and analysis (in 2000) of the development situation and trends in PNG concluded that it would be very difficult to achieve most of the very demanding global targets by 2015. Progress toward achievement of the MDGs has been slow and, according to the 2004 MDG Report, the country is unlikely to achieve any of the seven goals (the eighth goal was not considered in the 2004 report) and few of their targets by 2015 (see Table 1). The Asian Development Bank report *Millennium Development Goals in the Pacific* stated that PNG was lagging far behind in achieving most of the MDGs. Poverty was reported to be increasing in both urban and rural areas. Some indicators, particularly those for health, showed deterioration, while in other areas, such as education and promoting gender equality, there was little or no progress towards meeting the targets by 2015. For most indicators there was a significant disparity between urban and rural areas and amongst islands.

### **Pertinent Development Issues**

13. In spite of the challenges the country faces in its effort to achieve the MDGs, there are some signs that the country is moving in the right direction. With the huge potential the country has, it is the intention of all development partners to look at ways and means of unlocking this potential for the development of the country.

14. One of the key development issues in the country is delivery of basic social services, which often fail to reach the poorer strata of society and rural areas. With about 87% of the population living in rural areas, this is a major concern.

15. The high population growth and low median age means the country is facing huge youth challenges especially with the high potential for the population to grow further. This puts pressure in the country to invest a large proportion of its resources in social services such as health and education as well as employment creation, thus leaving limited resources for further development including the implementation of policies aimed at achieving the other MDGs.

16. While international migration is low, internal migration from rural to urban areas (urbanization) and to rural-non-villages is very substantial. The low absorption of school leavers into the formal employment sector and chronic unemployment for young people underline the challenges of creating economic opportunities for the increasing numbers coming onto the labour market, and for those already out of work. This has contributed to a serious deterioration in law and order, especially in urban areas, and has created a negative human rights situation, with increased incidence of violence with particular impact on women and girls. This situation has contributed to a worsening environment for national and international investment. Nevertheless, the overall urban sector throughout the country is still relatively small.

17. In spite of the rich natural resources, the country has yet to realize their full benefit, both in terms of economic growth and human development. This has been due mainly to poor management of some natural resources enterprises as well as failure to apply good environmental practices, particularly in the forestry, fisheries and mining sectors, resulting in over-exploitation and environmental degradation, with serious threats to long-term sustainability of these vital resources, whilst not providing the financial advantages expected.

18. The country faces challenges with human rights especially in relation to women and children. A UNICEF study on orphans and vulnerable children showed that 68% of women have experienced violence in the home; though this is as high as 90% in some communities in the highlands provinces. Many girls in PNG are at risk of commercial sexual exploitation, and one-third of all sex workers are under the age of 20. It reports that 80% of the population is yet to have their births registered, and 22% of children reside away from their biological parents. Some 75% of children who come in conflict with the law experience police abuse.

19. Poor economic management in the 1990s led to the decline of key development indicators. The economy contracted in all but two years between 1995 and 2002. This failure to stabilize macroeconomic conditions and poor expenditure decisions led to under-funding of key activities, with negative impact on service delivery, infrastructure development and maintenance. This situation was further aggravated by PNG's susceptibility to natural disasters (volcanic eruptions, tsunamis, water level rises (e.g. atolls of Bougainville) and by civil conflict (e.g. Bougainville).

20. This has resulted in moderate growth in GDP for 2004 estimated at 2.8%. Because of the slow growth as well as the widespread deterioration in public services, especially in rural areas, it is a widely held view that living standards for a significant proportion of the population have declined since 1990 resulting in a possible worsening of the poverty situation in the country, particularly in urban areas.

21. Growth is projected to continue to improve due to better macro-economic policies. Prudent fiscal policy, improved budgetary performance, lower interest rates and an appreciation of the exchange rate of the PNG Kina contributed to a more favorable economic environment. However, the economic growth rate needs to be significantly higher to achieve real growth per capita given the high population growth rate.

22. Some key development indicators are provided in Table 1.

**Table 1 - Key Social and Economic Indicators – PNG**

Indicator	Male	Female	Total
Population (1)	2,679,769	2,491,779	5,171,548
Total Fertility Rate (1)			4.6
Life expectancy at birth (1)	53.7 yrs	54.8 yrs	54.2 yrs
Infant mortality rate (1)	64 per 1,000	64 per 1,000	64 per 1,000
Maternal morbidity (1)		330 per 100,000 live births	
HIV/AIDS prevalence (2003) (1)			8,198 recorded cases
Access to permanent water supply (1)			9% rural households 70% urban households
Water Quality (1)			70% rural households use raw, untreated water
Sanitation standards (1)			Pit toilet – 76% rural households; 32% urban households Flush toilet – 2.5% rural households; 58% urban households
Gross Primary Enrolment rate (age group 7-12) (2)	75%	80%	70%
Gross Secondary Enrolment Rate (2) Lower secondary (13-15 yrs) Upper secondary (16-18 yrs)	Lower 35% Upper 6%	Lower 38% Upper 7%	Lower 30% Upper 5%
Gross pre-primary enrolment rate (2)	61%	57%	59%
Adult literacy rate (over age 15) (1)	55.2%	43.9%	49.2%
Urban population as proportion of total population (1)			13.1%
Debt to GDP ratio (1)			80%
Labour Force Participation Rate (Pop. age 10+) (1)	66.1%	64.6%	65.4%
Proportion Population under lower poverty line (K399) (1996) (1)			30%
Deforestation rate (1)			120,000 to 200,000 Hectares per annum
Number endangered species (3)			37 species (15 plants; 12 mammals; 4 reptiles; 2 birds; 2 fish; 3 invertebrates)

Sources:

(1) PNG MDG Report (2004)

(2) EFA Global Monitoring Report (2008)

(3) IUCN Red List 2007

## Development Challenges

23. To sustain the economic growth of recent years the country needs to put in place longer term structural reform processes, addressing problems of poor service delivery systems and confusion over functional and financial responsibility between national and provincial entities, and confronting the HIV/AIDS pandemic. All this must take place in a context of fast growing population forecast to reach 11 million by 2050. The country also faces the challenge of implementing a sustainable development strategy which provides education, health, employment and income generating opportunities while ensuring the optimum use of the country's natural, financial and human resources for present and future generations.

24. The country has to achieve continued growth amidst a population that is growing 2.7% per annum while the labour force is growing at 2.6% per annum, a GDP that has shown limited growth for much of the 2000s and per capita income that has also been declining significantly (according to the World Bank 70% of the population lives on less than US\$2 per day and 42% on under US\$1 per day). Crime has been increasing for many years, due partly to the lack of jobs and government's limited capacity to satisfy rising expectations of service delivery. The net result has been a worsening environment for investment.

25. Problems of implementation of policies due to a very large variety of natural, socio-economic, cultural, political, geographic, language barriers and other factors including external aid dependency make program delivery difficult in all areas of UNESCO's expertise.

26. The key challenges that have been identified in areas relevant to UNESCO's mandate are:

- The HIV and AIDS epidemic.
- Continuing high population growth rates and low levels of school attendance provide significant challenges in education.
- Significant natural resources with high levels on endemism and heritage value
- A gendered culture that places women in a disadvantaged position.
- Rich and diverse cultural heritage which is largely oral, particularly in the area of language diversity
- Poor communication systems and limited access to technology.



**The Yompin Tribe**

*(BUGBOG Pictures, Julian Loader)*

**Table 2: Progress in achieving the Millennium Development Goals in UNESCO's fields of competence**

<b>Millennium Development Goals</b>	<b>Current Status in Papua New Guinea</b>
<p><b>Goal 1:</b></p> <p>Eradicate extreme poverty and hunger</p>	<p>In 1990 23% of the population was below the US\$1 per day indicator. This had risen to 39.6% by 2005 (ADB 2007). Regional disparities are marked with the Gini coefficient for income distribution being 0.50, the highest in the South Pacific Region (PNG &amp; UNDP 2004 p 10).</p> <p>Malnutrition rates appear to be declining. The proportion of children under 5 years who were malnourished declined from 36% 1990 to 25% in 2000 (ADB 2007).</p>
<p><b>Goal 2:</b></p> <p>Achieve universal education</p>	<p>Primary Gross Enrolment Rate was 66.3% in 1990 it has risen to 79.8% in 2005 (PNG &amp; UNDP 2004). Net Enrolment Rate (NER) rose from 66% in 1990 to 73% in 2001 (ADB 2007).</p> <p>However, gender disparities meant the NER for boys was 70.9% in 1990 and 76.8% in 2001 while the NER for girls was 60.8% and 68.9% (ADB 2007).</p>
<p><b>Goal 3:</b></p> <p>Promote gender equality &amp; empower women</p>	<p>Labour force participation and employment rates for PNG females in the rural sector are very high by international standards, especially in the five Highlands provinces. Most women (as well as men) are engaged in agriculture and/or fishing for subsistence (household consumption), thus technically they are employed however, in 2000, only a very small percentage (5.3 %) of all employed women had a wage job (compared to 15.2% for men) (PNG &amp; UNDP 2004). The ratio of girls to boys in primary school was 94.0 in 1990 and declined to 90 in 2001. Secondary school was 72 in 1990 and improved to 77 in 2001 (ADB 2007).</p> <p>The proportion of women holding seats in parliament improved slightly from 0 % in 1990 to 0.9% (1 member) in 2005 (ADB 2007)..</p>
<p><b>Goal 6:</b></p> <p>Combat HIV and AIDS, malaria and other diseases</p>	<p>Since the early 1990s, the number of people infected with HIV/AIDS has increased exponentially. In 2002, PNG became the fourth country in the Asia-Pacific region to have a generalized HIV epidemic. At the end of 2003, the number of recorded cases was 8,918. This actual number of cases is likely to be significantly higher.</p> <p>Tuberculosis incidence is rising and the rate per 100,000 population is estimated to be 95.30 (WHO, 2007).</p> <p>Malaria is the leading cause of all outpatient visits and the third leading cause of hospital admissions and deaths, and is now endemic in every province, including those that were once malaria-free. Malaria mortality rates for 2004 were estimated to be 10.6 per 100,000. Together, malaria and pneumonia account for one-third of all recorded deaths (WHO 2007).</p>
<p><b>Goal 7:</b></p> <p>Ensure environmental sustainability</p>	<p>The impacts of intensive timber harvesting and monoculture plantation expansion have had significant impacts on biodiversity, land degradation, and coastal/reef erosion. Due to the high population growth rate and the very large proportion of the population dependent for their livelihood on subsistence farming, it is expected that forest clearing for traditional agriculture will increase significantly. Furthermore, forest will continue to be cleared for commercial farming, infrastructure and urban development etc (PNG &amp; UNDP, 2004).</p> <p>Sources for drinking water differ in rural and urban areas. In rural areas about 9% of households have access to piped water with about 70% using raw and untreated drinking water. On the other hand, more than 70% of urban households have access to piped water (PNG &amp; UNDP, 2004).</p> <p>With regards sanitation, about 76% per cent of rural households have a traditional pit toilet and 16% have no toilet facility at all. On the other hand, 58% of urban households own or share a flush toilet. A major concern is that 32% of urban households use a traditional pit toilet. Virtually all these households are found in the squatter settlements within the urban areas (PNG &amp; UNDP 2004).</p>

## Challenges in UNESCO's areas of competence

27. For the Education Sector the key challenge lies in responding to the rapid growth of the population with the school age population predicted to grow by 25.7% between 2005 and 2014. The education system will need to absorb this growth whilst working towards improving the quality of service delivery and focus of educational programs.

28. The National Population Policy, 2000 to 2010 has the primary goal of improving quality of life, and in particular to *raise the level of general education and literacy to facilitate broad-based social and economic development, to improve the status of women and to raise the quality of the labor force* (PNG & UNDP 2004 p 9). Responding to the MDGs commits PNG to the achievement of universal basic education<sup>2</sup>, whilst the Education for All (EFA) Goals place priority on ensuring universal access to, and completion of, free and compulsory quality primary education and the other four Goals.

29. Rapid population growth creates financial pressure throughout the system and strains the capacity to deliver quality services. However, the MDG and EFA commitments prioritize primary education resulting in the country having to ensure investment and development that match these commitments. Service delivery is made more difficult by the predominately rural population distribution which reduces the possibility of the rationalization of schools and also by the multi-cultural multi-lingual society which requires responsive curricula and targeted educational materials.

30. Improving the efficiency of the system will ensure that limited funds are deployed to maximum effect. The complex nature of the administration of education in PNG makes it difficult for the national administrators to control costs and ensure responsiveness. Management processes and capacities within the education system need to be strengthened to enable efficiency gains.

31. Progress towards the achievement of the EFA goals adopted in Dakar has been slow as is evident in key indicators available in PNG national education documents. Precisely where PNG is at for each EFA Goal will be known once currently ongoing national EFA Mid Decade Assessment results have been released before end of 2007.

32. As the richest country in the Pacific region in terms of natural resources, as well as the most culturally diverse, PNG faces a formidable challenge in ensuring the sustainable and equitable use of these resources to the benefit of its large and rapidly growing population. This has been the main challenge facing the Natural Sciences Sector. With 97% of its land area under customary ownership and with a very large diversity of traditional approaches to land and resource management, conventional approaches to sustainable land use planning, conservation, and resource use are unlikely to yield results that benefit local people, retain sustainability in the long term, and contribute to the development of PNG's national science and technology capacity.

33. Priority for PNG has been the expansion and strengthened implementation of the Man and the Biosphere program, HELP (Hydrology for the Environment, Life and Policy) and other International Hydrological Programme (IHP) activities for freshwater management, and the natural aspects of the World Heritage Convention – with a view to strengthening national capacity for natural resource management. Emphasis has been on the development of a national

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<sup>2</sup> <sup>2</sup> In Papua New Guinea, basic education refers to 3 years of Elementary Education (community-based education taught in vernacular languages and 5 years of Primary Education. Therefore, MDA Goal 2 / EFA Goal 2 in PNG context is in fact universal access to, and completion of, quality basic education.

strategy/policy on science and technology, linked to the above programs; as well as on the promotion of the use of local and indigenous knowledge-based curriculum materials in schools.

34. Within the Social and Human Sciences Sector, the key concerns are developing and promoting social policies that uphold peace, human rights, democratic governance and tolerance through fostering human development. Key focus areas in PNG to be addressed under this program include violence against women and strengthening women's groups and their participation in policy development; youth programs and empowerment including strengthening national youth machinery; addressing social issues posed by urbanization; building social science networks to develop Pacific responses and approaches to improving social service delivery; and dialogue to rediscover the ethical and cultural values of Papua New Guineans as they face modernity.

35. The challenge for the Communication & Information Sector is communicating fundamental rights to freedom of information, freedom of expression, and freedom of communication (press freedom) to all Papua New Guineans. Communication or media development is extremely difficult due to not only the extremely large population numbers but also the complexity of more than eight hundred languages or reaching extremely remote and small communities. The inaccessible terrain makes it very difficult to obtain information from radio and close to impossible for TV and newspapers.

36. The development of Information & Communication Technologies (ICT) is mostly limited to the Port Moresby NCD. ICT is taught in a few schools and at the Universities. There are only a few Government websites providing 'light' information and the Parliament, National Library, National Archives, and Ministry of Lands are not online.

37. As with the other sectors, the biggest challenge facing the Culture Sector in its effort to support PNG relates to the diversity of cultures and traditions experienced throughout the country especially the language diversity, with more than 850 languages making it the country with the most diverse language in the world. Efforts to preserve the country's diverse culture and languages have been hampered not only by the lack of resources but also the geographical distribution of country's population where more than 87% live in rural communities with limited access. Support to PNG has been made in the area of the conservation of natural heritage notably in the context of the 1972 World Heritage Convention as well as for the revitalization of indigenous languages as a vehicle for safeguarding intangible cultural heritage.



**Markham Valley**



## **PART 2: PAST AND PRESENT COOPERATION**

38. Over the last two biennia the cooperation between PNG and UNESCO has been very limited due to various reasons. Lack of country focus in UNESCO's programs over the last two biennia (32/C5 and 33/C5) as well as the adoption of a regional support strategy, as opposed to country focus due to limited resources, means that UNESCO's support to PNG was limited to mainly regional activities. However there were nationally focused activities especially in education, science and culture that made up UNESCO's support to the country.

39. In Education UNESCO has focused mainly on capacity development of senior and mid-level technical personnel from the Department of Education on, and provision of technical advice to on planning to, planning for, and monitoring of, the education system as it relates to EFA. Due to limited financial resources, DoE officials have mostly participated in Pacific regional training workshops and seminars along with those from other Pacific countries. In-country support has been provided whenever technical assistance missions were conducted to follow up on officials' participation in regional workshops and seminars.

40. The past two years have seen UNESCO's Education programme become more country-based due to the establishment of a closer partnership between UNESCO and UNICEF as the PNG UN Country Team strengthens its alliance as one UN. The inclusion of PNG into the Literacy Initiative for Empowerment (LIFE) has also strengthened UNESCO's engagement at the country level. In supporting PNG's national education sector development, UNESCO has capitalized on effective education partnership mechanism that exists in the Pacific<sup>3</sup> to deliver strategic technical support and advice. Closer collaboration with the UNESCO Asia-Pacific Regional Bureau for Education, mainly in the areas of monitoring EFA, literacy and non-formal education, has enabled increased UNESCO support to PNG.

41. In the Natural Sciences, UNESCO has focused its support to PNG in the past biennia on the Man and the Biosphere program, natural aspects of the World Heritage Convention, as well as on the provision of support to local interdisciplinary environment and development pilot projects under UNESCO's Small Islands Developing States (SIDS) programme. Support has also been provided for overseas advanced training in the basic and life sciences.

42. Through its Man and the Biosphere program, UNESCO assists in the development of locally-grounded integrated models for conservation, local development, education, monitoring and scientific research. Biosphere Reserves are recognized under the Convention on Biological Diversity as "living laboratories" for implementation of the ecosystem approach. Over the past years, the PNG Department of Environment and Conservation (DEC) has been working on the development of PNG's first Biosphere Reserve in the area around the Variarata National Park near Port Moresby.

43. With support from the UNESCO World Heritage Centre, PNG has recently taken steps towards finalizing its World Heritage Tentative List. The draft tentative list provides an indication of DEC's intention of beginning a process of seeking World Heritage status for a series of the most significant biodiversity conservation areas in the country.

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<sup>3 3</sup> Pacific Education Partnership Group comprises: South Pacific Board for Educational Assessment, UNICEF, University of the South Pacific – Project on the Pacific Regional Initiative for the Development of Basic Education (PRIDE Project), Pacific Resources for Education and Learning, Pacific Islands Forum Secretariat.

44. Over the last two biennia, Communication and Information activities have focused its support to PNG primarily on building the capacity of local media personnel, especially women and young people, mainly through regional training workshops on various aspects of disseminating information widely as well as advocating for the freedom of the media. Focus has also been given to those with disabilities so they can take advantage of ICT to improve their livelihood by accessing to appropriate and relevant information for sound decisions.

45. Another area of focus of the sector has been the awareness campaign on issues relating to peoples' right to express themselves and freedom of information. Advocacy for such events as freedom of the press and freedom of expression was part of the sector's ongoing activities in the country especially with the challenge of the high rural population and gender issues. The sector has provided support through the International Programme for the Development of Communications (IPDC) project to improve the capacity of media providers to reach those in rural as well as in marginalized communities such as women and to raise awareness of HIV and AIDS through campaigns highlighting the effects the disease has on children, women and the country as a whole.

46. Despite the diversity of cultures and languages in the country UNESCO has provided only limited support to PNG in the area of the Culture over the last two biennia (2004-2007). This support was implemented in close collaboration with PNG National Commission for UNESCO, as well as a number of educational institutions and focused on the revitalization of cultural identity through cultural expressions such as language, crafts, and arts together with indigenous knowledge systems to contribute to social and sustainable development. Developing cultural industries within the art and craft dimensions has included training and development in papermaking and wood block printing in Port Moresby.

47. The linguistic diversity of the country is unequalled anywhere in the world with more than 850 different languages. This diversity of cultures makes it extremely difficult to govern "1,000 tribes" which according the Late Sir Albert Maori Kiki, is itself a great challenge. Promotion of the language diversity has been supported by the Japanese Government through a project on Melanesian languages spearheaded by the Language and Literature Department at the University of Papua New Guinea, which has been going for a number of years. The sector has also provided support towards the promotion of *Tok Pisin* at the University of Papua New Guinea's Madang Campus for community development as well as providing technical assistance to the University of Goroka towards developing Melanesian Heritage Studies.

48. In recent years, the Culture Sector in conjunction with the World Heritage Centre has conducted training workshops for DEC staff, the National Cultural Commission and the 20 Provincial Governments to enable the compilation of the Tentative List for World Heritage sites.

49. Greater synergy between UNESCO's programs with the Participation Programme coordinated by the PNG National Commission for UNESCO has potential to further strengthen UNESCO's support across all sectors at the country level.

**Table 3: Brief summary of the areas of cooperation and outcomes/outputs and results achieved by UNESCO over the last two biennia (2004 – 2007):**

Sector	Area	Cooperation	Outcomes	Outputs	Results
<b>EDUCATION</b>	Planning and monitoring EFA	Development of EFA National Action Plan and inclusion of EFA goals and targets into National Education Plan Capacity building of policy planners and education statistician on EFA assessment (data collection, interpretation and analysis)	Capacity built in policy planning Capacity built in data collection, interpretation and analysis for monitoring purposes (UNICEF has provided support, and more needs to be done in this area)	EFA National Action Plan developed and fully integrated into 2005 – 2014 National Education Plan Assessment results made available by end 2007, and relevant policies to be reformulated in 2008	Full ownership and commitment to EFA as part of national education sector development. Sustained involvement of high level policy officer involved in all of EFA work (since 2000) Provisional EFA monitoring system in place
	Primary education	Support towards universalization of primary education (school fee abolition and alternative pathways to formal education), in cooperation with UNICEF and other education partners	Increased participation in primary education	Universal Primary Education task force established with continued technical support from UN and other education partners, headed by UNICEF	Government commitment to and concrete actions towards achievement of Universal primary Education
	Life-skills	Development of regional benchmarks in literacy, numeracy and life skills	Full participation of PNG in the development of benchmarks Benchmarks incorporated into curriculum	Regional benchmarks developed	Full commitment to incorporating all benchmarks into curriculum for monitoring educational quality
	Literacy	Capacity building of Literacy Secretariat staff, and support to policy and structural review to enhance DoE's role and responsiveness to literacy needs through formal and non formal education in preparation for LIFE	Capacity built in cross-ministerial coordination, management and quality assurance Policy and structural review roadmap agreed among key ministries and literacy partners	Taskforce formed with approval from Secretary for Education to conduct policy and structural review Leadership and coordination role of DoE strengthened	PNG included in second phase of LIFE Taskforce headed by DoE and visibility of DoE as lead government agency enhanced
	Non-formal education	Capacity building of literacy secretariat staff and trainers in establishment and sustainable management of Community Learning Centres	Capacity built in establishment and management of Community Learning Centres	Two Community Learning Centres established in Enga Province and East Sepik Province	Sustainability ensured through community, provincial and national government contributions to expand Community Learning Centres. Advocacy for lifelong learning through Community Learning Centres widely promoted.

<b>Sector</b>	<b>Area</b>	<b>Cooperation</b>	<b>Outcomes</b>	<b>Outputs</b>	<b>Results</b>
<b>EDUCATION</b>	Early Childhood Care and Education	Capacity building of early childhood education coordinators in the area of policy, assessment and curriculum	Capacity of early childhood officers strengthened in the areas of policy, assessment and curriculum	Early childhood education coordinators trained	ECCE policy, assessment and curriculum strengthened
<b>NATURAL SCIENCES</b>	Ecological and Earth Sciences	Technical support for conservation and natural resource management - development of Biosphere Reserves and World Heritage sites	Capacity built towards implementation of goals and objectives of PNG targets relating to UNESCO instruments	Biosphere Reserve nomination prepared National World Heritage tentative list finalized	Strategic planning on conservation of natural heritage strengthened, supported by science, education and networking; conservation areas established; reinforced national government commitment to protection of natural heritage made
	Hydrological sciences	Capacity building and networking for water sector policy planners, hydrologists and hydrological technicians	Capacity built and international relationships in catchment area management, data collection, interpretation and analysis for monitoring purposes	Publication of PNG hydrological data in UNESCO publication Identification of potential PNG HELP Basin	Strategic planning for water resources management strengthened
	Basic sciences / science communication	Research and training scholarships for PNG scientists	Capacity built in basic and life sciences research	Participation of NARI scientist in advanced regional training course Publication of peer-reviewed scientific papers	Enhanced capacity for basic and life sciences research among participating scientists
	Coastal zones and small islands – Mauritius Declaration follow-up	Community-based demonstration projects in sustainable local development in partnership with PNG national institutions	Local capacity built for community-level environment projects and linkages established to national institutions	Project issues discussed in PNG Parliament; national commitments to projects; publications on projects released by UNESCO; participation by PNG in regional networking events	Commitment to community aspirations made by national government, academic institutions and community leaders
<b>CULTURE</b>	Indigenous Language in Melanesia	Melanesian Language revitalisation and preservation	Promote the use of local languages for learning	Linguistic data collected with the purpose of developing orthographies	Vernacular language instruction materials developed and introduced to teaching programs on culture and language established at University of PNG

Sector	Area	Cooperation	Outcomes	Outputs	Results
<b>CULTURE</b>	Cultural industries	Develop cultural industries within art and craft dimensions	Contribute to poverty eradication through the production and dissemination of crafts and cultural expressions	Training and development in papermaking and wood block printing completed	Harnessing the endogenous capacities in creative production
	Cultural Heritage	Capacity training for local personnel on compilation of the Tentative List for the World Heritage Listing	Skills in World Heritage submission process improved	Training courses on World Heritage nomination processes	PNG Tentative List finalised with a view to listing of natural heritage sites on World Heritage List
<b>COMMUNICATION &amp; INFORMATION</b>	Advancing Gender Equality in Media	Technical expert support provided for the development of the Pacific Women in Media Action Plan	Capacity developed to build Gender Enhancement Action Plans for Pacific media organizations	Pacific Women in Media Action Plan developed. Barbados Programme of Action for SIDS promoted.	Commitment by PNG media organizations to career development opportunities for female journalists.
	Develop Youth in Media	Advanced training workshops for young media producers in documentary/video production and script writing	Young Pacific media producers are highly trained in advanced techniques and technologies	The development and broadcasting of high quality/high impact documentaries and videos	Young PNG media producers are retained in the industry The videos are very well received by PNG youth
	Mainstream People with Disabilities with ICT	Capacity building of representatives from People with Disabilities Organizations on the latest ICT for Disabilities	PNG representatives of People with Disabilities trained in use of ICT to improve the lives of disabled, especially employment	PNG delegates trained on latest ICT, and ICT for Disabilities tools Bitekenawa Declaration promoted	PNG People with Disabilities have expanded options to meet their basic needs, including employment opportunities
	Protect and enhance <i>Freedom of the Press</i>	Develop activities to celebrate World Press Freedom Day Provide advice and facilitate expert assistance on press freedom, media pluralism and media independence	Very high level of awareness of rights of citizens to access information from vibrant free press	Media Awards highlight unique contributions by Pacific media organizations to protect and enhance freedom of the press	Government commitment to upholding press freedom Launch of various new publications
	Develop PNG Media	Support the application by PNG media organizations for funding from the UNESCO IPDC	Increased coverage/reach, participation by PNG citizens in decision-making	Installation of new/upgraded equipment or advanced training for individual PNG media representatives	PNG media organizations are modernized and able to effectively respond to issues as well as needs of population
	Protect and mitigate against HIV & AIDS	Workshops for PNG media reps on latest statistics, treatment and global best practices on culturally sensitive reporting	Increased high quality reporting on the PNG HIV & AIDS pandemic including achievable prevention and treatment options in local languages	Highly trained PNG journalists actively reporting on HIV & AIDS	Increased awareness on the HIV & AIDS, prevention options including reduction in risky behaviour, treatment options including the formation of support units

### **PART 3: PROPOSED COOPERATION FRAMEWORK**

50. In an effort to improve its support to its members in the coming biennia, UNESCO in the Pacific has developed a Strategic Plan covering proposed priorities for its member states for the period 2008 to 2013. Its goal for the Pacific is to *contribute to the construction of peace, human development and intercultural dialogue for a sustainable Pacific through education, the sciences, culture, communication and information*. Under this goal, several key program objectives have been developed to guide implementation over the next six years.

51. With UNESCO's strengthened intersectoral approach to programming under the theme "Our Pacific Heritage", all five sectors worked together to develop three intersectoral programmes: Education for Sustainable Development, Adapting to Climate Change and Sharing Pacific Knowledge and Values. These initiatives require going further than simple alignment of activities and call for greater integration and cooperation even at the country level.

52. The UNESCO Apia office intends to upgrade its engagement in supporting PNG in its effort to move forward. Together with the Less Developed Countries in the sub-region, the Apia office proposes to highlight PNG as one of its priority countries, at least in the next biennium (2008-2009). This means an increase in the allocation of the organization's resources and expertise to support PNG through the appropriate line ministries in UNESCO's areas of competence.

53. UNESCO intends to use the one UN reform process in cooperation with other UN Agencies within the delivering as one as the framework for its main platform for cooperation in PNG. The key areas identified as priority in the UN Country Program, the MDGs, EFA goals and regional strategies including the Pacific Plan form the basis of this cooperation. In addition priorities identified under the UNESCO National Education Support Strategy (UNESS) will form the basis for cooperation in education, not only with UN Agencies, but also regional education agencies and civil society organizations, in particular for literacy and non formal education.

54. As a member of the United Nations Country Team in PNG, the UNESCO Education Sector will work closely with the Education Taskforce led by UNICEF Country Office and concretely contribute to the areas of UNESCO's competences as per the UN Country Program Education Five-Year Strategy on the basis of the UNESCO National Education Support Strategy for PNG (subject to finalization in April 2008). Table 4 presents the proposed results-based cooperation framework for Education Sector (subject to the finalization of the UNESS for PNG in early 2008), to be implemented as part of one UN delivering as one.



**Children and their teacher at a Port Moresby public school**

55. In the Natural Sciences, UNESCO will work in a renewed partnership with other UN agencies in the country, in particular UNDP, as well as key environmental and science based NGOs and other organizations. This new commitment to partnerships will be pursued in close dialogue with UNDP and other partners, and will be initiated through a consultative mission to Port Moresby to be undertaken in early 2008. Further, UNESCO intends to work with PNG in the areas of freshwater management and monitoring through the IHP programs (linked integrated water resources management Global Environment Facility project and World Hydrological Cycle Observing System EU-funded regional projects), capacity development for science communication and policy, training and research grants for PNG scientists in the basic and life sciences as well as interdisciplinary and inter-regional SIDS networking and field activities with a particular focus on local and indigenous knowledge systems.

56. In the Social and Human Sciences Sector, the major emphasis will be on building capacity in the field of social sciences, especially in strengthening social policy networks, improving youth policy and working with the country and youth networks to improve delivery of youth policies, and working with appropriate government departments and civil society to increase the participation of women, youth and other marginalized groups in policy development processes. The programmes will also work to raise awareness of the Universal Declaration on Bioethics and Human Rights and the International Convention Against Doping in Sports (ICADS) and assist PNG with their implementation.

57. In the Communication and Information Sector, the proposed cooperation framework between UNESCO and key PNG stakeholders will focus on two key areas of its mandate; enhancing universal access to information and knowledge and fostering pluralistic free and independent media and infostructures.

58. With its rich cultural diversity, preserving traditions and cultures, while adapting them to the realities of the present day international context becomes a high priority for PNG. Addressing culture as a pillar for the development of the country constitutes the basis for UNESCO's Culture Sector's support. Promoting the diversity of the country's culture through cultural industries, could help in addressing youth unemployment and contribute to generating incomes while promoting sustainable livelihoods.

59. The Culture Sector will make efforts to build decision-makers' awareness about the importance of safeguarding intangible cultural heritage and to facilitate their participation in the implementation of UNESCO's activities in that field, in particular through the ratification of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

60. In addition to the collaborative work with the Natural Sciences Sector and the World Heritage Centre on PNG's potential World Heritage Tentative List, the Culture Sector will continue to conduct training to prepare future site managers and promote cultural tourism to sustain the sites but also as an integral part of the protection of cultural and natural heritage sites.

61. UNESCO will continue to contribute towards the revitalization of languages through the Melanesian Language project. In this respect continued efforts will be made to record the endangered languages together with developing orthographies for unwritten languages for use in early childhood education in close collaboration with the University of Papua New Guinea.

62. UNESCO's proposed cooperation framework for 2008 – 2013 is outlined in the matrix given below. Links to the UNESCO Apia Strategic Plan and the PNG Country Programme are highlighted in Table 4.

**Table 4: UNESCO's proposed Cooperation Framework for PNG 2008-2013**

<b>EDUCATION</b>	<b><i>Pacific Programme Objective IV - Strengthen Pacific achievement of Education for All</i></b>				
	<b><i>UNCP Education Intermediate Outcome: By 2012, DOE has established mechanisms and strategies in place to achieve Universal Basic Education (UBE) and Gender equality in elementary and primary education at the national, provincial and school levels, in partnership with other Government institutions, provinces, churches, and development partners</i></b>				
	<b>Outputs (as in UNCP)</b>	<b>Expected result of UNESCO activity</b>	<b>Performance indicators and benchmarks</b>	<b>Available resource (USD)</b>	<b>Mobilization target (USD)</b>
	<b>UNCP Output 1.</b> National Strategic Plan to achieve UBE developed and implemented, under DOE leadership with strengthened monitoring systems and addressing Gender Equality in elementary and primary education, and in partnership with Govt agencies, provincial Govts, churches and development partners through ESIP	Increased national and provincial commitment and capacities to develop and use quality education monitoring systems (collection, interpretation and analysis of sex- and province/district disaggregated data) for evidence-based policy and planning	Availability of education monitoring systems	\$100,000	\$200,000
	<b>UNCP Output 2.</b> Implementation of policies on Literacy, Gender Equality, HIV/AIDS, and Early Childhood Care and Development supported	Accelerated national efforts towards achievement of EFA Goal 3 and 5 through LIFE with target groups of youth at risk and adults, with increased national capacities and enhanced leadership and coordination mechanism	Secretariat staff equipped with knowledge and tools to coordinate and monitor national literacy development. Policy reviewed and implementation begun		More than \$500,000 through Extra-budgetary Capacity Building
<b><i>Pacific Programme Objective V - Foster quality education for all; from access to success and promotion of Education for Sustainable Development</i></b>					
<b><i>UNCP Education Intermediate Outcome: By 2012, DOE has established mechanisms and strategies in place to achieve UBE and Gender equality in elementary /primary education at national, provincial &amp; school levels, in partnership with other Government institutions, provinces, churches, &amp; development partners</i></b>					
<b>UNCP Output 3.</b> Quality of education improved, particularly through addressing HIV/AIDS, reproductive health, population education and life skills in curriculum and teacher training, and promoting Child Friendly School principles	Improved quality of basic education through improving teacher effectiveness and setting up and use of evidence-based teacher performance appraisal system for teaching force's professional development	Training of DoE staff and at least two national teacher training colleges Evidence of use of developed appraisal system.	\$60,000	\$200,000	
<b>NATURAL SCIENCES</b>	<b><i>Pacific Programme Objective VI - Leverage scientific knowledge for sustainable management of natural resources with particular reference to appropriate solutions for small island countries and communities</i></b>				
	<b><i>Related UNCP Outcome: By 2012, rural communities in selected provinces of each region use more sustainable livelihood practices</i></b>				
	<b>Outputs (outside UNCP)</b>	<b>Expected result of UNESCO activity</b>	<b>Performance indicators and benchmarks</b>	<b>Available resource (USD)</b>	<b>Mobilization target (USD)</b>
<b>Output 1 - Natural resources and freshwater management and conservation</b>  Leverage scientific knowledge for sustainable management of natural resources using	Enhanced implementation by government officials and key partners at national and local level of conservation, sustainable natural resources and freshwater management policies and practice	Preparation of at least one Biosphere Reserve and one natural World Heritage nomination; documented active participation in HELP		\$60,000	



	appropriate solutions for small island countries and communities				
<b>NATURAL SCIENCES</b>	<b>Output 2 - Science policy and communication</b> Foster effective and appropriate science communication, education and policy development to enhance the benefits of science to Pacific island countries	National science and technology policy/ long-term strategy reviewed/developed and adopted by the national government Enhanced understanding among government officials of science communication and policy linkages	Policy document drafted and/or reviewed Participation of government and science practitioners in regional science communication activities		\$50,000
	<b>Output 3 - Local and indigenous knowledge</b> Integration of local and indigenous knowledge-based materials into the school curriculum	Integrate local and indigenous knowledge-based materials into the school curriculum in one pilot location Draft strategy prepared by the PNG government on the use of local and indigenous knowledge-based materials in the school curriculum	Pilot project implemented on the use of local and indigenous knowledge-based materials in the formal education system Strategy published and adopted		\$50,000
<b>SOCIAL AND HUMAN SCIENCES</b>	<b><i>Pacific Programme Objective X - Enhance research-policy linkages within the Pacific and between the Pacific and other regions for the effective management of social transformations for small islands countries</i></b>				
	<b><i>Related UNCP Outcome: By 2012, women and girls will have greater representation in decision-making, have increased protection from violence and have equal access to higher retention rates in school</i></b>				
	<b>Outputs (outside UNCP)</b>	<b>Expected result of UNESCO activity</b>	<b>Performance indicators and benchmarks</b>	<b>Available resource (USD)</b>	<b>Mobilization Target (USD)</b>
	<b>Output 1: Social Policy Networks</b> Strengthening social policy networks	PNG social scientists actively participate in Pacific social policy networks	PNG members in Pacific Network	\$2,000 (regional)	\$20,000
		Increased commitment and capacity of Government officers to undertake community consultation as part of policy development process	Capacity development of Government officers undertaken	unknown	\$30,000
	<b>Output 2: Gender Equality and Youth</b> Increasing the involvement of women and youth in social policy development, especially in the areas of youth policy and violence against women and girls	One project piloted to raise awareness and responsiveness of Government Officers to violence against women	Pilot project completed	nil	Approx \$25,000 to \$100,000
		Specific responses developed to meet needs identified in PNG youth policy and its delivery	Youth initiative developed	unknown	\$7,500
	<b>Output 3: Anti-doping</b> Promoting ICADS and providing support to access the Fund for Elimination of Drugs in Sport	PNG submits instrument of ratification for ICADS	Instrument for ratification of ICADS submitted	\$2,600 (regional)	\$5,000
Plan of action for implementing actions under ICADS developed		Action plan for implementation of ICADS in place	N/A	N/A	
Successful funding proposal to support ICADS implementation submitted		Funding secured for implementation of ICADS	N/A	N/A	

<b>CULTURE</b>	<b><i>Pacific Programme Objective XI - Strengthen the contribution of culture to sustainable development, such as through cultural industries</i></b>				
	<b>Related UNCP Outcome: <i>By 2012, rural communities in selected provinces of each region use more sustainable livelihood practices</i></b>				
	<b>Outputs (outside UNCP)</b>	<b>Expected result of UNESCO activity</b>	<b>Performance indicators and benchmarks</b>	<b>Available resource (USD)</b>	<b>Mobilization Target (USD)</b>
	<b>Output 1: Cultural industries</b> Strengthen the contribution of culture to sustainable development through cultural industries	One training workshop conducted for youth	Establish at least three family businesses in cultural industries	\$10,000	Propose PP for \$15,000
<b>COMMUNICATION &amp; INFORMATION</b>	<b><i>Pacific Programme Objective XII - Promote and safeguard tangible and intangible heritage</i></b>				
	<b>Output 2: Tangible and Intangible Heritage</b> Promoting and safeguarding PNG's tangible and intangible cultural heritage	Capacity building for PNG's decision makers in preparing for the ratification and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	Convention ratified by PNG	\$7,000	Propose PP \$15,000
	<b><i>Pacific Programme Objective XIII – Enhance universal access to information and knowledge</i></b>				
	<b>Outputs (outside UNCP)</b>	<b>Expected result of UNESCO activity</b>	<b>Performance indicators and benchmarks</b>	<b>Available resource (USD)</b>	<b>Mobilization target (USD)</b>
<b>Output 1: Universal Access</b> Enhancing universal access to information and knowledge	Increased online public access to information in libraries, archives, parliaments and media through websites	Websites scoping exercise: -Parliament; NBC, National Library; National Archives; -Number of online hits to websites until 2013 -Extensive media coverage of the websites	\$10,000	\$50,000	
	Increased preservation of important Pacific Island knowledge and information	PNG ratified the Charter on the Preservation of the Digital Heritage	\$3,000		
<b><i>Pacific Programme Objective XIV - Foster pluralistic free and independent media and infostructures</i></b>					
<b>Related UNCP Outcomes: <i>Government is aware of, respects, and provides for people's human rights while it empowers citizens to demand the protection of those rights from government. AND National and provincial level institutions and donor partners effectively coordinate, prepare, and deliver relief support in response to natural disasters</i></b>					
<b>Output 2: Media and Infostructures</b> Fostering pluralistic free and independent media and infostructures	Increased capacity of media to respond effectively in the event of a national disaster	Comprehensive Disaster Management Plan completed for PNG NBC	\$10,000	\$50,000	
	Increased integration, mainstreaming of gender perspective into programs of media organizations	Gender Enhancement Plans completed for PNG NBC and selected PNG media organizations	\$5,000	\$15,000	

## **PART 4: PARTNERSHIPS**

63. Within the UN reform and the ‘delivering as one’, UNESCO Apia has been in close dialogue with other UN Agencies at the sub-regional level on possible linkages under the UN reform framework. Synergies have been established either as part of joint programs under the Pacific UN Development Assistance Framework such as Youth and HIV and AIDS, which UNESCO is a member of or through arrangements with individual UN Agencies especially on areas where there are overlaps in mandate.

64. As part of the PNG UN Country Team, the principal partner is UNICEF which will deliver the joint country program on education. The team will coordinate with other development partners, namely AusAID, EU, NZAID, World Bank and Government of Japan through the Development Partners Coordination Group. In focus provinces (Western Highlands, Eastern Highlands, Simbu, East Sepik) and the Autonomous Government of Bougainville, the UN will work with provincial and district governments.

65. Creating partnerships with regional organizations, especially those under the umbrella of the Council of Regional Organizations for the Pacific, is also a key strategy for UNESCO considering the important role these organizations play in the implementation of the regional development plan, the Pacific Plan. The mandates for many of these regional organizations overlap with those of UNESCO and it is crucial that synergies be established.

66. UNESCO is a founding member of the Pacific Education Partnership Group that has consolidated resources to respond more effectively and efficiency to national and regional education needs where PNG can benefit the most. In addition, targeted technical assistance will be sought on statistical capacity development and literacy from Asia Pacific Regional Bureau for Education – UNESCO Bangkok, and from other Institutes and Centres of UNESCO as deemed appropriate in the context of PNG.

67. Effective work in promoting sustainable development requires strong partnerships with both Government and civil society. A key modality will be working with Government on the implementation of those areas of their action plans and strategic plans that are in line with UNESCO’s priorities. Some Government partners include the Departments of Education, Environment and Conservation, Culture, Community development and Sports. The National Commission for UNESCO as well as other PNG Government entities such as the National Youth Commission and national Broadcasting Corporation will also be important partners.

68. In addition, UNESCO intends to work closely with civil society, faith-based organizations, the media and the private sector. Some key regional and national partners include the National Council of Women, the National Olympic Committee, the Pacific Youth Council, the Media Council of PNG, Transparency International, private sector community media organizations and Telecommunication companies, journalism training institutes international environmental NGOs Conservation International, the Nature Conservancy, and the Bishop Museum, as well as academic institutions such as the University of Papua New Guinea and the University of Goroka.

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**The Fly River**