



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO'S THEMATIC PROGRAMMES AND TARGETS FOR RESOURCE MOBILIZATION IN **2012-2013**

COMPLEMENTARY ADDITIONAL PROGRAMME

# Why work with UNESCO?

## **UNESCO's added value**

- UNESCO has a long history of expertise and results;
- UNESCO staff possess multiple skills and a wide and varied knowledge base;
- UNESCO has global outreach and networks – 195 Member States;
- UNESCO is a neutral organization working without profit, it is a platform for exchange;
- UNESCO works on many fronts in an interdisciplinary manner;
- UNESCO provides opportunities and a strong base for public/private partnerships and dialogue;
- UNESCO enhances profile and brand value;
- UNESCO is a high-level forum for working with national and international policies;
- UNESCO is able to bring together history/culture context as well as address urgent human, educational, social and environmental issues;

- UNESCO is a laboratory of ideas, a catalyst for new thinking and innovation whilst being a standard setter;
- UNESCO is a platform and clearing house for addressing collective problems and mobilization: a meeting point for international organizations, the public and private sectors;
- UNESCO has been carrying out capacity building for over 60 years.

## **In the implementation of its programmes with donors, UNESCO seeks to ensure:**

- Ownership and leadership by beneficiaries;
- Transparency in progress, performance, budgeting and financing;
- Delivery which complies with donor, partner and UNESCO requirements;
- Results-based Management;
- Visibility;
- Wide impact and strong partnership.

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**Cover:** In Bamako, Mali, an eco-friendly dyeing factory constructed along the Niger river provided employment for 100 women and improved productivity  
© UNESCO/Lâm Duc Hiên

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Girls public government school, Amman, Jordan  
© UNESCO/T. Habjouqa



Archeological Site of Sabratha  
© UNESCO/Giovanni Boccardi



# Foreword



Signing Ceremony of the  
Memorandum of  
Understanding under the  
Malaysia UNESCO  
Cooperation Programme  
© UNESCO/Eric Bouttier

**Mobilizing additional resources from donors and partners helps UNESCO to strengthen the outreach and the impact of its programmes. This is especially important today, at a time when the Organization faces a shortfall in regular programme funds that amounts to a gap of some 22 percent in its US\$ 653M budget for 2012-2013. In these circumstances, extrabudgetary funds represent a vital resource for the success of our action. I am firmly determined to deliver on UNESCO's commitments to all of its Member States and to scale up our priority programmes, including at country level. For this, the support of our partners and donors is essential.**

The importance of the *Complementary Additional Programme* lies here. Created to tighten the link between the regular programme and extrabudgetary activities, this Programme is a key instrument to ensure programmatic coherence and to articulate to our partners and donors where we seek their support.

I see this brochure opening a dialogue where all are invited to engage. Based on the programme adopted by the General Conference for 2012-2013, we have sought to provide an overview of the Organization's overall resource mobilization objectives. These are presented by theme, so as to make it easier for partners and donors to see

where and how UNESCO's priorities match with their own. As we move forward, we can structure our dialogue either around the priority themes identified in this brochure or following a more specific pipeline of proposals in the same areas. Such proposals may be found on UNESCO's web site ([www.unesco.org/en/donors](http://www.unesco.org/en/donors)).

This brochure shows how extrabudgetary support has strengthened UNESCO's ability to advance our common goals. The Organization's interdisciplinary mandate, our wide expertise and experience, and our global outreach are more important than ever before. These strengths help explain why, despite a difficult global economic and fiscal environment, UNESCO has continued to receive relatively stable levels of support from partners and donors.

On behalf of the Organization, I wish to thank all our partners and donors for their generosity in providing valuable and much-needed resources. I see this as a sign of trust in the Organization and a deep commitment to the values that inspire us all. I will do everything to deepen this trust and to build on this support by delivering ever sharper results and ever deeper impact. This has never been as important as it is today.

**Irina Bokova**

*Director-General of UNESCO*

# Executive Summary

## **The Complementary Additional Programme (CAP) is a response to:**

- The growing importance and diversity of extrabudgetary contributions at UNESCO.
- The need to tie UNESCO's Regular Programme actions and extra-budgetary resources into an all encompassing set of results.
- The urgent necessity to increase accountability in delivery against clearly articulated expected results, as well as improve the planning and predictability of voluntary contributions.
- The desire to make it easier donors and partners find programmes and projects which match with their policies and priorities.
- The need to show how UNESCO's extrabudgetary activities reinforce the regular programme approved by all its Member States

UNESCO's resource mobilization objectives for 2012-2013 are expressed in thematic terms as set out in pages 6 to 9.

The figures for funding requirements are based on an assessment of needs and a realistic appraisal of what UNESCO is able to mobilize and implement taking into account UNESCO's track record for comparable purposes. The resource mobilization figures for the previous Complementary Additional Programme are available on page 104.

# Executive Summary *continued*



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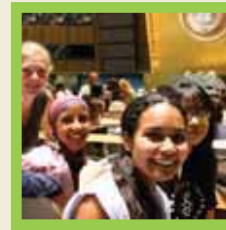
**Chapter 1** presents an overview of the resource mobilization objectives of each of UNESCO's Programme Sectors, namely Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information. These are comprised of sectoral programmes which pertain to each Sector. Some Programme Sectors also lead interdisciplinary programmes which bring a multidisciplinary approach to address complex problems and which benefit from inhouse expertise.



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**Chapter 2** describes the resource mobilization objectives linked to other interdisciplinary programmes. These include UNESCO's global priority on gender equality and women's rights and empowerment, a culture of peace and non-violence, UNESCO's responses to post conflict and post – disaster situations, and to the UNESCO Institute for Statistics which is a primary source for cross-nationally comparable statistics on

education, science and technology, culture, and communication emanating from more than 200 countries and territories.



© UN Photo/Rick Bajornas

**Chapter 3** describes the resource mobilization targets for a number of initiatives designed to support UNESCO's programme. These programmes support various activities including: increasing the coherence and impact of programme delivery in the context of UN reform, improving the multilingualism of UNESCO's information products, and enhancing outreach and visibility through multi-media communication products and special events, as well as UNESCO's fellowships programme.



© Kasia Biel

**Chapter 4** gives an overview of UNESCO's main partners and donors including bilateral government donors, the European Union, Multilateral Development Banks, other United Nations organizations, and the private sector including business, philanthropic

and corporate foundations and private individuals. There is also information on the overall support that UNESCO receives from these donors and partners, and the way they provide funding for the CAP.

**Chapter 5** – In addition to this brochure which gives an overview of UNESCO’s resource mobilization objectives, a pipeline of more specific proposals is available to UNESCO’s partners and donors through our internet site. UNESCO’s partners and donors can conduct their own searches in the pipeline of proposals according to their particular programmatic or geographic area of interest. This chapter explains where to find the database with the pipeline of proposals and how to conduct searches. It also explains the various ways and means of supporting UNESCO, including through the Emergency Multi-donor Fund for UNESCO’s Programme Priorities and Reform Initiatives. The Emergency Fund is a response to the specific needs created by the withholding of dues by certain Members States. Donors can also support UNESCO through the following means: by providing lightly earmarked funding through pooled funding mechanisms alongside other donors and partners; by drawing up a framework agreement or partnership agreement to provide a basis for strategic cooperation in UNESCO’s programme areas; by concluding a funds-in-trust



agreement with UNESCO to provide support for a specific programme or project; by providing institutional support to the Secretariat itself or its specialized institutes (known as Category 1 Institutes); through the secondment of experts in the areas of UNESCO’s mandate; through the on-line donations facility and by making contributions directly to the regular programme of UNESCO (this modality is known as an ‘additional appropriation’ and is mainly used for activities of a limited duration).

Finally at the back of the brochure you will find a list of other information resources and publications concerning UNESCO’s cooperation with its partners and donors.

The Saman dance is part of the cultural heritage of the Gayo people of Aceh province in Sumatra (Indonesia)

© Centre for Research & Development of Culture, Indonesia 2010

# Overview of thematic extrabudgetary programmes proposed by UNESCO



The 'A Book for a Child in Haiti' initiative.  
© Bibliothèques Sans Frontières

School of tropical Twinspot snapper  
© caan2gobelow



## Thematic extrabudgetary programmes for **EDUCATION**

### **Sectoral:**

- Sector-wide policy formulation planning and management
- Literacy and lifelong learning
- Teachers
- Technical and Vocational Education and Training (TVET)
- From early childhood care and education to higher education
- Girls' and Women's Education
- Education for peace, human rights and global citizenship

### **Interdisciplinary:**

- HIV/AIDS and Education
- Education for sustainable development

## Thematic extrabudgetary programmes for **NATURAL SCIENCES**

### **Sectoral:**

- Science, technology, engineering and innovation for development
- Women in science and engineering
- Oceans and coastal areas: science services and capacity development
- Water for life
- Biodiversity ecosystem services and earth sciences
- Disaster preparedness and mitigation

### **Interdisciplinary:**

- UNESCO's contribution to the Mauritius Strategy for Small Island Developing States
- UNESCO's contribution to climate change mitigation and adaptation



Thematic extrabudgetary programmes for **SOCIAL AND HUMAN SCIENCES**

**Sectoral:**

- Ethical Challenges
- Promoting policies of social inclusion
- Social dimensions of global environmental change
- Youth-led social innovation

Thematic extrabudgetary programmes for **CULTURE**

**Sectoral:**

- The role of culture in development policies and programmes
- Protecting, conserving and safeguarding cultural heritage
- Diversity of cultural expressions
- Dialogue among cultures

Thematic extrabudgetary programmes for **COMMUNICATION AND INFORMATION**

**Sectoral:**

- Creating an enabling environment for freedom of expression, press freedom and freedom of information
- Support for development of free, independent and pluralistic media
- International Programme for the Development of Communication (IPDC): Media projects and Special Initiatives
- Access to and preservation of information and knowledge
- Institutional excellence in Journalism education
- Community media

**Interdisciplinary:**

- ICTs in education, science and culture

Thematic extrabudgetary programmes for **ADMINISTRATION**

**Sectoral:**

- Strengthening corporate services for enhanced programme delivery and impact

Thematic extrabudgetary programmes for **EXTERNAL RELATIONS AND PUBLIC INFORMATION**

**Sectoral:**

- Improving the multilingualism of UNESCO's information products
- Enhancing outreach and visibility through multi-media communication products and special events
- Fellowships

# Overview of thematic extrabudgetary programmes proposed by UNESCO *continued*

## Thematic extrabudgetary programmes for **DATA AND STATISTICS**

### **Sectoral:**

- Develop more relevant education statistics
- Support the implementation of the LAMP main assessments in selected countries
- Improve the body of international evidence on learning outcomes
- Develop a worldwide data collection of statistics on Innovation
- Improve the UIS online statistical database

## **OTHER INTERDISCIPLINARY** thematic extrabudgetary programmes

- Gender equality and women's rights and empowerment
- Culture of peace and non-violence
- Increasing coherence and impact of programme delivery in the context of UN reform
- Supporting UNESCO's responses to Post-Conflict and Post-Disaster situations



Exhibition Open UNESCO  
© UNESCO/Studio Adeline  
Rispa/Photo Luc Boegly

Sudan - The Island of Meroe  
© UNESCO/Maria Gropa



**Africa, together with gender equality, is considered as a “global priority” and mainstreamed at all levels across the thematic programmes and projects implemented by the Organization.**

UNESCO's activities in Africa contribute to meeting the development priorities of African Member States, the major goals set by the African Union, including the New Partnership for African's Development (NEPAD), and other sub-regional African Organizations.

For the biennium 2012-2013, UNESCO is seeking the support of donors and partners to reinforce the impact of its programmes in Africa as well as to continue the implementation of a number of on-going regional projects such as: the General History of Africa in education, the Slave Route, the UNESCO strategy on youth and major initiatives under Africa's Science and Technology Consolidated Plan of Action.

Within the framework of the UNESCO Operational strategy for Africa, a forward looking portfolio of special programs/projects in line with Africa's development agenda and emerging concerns and issues will be put in place. These projects to be implemented in partnership with regional specialized institutions are namely related to: (i) the development of a culture of peace and non-violence for Africa youth; (ii) development of cross border languages and cultural contents in education; (iii) youth civic engagement; (iv) R&D and higher education development to strengthen science systems and policies; (v) capacity building on climate change and renewable energies.

School children in Kakuma refugee camp, Kenya  
© UNESCO/D. Willetts



## Chapter 1

# Resource mobilization priorities by Sector

*"For all of us UNESCO is synonymous with: promoting peace and security through international cooperation in education, science and culture. To achieve our objectives we have to keep UNESCO a powerful tool in order to succeed in its mission. Thanks to its comprehensive mandate UNESCO offers a unique forum in the UN-System for an international and all-inclusive dialogue and cooperation".*

**MR. WOLFGANG WALDNER, State Secretary for European and International Affairs of the Republic of Austria at the 36th session of the UNESCO General Conference**





## **Programme sectors:**

1. Education
2. Natural sciences
3. Social and human sciences
4. Culture
5. Communication and Information

Four Dogon Dancers  
© Alan Tobey

# Introduction

## **UNESCO's total resource mobilization target for 2012-2013 amounts to US \$: 791 million.**

This chapter provides an overview of the thematic sectoral and interdisciplinary programmes for which UNESCO aims to mobilize contributions from donors and partners.

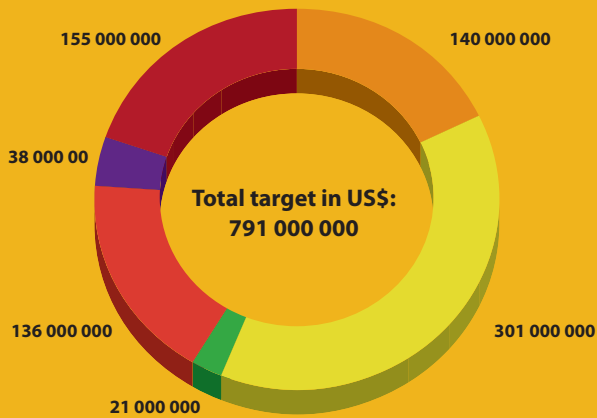
With a resource mobilization objective of USD 301 million, the Natural Sciences Sector has set the highest target. It is followed by the Education







Sector with a target of US\$ 140 million, the Culture Sector (US\$ 136 million), the Communication and Information Sector (US\$ 38 million) and the Social and Human Sciences Sector (US\$ 21 million).

UNESCO also expects to mobilize resources for other thematic intersectoral programmes and programmes for support activities for a total amount of US\$ 155 million. These thematic programmes are illustrated in chapter 2.

A view of heavy flooding caused by monsoon rains in Punjab Province, Pakistan.  
© UN Photo/Evan Schneider



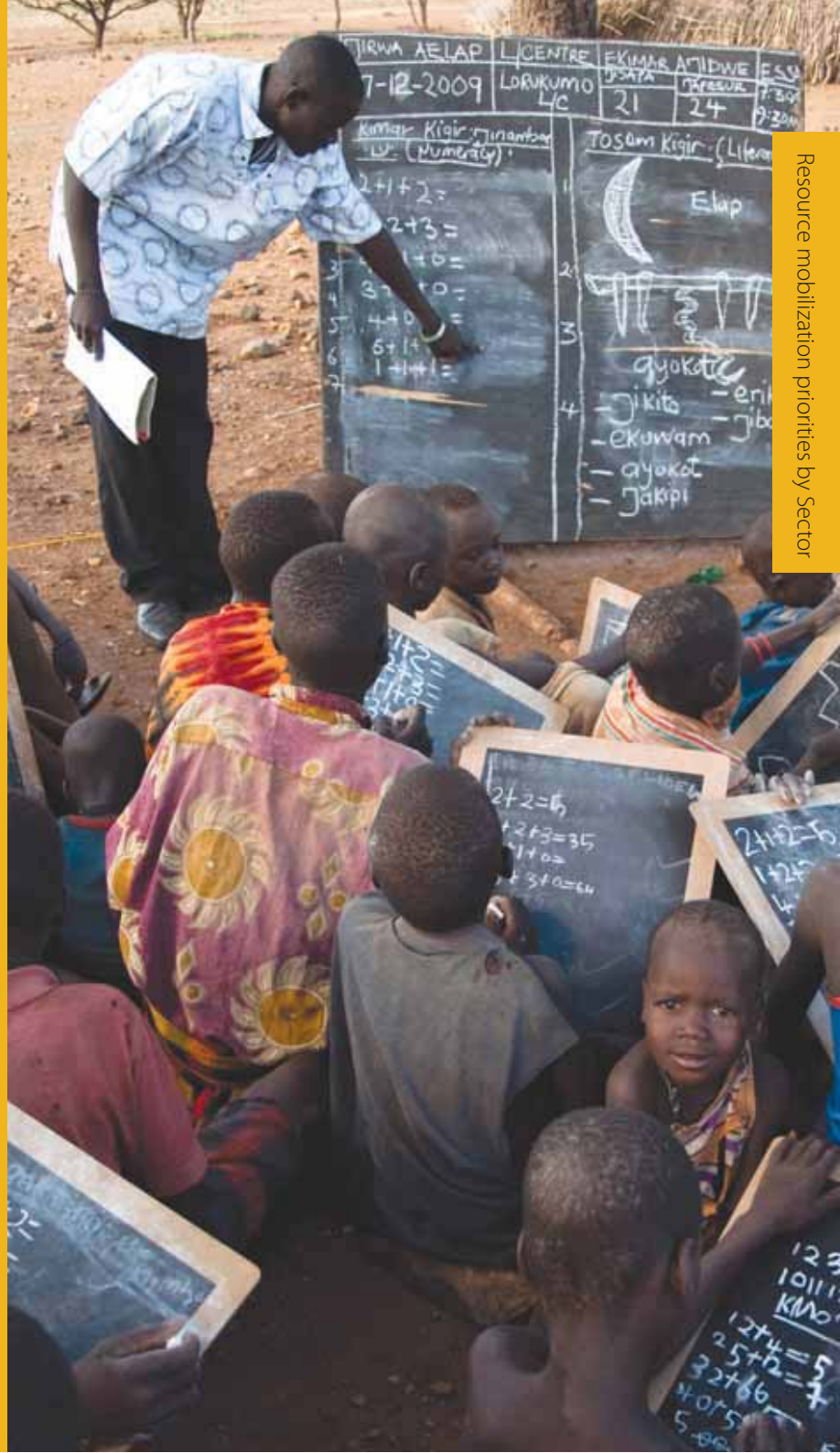


-  Education
-  Culture
-  Natural sciences
-  Communication and Information
-  Social and human science
-  Other\*

\* Other Interdisciplinary Programmes, Institute of Statistics and Programme support activities

The Karamojong or Karimojong, an ethnic group of agro-pastoral herders living mainly in the north-east of Uganda. Instead of using note books and pens, teachers and students in Karamoja turn to chalk boards, a cheaper and better suited option in this very dry climate.

© UNESCO/Marc Hofer





# 1 Education

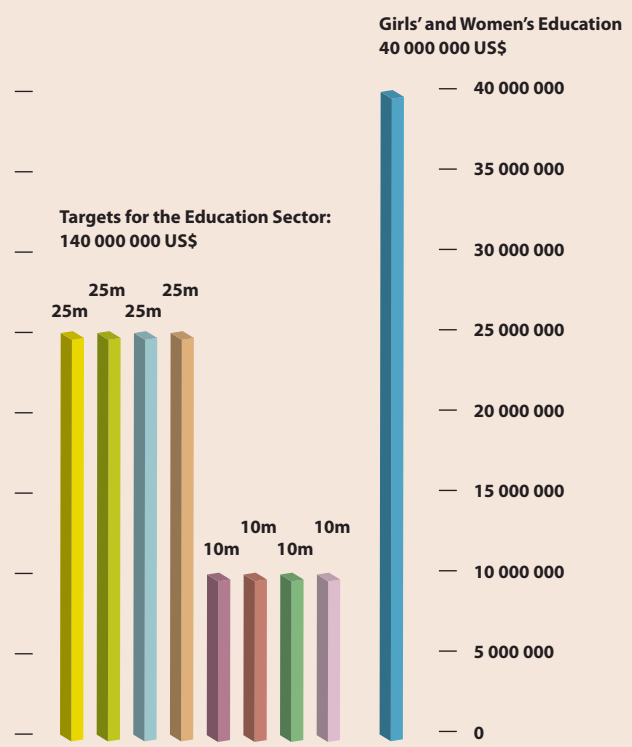
*"Education is the driver of change. Therefore Education for All really should embrace peoples of all ages and countries. UNESCO has worked diligently to make progress in this field. But there is still much to be done if all children and adults should be given the possibility to achieve quality education and UNESCO to meet the 2015 targets."*

**MS. KRISTIN HALVORSEN, Norwegian Minister of Education and Research,  
at the 36th session of the UNESCO General Conference.**

Ms Shufiya Akter with 12 year old Laboni at the at the community learning centre. These provide flexible primary-level education for children missing out on formal government schools.  
© UNESCO/GMR Akash



# SECTORAL PROGRAMMES



**Sectoral Programmes:**

- Sector-wide policy formulation planning and management
- Literacy and lifelong learning
- Teachers
- Technical and Vocational Education and Training (TVET)
- From Early childhood care and education to higher education
- Education for Peace, human rights and global citizenship

**Interdisciplinary Programmes lead by Education Sector:**

- HIV/AIDS and Education
- Education for sustainable development

**Girls' and Women's Education**

■ This target amount is subsumed within the total for the priority areas covered under the other ED thematic programmes

Source: Extended Sector Strategic Framework – BSP

**Building on the activities of the last biennium, the Education Sector will continue to focus on four areas: policy formulation, planning and management; literacy; teachers; and technical and vocational education and training. Funding from donors will be sought for programs in the 38 countries least likely to achieve Education for All. In addition, funding will also be sought to complement work in other important areas, such as quality in all levels of education (from early childhood to higher education); education for peace, human rights and global citizenship; education for sustainable development; and education and HIV/AIDS.**

Gender is mainstreamed in all of these areas and increased attention is given to advocacy for stronger support to women's and girls' education throughout 2012 and 2013. The specific target for Girls' and Women's Education within the Sector's overall CAP target of US\$140 million is US\$40 million. The distribution of funding to the different regions broadly follows the Regular Programme allocations, with a larger share for Africa, followed by Asia, two regions that require attention.

## Sector – wide policy formulation, planning and management

The main activities will include assisting Member States to review education policy; develop capacities in education planning and management; and measuring and monitoring education quality. This thematic area will also cover the promotion of information and communication technologies (ICT) as a gateway to learning, and the reinforcement of UNESCO's response to emergencies and sustainable recovery.

UNESCO will collaborate with the International Institute for Educational Planning (IIEP), as well as with the Global Partnership for Education (EFA Fast Track Initiative) mechanism, to reinforce activities such as joint sector review, national plan preparation; capacity needs assessment; and capacity development. A gender perspective will be included in the assessment of national education policies and plans.

In the lead up to EFA 2015 and beyond, it will focus in particular on mobilizing and joining forces with key EFA partners to take stock of progress achieved and remaining challenges, through joint country-level assessments.

## Literacy and lifelong learning

UNESCO's actions in this area will be carried out within the framework of the United Nations Literacy Decade (2003-2012) and the Organization's Literacy Initiative for Empowerment (LIFE). It will address three priority

areas: advocacy, policy and capacity development, with special focus on poor out-of-school children, youth and adults – in particular girls and women.

Building and extending partnerships with a wide range of traditional (government, civil society, multilateral organizations) and non-traditional partners, such as the private sector, will be a key strategy to strengthen literacy efforts and broaden UNESCO's action. Participation in initiatives such as the UN Girls' Education Initiative and the Inter-Agency Task Force on Adolescent Girls will furthermore be fostered to reinforce literacy actions benefiting girls and women.

## Teachers

To boost investment in quality teacher development and improve teachers' working conditions, UNESCO will give special attention to Africa in three key areas: teacher policy development, capacity development of teacher training institutions and advocacy.

The Organization will continue to implement the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), led by UNESCO's Regional Bureau for Education in Africa (BREDA) with support from the International Institute for Capacity-Building in Africa (IICBA) and UNESCO Headquarters. Tools such as the TTISSA Methodological Guide for the analysis of teacher issues will support this work. A comprehensive policy framework for the capacity development of literacy and non-formal education teachers will also be launched. Specific



© UNESCO/Olav A. Saltbones

attention will also be given to the development of the capacity of female teachers and training in school leadership.

## Technical and Vocational Education and Training (TVET)

Demand for skills development for the world of work is increasing in UNESCO's Member States – in particular in those countries whose labor markets were badly affected by the global financial and economic crisis that took hold in 2007. Drawing on the analytical tools and expertise developed during the 2010-2011 biennium, the Organization will continue to implement the Strategy for Technical and Vocational Education and Training (TVET) by focusing its action on three core areas: policy advice; assistance in conceptual clarification and the comparability of data; and informing the global debate. UNESCO will also support the development of gender-sensitive programmes in selected African countries to enhance women's access to vocational education, gender equity and employability.

## From early childhood care and education to higher education

UNESCO promotes a holistic and inclusive vision of learning for all throughout life. Capitalizing on this approach, UNESCO will support Member States to develop effective life-long education, with increased attention to higher education. In line with the outcome document of the United Nations High-Level Plenary Meeting of the General Assembly on the Millennium

Development Goals, it will place particular focus on ensuring quality and promoting a smooth progression through the different stages of education and training. The Organization will also facilitate flexible and innovative means for providing education. Equitable access to all levels of education will be promoted, with particular attention paid to girls and women



Adult literacy. © UNESCO/Nicolas Axelrod

## Girls' and women's education

The Education Sector is adopting a two-pronged approach to gender equality:

- Gender equality issues will be mainstreamed in all of its areas and in particular in the four priority thematic areas;
- Increased attention will be given to advocacy work to enhance visibility and ensure stronger support for women's and girls' education, notably through the Director-General's new Global Partnership for Girls' and Women's Education, and through participation in global initiatives such as the UN Girls' Education Initiative and the Inter-Agency Task Force on Adolescent Girls.



Girl in the classroom, Hanoi  
© UNESCO/Justin Mott



Project "Literacy Initiative for Empowerment (LIFE)" in Afghanistan, supported by the Government of Japan. The project covers 18 provinces and aims to provide a 9 month literacy programme to 600,000 youths and adults by April 2013. © UNESCO

Partnerships will also be built and/or extended with a wide range of traditional (government, civil society, multilaterals) and non-traditional partners, such as the private sector.

citizenship" and assist in formulating and implementing policies, plans and programmes to promote it. This includes human rights education and education against discrimination. Specific attention will also be given to the prevention of violence in schools.

© UNESCO/Marc Hofer

## Education for peace, human rights and global citizenship

Achieving quality education for all that responds to emerging social, economic, cultural and environmental challenges requires improvements to the quality and relevance of teaching and learning materials. UNESCO will develop the concept of "education for global



# INTERDISCIPLINARY PROGRAMMES

## HIV/AIDS and education

Despite considerable progress in stabilizing the number of new HIV infections since the late 1990s, the number of new infections overall remains high, particularly among young people, and the number of people living with HIV worldwide has increased. The impact of HIV and AIDS on education continues to be a major challenge.

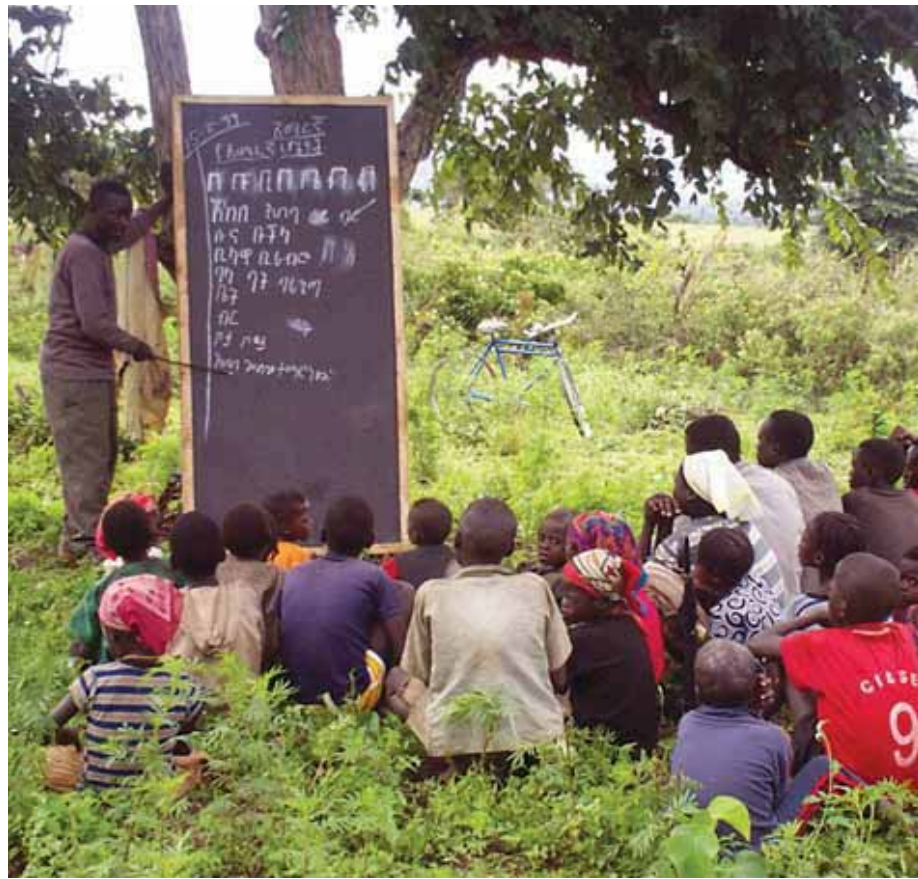
UNESCO is a co-sponsoring agency of UNAIDS, the United Nations' joint programme to combat HIV and AIDS. In that capacity, UNESCO will continue to expand its work to support comprehensive education, mainly using extra-budgetary resources provided by UNAIDS and other donors.

## Education for sustainable development

Meeting the needs of the present without compromising the ability of future generations to meet their own needs requires collective action. Education for sustainable development equips individuals and communities with the principles, values and practices to build a more secure and peaceful future, and must therefore be integrated throughout the educational system. In 2012-2013, UNESCO will be focused on

advocacy for and monitoring of the Decade of Education for Sustainable Development (DESD) and on policy advice on climate change education. Climate change education will aim to enhance knowledge and disaster-risk reduction and preparedness, as well as critical thinking to equip learners with the skills, knowledge and attitudes needed to deal with future uncertainties.

Photo of OFID project on "Strengthening Education Sector Responses on HIV and AIDS in Asia and Africa". © UNESCO/Katy Anis



## EXAMPLE OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

**One of the four priority thematic areas under UNESCO's education programme is teachers. By pooling regular programme and extrabudgetary resources, especially those provided under Capacity Development for Education for All (CapEFA) programme, the following results were achieved in the context of activities designed to develop capacity to deliver quality training and manage information systems.**

- Support to teacher education institutions to provide quality teacher training (Angola, Burundi, Ethiopia, Guinea, Lao PDR, Lesotho, Mali and Rwanda).
- Capacity strengthened in curriculum development for formal and non-formal education programmes (Ethiopia, Lao PDR and Rwanda).

- Enhancement of capacity to produce evidence-based policies through the development of a Non-Formal Education Management Information System (Lao PDR).

- Tools developed for enhancing the quality of teacher education, professional development and teacher training institutions on cross-cutting issues such as information and communication technologies (ICTs), HIV & AIDS, TVET, and gender (Burundi, Lao PDR and Lesotho).



© UNESCO/Petterik Wiggers



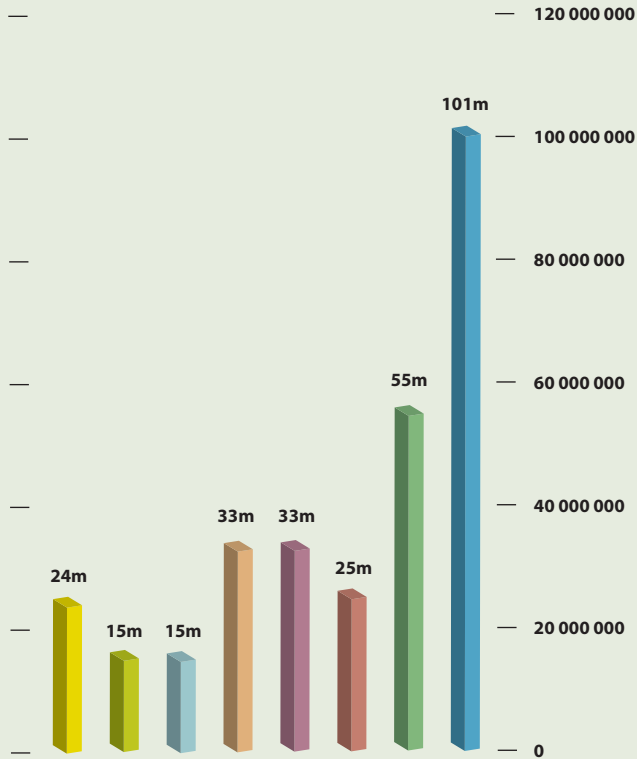
# 2

## Natural sciences

*“Preserving environment and nurturing basic sciences are essential pathways towards sustainable development. In pursuit of the aforesaid agenda, UNESCO's natural sciences programmes have made a significant contribution in disaster prevention and damage reduction”*

**MR. LEE JU – HO, Minister of Education, Science and Technology of the Republic of Korea, at the 36th session of the UNESCO General Conference.**

**Targets for the Science Sector: 301 000 000 US\$**



**Sectoral Programmes:**

- Science, technology, engineering and innovation for development
- Women in science and engineering
- Oceans and coastal areas: science services and capacity development
- Water for life
- Biodiversity, ecosystem services, and earth sciences
- Disaster preparedness and mitigation

**Interdisciplinary Programmes led by Natural Sciences Sector:**

- UNESCO's contribution to the Mauritius Strategy for Small Island Developing States
- UNESCO's contribution to climate change mitigation and adaptation

**Source:** Extended Sector Strategic Framework – BSP

## SECTORAL PROGRAMMES

Science, technology, engineering and innovation for development

UNESCO works with scientific networks and a range of partners to assist Member States to develop sustainably by fostering upstream science, technology and innovation analysis and policy advice, as well as science and engineering capacity development and education. This includes promoting green technologies such as renewable energy, biotechnology and genomics, all of which require a strong science base and offer the promise of job growth. UNESCO's networks, provide access to a broad scientific community to back projects. Women and girls are a special focus to ensure they contribute to and receive the benefits from science and engineering. Least developed countries are also targeted, using innovative educational tools. The Academy of Sciences for the Developing World (TWAS) and the Abdus Salam Centre for Theoretical Physics (ICTP) also take part in fostering 'south-south cooperation.'

Women in science and engineering

Gender mainstreaming in science and engineering involves ensuring that gender-responsive approaches and attention to the goal



of gender equality are central to all science activities. It encompasses the idea that science policy is made primarily by leadership and a commitment to change structures and cultures rather than by laws and regulation. In addition, women's inclusion and role in science and engineering needs to be strengthened by highlighting female scientists, promoting role models, supporting young female scientists and by acknowledging the role of indigenous women's knowledge.

## Oceans and coastal areas: science, services and capacity development

UNESCO will address four issues:

- Development of early warning systems and strengthening preparedness for tsunamis and other sea-level-related hazards;
- Ocean observation systems and science, and coastal adaptation measures with particular

attention to the impact of climate change and rising sea levels;

- Ocean science for the protection of coastal and oceanic biodiversity and ecosystems;
- Regional cooperation for management of coastal and marine zones.

UNESCO also seeks to increase the visibility and outreach of the Intergovernmental Oceanographic Commission (IOC) by capitalizing on UNESCO/IOC's comparative advantage as the leading UN organization in the areas of tsunami early-warning systems; ocean observation systems, including sea-level monitoring; oceans and climate; and international exchange of oceanographic data and information.

Part of the activities implemented with the support of outside funding will have a global scope, but increased attention will be given to Africa, Asia and the Pacific, Latin America, the Caribbean and the Arab states.



© UNESCO

The African Virtual Campus  
© UNESCO/Serge Daniel 2005



Traditional land use, Kafa, Ethiopia © NABUS



Phoenix Islands Protected Area. © Cat Holloway





Project "Sustainable Management of Marginal Drylands" (SUMAMAD Phase II) supported by the Government of Flanders (Belgium)  
© UNESCO/Thomas Schaaf



A young resident of Maslakh Camp, Herat (Afghanistan) takes a drink of water.  
© UN Photo/Eskinder Debebe

## Water for life

The need for freshwater has never been greater. Most people will be affected by climate change through water issues, including increasingly frequent water-related disasters. Conflicts over water also reflect global processes such as population growth and changing patterns of consumption, which will be exacerbated within and between countries. UNESCO's water programmes:

- Promote and lead international hydrological research;
- Facilitate cooperation, education and capacity development;
- Enhance governance in water resources management, including of shared waters, hydrological extremes (floods and droughts), groundwater resources, water in the urban environment and water conflict resolution.

The aim of these efforts is to help meet the UN Millennium Development Goals on environmental sustainability, water supply, sanitation, food security and poverty alleviation. The breadth of UNESCO's ways of looking at water, and the scope of its networks, especially intergovernmental ones, and the network of affiliated centres, ensure the strength of UNESCO's water programmes. Special focus is given to using cross-boundary water management for peace-building. This theme includes the work of the International Hydrological Programme and UN World Water Assessment Programme, for which UNESCO hosts the Secretariat, and the UNESCO-IHE Institute for Water Education.

## Biodiversity, ecosystem services and earth sciences

The UN has proclaimed the Decade of Biodiversity 2011-2020 to bring increased awareness and action to slow the loss of biodiversity. To understand which species are disappearing, where and at what rate, it's crucial to first get a state-of-the-art picture of the current situation. This is why UNESCO's work to support identification, mapping and assessment is fundamental. And it is why capacity development in the life sciences is needed, particularly in nations with extremely diverse environments, most of which are also developing countries.

UNESCO has launched a Biodiversity Initiative to address this challenge in a multidisciplinary fashion, since it's not only a scientific issue. Proposals also will aim at enhancing capacities to provide regional biodiversity assessments and to foster links between the scientific and policy-making communities.

The appropriate incorporation of the value of ecosystem services into the economy is another way development can be made more sustainable. The Man and the Biosphere Programme focuses on using biosphere reserves to address sustainable development and includes ways to conserve biodiversity. Each regional network of the World Network of Biosphere Reserves has its own proposals based on regional priorities. UNESCO's programmes are ensuring that lessons learned in specific biosphere reserves can benefit others facing similar issues.

Developing Member States require improved internal capacity to identify and use their mineral wealth for their own development. This requires outreach, education and capacity development. UNESCO therefore is spearheading an initiative for earth science education, starting in Africa, but eventually spreading to other regions. The Geoparks initiative is helping to determine the economic value of local geological resources and thus spark interest in local sustainable economies.

## Disaster preparedness and mitigation

We can never stop improving efforts to educate the public and decision-makers before natural disasters strike. Yet it is often after major disasters that it is easiest to start the learning process in Member States. This theme addresses land-based natural hazards such as earthquakes, volcanic eruptions, landslides and wildfires, as well as water-related hazards, including those that may be directly affected by climate change. Several UNESCO centres and platforms for discussion specifically address such hazards, among them the International Centre for Water Hazard and Risk Management, the International Flood Initiative, the International Platform for Reducing Earthquake Disaster and the International Consortium on Landslides. The global networks of the International Hydrological Programme deal with water hazards at the regional and the watershed level.



"Project Protecting Orangutan Population in Gunung Leuser" financed by Spain and implemented by UNESCO © UNESCO /Jakarta , A.Acha

Irina Bokova's official visit to Haiti. © UNESCO/FW Russell-Rivoallan





Sustainable Management of  
Marginal Drylands  
(SUMAMAD)  
© UNESCO/Thomas Schaaf

## INTERDISCIPLINARY PROGRAMMES

### UNESCO's contribution to the Mauritius Strategy for Small Island Developing States

This theme not only provides the framework for UNESCO's contribution to implementing the Mauritius Strategy, it also encompasses other long-standing work undertaken for small island states, addressing: climate change, disaster preparedness, culture and tourism, education and capacity building, information and knowledge, natural resources, health and science and technology.

These issues are best addressed through UNESCO's varied programmes, including Youth Visioning for Island Living, the Climate Frontlines Global Forum and the Sandwatch Programme, which have expanded with outside partners.

### UNESCO's contribution to climate- change mitigation and adaptation

Finding solutions to adapt to the effects of climate change and changing extremes requires approaches that unite sound, unbiased science with environmental, economic, social, cultural, attitudinal and behavioral factors. As all parts of the Organization are contributing to such an approach, UNESCO therefore provides a unique forum for addressing climate change adaptation and vulnerability. These activities are incorporated into the UN strategy 'Acting on Climate Change: The UN System Delivering as One.' UNESCO's work is concentrated on Africa and Small Island developing states, which will be affected more than other regions by climate change.

© DR



## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:



With the support of the Government of Flanders the project "Ocean Data and Information Network for Africa (ODINAFRICA)" brings together more than 40 marine related institutions from twenty-five countries in Africa (Algeria, Angola, Benin, Cameroon, Comoros, Congo, Cote d'Ivoire, Egypt, Gabon, Ghana, Guinea, Kenya, Madagascar, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Nigeria, Senegal, Seychelles, South Africa, United Republic of Tanzania, Togo, and Tunisia).

marginal drylands in Africa, Arab States, Asia, Latin America. The project uses harmonized methodologies for 9 selected study sites, allowing results comparing and knowledge sharing. In its second phase (since 2009), scientists from Belgium, Bolivia, Burkina Faso, China, Egypt, India, I.R. of Iran, Jordan, Pakistan, Tunisia collaborate on dryland research to combat desertification.

conflicts facing their coastal environments. It encourages the development of sustainable approaches to address these challenges, while also stimulating local climate change adaptation measures. Sandwatch is today active in more than 50 countries worldwide – half of which are SIDS. In 2010-2011 UNESCO published the newly revised manual *Sandwatch: Adapting to Climate Change and Educating for Sustainable Development* in English and French. Spanish and Portuguese editions will follow in 2012. Among current Sandwatch activities is the development of a standardized online database of observations and measurements of shoreline and beach changes; organization of national and regional on-the-ground interactive training workshops; and the integration of Sandwatch methodology and content into national educational curricula.



The flagship project of UNESCO-MAB's programme on Drylands and Desertification is 'Sustainable Management of Marginal Drylands (SUMAMAD)' Project.

This project studies sustainable management and conservation of

### **The Sandwatch initiative**

The *Sandwatch* initiative ([www.sandwatch.org](http://www.sandwatch.org)) was initiated in 1999 by UNESCO's Natural Sciences and Education Sectors. Supported by the Government of Denmark since 2008, Sandwatch provides a framework for children, youth and adults in schools and local communities to work together to critically evaluate the problems and



# 3

## Social and human sciences

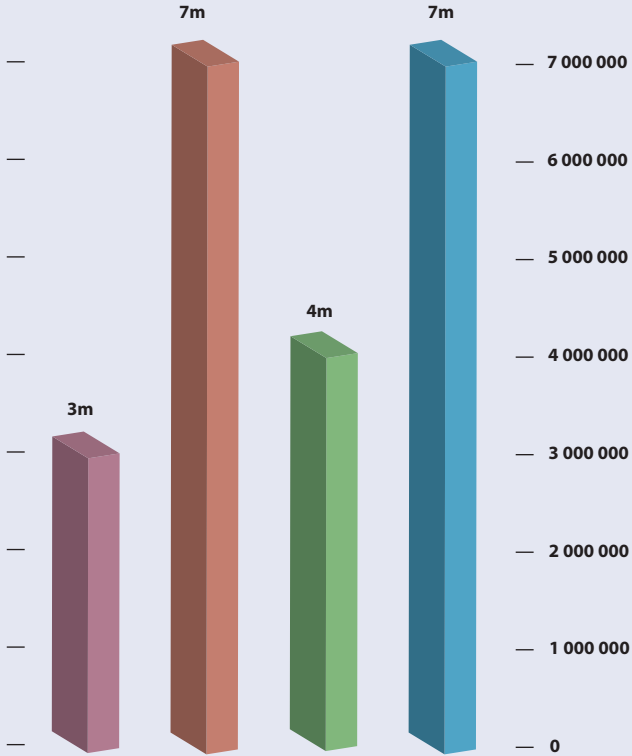
*“The 20th century witnessed an era of confrontation. The world stood divided. Let the 21st century usher in an era of collaboration. That will help unite the world. That is the change we desire. That is the change we want to see. Let UNESCO be at the forefront of that change.*

**MR. SHRI KAPIL SIBAL, Minister of Human Resources Development of India, at the 36th session of UNESCO's General Conference.**

Portraits of men and  
women, berbere  
people, Tunisia  
© UNESCO/Felipe  
Alcoceba

# SECTORAL PROGRAMMES

Targets for the Social and Human Sciences Sector: 21 000 000 US\$



**Sectoral Programmes:**

- Ethical challenges
- Promoting policies of social inclusion
- Social dimensions of global environmental change
- Youth-led social innovation

Source: Extended Sector Strategic Framework – BSP

## Ethical challenges

Activities to identify, analyze and address bioethical challenges will be enhanced by extra-budgetary support in three main areas, namely building capacities in bioethics, ethical challenges of converging technologies and anti-doping and values of sport.

### Building capacities in bioethics

UNESCO'S Member States have endorsed establishing and supporting independent, multidisciplinary and pluralist ethics committees and are providing comprehensive capacity-building assistance for three years. After graduating from this project, the newly established committees will have undertaken three separate training modules, established a working partnership with a long-standing committee and developed the independent capacity to carry out its mandate. To strengthen and enhance support for bioethics committees, it would be necessary to use new information technologies and distance-learning tools such as webcasts and teleconferences for broader, more efficient and effective dissemination of information.

### **Ethical challenges of converging technologies**

The potential convergence of nanotechnologies, biotechnologies, information technologies and cognitive science (NBIC) has been identified for several years as likely to give rise to unprecedented ethical challenges, from basic understanding through health, safety and consumer regulation. Building on the earlier work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) on the ethical challenges of nanotechnologies, UNESCO will seek to identify key ethical issues, develop possible mechanisms to address them and promote awareness and education.

To strengthen the activities foreseen in the regular programme, supplementary funding will be required to ensure consultation with all stakeholders, taking particular account of the need to reduce the emerging 'nanodivide' in research and development, and to support UNESCO in governance initiatives with other UN agencies and major institutional stakeholders such as the Organization for Economic Co-operation and Development (OECD) and the European Commission.

### **Anti-doping and the values of sport**

Under the International Convention against Doping in Sport, UNESCO will continue to build on successful activities to assist countries, especially least-developed countries and small island developing states, to implement anti-doping programmes by providing financial assistance from the Fund for the Elimination of Doping in Sport. Activities will also focus on education and



© Shariff Che'Lah

awareness-raising among youth and other target groups. Projects could notably include developing interactive learning tools for young people, as well as a multimedia awareness-raising campaign and activities supporting international sports events.

### Promoting policies of social inclusion

Recent crises – global, financial, and economic, regional uprisings, growth of urban poverty in mega-cities – have made social inclusion imperative. Policies must be built on fundamental human rights and freedoms as well as equality and equity.

Social inclusion is based on notions of belonging, acceptance and recognition, and entails full participation in economic, social, cultural and political institutions. It's also about recognizing and valuing diversity. Diversity and social inclusion have an impact on how programs and services are delivered to meet a wide range of needs. As a result, the concepts of diversity and social inclusion have become critical to the evaluation of programs for governmental and community organizations.



© Cybrain



There is a strong correlation between social inclusion and sustainable economic growth and development. UNESCO has the tools to elicit benchmarks and indicators and to analyze what sorts of social inclusion policies have an impact. Accordingly, to promote socially inclusive policies, UNESCO will be focused on developing a systematic approach to monitor, evaluate and benchmark social inclusion policies, such as looking at the feasibility of a qualitative assessment tool. Progress on implementing socially inclusive policies would be indicated by how well they incorporate a human rights-based approach and address societal challenges that affect democracy, such as anti-discrimination, gender equity, violence prevention and the inclusion of vulnerable segments of society, and how they promote democratic practices.

2nd Santa Fe International Folk Art Market, July 9 & 10 2005.  
Ousmane Papa Macina, Mali.  
© UNESCO/Marc Romanelli



The programme can be enhanced by support by donors and partners in the following areas:

### **Social inclusion policy assessment**

The key objective would be to develop an index or policy assessment tools based on indicators on the impact of social inclusion policies. This would help identify gaps in national policies that promote inclusive societies and present best practices as inspiration for improvement. The index would complement existing ones such as the Human Development Index.

### **Building national social science capacities for development**

The objective is to review and improve national social science capabilities for better policy-making. Among the topics that could be covered are: youth participation, gender equality, indigenous peoples, people with disabilities, integration of migrants and policies against discrimination, racism and xenophobia.

Summer schools in the framework of UNESCO'S Management of Social Transformations (MOST) Programme, which promotes social science research, can be established for promising young social science researchers in developing countries. Online tools need to be further developed in the framework of MOST to facilitate dissemination and access to social science data to support social policy-making.

Children in front of their classroom at "Unique Child learning Center", Mirmur-Dhaka, Bangladesh  
© UNESCO/GMR Akash



### **Strengthening human rights and anti-discrimination policies and programmes**

Activities funded by UNESCO's partners will be proposed to foster the inclusion of populations that are subject to discrimination, including migrants and people living with HIV and AIDS. Particular focus will be placed on the gender dimension of marginalization and exclusion, as well as on young people. Of particular relevance are the urban dimension of social inclusion and the role of municipal authorities. Projects will draw on high-level research findings, in particular through gathering and sharing of reliable data, as well as on the exchange and development of good practices and lessons learned in all fields relevant to social inclusion.

UNESCO's actions will be aimed at strengthening the capacities of groups subjected to discrimination and exclusion to allow them to better claim their rights and participate in a meaningful way in policy-making. At the same time, the capacities of key policy-makers will also be reinforced so that they take into account the viewpoints of groups that suffer from discrimination.

The International Coalition of Cities Against Racism and Discrimination provides an ideal setting for creating relevant activities, financed through participating cities and other stakeholders. The outcomes of the activities will include such practical items as tool kits, guidebooks and fact sheets.

### **Women's rights after conflicts and disasters, and preventing violence against women**

The aim of the proposed extra-budgetary activities is to support women's roles as agents of progress in societies that have suffered from conflicts and disasters, and to advance the fight against violence against women. This would be done by enhancing the capacities of civil society organizations and in particular women's associations to participate in decision-making and advocating for women's rights. This would include collaboration with other parts of UNESCO on activities to promote girls' education in post-conflict and post-disaster settings.

Work will be carried out with stakeholders including national, regional and municipal authorities, researchers and civil society organizations to propose new strategies and policies for preventing violence against women. Such long-term strategies and approaches will include ways to include men in violence prevention and to work with social and cultural leaders, women's and youth associations, as well as political leaders to raise awareness of violence against women and enact programs to prevent violence.



© Bartosz Hadyaniak





© Galina Barskaya



## Promoting sport as a catalyst for social transformation

The socio-economic potential of sport and physical education is increasingly recognized worldwide; however, considerable effort is required to mainstream this understanding across policy and programmes, building on regional frameworks such as the African Union Sport Policy Framework 2008-2018 and the European Union's Madrid Declaration.

UNESCO proposes projects that would maximize the role and potential of sport in social and economic development in partnership with governments, international sport federations, nongovernmental organizations and academic institutions. Key objectives will be to raise awareness of the power of sport and its economic potential. UNESCO would also seek to leverage key international sporting events.

## Social dimensions of global environmental change

This programme will enhance our understanding of the social and human science dimensions of phenomena such as climate change, biodiversity loss and freshwater scarcity (for example, through its impact on migration). Work is aimed at clarifying the ethical basis for our response to climate change, informing policy debate and broadening these reflections to an overall framework for ethical sustainable development. Existing partners include the International Social Science Council (ISSC), the initiative on Earth System Research for Sustainable Development,

UN agencies, notably through the UN Task Team on the Social Dimensions of Climate Change and the Global Migration Group, and bilateral donors. Activities will aim at shaping the international policy agenda, especially in the United Nations Framework Convention on Climate Change Conference of the Parties (UNFCCC COP) and the Rio+20 process on sustainable development, to comprehensively focus on the social dimensions of environmental challenges.

The programme can be enhanced by extra budgetary support in two main areas:

### **World Social Science Forum and Report**

In conjunction with the International Social Science Council (ISSC), the World Social Science Forum in 2012 will be a key occasion to shape intellectual agendas on global environmental change within an ethical framework for sustainable development, identify knowledge gaps and map out appropriate policies. To give the Forum the scale and scope it requires, and building on the success of the 2009 Forum, resources will be required to support a high-level policy debate, as well as a number of substantive sessions. The Forum will also be one of the processes leading to the 2013 World Social Science Report, which will focus on global environmental change and will constitute a flagship achievement for work in this area in the course of the regular programme. Based on the experience of the successful 2010 World Social Science Report, the editorial and production process will require a major fund-raising effort by UNESCO and ISSC.



UNESCO Youth Forum 2011  
closes with Goi Peace Flags  
© UNESCO/Rajneesh  
Bhandari

### **National policy support**

The ideas developed within the programme, based on the confluence of ethics and social science, need to be taken to the policy areas where they can make a difference, particularly at the national level. Resources will need to be mobilized to provide support to Member States for national policies to respond to environmental change and promote socially grounded sustainable development.

The support would include conducting background studies and developing practical tools such as methodological guidelines, and to support their deployment in at least a selected group of pilot sites.

### Youth-led social innovation

Accounting for more than 1.2 billion people, youth represent a genuine asset for development. If appropriately organized and supported, they can contribute towards building peace, political stability, social cohesion and economic prosperity by engaging in community action and devising innovative responses to major issues affecting them. Strengthened commitments to and investments in youth development are crucial also to curb risk behaviors, particularly violence.

■ In this regard, one of the major projects for UNESCO will be implementing the

organization's Strategy on African Youth (2009-2013), closely collaborating with African Member States, the African Union Commission and key partners.

The Strategy aspires to mobilize partners to support three interrelated objectives:

- Data on African youth are currently limited, so the Strategy includes initiatives that support collecting and disseminating socio-demographic data, standards, experiences, practices and technical expertise on youth in Africa.
- The second objective focuses on developing effective policy responses on youth issues, in line with the African Youth Charter, and addressing the gaps identified in the research. Specific initiatives include national policy reviews and technical cooperation programmes for policy development, involving researchers, civil society and youth.
- Parallel to the work on research and policy development, the third objective seeks to provide the capacities and the opportunities for youth to engage constructively in decision-making and in developing their communities. Projects will focus on providing opportunities for youth to engage in national and community development, peace and nonviolence, capitalizing on their energy, innovation and dynamism.

The UNESCO Youth Forum will be central in this effort. UNESCO will also focus on the role of youth in post-conflict and post-disaster situations, in

reconciliation and in transitions to democracy. Youth development and violence prevention projects will be supported in Central America and in the Great Lakes of central and east Africa, building on UNESCO's experience to date. Youth social entrepreneurship, especially in Africa, will be considered as a way to strengthen job skills for youth, address youth unemployment and enable youth to contribute to their societies.

The opportunities of launching a global monitoring report on youth, of supporting research programmes on youth and of promoting interaction and knowledge sharing through new media and online social networks will be pursued. In addition, UNESCO will capitalize on the power of sport in mobilizing youth and increasing their opportunities for development and inclusion.

2nd Santa Fe International Folk Art Market, July 9 & 10 2005  
© UNESCO/Marc Romanelli



## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

**Criança Esperança Programme in Brazil is implemented in cooperation with the Latin America's Globo TV Network. In its 25th anniversary year, the Programme raised BRL 13 million (USD 8 million), invested in 64 social projects in all five regions of Brazil, benefiting over 33,000 children and young people.**

In partnership with FC Barcelona, UNESCO launched a year-long antiracism campaign under the slogan "Put Racism Offside" on the occasion of the International Day for the Elimination of Racial Discrimination in 2010.

.....

**Over US\$1M invested in anti-doping projects under the Fund for the Elimination of Doping in Sport**

Sixty-three projects, worth over US\$ 1 million, have received financial assistance under the Fund for the Elimination of Doping in Sport, since its establishment in 2008. The national projects include preventive education programs, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries. Three regional projects, involving countries from the Indian Ocean, Central America and the Pacific have also received support

from UNESCO. A description of each project is available at <http://www.unesco.org/new/en/social-and-human-sciences/themes/sport/anti-doping/fund-for-the-elimination-of-doping-in-sport/projects/>.

.....

UNESCO also provides financial assistance to governments to help them develop or implement effective anti-doping programs in accordance with the *International Convention against Doping in Sport*.



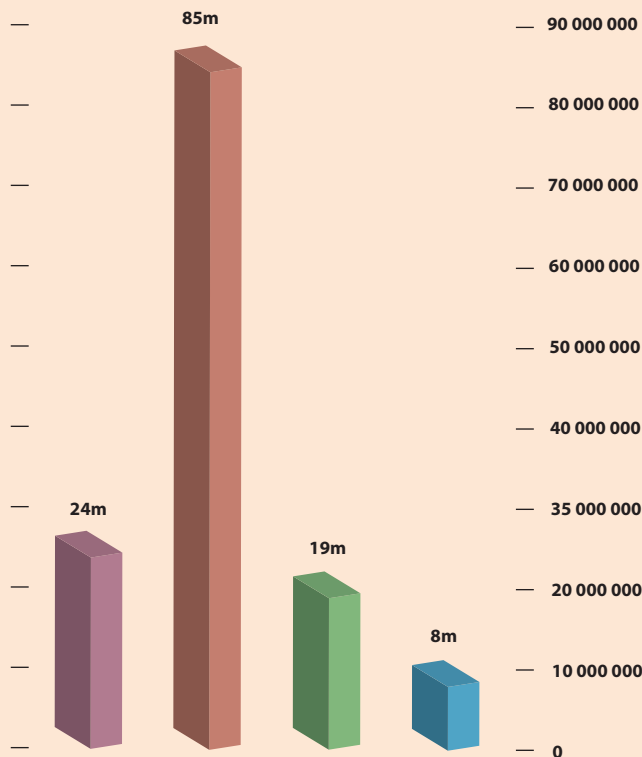
# 4

## Culture





*"This Declaration signifies our conviction that multiculturalism will be a driving force in the 21st Century, a benevolent creative force that will change and shape the international system. That is why my fellow Indonesians are very proud of the fact that in recent years, UNESCO has officially recognized several of Indonesia's cultural icons in "the representative list of intangible cultural heritage" of the world, namely keris, wayang, batik and angklung, after also designated the great Borobudur temple Compounds, Prambanan temple Compounds and Sangiran early man Site, as "the world cultural heritage". Through me, Indonesians would like to convey to UNESCO, THANK YOU, from the bottom of our hearts"*

**DR. SUSILO BAMBANG YUDHOYONO, President of the Republic of Indonesia, during the celebration of the 10th anniversary of the UNESCO Universal Declaration on Cultural Diversity, Paris, 2 November 2011.**

## Targets for the Culture Sector: 136 000 000 US\$



### Sectoral Programmes:

-  The role of culture in development policies and programmes
-  Protecting, conserving and safeguarding cultural heritage
-  Diversity of cultural expressions
-  Dialogue among cultures

Source: : Extended Sector Strategic Framework – BSP

## SECTORAL PROGRAMMES

**UNESCO is the only UN agency with a specific mandate in the field of culture and the Organization complements its global standard-setting role with action at the country level. The organization focuses on upstream work through its five main functions: a laboratory of ideas, standard-setter, clearinghouse, capacity-builder and catalyst for international cooperation.**

### The role of culture in development policies and programmes

The extra-budgetary funding will help UNESCO demonstrate the value of culture for development by launching a number of targeted activities. UNESCO will continue to promote the role of culture in achieving internationally agreed development goals, including the Millennium Development Goals (MDGs). To do so, it will seek to obtain improved evidence of the impact of culture. This endeavour is encouraged by the support expressed at the UN, which adopted in September 2010 a document that cites the importance of culture to achieve the MDGs. This was followed by a General Assembly resolution in December 2010 that reaffirms the role of culture in development and calls for its integration in global development policies.



At the country level, activities aim at mainstreaming culture into poverty reduction strategies (PRSs) and joint assistance strategies (JAS), with particular attention to roll-outs, and new countries joining the 'Delivery as One' exercise, while drawing on the assessment of existing instruments (such as guidelines and tools for mainstreaming culture into development policies) and highlighting the contribution of the UNESCO conventions in the field of culture to the well-being – spiritual, economic and social – of communities worldwide.

Very limited funding is available for these initiatives, which are increasingly viewed as of paramount importance, and benefit from strong political support among Member States. Therefore UNESCO hopes that extra-budgetary resources will enable it to respond to these priorities, particularly emphasizing the needs of local and indigenous communities, youth and women.

## World Heritage

The protection and conservation of natural and cultural sites is undertaken through the implementation of the World Heritage Convention of 1972. Apart from providing the Secretariat for the Convention, the UNESCO World Heritage Centre is increasingly recognized for the expertise it provides to the countries that are parties to the Convention in supporting the conservation and management of their World Heritage sites.

This support not only includes technical assistance on conservation issues – preparing



UNESCO launches restoration work on the Al-Askari Shrine in Samara, Iraq, seriously damaged by bombing in 2006-2007.  
© UNESCO

management plans, implementing restoration activities, improving site management effectiveness – but also focuses on integrating local communities in the conservation activities. Increasing the benefits of World Heritage sites to their communities has become a key strategy to improve conservation while contributing to development and alleviating poverty.

In addition, the World Heritage Centre is assisting State Parties in developing new nominations to achieve a credible and balanced World Heritage List by providing support to countries that are under represented or not-represented at all. It also helps to addressing challenges such as the rapidly growing forces of tourism, urbanization and climate change to achieve sustainable development.

©UNESCO/Leila Maziz



While these activities are highly supported by Member States and fully in line with the expected results of the regular programme, they cannot be achieved only through the limited resources of the regular budget or the World Heritage Fund. Therefore, the additional resources sought through the extra-budgetary funding are essential to ensure that the World Heritage Centre is continuously updating the knowledge and expertise to provide appropriate advice to State Parties on conserving and managing their World Heritage sites. CAP resources will also be crucial to enable UNESCO to respond swiftly to post-conflict and post-disaster situations.

## Intangible Cultural Heritage

UNESCO also serves as the Secretariat of the Convention for the Safeguarding of the Intangible Cultural Heritage. During 2012-2013, while the Organization encourages its ratification and ensures the proper functioning of the Convention's statutory bodies, it will concentrate on a strategy of strengthening Member States' capacities to identify and protect intangible cultural heritage.

State Parties to the Convention may receive extra budgetary support from the Intangible Cultural Heritage Fund to support concrete projects, particularly for heritage identified as in need of urgent safeguarding, as well as for their inventorying efforts. The Secretariat thus focuses its efforts within the CAP on assisting States to understand the principles of the Convention and their obligations as State Parties, to mobilize communities and civil society organizations in this



effort, and to integrate safeguarding heritage into their cultural management, policies and planning.

Particular emphasis is placed to helping States to benefit more effectively from the international cooperation mechanisms of the Convention, effectively frame requests for international assistance and, ultimately, implement safeguarding projects to be funded by the Intangible Cultural Heritage Fund. Finally, the capacity-building strategy will also provide assistance to allow a more equitable and geographically balanced access to this fund.

The proposed activities are in line with the objectives and expected results of the Regular

Traditional dance promoted in cultural tourism itineraries on Mozambique Island  
© Lorraine Johnson





WHC/Marine project -  
Banc d'Arguin National Park,  
Mauritania  
© M. Broquere S. Nancy



Programme but cannot be achieved only through the limited resources of the regular budget. The Convention has created increasing expectations from Member States because it calls for providing adequate resources to respond to their needs.

## Movable cultural property, underwater heritage and the fight against illicit traffic

Movable cultural objects and the museums in which they are conserved constitute exceptional repositories of cultural diversity. As points of access for knowledge about cultures, museums have a key role to play, especially in Africa and the Least Developed Countries. Action in this domain will continue to focus on strengthening the museums' capacities to conserve and document moveable heritage, educate the public about that heritage and optimize the institutions' economic potential through tourism.

The international illicit traffic of cultural property is steadily growing despite the measures put in place by UNESCO and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Considerable efforts are deployed to enhance the visibility of the Convention and strengthen the arsenal of legal and practical weapons to address this growing concern.

The protection of cultural objects will also be addressed in relation to the Conventions of 1954 (and its two protocols) and 2001 (concerning

objects underwater) to encourage the ratification and ensure adequate national implementation of these instruments and their principles. Particular efforts will be deployed to encourage a wider ratification of the 2001 Convention on the Protection of the Underwater Cultural Heritage, which calls for adequate complementary resources.

## Diversity of cultural expressions

As UNESCO's most recent standard-setting instrument in the field of culture, the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions is recognized as providing an international framework for the governance and management of culture in the 21st century. It aims to ensure that artists, cultural professionals and ordinary citizens worldwide can create, produce, disseminate, enjoy and have access to a diversity of cultural goods, services and activities.

Product development and design assistance: Using recycled materials (rubber treads and copper wire) on Mozambique Island to create fashion accessories. © Magda Van der Vloed



City of Ada , Ghana  
© UNESCO/Barbara Blanchard



The MDG-F Culture and Development Thematic Window from Mozambique Joint Programme is working towards ensuring the preservation of the Mozambican Chopi Timbila tradition - proclaimed Masterpiece of the Oral and Intangible Heritage of Humanity by UNESCO in 2005 - in Zavala district through the preservation of the Mwendje tree, used in the production of the Timbila.  
© Lorraine Johnson (2010)



The Secretariat will build on the operational phase initiated in the previous biennium with the launch of the pilot phase of the International Fund for Cultural Diversity (IFCD) and drafting guidelines for implementing the Convention at all levels of governance. The IFCD entered its pilot phase in early 2010, and 31 projects from 24 developing countries were approved for funding in December 2010. A second call was launched in 2011. The Fund depends solely on voluntary contributions, so focus is placed on increasing financial contributions as well as additional assistance to manage and monitor the new projects.

Action during this biennium is to be focused on developing and implementing operational activities, while ensuring the effective functioning of the Convention's statutory bodies, encouraging greater ratification particularly in under-represented regions of the Asia Pacific and Arab countries and raising awareness of the Convention through an integrated communication strategy. These activities are aimed at providing assistance to parties to the Convention to respond to their call for capacity-building assistance and advice on implementing the Convention. This plan of action is to be achieved in cooperation with Convention stakeholders, including public, private and civil

society actors. This requires additional support through the extra-budgetary funding to achieve the expected results.

## Dialogue among cultures

UNESCO's action in the field of intercultural dialogue will capitalize on past achievements and initiatives, including from the International Year for the Rapprochement of Cultures 2010, and on the strategic cooperation with the UN Alliance of Civilizations. In addition, new programmatic approaches will be developed, putting more emphasis on operational action.

In doing so, an initiative that builds on UNESCO's long experience in fostering dialogue through heritage will be launched, bringing together experts to work on operational activities. The extensive involvement of UNESCO's field offices will ensure maximum impact.

At the same time, two projects – General Histories and the Slave Route – will be reoriented to ensure an intersectoral approach and translate into concrete results. Extrabudgetary funding will be essential, as it will be for development of concrete and targeted activities reflecting contemporary challenges under the Arabia Plan.

## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

In Bamako, Mali, an eco-friendly dyeing factory constructed along the Niger river provided employment to 100 women and improved productivity through the project "Fleuve Niger" supported by the European Commission (see cover photo).

.....

With the support of Japan, the Union of Lusophone Capital Cities (UCCLA),

the IPAD (Portuguese Institute for Aid and Development), the Netherlands and Flanders, UNESCO finalized in 2010 the first phase of the rehabilitation of the Saint Sebastian Fortress Island of Mozambique, built by the Portuguese colonial rulers in the sixteenth century and the most emblematic monument on the Island of Mozambique, a site inscribed on the World Heritage List. The work focused on urgent structural

consolidation to prevent further deterioration and the provision of basic services and facilities. To date, the project has generated over 100 jobs for local masons, artisans and architects, and the involvement of the local community has been critical to the success of the rehabilitation operation.

.....

A cooperation project was launched between teams from six natural World Heritage sites in Asia and business mentors from Shell to develop solutions for improving the management of these sites as part of the Business Skills for World Heritage programme established in partnership with Shell and Earthwatch. The participating World Heritage sites in 2010 were Manas National Park (India), Ha Long Bay (Viet Nam), Gunung Mulu National Park (Malaysia), the Sundarbans (Bangladesh), Phong Nha-Ke Bang National Park (Viet Nam) and the Sundarbans (India).



© UNESCO/C. Darmouni



# 5

## Communication and information

*"What has happened in many countries in North Africa is a victory for the values on which UNESCO is built. It is the result of people's quest for dignity, justice and freedom".*

**MS. BIRGITTA OHLSSON**, Swedish Minister for Democracy and EU Affairs, at the 36th session of the UNESCO General Conference

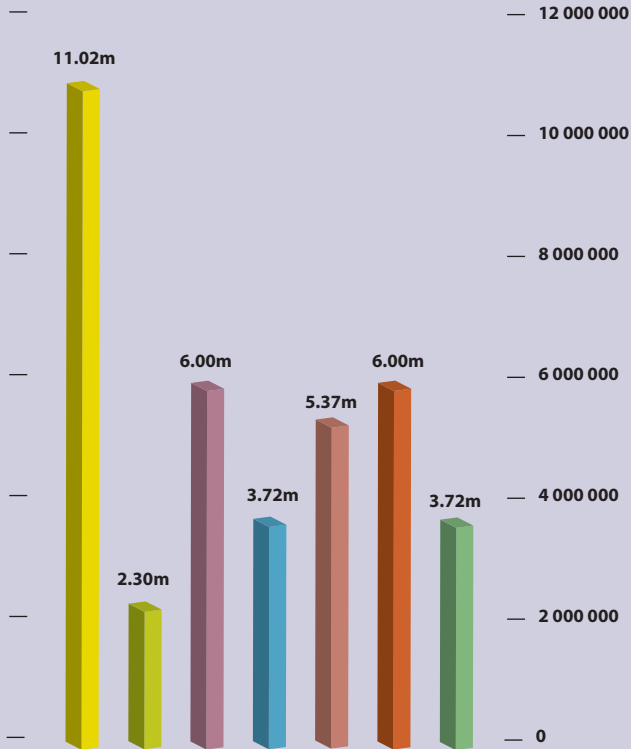
## SECTORAL PROGRAMMES

**UNESCO's mandate is to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge. The Sector is at the core of building 'knowledge societies' and empowering citizens to fully exercise their rights and benefit from their fundamental freedoms, enhancing development, democracy and dialogue.**






Communication and information touch upon all areas of sustainable development, cutting across all of UNESCO's Sectors. UNESCO works in close collaboration with UN agencies, bilateral development agencies, international and regional non-governmental agencies for advocacy, awareness-raising and monitoring.

UNESCO is one of the leading agencies for coordinating, facilitating and implementing the outcomes of the World Summit on the Information Society (WSIS). UNESCO therefore works to consolidate and put into practice knowledge societies that are inclusive, pluralistic and participatory. UNESCO is seeking to introduce innovative initiatives to enhance the rapprochement of cultures. The strategy is therefore humanistic and ethical, placing emphasis on local engagement, and taking into account gender-inclusive policies. Africa remains the priority region, but the Sector also


**Targets for the Communication and Information Sector: 38,130,000 US\$**



### Sectoral Programmes:

-  Creating an enabling environment for freedom of expression, press freedom, and freedom of information
-  Support for development of free, independent and pluralistic media
-  International Programme for the Development of Communication (IPDC): Media projects and Special Initiatives
-  Access to information and knowledge
-  Institutional Excellence in Journalism Education
-  Community Media

### Interdisciplinary Programmes lead by Communication and Information Sector:

-  ICTs in education, science and culture

Source: Extended Sector Strategic Framework – BSP



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implements donor-funded projects in the Arab States, Asia, the Pacific, Latin America and the Caribbean.

**The 7 principal themes for the extra-budgetary programme for the CI Sector are:**

- Creating an environment for freedom of expression, press freedom and freedom of information;
- Support for developing free, independent and pluralistic media;
- The International Programme for the Development of Communication (IPDC): Media projects and Special Initiatives;
- Access to information and knowledge;
- Institutional excellence in journalism education;
- Community Media ;
- Information and communication technologies (ICT) in education, science and culture.



Studio of radio Animas, Bolivia  
© UNESCO/Jonquière, Alberto

larger UN system. This action is relevant in the follow-up to the World Summit on the Information Society (WSIS). The safety of media professionals remains a critical concern, and UNESCO has become one of the main interlocutors of governments and journalistic associations to ensure better safety for journalists. Main areas of action include: World Press Freedom Day; media and elections coverage; media legislation; Freedom of Information law; and the safety of journalists.

Support for developing free, independent and pluralistic media

UNESCO has 30 years of experience in promoting community media all over the world. Its actions contribute significantly to the empowerment of marginalized communities through access to information, introducing opportunities for community radio and community multimedia centres, and promoting the participation of communities in their own development. Main areas of action include: policy advocacy in support of community media, promotion of standard-setting tools and strengthening community radio and community multimedia centres (CMCs).

Local media play a vital role in disaster prevention and immediately after disasters, where access to information is critical. UNESCO therefore aims to build the preventive capacities of local and community media to help provide life-saving information. UNESCO's action in this area includes promoting dialogue among media professionals in zones of conflict and the outside world and

Creating an environment for freedom of expression, the press and information

Freedom of expression and freedom of information are recognized internationally as the basis for numerous media and ICT development strategies and projects in Member States, collaborating with professional organizations, media NGOs, regional bodies, donors and the



Radio, interview, Mali.  
© UNESCO/Roger, Dominique



providing advice to the authorities of countries in post-conflict situations in drafting media legislation that enhances the development of freedom of expression.

Media and information literacy empowers citizens with essential knowledge about the role media play in democratic societies and how citizens can evaluate the performance of their local media. It contributes to educating responsible citizens, enhancing literacy skills, developing critical thinking among people. UNESCO's mission is to foster media- and information-literate societies by assisting countries to develop information and media literacy policies. Particular focus is placed on training teachers and integrating media and information literacy into their teaching.

UNESCO advocates editorial independence and programming diversity in public service broadcasting (PSB), which is financed by the public, for the public and should be free from political interference and pressure from commercial forces.

Covering both new and traditional media and embodying all key elements of the World Summit on the Information Society Action Plan, the UNESCO-developed Media Development Indicators provide a key tool for stakeholders to assess media development trends globally. The indicators measure areas such as pluralism and diversity and infrastructure capacity.

The Media Development Indicators are being increasingly recognized by partner organizations and UN agencies, and are being used in the Common Country Assessment and UN

Development Assistance Framework (UNDAF) documents. This makes them an integral part of interagency and stakeholder collaboration in media, democracy and good governance programmes.

Low professional and ethical standards in media present a challenge for developing inclusive knowledge societies. Media encourage transparency and dialogue, and demand accountability from a society's leaders. Promoting an environment for freedom of expression, UNESCO therefore encourages media accountability based on self-regulation, including the adoption of codes of ethics. Support is given to institutions and training centres to assist media professionals in addressing professional challenges they face, including ethical issues.

Popularizing content relating to sustainable development can help to bring new knowledge and up-to-date information to the people who need it most, particularly those in remote areas. The media have the capacity to empower citizens with information that can help improve their health, education and livelihoods, and engage them in their own development. In developing countries, radio and television are particularly effective, and promoting responsible communication on issues of sustainable development therefore becomes critical.

Actions under this theme include:

- International cooperation for disseminating vital science content and knowledge through public service broadcasters and through regional broadcasting unions and organizations;

Media training on election coverage in Haiti, organized by UNESCO.

© UNESCO/M. Benchelah





After the tsunami of 26 December 2004 - UNDAC and UNESCO Bangkok teams in action. Baan Khem, Thailand, 2005.  
© UNESCO/CSI/LINKS, Bangkok/Derek Elias, ESD Coordinator Asia Pacific

- Support for workshops to train journalists to report effectively on science and health matters;
- Fostering journalists' networks and partnerships to increase access to information and rights-free broadcast material;
- Particular focus on least developed countries.

US\$100 million to media development projects in more than 140 countries.

The IPDC's mission is to support the development of print and electronic media by mobilizing voluntary contributions to the Special Account. It continues to play an important role in UNESCO's strategy to develop free, pluralistic and independent media in the developing countries with particular emphasis on Africa, LDCs, SIDS and countries in conflict/post-conflict situations. IPDC areas of particular action are freedom of expression, community media and human resource development.

## International Programme for the Development of Communication (IPDC)

Unique in the United Nations system, the IPDC Programme was created in 1980 to enhance free and independent media in developing countries. In three decades, IPDC has channeled almost

The IPDC has three special initiatives:

- Setting standards for media development using the UNESCO Media Development Indicators;



© DR

- Safety of journalists;
- Building excellence in journalism education in Africa.

## Access to information and knowledge

Creating an environment that facilitates universal access to information is crucial for the development of knowledge societies. UNESCO's work in this area includes setting standards, raising awareness and monitoring progress. This programme pays particular attention to Africa, as well as indigenous groups and minorities.

The development of 'infostructures' includes developing standards and management tools. The documentary heritage in libraries and archives constitutes national memory, a reflection of the diversity of peoples, languages and cultures, linking past and present and shaping the future. Assisting Member States in preserving their documentary heritage is therefore of vital importance to the preservation of their cultural identities. Therefore UNESCO is undertaking to

strengthen libraries and archives and fostering access to them by exploiting digital technologies and multilingualism.

Main areas of action include: access to and dissemination of information; information preservation; information ethics; promotion of multilingual content; information and communication technologies to empower youth in conflict and post-conflict areas; access to public records, especially in Small Island Developing States (SIDS) and Africa.

UNESCO also offers technical guidelines for content creation and standards, providing an invaluable platform for the free flow of information, international solidarity and the celebration of cultural diversity.

With this programme, the Organization aims to heighten awareness of the importance of preserving data. And it would maximize the potential of the UNESCO Memory of the World Programme, strengthening the organization's role as a global authority in the preservation of recorded documentary heritage.

Belgrade, Internet facilities at the Student Cultural Centre, Belgrade, Serbia.  
© UNESCO/Daniča Bijeljac





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## Institutional excellence in journalism education

UNESCO recognizes the critical need to enhance journalism training through building the capacity of existing institutions.

UNESCO has already supported a dozen potential centres of excellence throughout Africa to upgrade their capacities. Gender-sensitive reporting is also promoted through this action. Action in this field supports seven key areas:

- **Curricula:** Implementing UNESCO's model curricula and improving assessment systems;
- **Staff training:** Building capacities of teaching staff through training and exchange programs with other universities;
- **Learning materials:** Making textbooks available in national languages and improving access to them;
- **Media Resource Centres:** Providing adequate equipment and technical facilities for training in new and traditional media;
- **Management:** Enhancing institutional governance, sustainability and the involvement with the media sector;
- **Media monitoring:** Improving capacities to monitor media sector development;

- **Networking:** Creating networks among regional, national and international journalism education institutions and media.

## Community media

UNESCO has 30 years of experience in promoting community media all over the world. Its action contributes to the empowerment of marginalized communities through access to information, expands an informed development discourse, introducing opportunities for community radio and community media centres, and promoting the active participation of communities in their own development. Community-based media can ensure media pluralism, diversity of content, and the representation of a society's different groups and interests. Main areas of action include: policy advocacy in support of community media, promotion of standard-setting tools, strengthening community radios and community media centres (CMCs).

© Haider Yousuf



# INTERDISCIPLINARY PROGRAMMES

Information and communication technologies in education, science and culture

Internationally agreed Development Goals (MDGs), including the UNESCO Education for All (EFA), World Summit for the Information Society (WSIS) and Literacy Decade initiatives have all made improving education worldwide a top priority. Using information and communication technologies (ICTs) in education is an opportunity and a necessity to help bring about a better balance between equity and excellence in education and preparing individuals and society to benefit from the technologies that increasingly permeate our lives.

UNESCO provides Member States with recommendations for ICT strategies and practices for creating, acquiring and sharing knowledge. Under this theme, the main areas of action include:

- ICT-enhanced teacher training: By combining ICT skills with emerging views on pedagogy, curriculum and school organization, this action aims towards developing educators to improve their teaching, collaborate with colleagues and perhaps ultimately become innovation leaders in their institutions;

- Creating an environment for Open Access (OA), that is, free access for universities and institutions globally to use and create online scholarly, scientific peer-reviewed journals;
- Strategies for Open Educational Resources (OER) to radically transform UNESCO's clearinghouse function by offering certain UNESCO publications as OER products and allowing communities of practice to freely copy, adapt and share their resources;
- ICTs for higher education and a multilingual digital library of educational resources for higher education institutions worldwide.

© Isaiah Shook



## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

With the support of a large number of UNESCO's donors and partners, the International Programme for the Development of Communication (IPDC) has channelled support to over 1,500 media development projects in 140 countries, strengthening local media organizations and expanding opportunities for free and pluralistic media.



With the support of the Swiss Government, UNESCO launched the Community Multimedia Centers (CMC) Scale-up Initiative for Africa. In Mali, Mozambique and Senegal, a network of 64 CMCs was established and 950 community volunteers trained. Since 2005, 183 CMCs and community radios have been supported by UNESCO in 60 different countries thanks to the support of donors and partners.



Training of media professionals in elections reporting and monitoring was provided in several countries such as Liberia, Sudan and, more recently, Haiti, where more than 300 journalists were trained.

Madanpokhara FM was running radio education programme  
© UNESCO/Mukunda Bogati





## Chapter 2

# Other interdisciplinary programmes, data and statistics







## Themes:

1. Gender equality and women's rights and empowerment
2. Culture of peace and non-violence
3. Response to post-conflict and post-disaster situations
4. Data and statistics



# 1

## Gender equality and women's rights and empowerment

*"Yet women still represent about two-thirds of the nearly 800 million illiterate adults around the world. In our poorest communities, girls who are out of school today are still more likely than boys never even to start school, and this is a recipe for economic and social stagnation. No society can achieve its full potential when half the population is denied the opportunity to achieve theirs. UNESCO is already doing such important work. You're documenting and beginning to reverse these trends..... The United States is proud to join with UNESCO to launch what we hope will be an important new study on education for women and girls around the world"*

**MS. HILLARY RODHAM CLINTON, Secretary of State of the United States at the launching of UNESCO Global Partnership for Girls' and Women's Education, Paris, May 26, 2011**

A tamil bride  
© Vielflieger

# INTERDISCIPLINARY PROGRAMME ON GENDER EQUALITY AND WOMEN'S RIGHTS AND EMPOWERMENT

**UNESCO's funding priorities for gender equality are composed of a number of specific interdisciplinary initiatives led by the Division of Gender Equality, as well as specific sectoral programmes on women in science and engineering, girls' and women's education, and violence against women and women's rights in post-conflict situations. To give a full picture of UNESCO's action in the field of gender equality, interdisciplinary and sectoral programmes are summarized here.**

## Education and Awareness Campaign for Girls' and Women's Rights

In many societies and communities, harmful practices, such as female genital mutilation, affecting the well-being of millions of girls and women, continue under the pretext of 'cultural' and 'traditional' practices. While the African Union has passed a resolution to ban female genital mutilation and many countries have enacted laws against it, the enforcement of the laws seriously lag behind policy commitments. In some cases, the criminalization of the practice has led to a worsening of the situation where the practice has gone underground.

UNESCO is one of the 10 UN agencies that has signed the inter-agency statement 'Eliminating Female Genital Mutilation' and is a member of the donor group that adopted the Platform for Action.

UNESCO's contribution lies in its gender-responsive, culturally sensitive approaches that aim to work with all stakeholders – including experts, government officials, traditional community leaders and community opinion-makers, as well as young girls and women who have escaped from the practice and have started grassroots movements to raise awareness and to help others.

Afar child, Ethiopia.  
© UNESCO/Katy Anis





Kosovo Primary School Iliria.  
© UNESCO/J. Idrizi

UNESCO seeks to mobilize outside funding to help reduce female genital mutilation significantly with the goal of eliminating it completely within one generation, through:

- Gathering, creating and disseminating information about the effects of female genital mutilation, and strategies for its elimination that seem to work in selected cases (for example, Senegal);
- Raising awareness among young girls and their parents about the detrimental effects of this practice and facilitating access to information;
- Developing training programmes for government officials, community leaders and grassroots organizations on how to raise awareness on this issue;

- Working with communities, parents and young girls to come up with rituals that would replace the practice but help them keep the symbolic contribution.

## UNESCO code of conduct for gender-responsive media

Women are poorly represented in the media and when represented they are mainly portrayed as actresses, singers or models – young, good-looking and well to do – or as victims of violent crime, or their role is merely to cooperate with a leading male figure. These trends demonstrate the discrepancy between the images of women in the media and their real place in society, the large advances that women have made and the changes that they have brought to society in the last 50 years.

Reasons for this discrepancy are essentially related to the pervasive control of the media by men. The increase in the number of female journalists has not altered this, as they often do not have the power to redress the editorial positions towards women.

The inadequate representation of women in the media, especially at decision-making levels, has far-reaching effects on society in general and on women in particular. When programmes are popular, stereotypes conveyed by television can become the norm. Young people can be negatively influenced at an age when they are not mature enough to address societal issues. Even more important, the detrimental effect of stereotypes on women can have serious

repercussions on the career choices that girls need to make at a young age.

In the complex global society in which we live, we need terms of reference that ensure that all groups are adequately represented and included on television so that all people can prosper without being discriminated because of their gender, race or religion.

In the first phase, UNESCO will organize a series of meetings with the representatives of selected media groups to solicit and get the commitment of these media regarding the adequate representation of women, as well as to explore the possibility of drafting a television code of conduct to address gender stereotyping. In the second phase, the objective is to lay the foundations for a universal code of conduct, which would be approved by UNESCO and implemented by the participating television channels.

## Strengthening UNESCO's capacity to implement Priority Gender Equality

Advancing women's empowerment and equality in Member States through programmes promoted by UNESCO represents one of the three major outcomes of the Priority Gender Equality Action Plan. The others are increasing the number and quality of gender-responsive and gender-transformation programmes and institutionalizing gender equality in the UN's senior management.

While the two latter outcomes have progressed well towards the end of the second biennium within the Medium-Term Strategy 2008-2013, the first outcome is not yet in sight because implementing programmes at the country level normally involves many participants and partners, requiring more time for results to become visible. Thus the need to reinforce implementing the Priority Gender Equality Action Plan at the country, sub-regional and regional levels in the last two years of the Medium-Term Strategy.

To reinforce implementation of the Priority Gender Equality Action Plan, as well as to enhance the overall presence of UNESCO, five Regional Gender Advisers will be created for each region to be financed from extra-budgetary sources during 2012-2013. These advisers will

School children, Florida Valle, Colombia.  
© UNESCO/Ministerio de Educación



facilitate, catalyze, advise and exercise advocacy in all consultation, negotiation and decision-making levels in implementing the plan.

The Regional Gender Advisers will provide policy and strategic advice to senior management at all levels for implementing UNESCO programmes and initiatives in Member States pertaining to women's empowerment, women's rights and gender equality.

They will also participate in developing and establishing partnerships with other UN entities, international and regional intergovernmental organizations, major international non-governmental organizations, private foundations and private sector partners at the regional level that support women's empowerment and gender equality initiatives. Finally, the advisers

will ensure the overall coordination for implementing and monitoring relevant programme activities in the UNESCO Field Offices and act as a resource to colleagues in the field offices.

## Young women in the Middle East and North Africa: breaking away from stereotypes

This proposed study aims to overcome the stereotypes that have long framed and constrained the debate about the role of young women in the Middle East and North Africa. The persistence of these stereotypes has been fueled by narratives that see women in these societies as subjugated, passive and largely invisible. While one narrative sees the lives of women as

© Saidin B Jusoh



legitimately dominated by men, the family and the home, another sees women as in need of liberation through the action of enlightened intellectuals.

But the socialization of youth, in general, and of women, in particular, is undergoing radical change within the region, not only as a result of increased urbanization and the effects of globalization, but also as a result of expanded access to education and to new information media. The active participation of young women in the current protest movements that are shaking the region's political authoritarianism is a manifestation of this change.

The trend towards the feminization of participation in upper secondary and higher education in a number of middle-income countries marks a historical transformation in gendered access to knowledge within the region. Building on this trend, the study proposes to explore the ways in which greater access to education is translating into other realms of social, economic, political and cultural development, what might be constraining this, and what the future social dynamics may look like. The study aims to give voice to a range of young women and to seek their perceptions whether this educational transformation is translating into greater participation in other areas of society.

Government primary school  
in Amman, Jordan.

© UNESCO/L. Cabrera



# Women in science and engineering

Women in sciences and engineering is one of the priority themes implemented by UNESCO's Natural Sciences Sector. For further information see page 23.

'For Women in Science' programme:  
A strategic partnership between  
UNESCO and L'Oréal

© UNESCO/Michel Ravassard

© L'Oréal/Michelle Pelletier



L'Oréal and UNESCO have joined their efforts to promote women scientists with the conviction that science lays the foundations for the future and that women, who are under-represented in scientific research, have an essential role to play in that progress. Since its creation in 1998, the partnership has gained a global reputation for its pioneering recognition of outstanding women scientists around the world. So far, it has supported 1,294 scientists to advance in their careers; among them, 72 Laureates, of whom two have won the Nobel Prize, and promising young scientists who have been awarded Fellowships.







## Girls' and women's education

**Girl and women's education is one of the priority themes implemented by UNESCO's Education Sector. For further information on UNESCO's global partnership for girl's and women's education, "Better Life, Better Future" see page 67.**



Pupil from a primary school  
in Vietnam  
© UNESCO/Justin Mott

## FOCUS ON

# “The Global Partnership for Girls’ and Women’s Education”

**A global partnership for girls’ and women’s education “Better Life, Better Future”, UNESCO’s global partnership for girls’ and women’s education, addresses two main areas requiring increased attention – secondary education and adult literacy. It will seek to introduce programmes aimed at stemming the dropout of adolescent girls in the transition from primary to secondary education and in lower secondary schools, as well as focus on scaling up women’s literacy programmes through stronger advocacy and partnerships.**

The Global Partnership for Girls’ and Women’s Education was launched at UNESCO Headquarters jointly by the Director-General and Secretary of State Hillary Rodham Clinton of the United States on 26 May 2011 with UN Secretary-General Ban Ki-moon. The Global Partnership addresses two main issues: secondary education and adult literacy. It recently concluded several

innovative partnership agreements with bilateral and private-sector partners focusing on adolescent girls and women in the area of literacy, and the transition from primary to secondary education. In addition, the partnership targets teacher training, including through the use of information and communications technologies and mobile technologies.

The Global Partnership for Girls' and Women's Education benefits from the support of major private sector partners including the Gems Foundation, Nokia and Procter & Gamble, and the Packard Foundation, as well as that of bilateral Government donors including Japan, Italy and the USA.

The GEMS Foundation is providing funding of US\$1 million over a period of four years to support gender-sensitive training of teachers and school principals, with a focus on women and girls, to enhance their access, participation and advancement in mathematics, science and technology education, initially in institutions in Kenya and Lesotho. The GEMS Foundation and UNESCO are also implementing a programme to train 10,000 school principals in leadership in Ghana, Kenya and India. This project – 'the 10,000 Principals' Initiative' – is part of the Clinton Global Initiative (CGI) 2011 Commitment to Action that was featured at the CGI Annual Meeting in September 2011.

The partnership between Nokia and UNESCO draws on the principle that a cell phone is a door to greater education and information. The activities under this partnership, which began in

May 2011, will continue over a period of about five years, with funding of US\$5 million to US\$12 million. In 2011, research is being conducted to identify possible applications of mobile technology to support Education For All. The results will be made available to education ministries and policy-makers in developing countries. A second project will promote the use of mobile technologies to support teacher training and capacity-building, as well as the management of educational institutions, particularly in gathering data on staff, pupils and school facilities. In addition, a smaller project will raise awareness and promote new ideas about how mobile technologies could contribute to Education for All goals. A series of reports about the status of mobile learning, and how mobile technologies are being used to support teachers and their professional development in the different regions of the world, are currently being prepared.

The agreement with Procter & Gamble (P & G) was established in April 2011, with US\$750,000 in funding, for a project on girls' and women's literacy in Senegal. This project targets 10,000 girls and women, aged 15 to 55, working through community learning centres, with the objective of improving their access to quality literacy programmes through ICT, in local languages and in French; improving the efficiency and effectiveness of training programmes for newly literate girls and woman through ICT; and improving the professional activities and the environment of girls and women through ICT and income-generating activities. The programme also involved preparing and



United States Secretary of State Hillary Rodham Clinton, UN Secretary-General Ban Ki-moon and UNESCO Director-General Irina Bokova.  
© UNESCO/Ania Freindorf



Young women working in textile workshop  
© UNESCO/Niamh Burke



Haiti: Reopening schools  
© UNESCO

facilitating a publicity film that was to serve as the medium for P&G to generate funds for the project, through the sales of sanitary pads in France, from September to October 2011, and of which UNESCO would receive a percentage amount per pad sold. The film was successfully completed in August, and it started to be advertised on French television channels in 1 September 2011. Advertising is also being carried out in France's major stores, in French magazines and as a separate programme on Facebook, which is expected to generate additional funding for the Senegal project.

The USD 1.5 million project supported by the Packard Foundation is 'Crowd-sourcing Girls' Education: a community-based approach to lowering drop-out rates in secondary schools in Ethiopia and Tanzania'. The project aims to assist girls aged 13 to 16 when they transition from primary to secondary education. UNESCO plans to address exceptionally high drop-out rates in select communities in Tanzania and Ethiopia with a goal of lowering them by at least 20 percent.

The project 'Retaining Girls in Lower Secondary Schools and Increasing Their Learning Outcomes in Ethiopia' is supported by both Japan and Italy. It aims to tackle girls' high drop-out rates and low achievement levels by building the capacity of teacher education institutions and school management staff in gender-sensitive pedagogy and girl-friendly school management. The beneficiaries of the project are girls from six pilot schools in two Ethiopian regions with the lowest percentage of girls enrolled in secondary schools.

The USA is providing support on two fronts. The project Mobile Phone Literacy – Empowering Women and Girls focuses on retaining and improving the literacy skills of newly literate women and girls through innovative mobile technology-based learning and information programmes. A secondary goal will be to provide access to information in critical areas of life, such as civic and human rights, health and hygiene (including HIV/AIDS), nutrition, agriculture and banking.

The report 'Better Life, Better Future: Quality Education for Girls and Women,' was announced during Secretary of State Clinton's visit to UNESCO for the High Level Panel on Girls' and Women's Education on 26 May 2011. Building on earlier studies, the report to be released in September 2012 will take stock of international progress towards gender equality at will focus in particular on adult literacy and secondary education, two sub-sectors requiring increased attention and identified as key areas for mobilizing partners within the Global Partnership for Girls' and Women's Education.



Youth Year "Culmination Celebration" Spotlights Girls and Young Women  
© UN Photo/Rick Bajornas

## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

UNESCO launched in Pakistan a pilot mobile-based post-literacy Programme with the Bunyad Foundation and mobile phone company Mobilink. Fifty centres were established where 1,250 illiterate women acquired basic literacy skills. Semi-literate adolescent girls were given mobiles to receive text messages in Urdu for four months containing fun, pedagogically-adapted topics.

.....

With the support of the Governments of Andorra, Cyprus, Luxembourg, Monaco and San Marino, UNESCO implemented a project in Niger aiming to fight poverty through education and promote human rights by reinforcing the capacities of girls and women. Since 2006, around 2,000 people from several villages, a majority of whom are girls and women, benefited from the project through new or rehabilitated classrooms that led to higher enrolment; vocational training for girls and literacy programmes and income-generating activities for village women.



© UNESCO/Pankaj Arora



# 2

## Culture of peace and non-violence

*“Working through UNESCO will actively help us overcome the daunting threats to peace and stability we all face in the 21st century. Working through UNESCO helps us to confront the silence Thomas Mann warned leads to isolation, but also to mistrust, instability, and ultimately conflict.”*

*Success will be achieved if our descendants are able to look back on our efforts and say, ‘in the 21st century, hope prevailed over fear, and the cultures came together in all their wonderful diversity to conquer hostility and hatred.’”*

**Mr BORIS TADIC, President of the Republic of Serbia at 2011 UNESCO Leaders Forum, Paris, 26 October 2011**

**The main purpose of a Culture of Peace and Non-Violence initiative is to assist Member States in preventing conflict and in promoting mutual understanding and reconciliation among countries, communities and people. The Culture of Peace above all helps people cope with social, ethical, cultural, political and environmental changes.**

Building on the experience gained during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), UNESCO can open up new horizons, mobilize a broad range of stakeholders and launch coherent and strategic activities to bolster a culture of peace with the involvement of all of its sectors.

Specific activities by UNESCO encompass a wide range of activities aimed at tackling root causes of conflict, such as poverty, injustice and inequalities, various types of discrimination, intolerance and ignorance, xenophobia and extremism. This initiative, while global in focus and scope, will prioritize the Arab countries and Africa when relevant and possible.

Best practices and new focus:  
women and youth

UNESCO's action for a Culture of Peace and Non-violence builds on the knowledge gained from the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and initiatives organized in connection with the Dialogue among Civilizations, including the

Alliance of Civilizations, and from working with United Nations agencies, particularly UNICEF.

During the International Decade, one of the main obstacles in achieving a culture of peace was gender inequality. While it's widely acknowledged by the international community that investing in gender equality is one of the most effective means of reducing poverty and encouraging sustainable development, this still hasn't been effectively translated by all governments into action. Women must be encouraged to be agents of change and decision-makers, whether in their homes or in their work places, whether accessing their legal rights to protection from violence, contributing to post-conflict reconciliation and reconstruction or working on climate change mitigation.

Another obstacle to building a culture of peace has been the violent radicalization and the emergence of youth extremism. A key lesson learned is that growing young populations in many countries present great opportunities and challenges.

Main objectives and targets of the initiative:

- To update and breathe new life into the practice of a culture of peace and non-violence;
- To raise awareness of the need for humanity to change the way in which people relate to others;
- To promote a global, social and cultural movement to promote a culture of peace and non-violence.



The main beneficiaries of such action will be women, children and youth as well as the most vulnerable segments of society.

## Action lines for a culture of peace and non-violence

- Support research and capacity-building in Member States to develop educational curricula for dialogue, tolerance and reconciliation;
- Promote science as a vehicle for intercultural cooperation to help prevent potential conflicts over natural resources such as freshwater and arable land, and to address complex challenges such as climate change, the equitable management of natural resources and renewable and alternative energy;
- Initiate research on the ethical dimensions of climate change and on new forms of violence affecting women and youth, as well as an investigation of reconciliation as a form of social transformation after conflicts and disasters;
- Facilitate intercultural dialogue by building bridges between peoples through cultural heritage projects. Among these activities are international safeguarding campaigns that build on UNESCO's work at the Mostar Bridge in Bosnia and Herzegovina, Angkor in Cambodia, Bamiyan in Afghanistan and the expansion of Slave Route Project activities. Joint initiatives in world heritage, intangible heritage, cultural industries and museums are also encouraged;

- Promote media including social networks as vehicles for reconciliation and tolerance, particularly among youth.

## UNESCO's comparative advantage

UNESCO is the only UN agency with a specific mandate in the field of culture. This unique position has been highlighted on numerous occasions, most recently when UNESCO was assigned with lead roles for the International Decade for a Culture of Peace and the International Year for the Rapprochement of Cultures in 2010.

The Organization works directly with governments and a broad range of other stakeholders. As demonstrated during the International Decade for a Culture of Peace, effective large-scale action requires a broad and diverse range of stakeholders ranging from Member States, NGOs, scientific associations, academia and research centres, journalists and the media, religious authorities and leaders, national human rights institutions, women's associations and youth associations, the private sector and mediators.

UNESCO is uniquely positioned to ensure a successful implementation of the initiative, building on the knowledge gained in implementing the International Decade for a Culture of Peace, and a multitude of initiatives (summits, international conferences, colloquia, round tables, workshops) around the world.





# 3

## Responses to post-conflict and post-disaster situations

*"We must succeed. We must show what can be achieved by working together. I believe we can. And by doing so, we will send the rest of humanity a powerful message of just what can be achieved. And that a humanistic ethic of sharing can triumph over the worst situations."*

**Ms MICHAËLLE JEAN, UNESCO Special Envoy for Haiti and former Governor General of Canada**

*Source: UNESCO in action. Working Together for Haiti*

Irina Bokova, Director-General of UNESCO, Michaëlle Jean, UNESCO's Special Envoy for Haiti, and Soraya Rodríguez Ramos, Spanish Secretary of State for International Cooperation, at the International Conference in support of cultural institutions and activities in Haiti, held at UNESCO Headquarters on 19 April 2011

© UNESCO/Ania Freindorf



Mobile Multimedia Unit Haiti  
© UNESCO/Mehdi Benchalah



Men sitting on a bed salvaged from their home that has been one among many of the destroyed  
© UNHCR/W. Schellenberg



An aerial view of the flooded village of Tali in the Sibi district, in Balochistan, western Pakistan  
© UNHCR

UNESCO's interventions after crises capitalize on its expertise in education systems recovery, the management of floods and drought, multi-hazard coastal early warning systems, capacity building for community media, the protection of journalists and the safeguarding of culture and cultural heritage. UNESCO is particularly well positioned to bridge emergency assistance in the humanitarian phase with early recovery and peace-building activities.

UNESCO has increasingly engaged in UN-coordinated responses to post-conflict and post-disaster situations. In 2010, the Organization participated in 16 out of the 26 Office for the Coordination of Humanitarian Affairs appeals through 39 projects in 13 countries, notably for the humanitarian responses to the Haiti earthquake and Pakistan floods emergencies.

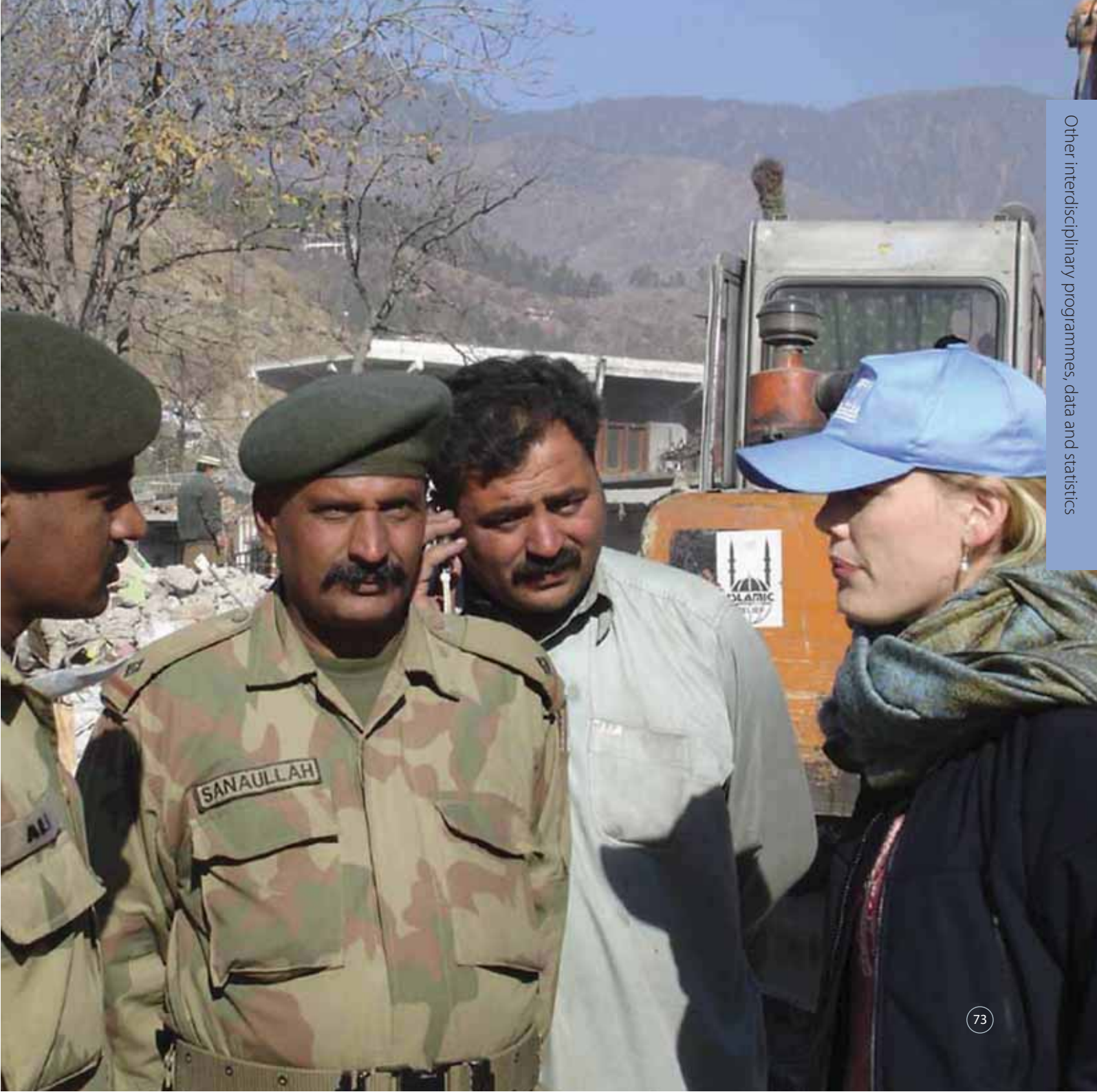
The Organization also began implementation of nine of its 10 joint UN Country Team programmes under the Spanish MDG Achievement Fund (in Chile, Costa Rica, the Democratic Republic of Congo, Guatemala, Haiti, Brazil, Former Yugoslav Republic of Macedonia, Mexico, Lebanon and Panama).

It also participated in global trust funds, namely the United Nations Peace Building Fund (in Central African Republic, Guinea, Comoros and Liberia) and the Central Emergency Response Fund (in Chile, Republic of Congo, Pakistan, Cuba and Peru) as well as the Lebanon Recovery Fund, Central African Republic Common Humanitarian Fund, UNDG Iraq Trust Fund and UNDG Haiti Reconstruction Fund.

UNESCO's actions in post-crisis situations are closely coordinated within the overall international responses. The organization participates in the Executive Committee for Humanitarian Affairs (ECHA) and the UNDG joint Post-Conflict/Disaster Needs Assessments (PCNA/PDNA). A dedicated platform has been established to ensure ongoing participation in the international coordination mechanisms, close coordination between Field Offices and Headquarters and effective technical Headquarters backstopping, especially in unfolding crises.

Aside from extra-budgetary contributions to its programmatic interventions, outside funding for technical backstopping and training of field office staff would help boost UNESCO's effectiveness in responding to crises.

Education Programme Specialist, seconded by Norwegian Refugee Council, discusses the reopening of schools in Balakot with Pakistan Army officials.  
© UNESCO/M. Sharif



SPECIAL FOCUS ON

## Post Conflict and Post Disaster situations (PCPD)

**UNESCO's action in post conflict and post disaster situations continues to be generously supported by partners and donors and has particularly contributed to enhance UNESCO's impact and presence at country level, in the most fragile Members States**

**During the biennium 2010-2011 UNESCO has raised over 67 million US Dollars in extra-budgetary funding for PCPD- related activities.**

### Recovering from the earthquake in Haiti: multi-donor partnership for country-level impact

In Haiti, the sustained commitment of UNESCO and its partners to work together for the reconstruction of Haiti has resulted in the mobilization of over US\$11 million for multi-sectoral interventions in the education, culture, communication and science sectors. One of the striking aspects of the response to the disaster in Haiti is the sheer diversity of donors, including many new partners who have united in support of UNESCO's emergency response.

These include : the Africa Group of UNESCO, Azerbaijan, Bulgaria, Brazil, CIDA, EFA Capacity Building programme (CapEFA) partners, the partners to the EFA Fast Track Initiative managed by the World Bank, the European Union, *Felissimo*, Spain, Italy, several organizations from civil society and the "UNESCO family" in the Republic of Korea (Jogye Order of Korean Buddhism, Community Chest of Korea, Korean National Commission for UNESCO, the Federation of UNESCO Clubs and Associations and the Associated Schools Network in the Republic of Korea), Japan, the OPEC Fund for International Development, the International *Organization of La Francophonie*, the National Federation of UNESCO Associations in Japan (NFUAJ), Papua New Guinea and Togo.

In April 2011, Spain provided additional impetus to resource mobilization efforts for the Culture Sector, by co-hosting with UNESCO a meeting of partners entirely focused on the theme of "Haiti: Making



Haitian Minister of Culture Marie-Laurence Jocelyn Lassègue and UNESCO Director-General Irina Bokova outside the ruins of the Culture Ministry  
© UNESCO/FW Russell-Rivoallan 2010

Culture a Motor for Reconstruction". UNESCO has also mobilized resources through direct marketing campaigns. By opening a special account for Haiti, UNESCO made it easier for individuals to make donations, including through an online donation facility on the UNESCO website:

(<http://www.unesco.org/new/en/unesco/themes/pcpd/special-pages/haiti-earthquake/>).

The Norwegian Refugee Council (NRC) also granted valuable aid to UNESCO, deploying a total of five expert secondments to the Office in Port-au-Prince following the earthquake – four in the education field and one in communications and public relations. The Honourable Ms Michaëlle Jean, UNESCO Special Envoy for Haiti and former Governor General of Canada, has provided extensive and dynamic support to UNESCO's resource mobilization efforts with public and private partners.

## Reaching Education for All goals in crisis affected countries

In Afghanistan, the major support of the Government of Japan has enabled UNESCO to play a catalytic role in the Education Sector. Operationally, UNESCO is able to play a large-scale role in helping to implement Afghanistan's literacy goals, including through a more than US\$34 million in funding from Japan for the Enhancement of Literacy in Afghanistan (ELA) Programme that will reach 600,000 illiterates, the majority of whom are women and girls, in 100 districts of 18 (out of the 34) provinces in



Afghanistan. The first phase of this activity saw 174,000 youths and adults graduate from a nine-month literacy course this year, with an additional 88,000 learners are presently enrolled in 3,500 literacy classes. The completion rate was higher than 90%, and 60% of the graduates were women and girls.

A female learner in the Enhancing Literacy in Afghanistan (ELA) project in Bamiyan Province. The project is generously supported by the government of Japan.

©UNESCO/M. Sadiqi

The Government of Japan also funds (US\$2 million) a closely-related programme for graduates of the ELA programme concerned with Skills Development. This programme addresses so-called "neo-literate" youth in the 15-24 age group. This joint operation in 5 provinces [Badakhshan, Samangan, Balkh, Nangarhar, Bamiyan] has, at the same time, helped the Ministry of Education to considerably strengthen



Palestinian girl checking a torn up book in front of her school's damaged hall way in east Gaza school.  
©UNESCO/E. Mohammed

institutional capacity in literacy programme execution. Most recently, in June 2011, UNESCO and the Government of Japan agreed on commencing “Literacy for Empowering Afghan Police (LEAP)” programme (US\$3 million). The programme aims to provide literacy opportunity to 3,000 Afghan National Police (ANP) officers in Kabul and seven provinces across the country in next 20 months.

Denmark also support UNESCO’s activities concerning the implementation of the Technical and Vocational Education and Training activities as well as Higher Education in line with the national priorities in Afghanistan through the recruitment of qualified educational experts.

UNESCO has a partnership with Her Highness Sheikha Mozah Bint Nasser of Qatar which is focused specifically on education in conflict

affected areas. Under the agreement signed in July 2009, some US\$23 million were channeled towards five projects in Gaza and four projects in Iraq. In Gaza, the Programme helped avoiding disruption and improving access and quality of education for young boys and girls despite the on-going crisis.

The Islamic Development Bank also supports UNESCO activities in Gaza. This partnership consolidates the Organization’s work to improve opportunities for quality academic learning in higher education institutions, through scholarships and grants, facilitation of academic exchange and support to research activities. Thanks to a USD 1,000,000 grant, new laboratory equipment and books were provided to science faculties, affected by Operation Cast Lead (2009) and the continuous restrictions on movements of goods in the Gaza Strip.

## Scientific research and action for enhanced national capacities to prepare and respond to natural disasters

The worst drought in 60 years in the Horn of Africa has sparked a severe food crisis and high malnutrition rates. More than 10 million people have been affected in drought-stricken areas of Djibouti, Ethiopia, Kenya, Somalia and Uganda. With support from Flanders, UNESCO is launching an emergency programme on capacity building and ground water resources exploration to combat drought in the Horn of Africa.

In the field of drought and floods management, Japan is also a major partner of UNESCO, as exemplified most recently by the launch of a comprehensive project to strengthen flood forecasting and management capacity in Pakistan. The US\$3 million project will upgrade the flood forecasting and early warning systems of Pakistan, and carry out risk mapping of flood plains along the Indus River. The project will be implemented by UNESCO in close collaboration with the International Centre for Water Hazard and Risk Management (ICHARM), the Japan

International Cooperation Agency (JICA), in coordination with the Government of Pakistan.

In Latin America and the Caribbean, the European Union's disaster preparedness programme 'DIPECHO' is currently supporting four UNESCO programmes aimed at strengthening national and/or regional tsunami early warning systems and preparedness.

## Protecting the past and promoting cultural diversity as an integral part of recovery and reconstruction processes

Cultural diversity - encompassing both heritage and creativity - can serve as a positive force behind dialogue, mutual understanding, social stability, economic recovery and reconstruction in post-conflict and post-disaster situations. Government donors like Norway, Spain, Italy and Japan, as well as the European Commission, have provided extensive support for the conservation and management of major heritage sites, as well as for the safeguarding and promotion of living cultures. In some situations, beneficiary countries themselves have financed UNESCO's

The 8000 year-old Erbill Citadel, Iraq. © UNESCO





UNESCO funded "Voice of Afghan Women" community FM station in Kabul.  
© UNESCO/Martin Hadlow

interventions, such as the extensive cooperation between UNESCO and the national authorities of Iraq for the preservation and rehabilitation of major Iraqi cultural sites.

With the instability and insecurity they generate, crisis situations put cultural monuments and sites at high risk of damage and destruction. Likewise, cultural artefacts at sites and in museums are exposed to looting and theft.

Thanks to countries such as Switzerland, the United States of America, the Czech Republic and Monaco, and in partnership with INTERPOL and ICOM, UNESCO intervenes during and in the immediate aftermath of conflicts to advocate for protection, to undertake emergency measures to prevent and address damage to monuments and sites, and to help affected countries to recover looted artefacts.

Following the volcanic eruption of Mt. Merapi, Indonesia in October 2010, UNESCO launched an emergency operation to safeguard the affected Borobudur Temple World Heritage site, with funding from USAID, Australian Funds-in-Trust, the Australia-New Zealand (ANZ) Bank and online donations. The operation cleaned the compound from corrosive ashes and is revitalizing the local community livelihood through the development of cultural industries and heritage tourism. Work undertaken at the Borobudur Temple Compounds (Indonesia) has heightened the local community's sense of ownership, restoring pride through saving a site of universal value.

## Promoting freedom of expression and of the press for inclusive recovery processes and democratic transitions

UNESCO action in favour of independent media in post-conflict and post-disaster situations has consistently attracted support from partners and donors. UNESCO's work in this area includes support to the development of community media for the broadcasting of humanitarian information, training of media professionals on conflict sensitive as well as elections reporting, legal and policy advice to national authorities on media legislation. This is a specific focus area for Denmark through its multi-annual funding allocations. In countries in transition in the Arab world, UNESCO's work in the media sector has also attracted targeted support from Spain, Bulgaria, Switzerland and Netherlands.

Looking forward, there are many challenges ahead in UNESCO's work to support post-conflict and natural disaster affected countries. Side by side with the affected Member States, UNESCO will continue its efforts to mobilize resources to assist countries and regions affected by conflict or natural disasters. UNESCO will give particular attention to meet needs emerging as a result of the still unfolding drought and famine in the Horn of Africa, to support state-building efforts of the newly constituted Member State of South-Sudan, and to address the complex and diverse challenges in the countries in transition in the Arab region.





# 4

## Data and statistics



© DR

**The UNESCO Institute for Statistics (UIS) is the only statistical agency to deliver comparative data for countries at all stages of development in order to provide a global perspective on education, science and technology, culture and communication.**

Based in Montreal, the Institute serves Member States and the UN system, as well as inter-governmental and non-governmental organizations, research institutes, universities and most of all – citizens interested in high-quality data.

The Institute's central goal is to improve the opportunities and living conditions of children and adults around the world by producing the data needed for effective policies and interventions.

The UIS is the primary source of education, literacy and science data for leading publications and databases, such as: EFA Global Monitoring Report, World Development Indicators and World Development Report (World Bank), Human Development Report (UNDP), State of the World's Children (UNICEF) ... and many others.

## Demand for policy-relevant data has never been greater

The UIS faces considerable pressure from global and regional data users to increase the collection of new data. However, new data collections can imply an unsustainable burden on the part of the national statisticians who respond to UIS questionnaires. In response, the UIS has developed a regional indicator programme that responds to

the specific data requests of governments and regional organizations.

Initial results are very positive, with more than 30 countries in sub-Saharan Africa, for example, responding to the new UIS regional questionnaire on schooling conditions such as the availability of textbooks, toilets for girls, electricity and potable water, etc.

The UIS is also testing this approach in Latin American and the Caribbean, where there is demand for data on participation and completion of primary/secondary education programmes and literacy programmes. With additional funding, the UIS can continue in these regions and extend this programme to other regions, notably the Arab States.

## Literacy Assessment and Monitoring Programme (LAMP)

At present, many countries have very limited – if any – data on the literacy skills of their populations. For most countries, literacy statistics are based on a single question in a household survey or census: 'Can you read or write?' While these conventional statistics are useful for benchmarking progress globally, they do not provide information on actual reading, writing and numeracy skills. As a result, they cannot be used to effectively target interventions aimed at improving learning outcomes.

The UIS developed the Literacy Assessment and Monitoring Programme (LAMP) to provide the

information required by governments to monitor and improve literacy skills of diverse populations. LAMP measures a full range of reading and numeracy skills among youth and adults living in countries at all stages of development. The methodology and instruments are based on the latest findings in educational assessment and cognitive science. This is the only assessment of its kind to have been validated in ten languages belonging to six linguistic families in order to produce data which can be compared across time, countries and cultures.

The UIS is preparing to report data from the first round of LAMP assessments in different countries. The Institute is seeking support from donors to extend this programme globally.

## A new global data collection on innovation

Science, technology and innovation (STI) is considered to be a major driver of economic growth and poverty alleviation. Innovation is at the heart of productivity growth and job creation and includes issues such as technology transfer, which is critical for developing countries. Yet currently, there is no global data collection or database of cross-nationally comparable indicators of innovation for countries at all stages of development.

The UIS is uniquely situated to fill this void. It has the responsibility and experience to collect and disseminate STI statistics for countries at all stages of development across the UN system. The

Institute is therefore seeking support to conduct the first global data collection on innovation, based on results of a pilot survey conducted in 2011. In addition, the Institute has already begun to construct a database of innovation surveys conducted by industrialized and developing countries over the past 15 years.

The new collection will produce a range of policy-relevant indicators, especially on the role of the business sector in the innovation process. The data will be published in the global innovation database on the UIS website as well as in leading databases and publications, such as World Development Indicators (World Bank), the UN Statistical Yearbook and the UNESCO Science Report.

Collecting innovation data represents a new challenge for many developing countries. To support governments, the UIS will: develop methodological guidelines and tools for developing countries; train national statisticians; extend data-sharing with partners; and establish a technical advisory committee.

© UNESCO/Niamh Burke



## EXAMPLES OF CONCRETE RESULTS ACHIEVED THROUGH PROJECTS SUPPORTED BY UNESCO'S DONORS AND PARTNERS:

With the support of Fast Track Initiative Education Program Development Fund, the World Bank and a range of donors contributing to core UIS activities, the UIS has significantly improved the coverage and quality of data on education financing through a capacity-building project for sub-Saharan African countries. This statistical information is critical for managing education systems, especially in the context of budget constraints.

.....

The new data highlight the tremendous financial commitment of African governments and the international community to achieve Education for All. Between 1999 and 2009, real expenditure on education rose by 6% annually across the region, according to the UIS report<sup>1</sup> produced through this project. It is

often assumed that the resources were used to widen enrolment. Yet recent data show that many countries also made significant investments to improve their education services. In Burundi and Mozambique, for example, expenditure levels rose by an average of 12% each year. Out of 26 countries with available data, only one country reduced spending on education.

The UIS is now seeking to expand this project to other countries and regions through its network of statistical advisors based in UNESCO field offices. In particular, there has been a rising demand for finance data in Latin America and the Caribbean.

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1. Financing Education in Sub-Saharan Africa – Meeting the Challenges of Expansion, Equity and Quality, UIS, 2011.

With the support of the European Commission UIS implemented a project for developing national statistical capacities for the monitoring of education for All (EFA) in 11 countries that joined the EFA Fast Track Initiative, including 7 Least Developed Countries. In this context, UIS and UNESCO Office in Tanzania supported the national authorities to develop a management and Information System (EMIS) in order to better prepare and monitor the education development plans. This project has attracted the attention of other United Nation bodies and multilateral development partners and is now being incorporated into UN joint programming process. UNESCO has received request from neighbouring countries and other African countries to develop EMIS.



## Chapter 3

# Programme support activities





## Themes:

1. Increasing the impact of programme delivery through UN reform
2. Improving the multilingualism of information from UNESCO
3. Enhancing outreach and visibility through multimedia products and special events
4. Extrabudgetary fellowships programmes
5. Strengthening corporate services for enhanced programme delivery and impact

Youth Year "Culmination Celebration" Spotlights Girls and Young Women  
© UN Photo/Rick Bajornas



# 1

## Increasing the impact of programme delivery through UN reform

SUMAMAD Project,  
Pakistan  
© UNESCO/Thomas  
Schaaf

### Foresight and anticipation

UNESCO's role in foresight and anticipation is crucial to informed, long-term policies at national, regional and international levels. In an era of multiple challenges and global instability, UNESCO is called upon by its Member States to reinforce its role in this domain.

The foresight activities will aim at identifying foreseeable evolutions, strategic and future trends and exploring new paths for long-term action in education, the natural sciences, the social and human sciences, culture and information and communication. They will also support Member States in adopting a forward-looking approach in policy-making and strategic planning, while paying particular attention to regional and sub-regional trends and challenges.

Main areas of action under this theme will include:

- Developing expert reflection on future complex challenges in the areas of interest of the Organization;
- Raising awareness among policy-makers and other stakeholders of the importance of adopting forward-looking perspectives in policy-making;
- Building capacities of Member States and UNESCO's field staff of anticipation and foresight.



## UNESCO's contribution to common UN action

The main emphasis of reform is on effective inter-agency coordination responding to national priorities and pursuing internationally agreed development goals, including the Millennium Development Goals.

More than 70 countries are rolling out their UN Development Assistance Framework documents in 2012-2013. A number of countries are adopting the principles and modalities of Delivering as One and are also working towards harmonizing business practices and operations for effective programme delivery. Timely support and reinforcement to the UNESCO field office staff is crucial, both in terms of human and financial resources, including short-term reinforcement, dedicated training and backstopping from the Headquarters.

In addition, the UN system is striving towards increased coordination regionally, including through the UN Development Group (UNDG), in which UNESCO is an active member. Support sought in this area relates to training, capacity-building, knowledge-sharing and timely financial reinforcement for the colleagues engaged in the Regional UNDGs and the related Peer Support Groups.

Finally, an important success factor in efforts towards increased system-wide coherence is the dissemination of recent inter-agency guidance, exchange of experiences and knowledge, knowledge management, and identification of challenges and good practices.

Georgian refugees in Gori  
© Kojoku



## Managing for results

It is crucial that UNESCO be sharper in its performance and more effective in communicating its added value and demonstrating the importance of results attained.

The results-based management culture of the Organization needs to be reinforced. It is built on the assumption that sound programming is a prerequisite to improved monitoring and reporting. Investing in the reinforcement of this culture implies investing in the constant modernization of an organization whose mandate has become more relevant than ever. It is about investing in the capacities of UNESCO's personnel to make the Organization more

Children come from all over Ethiopia to attend Menelik school in Addis Ababa  
© UNESCO/P. Wiggers



transparent and efficient; to ensure that it works effectively in the service of peace, dialogue and sustainable development.

Support in this area would enable UNESCO to:

- Increase the focus on evidence-based monitoring of results at the country level;
- Undertake studies to accompany results, performance indicators and benchmarks by baseline data;
- Launch a pilot project for a monitoring system and data collection against performance indicators and benchmarks defined in the Programme and Budget;
- Invest in high-quality guidelines and information material to enhance awareness of the approach as applied in UNESCO for the entire UNESCO family: the Secretariat, Member States, National Commissions and other interested constituencies;
- Undertake a study and develop a medium- and long-term action plan for improving the results-based culture of the Organization.



**Availability of information in multiple languages will have a multiplier effect on UNESCO's actions and visibility. This initiative also responds to the continuous requests from Member States to make UNESCO publications, communication materials and Web sites available in several languages, not only the official working languages of the United Nations but also in other widely spoken languages.**

The objective is to make print and online content produced or disseminated by UNESCO available in as many languages as possible. This would encompass among other things translation, promotion and dissemination of publications, communication materials and Web sites and promoting the UNESCO image and activities in Member States through exhibitions, promotional campaigns and major events.

# 2 Improving the multilingualism of information from UNESCO

Exhibition Open  
 UNESCO - 2011  
 © UNESCO/  
 Danica Bijeljic



# 3

## Enhancing outreach and visibility through multimedia products and special events

7th UNESCO  
Youth Forum  
© UNESCO/  
Stephanie Cadel

**Enhancing UNESCO's visibility has become a priority. The entire spectrum of public information needs to be strengthened continuously to improve recognition of the UNESCO brand, enhance understanding of its programmes and objectives, generate goodwill and mobilize support to the Organization's activities. A particular focus will be given to securing extra-budgetary funds for projects that aim to attract new, especially young audiences to UNESCO by modernizing and rejuvenating the content and form of traditional types of communication products.**

This effort will be underpinned by placing the Web and social media at the core of External Relations and Public Information and the programme sectors' public information portfolios. Furthermore, special events and exhibitions will be carried out with professional partners and involve well known personalities. Mobilizing external funding and in-kind support will be essential for ensuring quality and publicity, as well as for bringing UNESCO closer to people.



# 4

## Extra-budgetary fellowships programmes

Youth Year "Culmination Celebration" Spotlights  
Girls and Young Women  
© UN Photo/Rick Bajornas

The UNESCO Fellowships Programme is aligned with the strategic objectives of the UNESCO Programme and contributes to achieving these objectives through capacity-building and human resources development. As the regular budget is very limited compared to the needs of targeted Member States, the UNESCO General Conference had requested the Director-General to increase fellowship opportunities in favour of developing countries, especially least developed countries (LDCs), through partnerships and cost-sharing arrangements with potential donors.



# 5

## Strengthening corporate services for enhanced programme delivery and impact

UNESCO Headquarters in Paris - Fontenoy Building, Room I - Some Permanent Delegates attend the 35th General Conference of UNESCO.  
© UNESCO/Michel Ravassard

Effective corporate support services in information technologies and conference and facilities management are vital for UNESCO programmes to succeed. This initiative is a response to the continuous requests from Member States to reinforce programme support activities.

The objective is to reinforce key areas of support services in 2012-2013 for which funds are yet to be secured.

These would encompass:

- Replacing the obsolete telephone system at Headquarters: The existing telephone switching equipment (PABX) was purchased and installed in 1996. The equipment has become technically obsolete and extremely difficult to maintain. UNESCO envisages providing enhanced services by integrating voice traffic with the data network and for cost savings in international telephone communications. For this reason replacing the PABX equipment has become a priority.
- The development of a Sustainable Management Framework: The IMG Working Group is finalizing proposals for a model system to monitor performance against sustainability benchmarks. UNESCO needs to keep up to speed by putting in place policies for the sustainable management of its resources and on making working conditions more environmentally friendly. For this reason, developing a Sustainable Management Framework has become a priority. Both

voluntary financial and/or in-kind contributions would be welcome in this context.

- The launching of Phase 1 of UNESCO Headquarters' renovation. For this reason and given the importance of the investments required for Phase 1 and beyond, parts of the plan would benefit from voluntary contributions and will be open to Public-Private Partnerships whenever applicable.
- Advancing implementation of the Medium Term Security Plan: In view of the urgency to proceed with the plan at Headquarters, the Secretariat will continue to pursue all efforts to fully finance security measures set out in Phase 2 of the plan. For this reason and given the importance of maintaining a secure working premises, the advancement in implementing the plan over its Phase 2 has become a priority.

The full renovation of Room II and its reconfiguration into a multipurpose theater: The existing theater has become technically obsolete, is not up to the safety standards and is not up to the level of the image that the Organization wishes to transmit. Therefore, a full renovation of Room II has become a priority.

## Follow up to the Independent External Evaluation

Finally, the Independent External Evaluation was requested by the General Conference of UNESCO at its 35th session in November 2009. The

evaluation was conducted in less than a year by a multinational team of external evaluation specialists and was presented to the Executive Board of the Organization in October 2010 and then the General Conference in November 2011. It was funded in equal part by the Regular Budget of the Organization and by extrabudgetary contributions from the governments of Burkina Faso, Denmark, Estonia, Finland, Ireland, the Netherlands, Norway, Sweden and the United Kingdom.

The evaluation provides a blueprint for change across UNESCO. The follow-up to the evaluation will address the five strategic directions recommended:

- Increasing UNESCO's focus;
- Positioning UNESCO closer to the field;
- Strengthening participation in the United Nations;
- Strengthening governance;
- Developing a partnership strategy.

For these areas to be effectively addressed, UNESCO seeks to undertake comprehensive, systematic reviews of a wide range of programmes, including those implemented in the field, mid-term review of implementation of the decentralization strategy, and putting in place an effective monitoring and evaluation framework for reporting purposes.

Contributions to assist in the financing of these oversight activities are sought from Member States and partners to help strengthen programme post-audit, evaluation and monitoring.

## Chapter 4

# UNESCO'S partners and donors







1. Bilateral government donors
2. The European Union
3. Multilateral development banks
4. United Nations
5. The private sector



# 1

## Bilateral government donors

Opening of the 184th session of the Executive Board

© UNESCO, Patrick Lagès

**UNESCO owes the greater part of its voluntary contributions to bilateral government donors who provide support to priority programme areas, individual projects and the Organization's specialized institutes.**

Contributions negotiated through well-established framework agreements (Japan, Italy, Spain, Netherlands, Norway, Sweden, Denmark, Flanders (Belgium), France and funds-in-trust have remained relatively stable despite the recent financial crises. Over and above the relationship that exists between the UNESCO Secretariat and these Member States, the standing agreements underpin a special partnership between UNESCO and these governments.

This partnership is further characterized by joint mechanisms for planning, reviewing and monitoring collaboration. Sometimes the agreements cover several programme areas, like those held with some Nordic countries and Spain. Other agreements are specific to a single programme area like the support from Japan, the Netherlands and France for culture heritage, or Saudi Arabia's contribution for a culture of peace and dialogue programme.

Increasingly, UNESCO is also developing its role as implementation partner to bilateral government donors in programmes developed by these donors with specific beneficiary countries or sub-regions. UNESCO has recently been chosen to serve as implementation partner for major programmes financed by Japan in Afghanistan and Pakistan, by Canada in Haiti and by Korea in the Southern African Development Community region.

In addition UNESCO is also keen to expand cooperation with emerging donors and partners, including the middle-income countries in Latin America and the Caribbean, Russia, Turkey, the new EU Member States, members of the Coordination Group of Multilateral and Bilateral Arab Aid organizations, China, India and South Africa, and emerging donors in Southeast Asia, such as Malaysia, Indonesia, Singapore and Thailand.

Individual Member States can also draw on UNESCO's services to address specific challenges on their own territories. In this context, the Member State is both donor and beneficiary. The self-benefiting mechanism has proved its value in a number of Member States, including Albania, Angola, Bahrain, Brazil, Chile, Costa Rica, Ecuador, Guatemala, Iraq, Libya, Mexico, Nigeria, Oman and Uruguay. Typically, such cooperation is in highly specialized areas of UNESCO's mandate. Recent examples include cooperation with Bahrain and Iraq on cultural heritage, a major literacy programme with the Nigerian government, and cooperation with Oman on a multi-hazard early warning system.

The potential of the self-benefiting modality within middle-income countries can be further developed to extend its use on a sustainable basis for the Organization. The mechanism can also be enhanced by factoring in a South-South component (for example, exchange of best practices and capacity building), and a regional approach (for instance, using a self-benefiting programme as a reference for other Member States in the region).

## Secondments

Secondments of experts from Member States, and to a lesser extent foundations and multilateral partners, are another resource that UNESCO values highly. They offer the opportunity to strengthen the Organization's capacity and expertise in key areas. For UNESCO's partners, the interest lies in showcasing areas of national expertise of relevance to UNESCO's mandate, knowledge sharing and the opportunity to gain international experience. One of the solid benefits is the strengthening of international networks. UNESCO has also benefited enormously and especially in post-conflict and post-disaster situations from its critical relationship with the Norwegian Refugee Council, which provides short-term secondments aiming at reinforcing UNESCO Field Offices from its roster of experts.

On 29 November 2010, Irina Bokova, the Director-General of UNESCO and Ambassador Harald Neple, Permanent Delegate of Norway to UNESCO signed a Programme Cooperation Agreement (PCA) for 2010-2011 covering Norway's contribution for the biennium of NOK 113 M (equivalent of some US\$ 18,5 M).





# 2

## The European Union

UNESCO Director-General  
Irina Bokova meets  
European Council  
President Herman Van  
Rompu on 16 February  
2011 in Brussels  
© The Council of the  
European Union

**Cooperation between the European Union and UNESCO is based on an agreement signed in 1996, and in February 2004 UNESCO acceded to the Financial and Administrative Framework Agreement (known as FAFA) concluded between the EU and the United Nations in 2003.**

The collaboration has been developed at two levels: policy dialogue, notably between EU Delegations and Field Offices or Category 1 institutes; and operational implementation of projects supported by the different EU financial instruments, programmes and budget support. Funding is provided through agreements for projects implemented within the 'joint management modality' (direct cooperation), or through call-for-proposals to which UNESCO can apply when eligible.

Recent cooperation with the EU has been marked by the opening of the UNESCO Liaison Office in Brussels on 16 February 2011 and by negotiations on a memorandum of understanding that would articulate strategies in areas of mutual interest, notably in the context of the 'Agenda for Change.' As stated by the Lisbon Treaty, the main objective of EU development policy is poverty reduction through sustainable development. The proposed programme is to ensure that development aid has the greatest impact by focusing on a limited range of countries and areas. In this context, education is one of the pillars to help create growth in developing countries.

UNESCO will also strengthen its cooperation with other directorates-general, notably with the EU's Humanitarian Aid and Civil Protection (ECHO), in the fields of disaster preparedness and risk reduction, education and culture, enlargement and research and innovation.



# 3 Multilateral development banks

© Sgnajn

**The main Multilateral Development Banks (MDBs) with which UNESCO cooperates are the World Bank, the African Development Bank (AfDB), the Asian Development Bank (ADB), the Inter-American Development Bank (IDB), the Islamic Development Bank (IsDB), and the OPEC Fund for International Development. UNESCO also works with the Japanese Bank for International Cooperation (JBIC), which is a 'bilateral' development bank.**

UNESCO cooperates with MDBs at the project level, either by agreement with a government for a bank-financed project, or by direct agreement with the bank itself.

UNESCO receives funding for projects from the World Bank, the African Development Bank, the Asian Development Bank, the Islamic Development Bank and the OPEC Fund for International Development.

UNESCO is also actively exploring opportunities to cooperate with regional multilateral organizations such as the African Union and the Regional Economic Communities (RECS) in Africa, Organization of American States (OAS), Association of Southeast Asian Nations (ASEAN), Caribbean Community (CARICOM), Arab League Educational, Cultural and Scientific Organization (ALECSO) and Islamic Educational, Scientific and Cultural Organization (ISESCO).

UNESCO has enjoyed success in mobilizing resources from several regional economic communities, including with the signature in February 2011 of a US\$12 million programme on Information and Communication Technologies (ITCs) funded by the West African Economic and Monetary Union (WAEMU).



# 4

## United Nations

© Songquan Deng

**UNESCO-wide efforts to make participation in UN 'Delivering as One' plans and programmes as robust as possible are complemented by equally strong efforts to promote the Organization's inclusion and participation in Multi-Donor Trust Funds (MDTF), mainly established in post-conflict and post-disaster situations. For example, UNESCO has played a very active role in joint educational programmes funded from the MDTF established to support Iraq. UNESCO also continues to participate actively in the MDG Achievement Fund (MDG-F) set up in 2006 by agreement between Spain and the UN Development Programme (UNDP).**

UNESCO receives considerable funding from other UN funds and programmes, notably the UN Fund for International Partnerships, UN Trust Fund for Human Security and UN Environment Programme (UNEP), as well as more limited



© UNESCO/Michel Ravassard

funding from the UN High Commissioner for Refugees (UNHCR). Furthermore, as a founding co-sponsor of UNAIDS, UNESCO works closely with the other co-sponsors and the UNAIDS Secretariat.

UNESCO also receives considerable funding under the UNAIDS Unified Budget, Results and Accountability Framework. In addition, UNESCO has in recent years received funds – mainly for activities related to tsunami mitigation and prevention – channeled by various donors through the International Secretariat for Disaster Reduction.

The Organization also recently renewed and updated its framework agreements with UNEP and UNHCR to enhance the delivery of expertise to Member States, and has recently been designated an implementing entity of the Adaptation Fund.





# 5

## The private sector

© malagacf.com

**UNESCO's collaboration with the private sector is not new, but the partnership models have been evolving. New patterns of development involve partnerships shaped by common values and shared purpose, and bound by clear principles that encourage autonomy and synergy. UNESCO's past engagement and cooperation with the private sector reveals a diverse, multifaceted and evolving picture. It comprises a number of approaches and relationships, ranging from straightforward fund-raising to strategic partnerships.**

The term 'private sector' covers all types of business enterprises, including small and medium-size firms, national and international corporations; philanthropic and corporate foundations; financial institutions; and private individuals.

Therefore, recognizing the reach and unique capabilities of the private sector, UNESCO has rapidly expanded cooperation with its various partners to more effectively drive systemic change.

Collaboration with the private sector will not only enable the Organization to mobilize financial resources for top-priority areas like the education of women and girls, but also leverage know-how, outreach, advocacy and sustainability for UNESCO's priority objectives and programmes.

By way of example in 2010 and 2011, UNESCO reached out to new private sector partners to establish innovative forms of cooperation that harness the private sector's unique outreach capabilities. The cooperation with some of



UNESCO's long-standing private partners including the Office of Her Highness Sheikha Mozah of Qatar, Microsoft and Nokia were brought to a more strategic level. In addition, major new private-sector partnerships were launched with Procter & Gamble, the Packard Foundation, GEMS Education, Panasonic and the Bill & Melinda Gates Foundation.

In partnering with the private sector, UNESCO has a number of demonstrated comparative advantages:

- Business partners recognize UNESCO as a well-known international organization with a valuable and global brand, an excellent reputation in all its fields of expertise, with a global reach and on-the-ground presence.
- UNESCO's mission and role on behalf of the international community is well respected by the private sector as is UNESCO's standing as an impartial interlocutor, particularly within governmental and academic circles.
- UNESCO's wide network of and credibility with governments, strategic partners and experts globally and in academic circles is widely acknowledged as a particular asset.
- UNESCO is recognized by the private sector as possessing a strong convening power for high-profile international events and initiatives.

In selecting partners, UNESCO applies the following criteria:

- Partners should be committed to core UN values.

- Each and every partner should contribute to the achievement of UNESCO's strategic programme objectives.
- All partners should embrace, support and enact within their spheres of influence a set of core values in the areas of human rights, gender equality, labor standards, the environment and anti-corruption, in line with the 10 principles outlined in the UN Global Compact.

UNESCO will not cooperate with entities that:

- Systematically fail to demonstrate commitment to meeting the above-mentioned principles of the UN Global Compact;
- Are complicit in human rights abuses, tolerate forced or compulsory labor or the use of child labor; are directly involved in the sale or manufacture of anti-personnel landmines or cluster bombs; or otherwise do not meet relevant obligations or responsibilities required by the United Nations;
- Are violating sanctions established by the UN Security Council;
- Involve any product, service or activity that conflicts with UNESCO's mandate or undermines UNESCO's work.

To further facilitate the interaction with the private sector, UNESCO will accompany its strategy with a 'Guide for Business' that will serve as a step-by-step roadmap explaining how to work with UNESCO.

## Voluntary contributions from the 20 major donors for year 2010

Donor	Rank	Amount in US \$
Japan	1	35 136 276
Italy	2	34 822 233
Brazil	3	34 767 901
UNDP	4	32 743 175
Netherlands	5	24 926 960
Norway	6	10 061 398
European Commission	7	9 512 101
Spain	8	6 816 229
France	9	6 231 747
Belgium	10	4 880 257
Sweden	11	4 654 779
Iraq	12	4 338 861
Denmark	13	4 032 590
Canada	14	3 741 150
IAEA	15	3 664 777
World Bank / I.B.R.D	16	3 120 556
Libyan Arab Jamahiriya	17	3 059 334
United States of America	18	2 999 022
Switzerland	19	2 918 743
Germany	20	2 684 887

## Funds mobilized under the 35 C/5 Complementary Additional Programme

Programme Areas	Funds mobilized in US\$
Education	172 216 821
Natural sciences	65 948 856
Social and human sciences	38 340 770
Culture	96 978 285
Communication and information	77 947 000
Intersectoral programmes	53 658 557
Programme support	13 506 577
<b>Grand Total</b>	<b>518 596 866</b>



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UNESCO

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## Chapter 5

# Means and ways of supporting UNESCO





1. Emergency multi-donor fund for programme priorities and reform initiatives and other pooled funding mechanisms
2. Funds-in-trust agreements
3. Other modalities
4. Further information

The presentation of UNESCO's resource mobilization objectives marks the opening of a dialogue, and the beginning of a process in which we invite you to engage. This dialogue can either be structured around the priority themes identified in this brochure, or the more specific pipeline of proposals in the same areas which is available to you on UNESCO's web site at the following address: <http://www.unesco.org/en/donors>.

If you would like to explore cooperation in relation to any of the broad thematic areas set out in this brochure, or the individual pipeline proposals, please contact the Division for Cooperation with Extrabudgetary Funding Sources, Mr. Akio Arata, Director, [a.arata@unesco.org](mailto:a.arata@unesco.org) +33 (0)1 45 68 14 14

The Complementary Additional Programme (CAP) sets out a vision of UNESCO's resource mobilization priorities along thematic lines. Donors can channel their contributions in a number of different means.



1

## Emergency multi-donor fund for priority programmes and reform initiatives and other pooled funding mechanisms

UNESCO Headquarters in  
Paris - The Garden of  
Peace (or Japanese  
Garden)

© UNESCO/Michel  
Ravassard

**On 10 November 2011, the Director-General of UNESCO Irina Bokova launched an appeal to help fill a shortfall resulting from the withholding of dues by certain Member States. The Director-General made the announcement at the closing session of the 36th General Conference.**

To receive funds to meet the gap in core funding, UNESCO's Director General established the Emergency Multi-donor Fund for UNESCO Priority Programmes and Reform Initiatives.

The Fund will finance Priority Programmes and Reform Initiatives, including, but not limited to, Africa, gender equality, EFA, ESD, TVET, science, technology and innovation, biodiversity, IOC, culture and development, World Heritage and intangible heritage, freedom of expression and the media.

Since the Fund was established in view of the shortfall in assessed contributions to help the Organization deliver core programme and reform initiatives, UNESCO asked donors and partners to refrain to the extent possible from earmarking their donations so as to give UNESCO the flexibility it needs to address the most urgent needs. However taking into account the requirements of some donors, the possibility remains to lightly earmark contributions, indicating a Major programme, a Main Line of Action and /or a region that should benefit from such contribution.

Contributions from donors and partners to the Emergency Fund can be formalized through a simple exchange of letters. Individuals can also

contribute to the Fund through the on line donation facility described below.

## Other pooled funding mechanisms

From a donor perspective, and building on the momentum created by the Paris Declaration on Aid Effectiveness, there is increasing interest in channelling contributions to core budget support and large-scale programmes. UNESCO has established such a pooled funding mechanism for a number of programmes. These 'special accounts' are created to support a UNESCO institute or larger-scale UNESCO programme. The special accounts involve multiple donors. The contributions are pooled in the account, and UNESCO provides consolidated narrative and financial reporting on the use of the pooled resources rather than on the contributions of individual donors.

Pink flamingos on Lake Nakuru, Kenya.  
© UNESCO



### CapEFA:

In many countries, education planning and delivery systems are based on 'ideal world' scenarios rather than 'real world' delivery capacities. As a result, the best formulated education plans and policies can often fall short of their targets. UNESCO's Capacity Development for Education for All (CapEFA) Programme – financed by the governments of Denmark, Sweden, Norway, Finland, Switzerland and Italy - works to reinforce the institutional processes, organizational structures and professional skills and competencies needed to carry out the core Education for All (EFA) tasks and meet internationally-agreed targets. The CapEFA Programme is now a key driver in the UNESCO Education Sector Strategy, and provides extra-budgetary support to the Sector's 20 priority countries for education in sector-wide policy and planning, literacy, teacher education policies, technical/vocational and secondary education. For further information:

[www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/capacity-development/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/capacity-development/)

UNESCO Literacy Programme in Buterere (Bujumbura 'Mairie' Province)  
© UNESCO/Michel Ravassard

There are also a limited number of dedicated special accounts that can receive lightly earmarked funding for the thematic programmes in the CAP. They are comprised of one pooled account for each Programme Sector, under which funds can be directed to the sectoral and intersectoral programmes managed by that sector.

The clear advantage of this mechanism is that it allows UNESCO and its partners to achieve greater impact. Specifically, UNESCO has the flexibility to channel funds towards the most urgent unmet needs.

In addition to the pooled funding mechanisms that are linked to the thematic resource mobilization objectives presented in this brochure, there are also a number of well established pooled accounts linked to more specific multi-donor programmes. Prominent examples are the Complementary Additional Programme-Education for All (CAP-EFA) Programme designed to translate global advocacy for EFA into concrete action; the EFA Global Monitoring Report, which has become a major reference for policy-makers; the International Programme for the Development of Communication (IPDC), which aims to enhance free and independent media in developing countries and the World Heritage Fund which supports technical assistance to the States Parties of the World Heritage Convention.





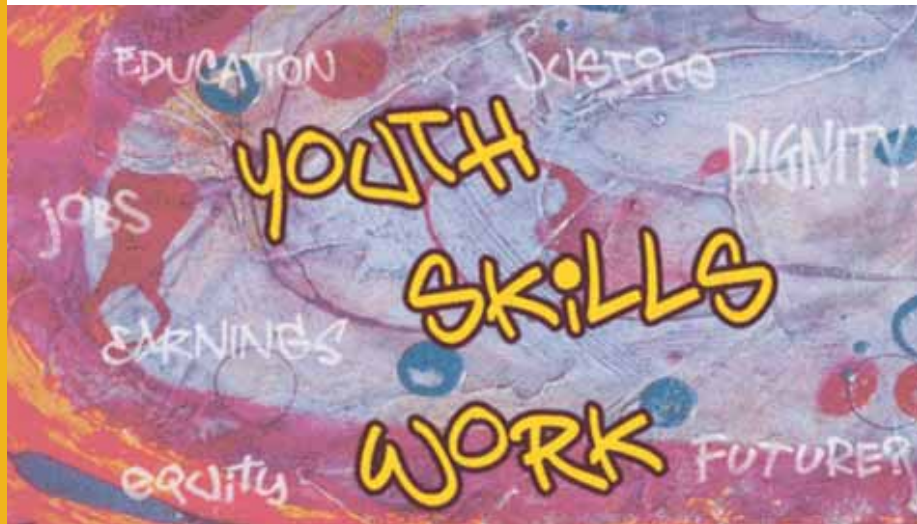
### The International Programme for the Development of Communication (IPDC)

The IPDC is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries. The Programme not only provides support for media projects but also seeks an accord to secure a healthy environment for the growth of free and pluralistic media in developing countries. Over the last 30 years, some fifty-eight countries have contributed to the IPDC activities : Afghanistan, Algeria, Andorra, Australia, Bangladesh, Benin, Cameroon, Canada, China, Cyprus, Czech Republic, Denmark, Egypt, Finland, France, Gabon, Germany, Ghana, Greece, Guyana, Iceland, India, Indonesia, Iraq, Israel, Italy, Jamaica, Japan, Republic of Korea, Kuwait, Luxembourg, Malta, Mauritius, Mexico, Netherlands, Nigeria, Norway, Oman, Pakistan, Philippines, Portugal, Qatar, Russian Federation, San Marino, Saudi Arabia, Spain, Surinam, Sweden, Switzerland, Tanzania, Tunisia, Turkey, Trinidad and Tobago, United Kingdom, United States of America, Venezuela, Former Yugoslavia, Zambia. For further information:

[www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/about-ipdc/](http://www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/about-ipdc/)



IPDC - CMC Niger Radio Ayoru producer interview. © UNESCO/C. Arnaldo



The 2012 Education for All Global Monitoring Report will examine how skills development programmes can improve young people's opportunities for decent jobs and better lives. For further information: [www.efareport.unesco.org](http://www.efareport.unesco.org). © Martín Sánchez



# 2

## Funds-in-trust agreements

UNESCO Director-General  
Irina Bokova and Nigeria's  
Federal Minister of  
Education Ruqayyatu  
Ahmed Rufa' signing a  
Memorandum of  
Understanding establishing  
a Funds-in-Trust to  
revitalize adult and youth  
literacy in Nigeria.  
© UNESCO/Danica Bijeljic

**Sometimes a donor wishes to finance a specific project or develop a project with UNESCO, and the donor requires specific reporting on its contribution. The best way of proceeding is to develop a 'funds-in-trust' agreement.**

In these agreements a separate ledger account is created for each project, and detailed narrative and financial reporting is provided to the donor. The donor retains ownership of the funds throughout the life of the project, and must be consulted on major modifications of the project design and budget. Possible savings at the end of the project are either returned to the donor or re-programmed with the donor's consent.

Most funds-in-trust agreements are limited to a single donor and tied to a single project, but multiple-donor trust funds in favor of multi-year programmes may also be established.

Funds-in-trust may be donated (intended for utilization beyond the donor's territory) or *self-benefiting*. Self-benefiting funds-in-trust are established when a Member State requires a specific service from UNESCO on its own territory. This type of agreement describes the roles and responsibilities of the Member State both as a donor and as a beneficiary.



# 3

## Other modalities

UN Launches  
International Youth Year:  
"Dialogue and Mutual  
Understanding"  
© UN Photo/Paulo  
Filgueiras

### Additional Appropriation to the Regular Budget – (Small contributions for activities with a limited duration)

Supporters of UNESCO's work can also transfer resources directly to UNESCO's regular programme to reinforce a specific activity. The funds are treated in the same manner as the Regular Programme Budget, which mainly means that the contribution must be spent during the two-year programming cycle for which it is allocated. While UNESCO can provide a narrative report on the use of the contribution, it is not possible to provide a financial report. If there are any unused funds after the completion of the activity, they are not returned to the donor. Additional appropriations are not subject to the programme support costs that usually apply to extra-budgetary contributions.

### Institutional support

Most of UNESCO's specialized institutes depend extensively on voluntary contributions, not only to contribute to their programme activities, but also their operating costs. Many UNESCO centers and institutes are generously supported by the Member States that host them. Examples include: Italy's support for the International Centre for Theoretical Physics (ICTP) in Trieste; the Netherlands' support for the UNESCO-IHE Institute for Water Education in Delft; and Germany's support for the UNESCO Institute for Lifelong Learning in Hamburg <http://www.unevoc.unesco.org/>. To build

on this generosity and ensure the sustainability of the institutes, UNESCO is actively seeking additional partners. The support of some Nordic countries for the core budget of the UNESCO Institute for Statistics and the UNESCO Education Institutes sets a strong precedent. UNESCO also seeks to mobilize institutional support for the Secretariat itself. For example, support from Saudi Arabia through the Prince Sultan Fund has enabled UNESCO to significantly extend translation and interpretation to Arabic, as well as the availability of Web-based information in Arabic.

## Secondments

The programme aims at enhancing UNESCO's capacity for programme implementation, as well as to enable the rapid deployment of expertise, through the provision of skilled personnel for a defined duration. This takes place through loans or secondment arrangements, on the basis of a specific need identified by the Organization, in areas where currently available expertise needs to be supplemented, or is not readily available. Loans or secondments may be provided by Member States, including Governmental Institutions. They may also be provided by other entities, such as Non-Governmental Organizations, Universities or the Private Sector.

Loaned personnel provide services to UNESCO for a specific period of time during which they are placed under the functional and technical supervision of the Organization. There are 2

### **The World Water Assessment Programme,**

founded in 2000, is a programme of UN- Water.

The programme is currently fully financed by the

Government of Italy. Hosted and led by UNESCO, WWAP

is a United Nations system-wide effort to develop the

tools and skills needed to achieve a better understanding

of the processes, management practices and policies that

will help improve the supply and quality of global freshwater resources.



### **The UNESCO-IHE Institute for Water Education**

The UNESCO-IHE Institute for Water Education was established in 2003. It carries out research, education and capacity building activities in the fields of water, environment and infrastructure. UNESCO-IHE continues the work that began in 1957 when IHE first offered a postgraduate diploma course in hydraulic engineering to practising professionals from developing countries.



© Dmitry Naumov

broad types of Agreements: Loans/Secondments which are used for the punctual deployment of an identified individual, and Stand-by Agreements which provide the overall framework for non reimbursable loans from stand by partners, offering rosters of rapidly deployable personnel at the request of UNESCO. Loans/secondments agreements should be in the interest of UNESCO, fostering the mutual transfer of know how between UNESCO and its counterpart.

There are two ways under which personnel can be seconded to UNESCO. The first modality is known as 'non reimbursable loan' where UNESCO's counterpart pays full and direct remuneration to the loaned personnel, including benefits and social security. Loaned personnel are independent contractors and are thus not staff members of UNESCO. The second modality is a Secondment Agreement where UNESCO's counterpart deposits in UNESCO's account the estimated cost to cover the full remuneration of the loaned personnel, including benefits. A "Secondment Extra-budgetary post" is funded by the counterpart, and seconded individuals are hired on a fixed-term appointment, which gives them the status and conditions of service of a staff member. The funds from the counterpart are placed in a separate ledger account which is managed by UNESCO as a funds-in-trust, and on which the counterpart receives financial reports.

## Online donations

Private individuals can also contribute to UNESCO and its work around the globe. One can simply go to the Organization's Web site – [www.unesco.org](http://www.unesco.org) – and click on 'Donate Now.'

The link to the on line donation facility is on the front page of UNESCO's internet site. The amount of the donation needs to be specified Euros or US Dollars, but payment can be made in any convertible currency. Payment is made by credit card. As soon as an on line donation has been made, the donor will automatically receive an acknowledgement of receipt by email. On line donation facilities also exist for supporting UNESCO's activities in Post Conflict and Post Disaster situations (see below), notably for the reconstruction of Haiti and the flood response in Pakistan.





# 4

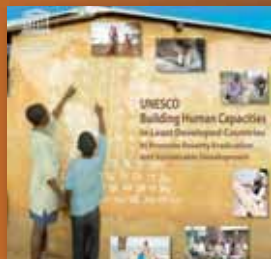
## Further information

Additional information on UNESCO's activities can be found in the following UNESCO web sites and publications:

<http://www.unesco.org/new/en/unesco/>

<http://www.unesco.org/new/en/unesco/partners-donors/partnering-with-unesco/>

<http://www.unesco.org/new/en/unesco/themes/pcpd/>



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# UNESCO wishes to thank all its donors and partners including:

**Bilateral Government Donors:** Albania, Angola, Andorra, Argentina, Australia, Austria, Azerbaijan, Bahrain, Belgium, Belize, Brazil, Bulgaria, Cameroon, Cambodia, Canada, Chile, Colombia, Congo, Costa Rica, Cyprus, Peoples Republic of China, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, Estonia, Finland, Flanders, France, Gabon, Germany, Greece, Guatemala, Honduras, Hungary, India, Indonesia, Islamic Republic of Iran, Iceland, Iraq, Ireland, Israel, Italy, Japan, Republic of Korea, Kuwait, Libya, Luxembourg, Malaysia, Malta, Mexico, Monaco, Morocco, Mozambique, Namibia, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Oman, Panama, Paraguay, Peru, Poland, Portugal, Qatar, Russian Federation, San Marino, Saudi Arabia, Senegal, Singapore, South Africa, Spain, St Vincent and the Grenadines, Sweden, Switzerland, Timor Leste, Turkey, United Arab Emirates, United Kingdom, United States of America, Uruguay, Venezuela. **Multilateral Partners and the Private Sector:** Accademia Nazionale dei Lincei, Academia Sinica, Académie Hassan II des Sciences, ADACHR, African Development Bank, AGFUND, Al Habtoor Engineering, Al Hikma Pharmaceuticals, Ali S O Al-Kaabi Abu Dhabi, Annenberg Foundation, Asian Development Bank, Association of Private Committee for Safeguarding of Venice, Asociacion Empresaria Argentina, BASF, Banco Itau, Bill and Melinda Gates Foundation, Bridge Fund, Chantal Biya, Goodwill Ambassador, Chinese Cultural Heritage Foundation, China Youth Development Foundation, Caixa Economica Federal, Central European Initiative, CISCO System International, Coca Cola Foundation, CREFAL, COMSTECH, Criança Esperança, DaimlerChrysler, Elsevier Science LTD, EOLSS Publishers Co. Ltd., ECM2, European Space Agency, European Science Foundation, European Union, Evergreen Digital Contents, Felissimo Universal Corporation, Fondation Marc de la Charrière, Fondation SEB, Fondation TOTAL, Ford Foundation, Friends on the Path, Fundação Vale do Rio Doce, G 77 and China, Gems Foundation, Gordon and Betty Moore Foundation, The Getty Foundation, Global Environment Facility (GEF), Groupe Africain de l'UNESCO, Hewlett Packard, History Channel, IFESCCO, Illy Caffè SPA, Inter-American Development Bank, International Herald Tribune, International Management Group, INFN, Intervida Foundation, ISESCO, Islamic Development Bank, Jaeger Lecoultre, Jet Tours, Kobi Graphics, Kuwait Foundation for Adv. of Sciences, Lippo Bank Tbk, L'Oréal, Mac Arthur Foundation, Maersk Oil Qatar, Malaga Football Club, Mariene Informatie Service Maris BV, Mercedes Benz, China Ltd, Microsoft, The MBI Al Jaber Foundation, Mexican Academy of Sciences, Monnaie de Paris, Mospromimage Ano, National Academy of Sciences, USA, Nippon Foundation, Nippon Hoso Kyokai (NHK), Nokia, Nordic World Heritage Foundation, Nuffic, OECD, OEI, OFID, Open Society Institute, Organisation Internationale de la Francophonie, Packard Foundation, Panasonic, Petrobras Plan International, Postal Swiss, Procter and Gamble, The Qatar Foundation for Education, Regione Lombardia, Research Council of Norway, Science and Community Development Space Group, Shell, Shenzhen Football Club, Sigma Orionis, South Asia Foundation, Tokyo Broadcasting System Inc., The Stiftung Foundation, The StratREAL Foundation, TV Globo, UNAIDS, United Nations Development Group (UNDG), UNDP, UNEP, UNESCAP, UNISDR, WMO, OCHA, United Nations Trust Fund For Human Security, UNF, UNFIP, UNFPA, UNHCR, UNICEF, United Nations, All Trust Funds administrated by UNDP including the Delivery as One Funds (DAOs), UNWOMEN, UNOPS, Central Emergency Fund, University of Tasmania, Vocations Patrimoine, West African Economic and Monetary Union (WAEMU), World Bank, World Economic Forum, World Health Organization, World Islamic Call Society (WICS), Zayed Al Nahyan Foundation.



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