



United Nations
Educational, Scientific and
Cultural Organization

منظمة الأمم المتحدة
للتربية والعلم والثقافة

UNESCO COUNTRY PROGRAMMING DOCUMENT for JORDAN



The Dana Biosphere Reserve

First edition
March 2008
UNESCO Office in Amman

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**UNESCO COUNTRY PROGRAMMING
DOCUMENT (UCPD) for**

JORDAN

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ABBREVIATIONS & ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CCA	Common Country Assessment
CI	UNESCO Communication and Information Sector
CLC	Community Learning Centre
CLT	UNESCO Culture Sector
DLCG	Donor Lender Coordination Group
ECCE	Early Childhood Care and Education
ED	UNESCO Education Sector
EDUCAIDS	Global Initiative on Education and HIV/AIDS
FAO	Food and Agriculture Organization of the United Nations
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning (UNESCO)
IHP	International Hydrological Programme
IUCN	International Union for Conservation of Nature
JBIC	Japan Bank for International Cooperation
JICA	Japan International Cooperation Agency
MDG	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
MOST	Management of Social Transformations Programme
M&E	Monitoring and Evaluation
NAP	National AIDS Programme
NFE	Non-Formal Education
NFE/EMIS	Non-Formal Education Management Information System
OPEC	Organization of the Petroleum Exporting Countries
PSB	Public Service Broadcasting
PRS	Poverty Reduction Strategy
SC	UNESCO Natural Sciences Sector
SWAp	Sector-Wide Approach
SHS	UNESCO Social and Human Sciences Sector
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNU	United Nations University
UNU-ILI	United Nations University International Leadership Institute
USAID	United States Agency for International Development
WHO	World Health Organization

PART I - SITUATION ANALYSIS

Country Assessment

Jordan lies at the heart of the Middle- East, bordering Iraq, Israel, and the West Bank, Syria and Saudi Arabia. It has land area of 88,200km² with mountains in the highlands of the north and west, vast eastern and southern semi-deserts; and the Jordan rift valley in the west, including the Dead Sea. 75% of the Kingdom's area is sparsely populated desert or semi-desert and only 7.8% of the total area is arable land. The country's real natural resources are potash, phosphate and some reserves of shale oil. With annual rainfall measuring only 200-600mm in the highlands and 20-70mm in the desert, Jordan ranks as one of the world's five poorest countries in terms of water resources; the scarcity of water, combined with high rates of population growth, rapid and poorly planned urbanization and heavy investment in industry, is likely to create social, economic and environmental pressures that will overshadow Jordan's development process for years to come.

The country's population is estimated at 5.5 million inhabitants; with an average density of 62 inhabitants/ km² and population growth rate of 2.3%. Jordan's population includes 1.8 million UNRWA-registered Palestine refugees from the 1948 Arab-Israeli conflict and their descendants, in addition to one million or so Palestinians who fled from the West Bank after the Israeli occupation of 1967. Almost all Palestinians and Palestine refugees living in Jordan have Jordanian nationality and can travel, work, serve in the military and participate in national life.

Jordan's leadership, aware of the pressing needs the country faces in the field of poverty-alleviation, population growth job creation and capacity building, has worked hard to advance its development status despite obvious constraints that comprise national, regional and global realities. Jordan's highly literate, well-educated population combined with economic reforms undertaken in the last 20 years have produced remarkable growth rates, with a 7% increase in the GDP in 2005. However, high population growth rate (despite declining fertility rates), a widening poverty gap, particularly between urban and rural areas, the inability of the economy to generate quality productive jobs, and, above all, scarcity of water pose serious threats for the future.

The country is home to a large cross section of the international community ranging from the bilateral donors, the multilateral donors including the UN represented through seventeen of its agencies, international NGOs, to independent development agencies. The Government of Jordan itself is a very effective development partner which serves to concretize the development effort and gives it focused direction and meaningful emphasis through regular or periodic assessments of its various sectors. Each agency working in Jordan tends to embark on a situation analysis of its own which is pertinent to the direction of its own development interests and agenda. However, the internationally recognized documents and those that are used as reference points by every agency and professional working in Jordan could be listed to include:

- Jordan Human Development Report (2004)¹
- Arab Human Development Report (2004)
- Common Country Assessment (CCA) Jordan (2006)²
- United Nations Development Assistance Framework (UNDAF), Jordan 2008-2012³
- National Agenda: The Jordan we strive for, Government of Jordan 2006-2015⁴
- National Education Strategy – 2006 Ministry of Education, Government of Jordan

¹ See at <http://www.undp-jordan.org/JordanHumanDevelopmentReport/tabid/81/Default.aspx>.

² See at http://www.un.org/oa/images/stories/CCA_Report_2006.pdf.

³ See at <http://www.un.org/oa/images/stories/undaf%202008-2012.pdf>.

⁴ See at <http://www.nationalagenda.jo/Portals/0/EnglishBooklet.pdf>.

- The Millennium Development Goals: Jordan Report 2004⁵
- UNESCO EFA 2000 Assessment (2000)
- EFA Mid-term Assessment for Jordan
- National Socio –Economic development Plan
- National HIV/AIDS Strategy (MoH, NAP)
- Culture Sector Strategy: (Culture and Tourism Sector)
- Science Sector: National Strategy to combat desertification, National Action Plan on Sustainable development, Forestation Strategy.

Jordan in numbers ⁶	
Total population (000)	5 544
Annual population growth rate (%) *	2.3
Population 0-14 years (%)	35
Rural population (%) *	18
Total fertility rate (births per woman) *	3.3
Infant mortality rate (0/00) *	22
Life expectancy at birth (years) *	72
HIV rate (%) in adults (15-49 years) *	...
Poverty (% of pop. on less than \$2 a day) * (2003)	7
GDP per capita (PPP) US\$ *	5 530
GDP growth rate (%) *	7.3
Total debt service as a % of GNI (%) *	4.7
Children of primary school-age who are out-of school (%)	5

* Source: World Bank World Development Indicators

Pertinent Development Issues

Jordan is a signatory to a wide range of international conventions and norms and standard setting instruments. The Government of Jordan accords due respect to the entire development approach as embodied in the mandates of the various UN agencies and its development agenda is generally viewed within the context of the MDGs and the World Summit outcome document. Jordan has encountered impressive economic growth rates as well as a decline in poverty, significant progress in human development demonstrated by the governments committing more than 25% of GDP to human development, in education, health, and social safety nets, which is reflected in significant improvements in human development indicators. Life expectancy at birth increased to 72 years; adult literacy to 90%; youth literacy rate is about 97%; female literacy increased from 69% to 91% between 1980 and 2002; school enrolment is 100% for boys and girls. The country ranks 86 in the human development index (HDI) and 79 in the gender-related development index (GDI). The last assessment of PRS implementation made by the UN in 2006 indicates that Jordan is on track to meet most of the Millennium Development Goals targets by 2015.

⁵ See at <http://www.undp-jordan.org/portals/0/The%20Millenium.pdf>.

⁶ Source: UNESCO Institute for Statistics, 2005, unless otherwise indicated

Millennium Development Goals in Jordan*	
Millennium Development Goal (MDGs)	State of Goal Achievement
MDG 1: Eradicate extreme poverty and hunger	On track
MDG 2: Achieve universal primary education	On track
MDG 3: Promote gender Equality and empower women	On track, gender disparities in primary and secondary education eliminated, but women's low participation in political and economic life remains a concern
MDG 4: Reduce child mortality	On track
MDG 5: Improve maternal health	May be not on track, maternal mortality still high
MDG 6: Combat HIV/AIDS, malaria and other diseases	Strong
MDG 7: Ensure environmental sustainability	Potential

* Source: *Tracking Jordan's Progress towards the MDGs*, Jordanian Ministry of Planning & International Cooperation and UNDP publication.

Responding to the natural challenge of development and the international requirements of measuring the movement of those challenges towards defined targets, such as the MDGs, the Government of Jordan, under the direction of His Majesty King Abdullah II, developed and presented a National Agenda document, 2005, covering a period of ten years: 2006 – 2015. Although the document does not directly target the MDGs, its cross-cutting development themes feed into the MDGs and provide a platform for the international community to direct its assistance towards. The main themes of the National Agenda are:

- Political Development and Inclusion;
- Justice and Legislation;
- Investment Development;
- Financial Services and Fiscal Reform;
- Employment Support and Vocational Training;
- Social Welfare;
- Education, Higher education, Scientific Research and Innovation;
- Infrastructure Upgrade.

Within the national development priorities and within the scope of UNESCO's own fields of competence, the UNESCO Office in Amman has identified the following areas for intervention:

Education

Jordan's educational resources face tremendous challenges due to the high population growth; it is estimated that 38% of the population are under the age of 15 years. Jordan ranks at the 45th position out of 122 countries in the Education for All (EFA) Development Index (EDI)⁷. Although, girls are enrolled on equal footing with boys, it is believed that the content of the curriculum accentuate the cultural stereotyping of gender roles, limiting girls' choices to participate in public and professional life in the future. Repetition rates continued to be low at 0.68 for the whole basic cycle with 0.72 for males and 0.63 for females. Studies revealed that economic factors are the main reasons for dropping out followed by low academic achievements and cost of education.

The Ministry is striving to improve quality indicators, and has recently initiated an on-going educational reform programme, which focuses on lifelong learning, responsiveness to the economy, access to information and communications technology, and quality learning. In this

⁷ The EDI is measured by progress made in net enrolment in primary education, adult literacy, gender parity, and survival rate to grade five.

context, the expansion of secondary education and delivering quality education is a major concern. The current gross enrolment ratio in secondary education is 86% and projected to be 90% by 2012 and 95% by 2017. The need for policy review and monitoring of progress of the reforms is being pursued on a regular basis and sufficient allocation of resources in terms of funding, staff and training is crucial.

EFA Goals in Jordan*						
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Status ⁸	Off track	Achieved	No statistics	On track	Achieved	Off track

*Source: *Education for All Mid-Term Review for the Arab States, 2008.*

Despite the enormous challenges, Jordan has been successful in ensuring near universal primary education, as well as one of the highest literacy rates in the region. According to the EFA Global Monitoring Report, Jordan has reduced its adult illiteracy rate from 45% in 1970 to 9% in 2004. This significant drop in adult illiteracy rate confirms the commitment of the government to eradicate adult illiteracy by 2015 or further reduce it by half. To bring this rate further down, special adult education programmes are being offered by the MoE in collaboration with NGOs in different parts of the country with particular attention to women. Nevertheless, the fragmentation of non-formal education programmes involving too many players/providers and partners Ministries has undermined its effectiveness.

In the field of early childhood care and education, more than 62% of pre-school aged children are out of school due to the insufficient current capacity to absorb them, which is combined with the lack of quality assurance standards to govern the pre-school sector. The main cause of the slow expansion of pre-school education is the low governmental investment in this sector and the heavy reliance on the investment from private and voluntary sectors. This has resulted in services concentrating in urban middle and upper middle class areas and in big differences in the quality of services offered.

The gross enrolment ratio in tertiary education reached 39% in 2005, one of the highest in the region, and the gender balance is in favor of women with women accounting for 51% of total enrolment. However, the weak implementation of accreditation and quality assurance standards in universities has undermined the quality of higher education, hindering the access of graduates to the labour market. The government, within the framework of the National Agenda, views higher education as a key tool in transforming the economy. The government's policy is currently focusing on the following areas: (i) modernising higher education and training to accommodate increasing student numbers; (ii) diversifying the courses offered to match education supply with labour market demands; and (iii) engendering quality improvements at all levels to ensure that the system is competitive in a technologically and information driven, global economy.

Environment

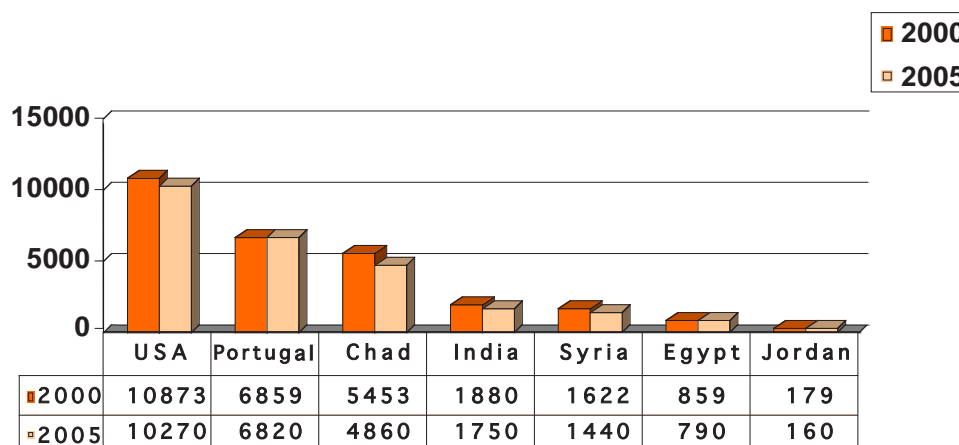
Jordan is considered one of the most water-scarce countries in the world in terms of availability of water resources per capita. Due to expected population growth, the availability of water resources is expected to fall to less than 90 m³/cap/year by year 2025, putting Jordan in the category of absolute water shortage⁹. In order to bridge the current and prospective gap between the demand and available resources, the Government of Jordan is looking to developing some of the few remaining non-renewable groundwater resources, in

⁸The EFA Goals comprise the following: (1) Expand early childhood care and education; (2) Provide free and compulsory primary education for all; (3) Promote learning and skills for young people and adults; (4) Increase adult literacy by 50 per cent; (5) Achieve gender parity by 2005, gender equality by 2015; (6) Improve the quality of education.

⁹ See Jordan's Ministry of Water and Irrigation, National Water Master Plan, 2002.

addition to increased reliance on desalination schemes of brackish and seawater, as well as increased use of reclaimed water for irrigation. The National Agenda covers the Water Sector as part of the Infrastructure Upgrade Theme, including scarcity of renewable water resources; depletion of underground water; distribution inefficiencies, inadequate tariffs, limited wastewater treatment capabilities, and restricted private sector involvement as issues of strategic importance with ramifications on Jordan's socio-economic growth.

Total Actual Renewable Water Resources per Capita in m³/yr



*Source: AQUASTAT, FAO, 2005¹⁰

Jordan has a varied biodiversity due to its unique geographic location, which has given rise to a number of distinct ecosystems, including the Dead Sea and Jordan River basins, the Gulf of 'Aqaba, and the *badia* (desert), highlands, and freshwater (wetlands) systems. This natural biodiversity is threatened by unsustainable agricultural practices such as extensive farming and agricultural waste, diversion of water from use by biodiversity resources towards use by anthropogenic (human-influenced) uses, urbanization, and industrial pollution¹¹. The National Agenda considers Jordan's Biodiversity Strategy and Action Plan as a major contribution to the country's development plan, since land, water, pasture, terrestrial and marine ecosystems as well as wildlife and aquatic resources in particular are central to agriculture, fisheries and tourism. The National Agenda calls for: improving management of natural reserves and developing a master plan for land use and ensure its implementation; enforcing sound management policies relating to the uses of water, considered as a vital investment for future sustainability of Jordan's economic and social development.

Culture

Jordan's position at the crossroads of ancient civilizations has resulted in an incredible diversity and richness of cultural heritage. However, currently Jordanian museum are mostly considered as stores of collections that attract only a very limited audience of specialist and amateurs. Given the importance of the tourism sector in the country, the development of museums' educational dimension and their education outreach as well as increased awareness on the existing cultural assets are necessary to associate the management of cultural resources to sustainable development. Cultural tourism is a highly prized economic activity sector and has gained an even higher profile with the designation of Petra as one of the new "seven wonders" of the world. Tourism is identified as the Kingdom's largest export sector, its second largest private sector employer, and its second highest producer of foreign

¹⁰ See 2nd UN World Water Development Report: 'Water, a shared responsibility'; Chapter 4 The State of the Resource; pp. 132 – 136; March 2006.

¹¹ See Jordan Country Study on Biological Diversity, 1998, General Corporation for Environmental Protection, Amman, 1998.

exchange, contributing more than US\$800 million to Jordan's economy and accounts for approximately 10 percent of the country's gross domestic product (GDP). In fact according to the Ministry of Tourism, cultural supported jobs will increase from 40,791 in 2003 to 91,719, thus creating over 51,000 jobs, and achieving taxation yield to the government of more than JD 455 million (US\$637 million).

Jordan is far in advance of other Arab States in ratifying important international Conventions such as 2003 Intangible Heritage Convention and 2005 Diversity of Cultural expression Convention. However, the inventory making process requested for the implementation of 2003 Convention and the establishments of the record of Jordan Human Leaving Treasures need to be addressed.

Media

The National Center for Human Rights and the Higher Media Council have recently expressed some concerns with regard to the situation of media in the country, namely journalists' self-censorship, lack of professional standards, poor investigative reporting skills and legislation curtailing media freedom. According to Reporters Without Borders, Jordan ranked 109 in the freedom of expression index in 2006 compared to 96 in 2005. The National Agenda emphasizes the need to revise legislation in order to ensure that laws are in line with human rights principles, guaranteeing freedoms of speech and media.

Challenges and Opportunities

UNESCO's position in Jordan is indeed challenging given its limited resources and capacity to deliver equally in all the areas of UNESCO's mandate. The Government of Jordan holds UNESCO in high esteem and as in other countries of the world the UN is seen as a friend of the Government of which UNESCO is an important actor. The Government would certainly like to see an increased qualitative and quantitative UNESCO presence and therein lies the greatest challenge.

The national development priorities as listed earlier, mostly arise from Jordan's thrust on:

- Human Resource Development;
- Social Sector Development targeting, education and health;
- Economic Development;
- Poverty alleviation: unemployment;
- Gender equality and the empowerment of women;
- Environmental issues.

Given the richness and diversity of UNESCO's mandate, the expectations of Member States are equally "rich and diverse". However, within the national development priorities and within the scope of UNESCO's own fields of competence, the UNESCO Office in Amman has identified the following areas for intervention:

Education

While UNESCO Amman works on various aspects of education through all the levels of the sector, the UNESCO Education Sector Support Strategy (UNESS) is developed to support the implementation of the EFA National Action Plan, the Education Reform programme of the Government of Jordan and the position of UNESCO within the UNDAF. The office supports Jordan through policy advice, advocacy initiatives, technical assistance and capacity development activities. The following are the specific areas of intervention:

- Education for All (EFA), close monitoring and reporting is required to ensure the attainment of the EFA Dakar Goals by 2015 within the framework of the EFA Global Action Plan. More advocacy awareness in EFA and the Dakar goals is needed at all levels of the education system and society;

- Gender mainstreaming, since Jordan has achieved gender parity in primary and secondary education, the EFA target for 2005, the current education reform programme is placing emphasis on gender mainstreaming in its programmes and in strengthening institutional capacity;
- Literacy and non-formal education, where it is necessary to strengthen the institutional capacity and to further develop a comprehensive NFE policy. Literacy and NFE assessment, monitoring and evaluation policies have to be developed and institutionalized, promoting synergies between formal and non formal education programmes;
- Teacher training, particularly concerning in-service teacher training programme focusing on pedagogical skills and counseling;
- ECCE, secondary and technical education, particularly in terms of strengthening institutional capacity to improve access, equity and quality of secondary education and de development of technical and vocational training;
- UN initiatives such as UN Decade on Literacy, UN Decade on Education for Sustainable Development (UNDES) , the EFA Flagship project Focusing Resources on School Health (FRESH), or the World Programme for Human Rights Education have to be addressed using entry points such as the UNESCO Associated Schools Project (ASPnet);
- EFA Monitoring and Evaluation, with an emphasis on capacity building;
- Early childhood care and education, affected by low institutional involvement;
- Basic education, which faces the implementation of the reform programme and seeks improving quality standards;
- Education planning and management, focusing on education management information system (EMIS), and the need for data collection, analysis, projection and reporting in the field of education;
- HIV/AIDS education (EDUCAIDS), which has to address preventive education in terms of advocacy and awareness raising, capacity building and advocacy tools;
- Higher education challenges include low quality of graduates, detachment of programmes from labour market requirements, minimal enforcement of accreditation and quality assurance standards, lack of quality control and monitoring, no emphasis on quality research, and weak institutional governance.

Culture

Cultural Heritage is a universally important theme with its strong, though not entirely desirable, link with the tourist industry worldwide. Jordan relies heavily on its world heritage sites for all the “benefits” that tourism brings, but such benefits have to be accompanied by safeguarding measures. Conserving the rich cultural heritage of the country requires sustained efforts in the field of cultural resources inventory and management that the government is not always prepared to undertake; hence the need to emphasize the importance of capacity building in this field.

Additionally, Jordan’s stability and strategic position as part of the land bridge linking Europe, Africa and Asia are both factors which show the convenience of continuing support to intercultural dialogue initiatives. UNESCO has identified the following areas of intervention focusing on the promotion of cultural diversity:

- Poverty reduction;
- Creative Industries, arts and crafts;
- Safeguarding and identification of cultural and natural heritage;
- Intangible heritage;
- Intercultural dialogue.

Natural Sciences

This is the most technical and specialized field within the sphere of UNESCO’s mandate. Specific specialization is required to implement any one branch of the programme. Given

Jordan's water stressed character, UNESCO Amman runs a small but effective programme in water and related ecosystems focusing on integrated water resources management and water scarcity, especially in arid and semi-arid lands. The following are the significant interventions:

- Biosphere reserves programme;
- World water assessment programme;
- Linkage between ecological and hydrological systems;
- Sustainable management of natural resources;
- Capacity building in integrated water resources management;
- Supporting the work of the IHP and Man and Biosphere (MAB) committees.

UNESCO has also been the driving spirit behind the SESAME (Synchrotron Light for Experimental Sciences Application in the Middle East) project, the first one of its kind to be developed in the Middle East region. The challenges in the sector relate to the paucity of both human and financial resources.

Communication and Information

Communication and information technologies have witnessed a rapid development thanks to the initiative of both the government and the private sector. However, there are still obstacles that prevent the appearance of a free media environment; recently, legislation concerning freedom of the media was rejected by the parliament, which shows that efforts are still required in emphasizing the importance of freedom of expression. Moreover, the issue of professionalism of the journalist remains a concern since it has been mentioned as a justification for tighter control of media. Developing a free and pluralistic media system will require the collaboration of UNESCO in capacity building of professional media as reliable sources of information. The role of media in development and community participation is another major challenge which can be addressed through community owned and operated radios as tools to support free expressions and good governance at community level.

The challenge for the sector originates from legal restrictions regarding communication. The communication sector, by nature, must maintain a careful balance between addressing human rights concerns as enshrined in the Universal Declaration, and respecting the government's sensitivity to criticism and capacity to further restrict freedom of expression. Political and social conditions therefore limit the extent to which UNESCO can further the freedom of expression agenda in order to promote good governance in the country.

Social and Human Sciences

The sector has been almost dormant in the country. However, given its wide applications in research and policy linkage within the framework of the management of social transformations efforts are being made to revive its presence.

PART II - PAST AND PRESENT COOPERATION - LESSONS LEARNED

UNESCO Amman was established in 1987 as a Regional Office for Culture and Communication. Currently, it is a national office covering Jordan and implementing programmes in Education, Culture, Natural Sciences, Communication and Information, and Social and Human Sciences.

UNESCO Amman Resources		
	Regular (US\$)	Extrabudgetary (US\$)
Biennium 2004-2005	470 495	163 445
Biennium 2006-2007	467 209	213 000

Key UNESCO Amman achievements

Education

UNESCO, along with other UN agencies, sees itself as having contributed to Jordan's resolute march towards achieving universal primary education and closing the gender gap at the secondary level. It has provided the lead thrusts towards these goals and devised and implemented innovative solutions mobilizing communities at the grass roots levels and inducting children and youth into the endeavour. It has focused on improving the quality of education and has identified the need to diversify disciplines and to meet the challenges of the emerging socio economic platforms as globalization sweeps the horizon.

UNESCO Amman has implemented an effective EFA advocacy and communication strategy, which has been accompanied by the close monitoring and successful implementation of the EFA Plan in the framework of the on-going education reform programme. UNESCO has provided technical support and ensured strengthened and enhanced institutional capacity in EFA implementation, education, policy advice and formulation, monitoring and evaluation, planning and management, teacher training, Sector-Wide Approach (SWAp) in education, education statistics, resource projection, curriculum, non-formal education and literacy, as well as in technical and vocational education.

Additionally, UNESCO Amman has provided technical support and policy advice to the higher education sector on quality assurance, accreditation and strengthened institutional capacity in research, while promoting Jordanian universities at the same time in global networks through the UNESCO Chairs and UNITWIN programme. Within the national context, issues such as the links between education and the labour market, ethics and education and the promotion of peace and tolerance, professional education, science education, and environment education have received attention and contributed to the goal of sustainable development.

Concerning HIV and AIDS education, UNESCO Amman, in cooperation with educational institutions, has advanced in institutional strengthening, raising awareness through the development of resource material, manuals and other effective advocacy tools, and hence ensuring a comprehensive response to HIV/AIDS through education.

Natural Sciences

The conceptualization and implementation of the regional scientific project, SESAME, on synchrotron light, is a leader not only at the national but the regional and international level

where it has illustrated the use of science applications for peaceful development processes. This comes in addition to the strengthening of the capacity of the scientific community in Jordan, focused on water and related eco-systems. The activities organised, ranging from capacity building to promoting scientific research, offering technical assistance, policy advocacy, as well as dissemination of best practices in water management, environment and eco-systems, combined with the solid institutional partnerships established have resulted in successful results as the effective planning and implementation of the capacity building programme with the Ministry of Water and Irrigation shows. In collaboration with the Ministry of Environment, the MAB National Committee and Natural World Heritage Committee have been established, and shall constitute the basis for the enhancement of the institutional capacity of the Ministry of Environment. The past two years have also witnessed the growing importance of the IHP National Committee in offering advice on policy issues to the Ministry of Water and Irrigation.

Social and Human Sciences

The collaboration with other sectors, institutional partners and international organisations has been strengthened. Efforts have been directed to promote the establishment of a Regional Forum of Ministers for the promotion of research and policy linkages.

Culture

The Office has collaborated with the government in the identification and safeguarding of natural and cultural heritage in the country. The success in the efforts targeting cultural heritage, which has now become a very important player in the economic growth of the country, is embodied by the action plan signed in 2006 for the safeguarding, promotion and development of the cultural space of the bedu in Petra and Wadi Rum, a Masterpiece of the Oral and Intangible Heritage of Humanity. The preservation and identification of cultural heritage sites has helped to place Jordan on the global tourist map besides contributing to national and civilization pride. Similarly, the management and development of cultural industries, art and crafts has been at the heart of UNESCO's development efforts to combat poverty. The Office's focus on developing the potential and capacities, as well as on building partnerships with the Jordanian governmental and non-governmental organizations responsible for culture, has reinforced UNESCO's image as a trusted and respected partner.

Communication and Information

A robust and free press is seen as a sine qua non for sustainable development to ensure the sharing of information and ideas and provide a platform for strengthening governance. The repercussion of the annual celebration of the World Press Freedom Day on Jordan's media has contributed to the promotion of freedom of expression in the country. Carefully planned interventions targeting journalists capacities have resulted in better professional reporting as well as in strengthening the institutional capacities of national agencies. The free flow and sharing of information is seen as an indispensable empowerment tool. Consequently, the establishment of a community radio in the country with the support of UNESCO Amman has been a big step towards fostering community access to information and diversity of contents. Further advancement has been made in establishing community radios in the country.

Lessons learnt

UNESCO has to be circumspect in what it aims to achieve given its limitations. The areas of intervention have to be consolidated rather than expanded. There is a huge amount of goodwill which should be used to our benefit.

PART III - PROPOSED COOPERATION FRAMEWORK¹²

Within the framework of the United Nations reform process and under the umbrella of the UN Common Country Assessment and the United Nations Development Assistance Framework (CCA/UNDAF), the UNESCO Amman Office has actively participated in the CCA/UNDAF process for Jordan. UNESCO chaired the CCA Working Group in Education. UNESCO Amman has been involved in the deliberations of the three working groups in charge of drafting the UNDAF matrix for the period 2008 – 2012.

Nonetheless, since UN Agencies in Jordan have not yet constituted a single platform, there are areas which have remained outside the UNDAF. The UNDAF for Jordan sets out narrow and focused priorities, which do not always include all the aspects of UNESCO's mandate that the government of Jordan expects the Office to address. Annex I includes the results matrix of the UNESCO Amman Office, in line with Jordan's UNDAF, and Annex II presents the results that were not directly addressed by the UNDAF.

PART IV - PARTNERSHIPS

In a country where national priorities are so diverse and linked to the political complexity of the region, collaboration with other development partners, which include other UN Agencies, bilateral donors and NGOs, is essential.

Moreover and with the changing environment brought up by the UN reform process, and more recently the challenge thrown up by the invitation to participate in the UNDP-Spain MDG achievement fund proposals, UNESCO Amman has engaged in consolidating partnerships with Sister UN agencies. It established a meaningful partnership with UNIFEM recently and participated actively in the preparation of the UNDAF documents aimed at better harmonization and coherence in the work of UN agencies. In the field of education, the UNESS process is facilitating coordinated planning with multi- and bilateral donors, UN Country Teams (UNCTs), and Civil Society Organizations (CSOs). The results of these efforts should be visible over the next two years.

Although a Donor Lender Coordination Group (DLCG) has been established in Jordan, with the secretariat in the office of the Resident Coordinator, bilateral donors tend to pursue their interests in direct partnership with the Government of Jordan, and direct programme partnerships with UNESCO have not yet been developed.

UNESCO Amman relies also on its networks among NGOs and CSOs for effective programme delivery. Such partners supplement the capacities of the Government with their outreach and community networking.

In order to implement its cooperation strategy in support of Jordan, UNESCO Amman is planning to continue its close cooperation with governmental partners, widely associating civil society and academic partners to this process, and also coordinating projects with international partners in order to make the assistance useful and sustainable to the beneficiary country – Jordan. It will seek partnerships with UN, bilateral and national agencies to complement its regular programme funds. The following is a brief description of UNESCO Amman main partners:

¹² See UCPD results matrices in the annexes.

Education

Within the Education Sector activities, UNESCO's partners can be listed as follows:

- Governmental institutions including the Ministry of Education; the Ministry of Higher Education; the Ministry of Health; and the Higher Council for Special Education. These institutions play an essential role in the organization of awareness raising campaigns, training of coordinators and the dissemination of publications, development and adaptation of educational resource materials or the provision of both funds and technical expertise.
- Non governmental organizations, such as Life-Link Friendship Schools; Family Health International; and the Hashemite Fund. They provide funding and collaborate in shared projects.
- Other UN Agencies such as UNRWA within the framework of the UNESCO Associated Schools (ASPnet) Programme; UNIFEM on issues related to gender and the dissemination of some publications; UNICEF, which has contributed towards the development of Life Skills programme and ECCE programmes at the Ministry of Education; UNDP offering support to Educational Research focusing in quality dimension environment and water programmes; and the World Bank, which supports the Curriculum reform, school infrastructure, and improving the capacity of educational administration.
- Universities in Jordan have played an important role in the training of coordinators and dissemination of publications. They also collaborate in various issues relevant to higher education in Jordan, namely the integration of important issues in the University teacher training curriculum.
- National Commissions for UNESCO in the Arab Region. In the framework of the ASPnet Programme, particularly, the National Commission in Jordan is an important partner for the planning and implementation of workshops and other activities in the field of education.

HIV and AIDS Education

UNESCO Amman will continue to work together with the Ministry of Education and the Ministry of Health to ensure the integration of HIV/AIDS into education at all levels consistent with the National AIDS strategy. This approach will be complemented by collaboration with academic institutions in the framework of the National AIDS Programme, aiming at raising awareness among secondary school teachers, educators, counselors, TOTs and university academics on their responsibilities in the field of HIV and AIDS education. Key partners such as Family Health International play an essential role in providing the necessary funds and technical expertise.

Natural Sciences

The main partners for the natural sciences include:

- Institutional partners, which include the Ministries of Environment and Water and Irrigation, as well as the Jordan National Committee for the International Hydrological Programme, the Man and Biosphere Jordan National Committee and the Higher Council for Science and Technology. UNESCO provides technical support through capacity building programmes.
- Jordan's public universities act as vehicles used to provide technical support to the Ministry of Water and Irrigation and Ministry of Environment. UNESCO supports them to organize training workshops and finance research projects.
- The provision of technical support is one of the main areas of cooperation with NGOs. UNESCO acts as a supporting partner in conducting workshops and in research activities with the Royal Society for the Conservation of Nature, IUCN, Friends of Environment and Friends of Earth Middle East.

Social and Human Sciences

Partners in the field of social and human sciences include institutions such as the Ministry of Social Development, the MOST National Committee, and academia for activities related to management of social transformations, particularly research and policy-making linkages. Jordan's National Commission for UNESCO together with the Jordan National Committee of Ethics of Science and Technology are the main partners concerning activities in the area of bioethics whereas the UNESCO Chair on Human Rights and Democratization as well as National Centre for Human Rights are both relevant in everything related to human rights in the country.

Culture

Within the Culture Sector, the list of partners comprises:

- Institutional Governmental partners, particularly the Ministries of Culture, Tourism and Antiquities, and Environment, to which UNESCO will i) keep providing technical assistance for capacity building and institutional support; ii) advocate for the implementation of UNESCO legal instruments such as international conventions and declarations; support efforts of standard-setting exercises in UNESCO fields of competence.
- Civil society and academic partners working in close cooperation with UNESCO Amman as resource actors for training, research, surveys and dissemination of UNESCO programs and vision.
- International partners such as USAID, the European Commission, the World Bank and JICA/JBIC implementing similar projects with whom UNESCO is trying to coordinate activities in order to complement them instead of overlapping with them.

Communication and Information

Finally, CI activities are implemented through the Higher Media Council, the main partner for implementation of several community radios in the country, for training of journalists, and reporting on freedom of expression; AmmanNet, a private NGO will support the office in the licensing procedures for the community radio; and the Audio Visual Commission, which will be advising on the licensing requirements. The UNDAF sets out the UN agencies that will be the office's primary partners, which include UNIFEM, UNICEF and UNDP.

Opportunities for extra-budgetary resource mobilization

Jordan is surrounded by the arc of countries in conflict or post conflict situations. The bulk of funding is thus directed towards those countries, including UNESCO's own funds. Although Jordan hosts activities for all these countries as part of its policy to support and help them by generously providing the use of its facilities, it is usually without benefit to its own development cause.

Extra-budgetary resource opportunities for UNESCO are thus far from extensive given the fact that the bilateral donors provide direct budgetary support to the Government of Jordan in the domains of UNESCO's mandate. However, the office continues to make its efforts and going into the next biennium will be able to show an enhanced extrabudgetary base.

ANNEX I – UCPD RESULTS MATRIX 1 (outcomes/ results included in the UNDAF)

UNDAF outcome 1: Quality of and equitable access to social services and income generating opportunities are enhanced with focus on poor and vulnerable groups				
UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
1.1 Increased community (esp. women and youth) productivity, empowerment and participation in local development initiatives.	- Establishment of community radios with programs tailored to the needs of the community and active participation from women and youth in radio programs targeting the community needs. (CI)	- At least two community radios established; at least two programs tailored to the empowerment of the community; number of calls on the talk shows.	10,000	40,000
1.2 Improved Government Capacity in the design and Implementation of consultative, evidence-based, gender-sensitive poverty alleviation policies and plans.	- Research-based policy-making on social science issues promoted. (SHS)	- Organisation of Forum of Ministers of Social Development in the region linking social science researchers, civil society and policy makers.	30,000	30,000
	- Capacities of media institutions increased in gender-sensitive advocacy for poverty reduction. (CI)	- At least 50 Journalists trained.	10,000	
1.3 Improved quality and access to equitable child and reproductive health information and services with a focus on maternal health, healthy lifestyles promotion and HIV/AIDS prevention	- Strengthened national capacity to implement and monitor the national HIV/AIDS strategy and protect the rights of the most vulnerable groups. - Preventive gender-sensitive education promoted in all learning environments, both formal and non-formal, including	- Number of teachers and curriculum planners trained in preventive education approaches. - Validated educational methods and good practices identified, produced and disseminated (6 manuals	10,000	200,000 (OPEC) 85,000 (UNAIDS unified budgetary work plan)

UNDAF outcome 1: Quality of and equitable access to social services and income generating opportunities are enhanced with focus on poor and vulnerable groups

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
	in curricula and teacher –training programmes. (ED)	produced). - Number of counsellors, master trainers, journalists and teachers trained in HIV and AIDS prevention.		
1.4 Quality of pre-school, primary and secondary education improved and access to pre-primary, non-formal education increased.	<ul style="list-style-type: none"> - Strengthened capacity in advocacy for the development & expansion of NFE including assessment of literacy programmes. - Review and develop education policies and strategies that reflect appropriately the of role NFE in the frame work of lifelong learning. - Literacy Assessment and Monitoring instruments developed to assess the literacy competency levels. (ED) 	<ul style="list-style-type: none"> - Number of education specialists trained in NFE Strategy. - Literacy Assessment and Monitoring Instruments Improved. - Literacy and NFE programme are integrated in Education Policy and Strategy. - NFE/EMIS system developed. - Number of Community Learning centres established. - Number of education personnel trained in Literacy Assessment and Monitoring Programme. 	40,000	500,000 (Canadian International Development Agency) 100,000
1.5 Quality and relevance of higher education enhanced.	<ul style="list-style-type: none"> - Capacities of Higher Education Accreditation and Quality Assurance Council strengthened. - Strengthened Capacities of Higher Education Institutions in the development and 	<ul style="list-style-type: none"> - 100 University Experts, academics trained in Quality Assurance and Accreditation Systems. - Number of UNESCO/OECD guidelines on quality 	20,000	30,000

UNDAF outcome 1: Quality of and equitable access to social services and income generating opportunities are enhanced with focus on poor and vulnerable groups

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
	implementation of international guidelines and norms, on quality assurance, accreditation and recognition of qualification. (ED)	assurance disseminated at national level.		
	<ul style="list-style-type: none"> - Strengthened capacities of MoE and universities for the delivery of pre-and in-service teacher training. - National and International policies strengthened to raise the professional standards and status of teachers. - Promoting the use of ICTs tools at the classroom by teachers. (ED) 	<ul style="list-style-type: none"> - Number of primary and secondary teachers trained in pedagogical skills under the pilot phase of the in-service training programme. - Number of master trainers trained in in-service training and ICTs (ICDL). - Number of copies of the 1966 UNESCO/ILO recommendation concerning the status of teachers disseminated. - Number of teachers trained in the International Computer Drivers Licence. 	30,000	50,000
	<ul style="list-style-type: none"> - Strengthened institutional capacities for scientific research and sciences and technology review. - National capacity to evaluate and formulate science, technology and innovation policies and programmes improved. (SC) 	<ul style="list-style-type: none"> - New research facility established and operational. - Number of scientists trained in basic sciences. - Review of the science and technology policy in Jordan - Two training workshops in 	10,000	

UNDAF outcome 1: Quality of and equitable access to social services and income generating opportunities are enhanced with focus on poor and vulnerable groups

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
		micro-sciences for secondary schools teachers - Number of experts trained on science and technology policy review.		

UNDAF outcome 2: Good governance mechanisms and practices established towards poverty reduction, protection of human rights and gender equality in accordance with the Millennium Declaration

Expected result of UNESCO activity	Expected result of UNESCO activity	Available resources in US\$	Available resources in US\$	Mobilization target in US\$
2.1 Strengthened national capacities to protect, promote, monitor and report on human rights.	- Training of specialized journalism for 20 journalists; training on investigative reporting for 20 journalists. (CI)	- At least 18 trained journalist write articles on human rights issues in the local newspapers.	15,000	

UNDAF outcome 3: Sustainable management of natural resources and the environment

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
3.1 National institutional and community capacities strengthened for more sustainable management of water resources.	- Strengthened institutional capacities for integrated water resources management and water safety. - Policies for improved	- Number of Ministry of Water and Irrigation technical personnel trained on the concept of Integrated Water Resource	40,000	600,000 (Spanish MDG Fund)

UNDAF outcome 3: Sustainable management of natural resources and the environment

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
	coordination among countries on sharing transboundary aquifer systems elaborated and management of shared ground water improved. - Knowledge base established and water resources management capacity, particularly in arid and semi-arid areas, improved. (SC)	Management (IWRM). - 2 manuals on the concept of IWRM developed. - 5 capacity development workshops organized on IWRM. - 4 research papers on water sciences.		
3.2 Environmental policies aligned to global conventions & national implementation capacities enhanced	- Cultural industries survey completed; - Statistics available. (CLT)	- Number of identified entries for cultural industries mapping. - Restricted circulation of the publication on cultural industries statistics.	20,000	
	- Protection and sustainable use of agricultural resources and biological diversity included in relevant national and sectoral plans particularly for major hot spots. - Sustainable use of natural resources promoted. - Capacities of national institutions improved and enhanced to address environmental and development issues. - Selected biosphere reserves developed as demonstration sites for sustainable living, and results disseminated. (SC)	- 2 biosphere reserves established. - 2 capacity workshops on biosphere management. - Number of personnel trained from Ministry of Environment. - Man and Biosphere National Committee established. - Number of people trained biosphere reserve management. - Resources manuals in combating desertification produced and	20,000	

UNDAF outcome 3: Sustainable management of natural resources and the environment

UNDAF Country Programme expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$
		disseminated.		

ANNEX II – UCPD RESULTS MATRIX 2 (outcomes/ results not included in the UNDAF)*

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
EFA national Plan implemented and fully integrated within national development strategy to meet the challenges of the education reforms. (ED)	<ul style="list-style-type: none"> - Review and adjustment of the first EFA plan (2003-08), and development of the second EFA Plan for Jordan. - Number education experts and planners trained. - Number of copies of EFA Global Monitoring reports disseminated. - Number of curriculum planners and experts trained in reforming the curriculum. 	5,000	20,000	Linked to MDG 2.
Education Monitoring and Evaluation: Major trends in policy, capacity and financing for achieving EFA analysed. (ED)	<ul style="list-style-type: none"> - Number of experts trained in methods and techniques of M&E. - Number of resource manuals adopted in monitoring and evaluation. - Number of staff from MoE Statistics Section trained. 	20,000		Linked to Literacy Assessment activities within the framework of the UNDAF.
Multi-partner movement established at country level in	<ul style="list-style-type: none"> - National report on the status of Human Rights education 			Strengthened national capacities to protect, promote, monitor and

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
support of education for peace and human rights, for sustainable development and rights-based relevant, quality education adapted to local realities. (ED)	<ul style="list-style-type: none"> - produced and disseminated. - World Programme for Human Rights Education action plan implemented. - Number of educators and experts trained in human rights education. 	10,000	20,000	report on human rights.
Strengthened institutional capacities in educational planning and management. (ED)	<ul style="list-style-type: none"> - Number education planners trained in the UNESCO/IIEP for Annual training programme. - Number of educational planners and managers trained at the country level. 	5,000	20,000	
Awareness on UNESCO global networks present in Jordan (ASPnet, UNEVOC & UNESCO Chair/UNITWIN) increased. Global networks used to support EFA at country level. (ED)	<ul style="list-style-type: none"> - Current three (3) UNEVOC Associate Centres in Jordan strengthened. - UNESCO Chairs reactivated. - Number of ASPnet schools increased. - Number of ASPnet flagship projects implemented. - Number of national and regional ASPnet workshop organized. 	20,000	50,000	Linked to higher education outcome on quality assurance. Teacher Training Linked UNDAF programme in Teacher Training programme.
National capacities strengthened to implement and monitor TVET policy reform and to conduct national learning and skills policy reviews. (ED)	<ul style="list-style-type: none"> - Trained number of Ministry personnel of the Ministry of education to adapt TVET programmes to local needs. - Number of staff trained from Vocational training Corporation in TVET policy formulation. 	20,000	50,000	
Research and teaching	<ul style="list-style-type: none"> - Number of scientists, specialists, 			

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
<p>capacities strengthened in the mathematical, physical and chemical sciences and their applications. Collaboration and networking strengthened in Chemistry, mathematics and physics with international and specialized institutions and Centres. (SC)</p>	<p>teaching staff and students trained in micro-science. - Number of workshops in micro-science organized at country level.</p>	5,000	30,000	
<p>Partnerships and institutional capacity of the governmental institutions coordinating the National Committees of UNESCO (MAB, IHP, and IGCP) strengthened (SC).</p>	<ul style="list-style-type: none"> - IHP, IGCP and MAB National Committees reviewed and established. - Number of Staff of Ministry of Water and irrigation and national institutions trained. - Number of Staff of the Ministry of Environment trained. 	5,000	20,000	IHP and MAB Committee linked to UNDAF Outcome.
<p>Education capabilities for the sustainable water resources management enhanced through the UNESCO Chair in Water Sciences. Effectiveness of Water educational networks at the national and regional levels improved. (SC)</p>	<ul style="list-style-type: none"> - Establishment of a regional network in wadi hydrology and operational. - Number of personnel trained by the UNESCO Chair in Water. - Number of personnel trained in research methodologies and techniques by the UNESCO Chair. - Number of teachers and education personnel trained in water education programme. 	20,000	50,000	Linked to UNDAF Outcome on Integrated Water resources Management
<p>Strengthened national capacities for the conservation of museum artifacts; Established national policy on</p>	<ul style="list-style-type: none"> - Number of trained curators; - Guidelines of the National Seminar introduced in the National Cultural Agenda 	33,000		Strengthened institutions, systems and processes to promote, coordinate and implement pro-poor

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilization target in US\$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
educational dimension of a Museum. (CLT)				gender sensitive national development objectives based on good governance principles
Cultural Diversity lens introduced as a tool for intercultural dialogue. (CLT)	- Number of trainers familiar with intercultural and inter faith dialogue approach	25,000		Strengthened national capacities to protect, promote, monitor and report on human rights
Digital Archiving of museums and libraries. (CI)	- At least one museum digitally archived	10,000		Strengthened institutions, systems and process to promote, coordinate and implement pro-poor gender sensitive national development objectives based on good governance principles.

*The gender balance dimension will be considered in all the activities, indicators and benchmarks envisaged.

ANNEX III – UNESCO Conventions ratified by Jordan

Convention	Date of deposit of instrument	Type of instrument
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	02/10/1957	Ratification
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954.	02/10/1957	Ratification
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. Florence, 17 June 1950.	31/12/1958	Accession
Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural character with Protocol of Signature and model form of certificate provided for in Article IV of the above-mentioned Agreement. Beirut, 10 December 1948.	07/07/1972	Accession
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	15/03/1974	Ratification
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	05/05/1975	Ratification
Convention against Discrimination in Education. Paris, 14 December 1960.	06/04/1976	Acceptance
Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February 1971.:	10/01/1977	Accession
Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States. Paris, 22 December 1978.	31/03/1982	Ratification
Protocol to amend the Convention on Wetlands of International Importance especially as Waterfowl Habitat. Paris, 3 December 1982.	15/03/1984	Signature without reservation as to ratification
Convention on Technical and Vocational Education. Paris, 10 November 1989.	03/09/1992	Accession
Protocol to amend articles 6 and 7 of the Convention on Wetlands of International Importance especially as Waterfowl Habitat. Regina, Canada, 28 May 1987.	27/08/1993	Ratification
Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the Settlement of any Disputes which may Arise between States Parties to the Convention against Discrimination in Education. Paris, 10 December 1962.	18/12/1995	Acceptance
Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003.	24/03/2006	Ratification
Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005	16/02/2007	Ratification