# BIENNIUM REPORT 2012 - 2013

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

**New Delhi Office**
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

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**UNESCO New Delhi**

BIENNIUM REPORT 2012 - 2013

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# Foreword
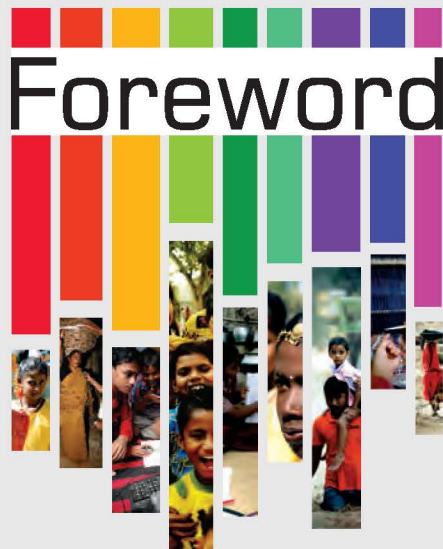
I took up my assignment as Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka at the beginning of the biennium 2012-2013. This period particularly has been a challenging one for the Office and UNESCO globally. Despite the financial challenges faced by the organization when the United States of America withdrew its funding in 2012, the Office continued to draw on its strength to deliver and carry on with its messages in all its fields of competence, namely, education, sciences, culture, communication and information.

Beginning this biennium, we propose to bring out every two years, a biennial report that will share the highlights of what has been done and what has been achieved in the reporting period. However, for detailed information on these and many more other activities and programmes, I would encourage you all to visit our website at: www.unesco.org/new/en/newdelhi

One of the highlights of 2012 was the new partnership between UNESCO and the Government of India to create a Category–I UNESCO Institute - Mahatma Gandhi Institute of Education for Peace and Sustainable Development. Based in New Delhi, this will be the first UNESCO specialized education institute in India, and the first in the Asia-Pacific region. Through research and capacity-building the Institute aims to develop and promote new approaches to education, empowering learners to transform their lives and build a more peaceful and sustainable world. The collaboration between the Office and the Government of India was further strengthened through various activities and joint work for the United Nations Literacy Decade (2003–2012) and the United Nations Decade of Education for Sustainable Development (2005–2014).

2012 also saw the visit of UNESCO Director-General, Ms Irina Bokova to address the opening plenary of the 9th Ministerial Meeting of the E-9, held in New Delhi from 9 to 10 November 2012, where India takes the Chairmanship for the next two years. She also called upon some key ministers in the Government to acknowledge and appreciate their continued support, as also to reinforce UNESCO's commitment to the country's key priorities and focus areas.

The year 2013 witnessed a further expansion of partnerships with some new initiatives. It is with great pride that I mention about the signing of a landmark MoU and Funds-in-Trust Agreement worth 95 million Indian Rupees between UNESCO New Delhi and the State Government of West Bengal towards the development

of ten Rural Craft Hubs. The collaboration will explore the potential of traditional handicraft skills to provide a much needed boost to rural employment and livelihood improvement in West Bengal.

The Office continued to build on its flagship programme on Internal Migration in India Initiative. The report entitled Social Inclusion of Internal Migrants in India, launched by the Hon'ble Minister of Rural Development, Mr Jairam Ramesh on the occasion of International Day for Poverty Eradication, was highly appreciated by the experts and received huge media attention.

Appreciating the persistence of "Knowledge Challenge" and in line with UNESCO's new Open Access (OA) policy, UNESCO New Delhi activities centred around two biennial sector priorities: 'Promoting freedom of expression and information' and 'Fostering information and communication capacities for universal access to knowledge to bridge the digital divide'.

UNESCO New Delhi Office played an important role in mobilizing science and technology for building peace and contributing to sustainable development in India and the South Asian sub region, through its various partnerships.

The Office continued to play an active role in the United Nations Development Assistance Framework (UNDAF) Thematic Groups established within the UN System in India, in all fields of UNESCO competence, namely, Gender Equality and Empowerment; First 1000 days ECCE; Quality Basic Education; Livelihoods; Sustainable Energy for All; South-South Cooperation. For other Cluster countries, the focal points assigned within the Office coordinated the UNDAF activities.

Last but not the least, a new website for the Office was launched, with numerous advanced functionalities for ease of navigation, sharing of photos and videos, as also content within the organization as also with its partners worldwide.

Throughout all our activities, the efforts are ongoing to strengthen synergies with our strategic partners, within the UN System and beyond. We hope this will contribute to further improvement of the delivery, impact and visibility of UNESCO's programmes in the Cluster. I take this opportunity to thank all my staff and partners for their invaluable support since my arrival and look forward to working with you all for continued success in the coming years.



**Mr Shigeru Aoyagi**
Director and UNESCO
Representative to Bhutan,
India, Maldives and Sri Lanka

# Contents

India

Bhutan

Sri Lanka

Maldives

**UNESCO New Delhi**

## Cluster Office for Bhutan, India, Maldives and Sri Lanka

### Strategic Direction

- Enhancing credibility and visibility through up-scaling South Asia sub-regional activities and programmes.

- Strengthening inter-sectoral activities – make full use of UNESCO's comparative advantage and added-value to address the complexity of needs of the countries, societies, and people.

- Focusing on vulnerable and excluded groups and geographical locations – identifying niches and opportunities in these communities.

- Promoting strategic partnerships with other UN agencies, development partners and civil society.

## UNESCO New Delhi Office: Fact Sheet

- **1948:** Became Organization's first decentralized Office in Asia

- **1967:** Became the Regional Office of Science and Technology for South and Central Asia (ROSTSCA)

- **1993:** Named as UNESCO New Delhi Office in keeping with the organizations new in-house policy and a platform for delivery in all areas of its competence, namely, Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information

- **2001:** Became the Cluster Office and Asia-Pacific Regional Bureau for Communication and Information as a part of Organization's new decentralization policy

- **2009:** The Host Country Agreement signed between UNESCO and the Government of India

- **2010:** Bhoomi Pujan ceremony held to commence the construction of the new premises for UNESCO New Delhi at San Martin Marg, Chanakyapuri, New Delhi

- **2012:** Host the secretariat of the newly established UNESCO's first Category I Institute in the Asia-Pacific - Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

- **2013:** Signed a landmark Memorandum of Understanding (MoU) and Funds-in-Trust Agreement worth 95 million Indian Rupees between UNESCO New Delhi and the State Government of West Bengal

## Our Vision

The vision of UNESCO New Delhi Office is to contribute to building peaceful, democratic, sustainable and inclusive societies in South Asia sub-region that secures human rights, gender equality and equity, values knowledge, nurtures a culture of mutual respect, celebrates common identity and diversity; and offers equal opportunities for all to participate and benefit from the processes of economic, social and political development.

## Our Mission

UNESCO New Delhi is committed to the attainment of the International and National Development Goals (including MDGs and EFA) and works closely with the South Asian sub-region to strengthen peace and sustainable development, by upholding respect for diversity, gender equality and human rights; and helps to build sustainable, inclusive, green, and knowledge societies by pursuing its core competences.

The major thrust of UNESCO New Delhi will be to work for sharper Organization with greater impact and better delivery, strengthening the cooperation and networking with governments, UN agencies, development partners, civil society organizations, communities and professionals.

# UNESCO New Delhi
Total Biennial Budget (US $)

| | Regular Programme | Extra Budgetary |
|---|---|---|
| **NEW DELHI OFFICE** | | |
| Education | 232,090 | 311,500 |
| Natural Sciences | 9,007 | 360,130 |
| Social Human Sciences | 19,559 | 66,742 |
| Culture | 55,996 | 2301,097 |
| Communication and Information | 127,496 | 387,500 |
| Office Emergency Funds | 244,000 | |
| **TOTAL** | | |

| **NDL OFFICE OPERATING BUDGET** | |
|---|---|
| UNDAF | 6,000 |
| UN Alignment NDL | 6,000 |
| Office Running Cost NDL | 325,280 |
| Government Contribution | 345,536 |
| Administrative Support to UIS Staff | 4,999 |
| Alignment of UCPDs in cluster countries with UNDAF | 5,930 |
| Security Cost NDL | 74,660 |
| **TOTAL** | |

# Get Involved

## Employment, Internships and Fellowships

UNESCO offers a wide array of job opportunities, as well as internships to national officials, researchers and university graduates. Fellowships and student grants are also available.

## Participation Programme

This programme meets the various needs of Member States that are not included in the Programme and Budget. It facilitates the implementation of their projects and provides technical and financial assistance, a vital complement to UNESCO's regular activities.

## Business Opportunities

Information on procurement requirements and policies for companies wishing to sell goods, works or services.

## Networks and Communities

Since its creation, the Organization's networks and partners have provided links to civil society around the world.

# Director - General's Visit to India

From 9 to 12 November 2012, UNESCO Director-General Irina Bokova visited India. Taking place less than three weeks after a substantive cabinet reshuffle, the visit enabled the Director-General to meet with the new key ministers, namely Dr Pallam Raju, Hon'ble Minister of Human Resource Development; Dr Shashi Tharoor, Hon'ble Minister of State for Human Resource Development; and Mr Manish Tiwari, Hon'ble Minister of State for Information and Broadcasting; linked to UNESCO's fields of competence. During these meetings, the Director-General strongly encouraged authorities to consider

establishing a Funds-in-Trust in order to foster deeper South-South cooperation.

She also called upon the Indian authorities to assume a leadership role in the E-9, as India takes on the Chairmanship for the next two years. India hosted the 9th Ministerial Meeting of the E-9, held from 9 to10 November 2012, where Ms Bokova addressed the opening plenary, with Minister of State for Human Resource Development Dr Shashi Tharoor and the Federal Minister of Education of Nigeria. "Getting education right in the E-9 countries means getting

education right across the globe," said the Director-General in her address.

On National Education Day (11 November 2012), she formally declared open with the President of India the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, during the function held at Vigyan Bhawan, New Delhi. It is the first such UNESCO institute in India and the first in the Asia-Pacific region. Hon'ble President of India, Mr Pranab Mukherjee said it was fitting that the Institute was being established on the anniversary of the birth of Maulana Abul Kalam Azad, a

visionary scholar and India's first Education Minister. On the same occasion, the President launched the Aakash 2 tablet with a click beamed to 15,000 teachers connected online. The tablet will initially be made available to students of engineering colleges and universities.

On the scientific front, on 9 November 2012, she inaugurated the UNESCO Chair in Climate Science and Policy at TERI University, with the Vice-Chancellor Leena Srivastava and the Chairholder Prof. Ramanathan. Whilst inaugurating the Chair, the UNESCO Director-General reaffirmed the importance of inter-disciplinarity for sustainability.

In Delhi, she discussed UNESCO's priorities with the UN Country Team. She also met with members of the Indian National Commission for Cooperation with UNESCO and its sub-commissions, where representatives of each sub-commission briefly presented their work. She met with the UNESCO New Delhi staff to exchange views as also to listen to their concerns.

On her last day, she was interviewed by a large team of editors at the Indian Express for Ideas Exchange, a weekly supplement. She also discussed opportunities for cooperation with Dr Prannoy Roy, Founder and Co-Chair of NDTV, who runs a number of social campaigns, including one to provide better sanitation in schools and one currently in preparation on girls' education.

# Education for the 21ST Century

## Education

## International Literacy Day, 8 September

International Literacy Day celebrations were jointly organized by UNESCO New Delhi and the National Literacy Mission at Vigyan Bhawan, New Delhi, on 8 September 2013 with a specific focus on 'Literacies for the 21$^{st}$ Century'. The occasion, was graced by Mr Pranab Mukherjee, Hon'ble President of India, Dr Pallam Raju, Minister of Human Resource Development, Dr Shashi Tharoor, Minister of State for Human Resource Development and Mr Jitin Prasada, Minister of State for Human Resource Development, and the Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka, Mr Shigeru Aoyagi. Amongst the participants, the other dignitaries present during the celebrations were Minister of Education of Afghanistan, Mr Ghulam Farooq Wardak; Member of Parliament of Sri Lanka, Mr Mohan Lal Grero; Head of Delegation of Bhutan,

Major General Namgyel; High Commissioner of Pakistan, Mr Salman Bashir; and Ministers of Education of States within India.

The International Conference on the "Alliance for Literacy, Peace, and Development in South Asia" took place on 7 September 2013, on the eve of International Literacy Day 2013. The eve provided a common platform for a

dialogue between ministers of education, members of parliament, diplomats, delegations, and representatives from countries of the South Asian Association for Regional Cooperation (SAARC) region, as well as states within India. Inaugurating the conference, Vice President of India, H.E. Mr Hamid Ansari, addressed the audience and drew the attention of the South Asian countries to the untapped potential and immense possibilities for building modern and prosperous societies in our respective countries. The event was also an occasion to announce that India's Saakshar Bharat programme has been awarded UNESCO's King Sejong Literacy Prize for 2013.

## South Asian Symposium on Gender, ICT, and Education

A three-day South Asian Symposium on "Gender, Information and Communication Technologies (ICT) and Education" that took place in New Delhi, from 24 to 26 September 2013, was jointly organized by UNESCO and Intel Education. The keynote address at its opening session was delivered by Dr Shashi Tharoor, Hon'ble Minister of State for Human Resource Development, Government of

India. Other distinguished policy leaders and experts during the proceedings included, Ms Kumud Srinivasan, President Intel India; Prof. Parvin Sinclair, Director, National Council of Educational Research and Training, India; Ms Vandana K. Jena, Principal Advisor, Women and Child Development, Planning Commission, Government of India; and delegations from different South Asian countries, including representatives of the ministries of education and UNESCO National Commissions.

## Colloquium on Teacher-Student Relationship in Education

An International Colloquium on "Teacher-Student Relationship in Education" took place from 12 to 14 August 2013, at Sri Atmananda Memorial School, Malakkara, Kerala. The organizers of the colloquium brought together a diverse group of participants including alumni and teachers for discussions. Distinguished guests included Dr Debashis Chatterjee, Director, Indian Institute of Management, Kozhikode; Mr G. Vijayaraghavan, Kerala State Planning Board and former CEO, Technopark; and Dr Cheng-Chang Pan

of the Department of Teaching, Learning and Innovation, The University of Texas at Brownsville (USA). On the basis of their close relationship over the years, the teacher-student pairs described the progress made by the students and the life skills that developed which helped them during higher studies and finally at workplace.

## International Conference on Achieving Literacy for All

A three-day International Conference on "Achieving Literacy for All" with a focus on effective, innovative approaches to scale up literacy, reduce gender disparities and create a literate world was organized by the National Literacy Mission Authority (NLMA), India along with UNESCO and UNESCO Institute for Lifelong Learning (UIL), at India Habitat Centre in New Delhi

from 18 to 20 July 2013. Around 100 delegates from India and other countries; Afghanistan, Bangladesh, Bhutan, Brazil, Egypt, Indonesia, Nepal, Nigeria, Papua New Guinea, Sri Lanka and Timor-Leste participated in the conference.

## Teachers

In order to support Member States in addressing teacher shortages, boosting investment in quality teacher development and improving the working conditions of teachers, UNESCO articulated its actions around three key areas: (1) Policy development; (2) Capacity development on teacher education; and (3) Training programmes, including through the use of ICTs.

The Associated Schools Project Network (ASPnet) was mobilized during Global Action Week

celebrations. The Year 2012 Global Action Week's focus on "Every Child Needs a Teacher" was a planned advocacy initiative aimed to stimulate commitment among decision-makers, education partners and the general public to increase the pool of qualified teachers. Advocacy activities were also carried out through the organization of targeted high-profile events such as World Teacher's Day, as well as strategic input to other major international events on related issues.

UNESCO New Delhi continued to collaborate with the International Task Force on Teachers for EFA to lead, support, and disseminate good practices, particularly through South-South and North South-South cooperation. In this regard, following initiatives were undertaken in close collaboration with the Ministry of

Human Resources Development (MHRD):

▶ India assumed the Chair of the E-9 in the fall of 2012 when it hosted the Ninth E-9 Ministerial Review Meeting on "Inclusive, Relevant Quality Education for All". Following this meeting UNESCO and MHRD organized a Workshop for "Development of Research Tools for piloting the UNESCO General Education Quality Analysis and Diagnosis Framework (GEQAF)" from 16 to 21 April 2012.

▶ International Policy Dialogue Forum and E-9 Meeting on Teachers was organized from 28 to 31 May 2012, in New Delhi, by the International Task Force on Teachers for EFA, UNESCO New Delhi and Government of India (GoI).

▶ The 4th International Policy Dialogue Forum on "Teachers for EFA" was held from 29 to 30 June 2012, in New Delhi. The forum was organized in collaboration with GoI, the International Task Force for Teachers for EFA and UNESCO. The main focus areas of the Forum were the professional development of teachers, challenges around the issue of decentralization, gender issues in the teaching force, public–private partnerships to address the teachers gap, inclusive education and monitoring and evaluation of teachers policy reforms.





# Achieving Literacy for All

## Literacies for the 21st Century

- UNESCO New Delhi and the British Council organized a "Global Policy Dialogue on Science and Mathematics Education", from 9 to 10 January 2013, in New Delhi, for countries of the South Asian Association for Regional Cooperation (SAARC).

- A technical meeting of the E-9 for EFA was organized in New Delhi, from 27 to 28 June 2013 to develop an outline for an action plan that will contribute to the broader theme of Inclusive Relevant Quality Education in the E-9 countries.

- UNESCO New Delhi, MHRD and National University of Educational Planning and Administration (NUEPA) are cooperating within the UNESCO-Varkey GEMS Foundation project on "10,000 Principals" leadership programme.

## Supporting Technical and Vocational Education and Training (TVET)

UNESCO focused on TVET by addressing two linked strategic objectives approach: (1) Raising the awareness of policy makers for good practice that is nationally available; and (2) Enhancing the capacity of operators and practitioners for the identification, transfer, adaptation and replication of relevant good practice for TVET and skills development programmes for disadvantaged youth.

- UNESCO, National Institute of Open Schooling (NIOS) and Commonwealth of Learning jointly held a three-day International Conference on "Integration of Academic Courses with Vocational Education in Secondary Schools" from 17 to 19 February 2012, in New Delhi. The conference discussed the impending challenges and issues in academic courses at secondary school level and tried to develop a framework and propose recommendations to establish linkages of skills training through vocational education at secondary school level with emphasis on knowledge base through academic subjects.

- The 2012 EFA Global Monitoring Report was launched to the participants of the Fourth OECD World Forum on 16

October 2012 by UNESCO New Delhi. The Hindi and Telugu versions were launched on 26 April 2013, by Dr. Karan Singh, India's Representative to the UNESCO's Executive Board and President, Indian Council for Cultural Relations (ICCR), in the presence of numerous high-level government officials and dignitaries.

► NUEPA, UNESCO New Delhi and UNESCO's International Institute for Educational Planning jointly organized the ANTRIEP Regional Workshop on "Vocational Education: Policies, Programmes and Innovations" from 5 to 8 November 2012, with the participation of 20 research institutions from 13 countries.

► UNESCO New Delhi is cooperating with Intel on development of TVET course curriculum in accordance with the new National Vocational Education Qualitative Framework (NVQF) and in line with the IT sector skills agency guidelines.

## Building Quality Inclusive Education Systems

UNESCO New Delhi intensified its support to Member States to address the quality challenge and to monitor progress towards quality basic education (from early childhood to secondary level) and learning effectiveness for all. This was done through following activities:

► The Ministry of Women and Child Development (MWCD), National Commission for Protection of Children's Right was given input from UNESCO to the draft ECCE Policy, ECCE Curriculum and Quality Framework. UNESCO and the National Institute of Public Cooperation and Child Development (NIPCCD) adapted and translated the *Parenting Education Guidebook and Facilitators' Handbook for Parenting Education* to the Hindi language. The Hindi version will be shared with Anganwadi workers and caregivers nationally in 2014.

► GoI, World Bank, UNESCO, UNICEF and partners organized the South Asian Regional Conference on ECCE Policies and Practices: Towards 2015 and Beyond, from 27 to 29 August 2012, in New Delhi, with over 150 participants from 7 countries.

► UNESCO New Delhi, MHRD, UNICEF and partners are supporting the National Multilingual Education Resource Centre (NMRC) at Jawaharlal Nehru University in Delhi. NMRC is creating a database of the best multilingual education (MLE) practices in India. A national Level Round Table on MLE was organized on 19 December 2012 and a National Consultation on MLE in September 2013.

► UNESCO New Delhi and SIL International evaluated the new National ECCE Policy, and ECCE curriculum in India on the mother tongue and MLE issues, with

results disseminated to stakeholders in 2012.

▸ UNESCO New Delhi and the Indian Association of Rehabilitation Professionals organized an International Conference on "Global Commitments towards Inclusive Development of Persons with Disabilities" in New Delhi, from 17 to 19 March 2012, with 200 professionals from 10 countries, to discuss policies and practices for empowerment of persons with disabilities, mobilization of

resources, new visions and horizons from the perspective of the United Nations Convention on the Rights of Persons with Disabilities.

▸ CARE and UNESCO organized a seminar on "Age and Grade Appropriate Training for Preparing Out-of-School Children for Entry to Schools" in New Delhi, from 3 to 5 July 2012.

▸ The *Global Education Digest 2012: Opportunities lost: The Impact of Grade Repetition and Early School Leaving* was jointly released by

UNESCO New Delhi and MHRD in New Delhi, on 23 November 2012. This year's publication contains key issues as well as indicators related to a child's journey through school, marked by pointers such as grade repetition, early school leaving and levels of learning achievement at Primary and Lower Secondary education levels.

▸ UNESCO New Delhi signed a "Charter of Collaboration" with the National Mission for Empowerment

of Women, Government of India, on 14 November 2012, to support a gender equality observatory, joint projects and research, and to create a 360-degree media approach on gender equality in education. Several project proposals have been submitted to the mission.

## Supporting Continuous Professional Development of Teachers on ICT

UNESCO New Delhi, Intel and GoI organized the South Asia Ministerial Forum (SAMF) on Translating ICT-in-Education Policies into Action: upto 2015 and beyond from 12 to 13 February 2013, with the participation of eight Ministers of Education from SAARC countries and representatives from four Indian states. As an outcome of SAMF, UNESCO is assisting Bhutan and Maldives as well as selected Indian state governments on ICT Master Plan development.

## Promoting Life skills, Sexuality Education and Access to Education for Youth and People with Disabilities and Sexual Minority Group

Indian Association of Rehabilitation Professionals in collaboration with UNESCO organized an International Conference on "Global Commitments towards Inclusive Development of

Persons with Disabilities" in New Delhi, from 17 to 19 March 2012.

## EFA Coordination, Advocacy and Partnerships

UNESCO considers the Right to Education (RTE) Act 2009 a historic and ambitious piece of legislation which needs to be strengthened by generating, understanding and promoting awareness among all stakeholders including teachers, school administrators, parents, children and the community at large.

To support the government in its efforts to implement RTE Act 2009, UNESCO New Delhi in collaboration with Save the Children and CARE India delivered multimedia messages for disseminating key RTE messages about the entitlement of all children to complete a full cycle of quality primary school. Towards this UNESCO New Delhi regularly participated with the development partners in the consultative and annual review meetings and RTE Forums on EFA.

## Strengthening National Capacities for Evidence-based Policy, Planning, Monitoring and Evaluation of Education Systems in the Region

The Ninth E-9 Ministerial Review Meeting held from 9 to 10 November 2012, in New Delhi, was organized by GoI in collaboration with UNESCO

## Celebration of International Days:

Global Action Week, from 22 to 27 April, 2013 - Celebrated on the theme
"Every Child Needs a teacher".

International Literacy Day, 8 September 2013 Jointly celebrated by UNESCO New Delhi and National Literacy Mission, Government of India with a specific
focus on "Literacies for the 21$^{st}$ Century".

World Teacher`s Day, 4 October 2013 Celebrated on the theme "A Call for Teachers!"

and the E-9 Secretariat. The meeting focused on the challenges of improving educational quality and how the E-9 countries might address these collectively and cooperatively. Ms Irina Bokova Director-General, UNESCO, was the chief guest at this occasion. At the end of the meeting, the Delhi Commitment was issued, stressing delivery of inclusive, relevant and quality EFA. The meeting identified bottlenecks in the EFA movement and resolved to put in place a clear post-2015 agenda for the achievement of EFA. The next E-9 Meeting is planned in 2014 and will be hosted by Pakistan.

## Education for All (EFA): Advocacy Over the Years

UNESCO New Delhi and UNICEF are co-chairing Education Cluster Fast Track Priority "Quality Basic Education" task team within the new UNDAF India (2013–2017) where quality of basic education is a priority issue. A work plan has been developed to achieve practical results within 2015 and three coordination meetings have been held.

Undoubtedly the most significant achievement of 2012 was the signing of the MoU for the establishment of the MGIEP in Paris on 10 July 2012, by Hon'ble Minister Mr Kapil Sibal and UNESCO Director-General Irina Bokova. This was followed by a formal inauguration of the MGIEP on 11 November in New Delhi. Ms Bokova and the President of India, Shri Pranab Mukherjee among other high level dignitaries, were present at the ceremony. The establishment of the MGIEP, the first Category I UNESCO Institute in the Asia-Pacific region, is a milestone. MGIEP is expected to evolve into a premier regional institute and think-tank on peace and sustainable development issues.

One Planet, One Ocean

# Natural Sciences

UNESCO New Delhi focused on the promotion of sustainable development by linking scientific knowledge to policies in areas relevant to the Cluster countries in pursuance of the Millennium Development Goals (MDGs), particularly MDG 7 - "Ensure Environmental Sustainability". Since the last three biennia, New Delhi Office strategy has been consistent with the strategic priorities of the Natural Science Sector, namely capacity building and networking; strengthening science, technology and innovation (STI) systems and policies for sustainable development; and mobilizing science for the sustainable management of environment, biodiversity, ensuring water security, promotion of renewable energy and energy efficiency, disaster risk reduction and climate change. Following are some of the highlights of programmes undertaken during the biennium:

## Basic and Engineering Sciences

### Category II Institute: Regional Centre for Biotechnology (RCB)

The Regional Centre for Biotechnology (RCB) was established in 2006 by the Department of Biotechnology, Government of India under the auspices of UNESCO as Category II centre; an institution of education, training and research. The Centre is currently based in Gurgaon while construction of its campus in Faridabad near Delhi is nearing completion.

### World Renewable Energy Technology Congress

UNESCO provided technical support to the "Energy and Environment Foundation in the World Renewable Energy Technology Congress" organized from 25- to 27 September 2013 in New -Delhi. The Congress provided an opportunity and open forum to exchange information, share experiences and best practices by bringing together experts, investors and other multi stakeholders of public and private sectors, advisory groups, governments, NGOs, non-profit organizations.

### UNESCO Kalinga Prize for Popularization of Science

International Conference for "Celebration of 60th Anniversary of UNESCO Kalinga Prize for Popularization of Science" was organized in Bhubaneswar from 4 to 5 January, 2012 in association with Kalinga Foundation Trust; Department of Science and Technology (DST), Government of India; Ministry of HRD, Government of India and Science & Technology Department, Government of Odisha.

## Water Sciences

### *Guidance on Water Quality in Managed Aquifer Recharge*

A project on Guidance on Water Quality in Managed Aquifer Recharge was undertaken by the Global Hydrogeological Solutions in India in consultation with the Government of India. UNESCO New Delhi received funds from CSIRO Land and Water, Australia for this project.

### Water Digest Water Awards 2012-2013

UNESCO partnered with Water

Digest for their annual event to give away "Water Digest Award 2012-2013". The event took place in New Delhi, at Hotel Hyatt on 16th February, 2013. The awards were set up in 2006 to honor distinguished work carried out by various companies, NGO's, and individuals for establishing processes and innovations to save and conserve water and is awarded to the work carried out by civil society organizations and the corporate sector for ensuring sustainable use of water resources.

# Jal Hai to Kal Hai

## Jal Hai to Kal Hai

UNESCO New Delhi joined the Rotary Club Delhi West, and Presidency School for an inter-school short play competition in Delhi to spread awareness about water conservation under the banner of 'Jal Hai To Kal Hai'. The programme was attended by over 400 students from 23 Delhi/NCR schools. "Jal Hai to Kal Hhai - Save Water Save Life'" campaign started in year 2009. Rotary District 3010 has taken a pioneering lead in organizing awareness rally, pledge writing campaigns; inter school play and dance competitions, release of eEducational water kit and many more activities with complete support of Delhi schools.

## Ecological Sciences

### Man and the Biosphere (MAB) Programme

Within the MAB programme activities such as capacity building of Biosphere reserve managers for effective management of these sites with emphasis on the Madrid Action Plan, identification of new biosphere reserves and natural heritage sites and planning, management and exchange of experience in applying the 'Biosphere Reserve concept', were implemented. UNESCO provided support to the initiation of multi-disciplinary Ecological Informatics Programme at the Indian Institute of Information Technology & Management (IIITM),

Trivandrum, India with focus on biodiversity of UNESCO sites.

Two new biosphere reserves which have been added to the UNESCO World Network of Biosphere Reserves from India namely Achanakmar-Amarkantak (2012) and Great Nicobar (2013) taking the total to 9 BRs designated by UNESCO out of a total of 18 biosphere reserves in India. A Workshop on "Value of Biodiversity in the New Biosphere Reserve of Great Nicobar Island" was organized in association with the Zoological Survey of India (ZSI) and the Ministry of Environment and Forests, Government of India, in Port Blair on from 13 to 14 September 2013.

The MAB Young Scientist Awards were for the first time bagged by two Indians Dr. V M Sathish Kumar for the Award for 2012 and Mr Bilal Habib for 2013. UNESCO New Delhi is guiding and monitoring the research programme being carried out by these scientists under the award.

### COP 11 - Eleventh Conference of the "Parties to the Convention on Biological Diversity (CBD)"

UNESCO along with its partners organized several events, conferences and workshops during the COP 11 hosted by India for the first time from 8-to 19 October 2012, in Hyderabad. This included International Conference on Biodiversity and Education for Sustainable Development on 13 and 14 October, with it's outcome document

launched in a side event on 17 October by Indian Environment and Forests Minister and the French Minister of Environment. Another high-level event was organized on 15 October on "Sustaining Coral Communities: Sustainable and Climate Resilient Future through the first UNESCO Biosphere Reserve in Maldives" which was attended by Ministers and Deputy Ministers of Environment and Energy, Maldives, Executive Secretary, CBD and Director, Environment & Energy, UNDP.

Other events included the CBD-UNESCO joint side event on "Biological and Cultural Diversity", a side event on "Indigenous and local knowledge in Global Environmental assessments", on "bio-rights of commons for the conservation of biodiversity"; "New Models of Engaging Local Communities in the Stewardship of Protected Areas: Lessons from World Heritage", an event to mark the designation of "Achanakamar-Amarkantak Biosphere Reserve" and a panel discussion on "Inter-Generation Transfer of Knowledge for Climate Change adaptation, and the relevance of biodiversity heritage sites". The Compendium of Indian Biosphere Reserves specially published for the occasion was released for distribution in an high level segment. International Youth Forum Go4BioDiv was organized where 35 youth from across the world who had spent a week long camp at Sunderbans world heritage site in India, shared their experience of the site at the COP 11.

UNESCO partnered with the Indian Environmental Society to organize the seminar on "Wetlands and Biodiversity Conservation and Role of Education for Sustainable Development (ESD)" on from 4 to 5 June 2013. The Seminar was a post CBD COP 11 event under the sponsorship of JFGE (Japan Global Fund on Environment) and technical support of Ramsar Center Japan. The discussion mainly focused on the wise use, concept of wetlands and the scientific understanding of wetland ecosystems and the role of ESD in raising public awareness in the overall context of wetlands conservation and management.

## Cultural Landscapes and biodiversity conservation

The multidisciplinary, multi-institutional collaborative research initiative on 'Cultural Landscapes: the basis for linking biodiversity conservation with the sustainable development in Arunachal Pradesh' was implemented with support from the MacArthur Foundation, USA. The project analyzed ecological, social and economic dimensions of natural resource management in a 'cultural landscape' perspective. This study was implemented through an inter-institutional arrangement involving G.B. Pant Institute of Himalayan Environment and Development, North Eastern Regional Institute of Science and Technology, Centre for Cultural Research and Documentation, the Mountain Institute, India, Delhi University and Jawaharlal Nehru University has now culminated in a synthesis volume.

## Science Education in Maldives

The UNESCO/Japan Funds-in-Trust (JFIT) project on "Capacity Building for Joyful and Effective Teaching and Learning in Science" in Maldives is being implemented with the objective of enhancing the quality of education in Maldives with focus on teacher training through 'in-country' capacity building. The project is being implemented in partnership with the National Institute of Education (NIE) and with support from the Maldives National Commission for UNESCO. Centre for Environment Education (CEE) India is providing technical support to the project which hosted a Training-cum-study programme for professionals from Maldives in Ahmedabad. Under the project training workshops for the master trainers and teachers of secondary schools were organized to develop a group of master trainers for effective science teaching learning in Maldives.

## Educational Strategy and Action Plan addressing biodiversity conservation integrating ESD

This inter-sectoral UNESCO project is being implemented in association with the Centre for Environment Education (CEE) to develop a Framework for Educational Strategy and Action Plan addressing biodiversity conservation integrating ESD to support the Aichi Biodiversity targets of the Convention of Biological Diversity (CBD) under the UN Decade on Biodiversity. The basic

framework document has been designed based on consultations with a variety of stakeholders.

## Development of Science Kits to Facilitate hands on Science in Secondary Schools of Sri Lanka

This UNESCO/Malta Funds-in-Trust project aims to enhance the capacities of a core group of provincial and zonal trainers in developing science kits for the modernized science curriculum, especially at the secondary level of the school system by facilitating hands-on activities from grades 6 to 9 of the junior secondary level and grades 10 to 11 of the senior secondary level in Sri Lanka. The project is being

implemented by the National Institute of Education, Sri Lanka. Under the project series of training programmes were organized and science education kits and training manuals have been developed. These were launched during June, 2013 in a ceremony organized in conjunction with the national book exhibition of the Ministry of Education, Sri Lanka. The event was opened by the Minister of Education who formally launched these training manuals and handed over a copy to Mr Lalin Fernando, Honorary Consul of the government of Malta.

## International Conference on School Education for Sustainable Development: ESD, the Education First Initiative and Sustainable Development Goals

UNESCO participated in the event organized by CEE and the ESD Expert Net Group supported by GIZ, "A Dialogue on School Education for Sustainable Development" on 18th March, 2013. The sessions of this event emphasized the role of schools in education for sustainable development (ESD) and deliberated on the Education First initiative proposed by the UN Secretary General, which has a focus on "every child in school, quality of learning and global citizenship".

## World Heritage Biodiversity Programme - India

The programme is being implemented in the four World Natural Heritage Sites in India namely; Keoladeo, Nanda Devi, Manas and Kaziranga with support from United Nations Foundation (UNF), Ford Foundation and Sehgal Foundation. The implementing partners are the Wildlife Institute of India (WII); and Ashoka Trust for Research in Ecology and the Environment (ATREE). Other partners of the project are the Ministry of Environment and Forests (MoEF),

Government of India (GoI) and the State Forest Department of Assam, Rajasthan and Uttarakhand. The project successfully helped in strengthening the biodiversity conservation in protected areas by building replicable models at existing and proposed World Heritage Sites that emphasize law enforcement, promote habitat integrity, enhance connectivity and science based management with participation of local communities and civil society. The project also helped in bringing back the lost attributes of Manas which helped it being removed from the to the World Heritage in

Danger listing. It also helped in the designation of Western Ghats on the World Heritage List.

A two-day Regional Conference on Conservation and Management of UNESCO World Natural Heritage Sites: Sharing experiences and best practices from South Asia was organized in New Delhi on17 and18 September, 2013, as part of the project. The conference aimed at sharing the learnings and experiences of the World Heritage Biodiversity Programme - India (WHBPI), besides providing a platform for sharing experiences and

best practices of the WNHS in India and the South Asia Region.

## Climate Change Knowledge Partnership (CliCK)

UNESCO Chair on "Climate Science and Policy" at The Energy and Resources Institute (the TERI) University, New Delhi, was launched by the UNESCO Director-General, on 9 November 2012. UNESCO is assisting the chair in its academic programmes particularly in guiding students who have been interns with UNESCO.

UNESCO New Delhi also provided technical support to the National Seminar on "Climate Change, Environment and Sustainable Development" organized at Hamdard University by the National Environmental Science Academy on 9th December 2013, and contributed to the global awareness event on climate change "24 Hrs of Reality, Cost of Carbon", on 23rd October 2013. It partnered in organizing the International Conference on "Climate Change and Indian Himalaya" from 28 - to 31 October 2013.

## South Asian Cities Summit 2013

UNESCO was a knowledge partner of the South Asian Cities Summit 2013 organized by the 'Cities Network Campaign' from 17 to -18 April 2013, in association with, Department of Environment (Delhi Government), All India Institute of Local Self

Government (AIILSG), World Resources Institute (WRI) – India and many other organizations. The Summit was attended by over 200 delegates from the South Asian countries. The highlights of the summit were the formation of the South Asian Mayors' Forum and adoption of "South Asian Cities Delhi Declaration 2013". The highlight of the declaration was to make cities climate resilient and disaster-resistant. It commits to develop effective policies, undertake strategic management and utilize green technology to reduce the carbon footprint and adopt low carbon sustainable urban management.

## Congress on Urban Green Spaces (CUGS 2012)

UNESCO New Delhi in association with the Aravalli Foundation for Education organized the Congress on Urban Green Spaces (CUGS 2012) from 5 to 7 March 2012 in Delhi. The Congress took a critical look at the interface between urban human habitations and urban green spaces to enrich our understanding of their relation to quality of life in the fast expanding cities. The Congress dealt with physical, spatial, economic, environmental, aesthetic and other dimensions of urban green spaces.

## Green Olympiad and Science Olympiad

UNESCO collaborated with TERI (The Energy and Resources Institute) in the "Green Olympiad" organized

## UNESCO Chairs Established:

UNESCO-Chair on Education for Sustainable Development and Human Habitat- Set up at the Centre for Environment Education (CEE) and the Centre for Environmental Planning and Technology (CEPT) University, Ahmedabad, India (2013).

UNESCO Chair on Climate Science and Policy: Set up at the TERI University (2012)

# Celebration of International Days:

World Water Day, 22 March 2013 - Events were organized in collaboration with the National Institute of Hydrology, Roorkee on the theme 'Water Cooperation'.

International Day for Biological Diversity, 22 May 2013- Observed on the theme 'Water and Biodiversity' in line with International Year of Water Cooperation 2013, coordinated by UNESCO on behalf of UN-Water.

World Environment Day, 5 June 2013 - Celebrated in association with the Indian Environment Society and many other institutions.

annually since 1999 which reaches out to many remote parts of India the examination contributes to the enhancement of environment quotient of students of standards 8$^{th}$ to 10$^{th}$. This culminates in TERRAQUIZ – a 13 episode television quiz which is dedicated entirely to environment and telecast on popular television channels. Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, and Army Welfare Education Trust have endorsed the programme.

UNESCO partnered with the Indian Environment Society for the GLOBE programme and organized "GLOBE Science Olympiad" and "GLOBE Educators" workshop during the biennium.

## Marine: Project 1600

UNESCO New Delhi partnered with the Centre for Environment Education (CEE) Ahmedabad, in the GCS Marine: Project 1600 - A coastal and marine education programme for schools initiated along 1600 km coastline of Gujarat and Queensland in Australia. The project was launched formally on 9$^{th}$ July 2013, with a two-day workshop involving school teachers and experts.

## ESD Ccapacity Bbuilding programme

UNESCO partnered with WWF India in the SIDA supported ESD capacity building programme being implemented in Sunderbans biosphere reserve and other biodiversity rich areas in India. The programme was organized by WWF-India in partnership with WWF-Sweden in various protected areas, including in eight ESD model schools in Sunderbans, Madhya Pradesh and Chattisgarh. The aim of the workshops was to explore education for sustainable development (ESD) and look at how to take it forward and implement it in the participants' schools.

Learning to Live Together

# Social and Human Sciences

In line with the Colombo Declaration on Social Protection Policies in South Asia adopted on 22 February 2011, UNESCO contributes to the advancement of knowledge in the field of social protection by providing research on undocumented themes, such as social protection for internal migrants.

Migration is an essential component of India's economic and social life, with internal migrants making up nearly 30% of the total population. However, in the absence of a coherent policy framework and strategy, internal migration imposes heavy costs on human development through poor labour arrangements and working conditions for migrants and obstacles to their access to shelter, education, healthcare and food.

## The Internal Migration in India Initiative (IMII)

The Internal Migration in India Initiative (IMII) was jointly launched by UNESCO and UNICEF as a result of a two-day workshop on "Internal Migration and Human Development" held from 6 to 7 December 2011. It was conceived as a follow-up to UNESCO Ministerial Forum on Social Protection Policies in South Asia (Sri Lanka 2011) and as part of UNDAF India Outcome 1 on Inclusive Growth; 8 research papers on research gaps and policy implications were discussed.

Through IMII, UNESCO and UNICEF wish to support the social inclusion of migrants in the economic, social, political and cultural life of the country, using a three-legged approach combining research, policy and advocacy. It is now an informal network of 200 researchers, NGO's, policy makers, UN agencies and key partners such as the International Organization for Migration (IOM), UN Women and UN-HABITAT, determined to raise the profile of internal migration in India and to propose policy changes and inclusive practices.

With the Internal Migration in India Initiative (IMII), UNESCO`s main objectives are to:

›   Raise awareness on the need to prioritize internal migration in policy-making;

›   Advance knowledge on undocumented research areas on internal migration in India in order to support the design of better informed inclusive policies;

›   Support the development of a coherent legal and policy framework on internal migration;

›   Promote existing policies and creative practices that increase inclusion of all sections of the internal migrant population in society, particularly children and women;

›   Contribute to changing the negative perception of internal migrants in society

## Production of Policy Briefs, Reports and Research Papers

**Social Inclusion of Internal Migrants in India (UNESCO, 2013)**

This publication aims to provide an overview of existing innovative practices and act as a living document that would inspire and assist professionals and government officials in their attempts to facilitate the social inclusion of internal migrants. Through this publication, UNESCO wishes to increase visibility and recognition of the internal migration phenomenon in India, disseminate inclusive evidence based experiences and practices and provoke a paradigm shift in the perception and portrayal of migrants by addressing myths and misconceptions and creating awareness on the benefits of migrants inclusion in society.

**Internal Migration and Youth in India: Main Features, Trends and Emerging Challenges (UNESCO, 2013)**

UNESCO has developed a new research in order to stock-take the latest data available and provides a

comprehensive overview on the main features and current trends of internal migration of youth in India. To that end, this is a comprehensive research paper which has been prepared in collaboration with the Centre for Development Studies (CDS), Kerala, India and presented for discussion at the National Conference on "Youth Migration and Development", organized by the School of Youth Studies and Extension (SYSE), Rajiv Gandhi National Institute of Youth Development (RGNIYD) and the Arunodhaya Migrants Initiatives (AMI), from 8 to 9 February 2013 in Chennai, India, with the support of UNESCO New Delhi. A Migrants Resource Centre was inaugurated on 9 February 2013.

**Workshop Compendium, Vol. 1 and Vol. 2: Workshop Report and Workshop Papers - National Workshop on "Internal Migration and Human Development in India" (UNESCO/UNICEF, 2012)**

*Volume 1 of the Workshop Compendium* captures the complexity of the internal migration phenomenon in India, outlining key concepts and major trends and providing key policy recommendations to protect and promote migrants access to social services and to enable migrants to become socially and politically active citizens. *Volume 2 of the Workshop Compendium* comprises eight research papers presented at the workshop,

which reflect several critical aspects of the internal migration phenomenon.

**Policy Briefs: For a Better Inclusion of Internal Migrants in India (UNESCO/UNICEF, 2012)**

UNESCO and UNICEF, in collaboration with researchers, NGO's and other UN agencies, developed a set of seven policy briefs, which provide in a concise manner key facts and policy recommendations for the central as well as state governments for the elaboration of more inclusive social policies and practices:

› *Overview of Internal Migration in India*

› *Internal Migration and Human Development*

› *Internal Migration and Social Protection:The Missing Link*

› *InternalMigration and the Right to the City*

› *Internal Migration and Gender*

› *Internal Migration and Children*

› *Internal Migration and the Right to Education*

## Organisation of Media Events, Workshops and Conferences

### International Day for the Eradication of Poverty: Media Launch of UNESCO Publication *Social Inclusion of Internal Migrants in India* and Expert Panel (17 October 2013)

The media launch of UNESCO's latest publication *Social Inclusion of Internal Migrants in India* took place on the International Day for the Eradication of Poverty where Hon'ble Mr Jairam Ramesh, Minister of Rural Development, Government of India, released the publication. An expert panel comprising of government officials, researchers, social activists and partners, shared their experiences on social inclusion of internal migrants and interacted with the media. The event received extensive press coverage including a front page story in The Times of India on 18th October 2013 and as of 4 November 2013 approximately 50 articles have been published online and in the print media.

### International Migrants Day (18 December 2012)

The International Migrants Day was celebrated with the theme "The Millions Who Cannot Exercise Their Rights" with a launching event of UNESCO-UNICEF publications on

internal migration in India namely, *Policy Briefs: For a Better Inclusion of Migrants in India; National Workshop on "Internal Migration and Human Development in India", from 6 to 7 December 2011, Workshop Compendium, Vol. 1: Workshop Report; and Workshop Compendium, Vol. 2: Workshop Papers.*

## Development of Knowledge Management Tool

### GYM: Gender, Youth and Migration

On the occasion of the International Migrants Day and in continuation of UNESCO's work on internal migration, UNESCO launched the online knowledge platform on Gender, Youth and Migration (GYM), as a sub-community of practice of the Gender Community of UN Solution Exchange. The GYM initiative hopes to bridge the gap and link researchers, practitioners and decision makers working on gender, youth and migration in India.

The GYM web page is linked to the Gender Community-UN Solution Exchange web portal, supported by UNICEF and UN Women, and provides access to over 200 resources on internal migration, gender and youth, at policy, research and case-studies level. The GYM webpage is now online and in the following months, online queries and discussions would be initiated on themes of gender, youth and internal migration in India.

## Education and Training

### Annual UNESCO Lecture at the School of Planning and Architecture, New Delhi

In continuation of its yearly lecture, UNESCO conducted another lecture for the students of the School of Planning and Architecture (SPA) on "Migrants and the Right to the City" (21 March 2013). The audience comprised of students in the third year of study of their Bachelor's of Planning Degree. Within the overall course framework of planning and managing the informal sector, the lecture raised questions on the lack of recognition of migrants' contribution towards the economic development of cities and

attempted to reverse the negative portrayal of migrants in society and give practical examples of successful inclusive initiatives. This activity seeks to mainstream the question of social inclusion of internal migrants by sensitizing future urban planners to the need and multiple advantages of building a socially inclusive model of city planning, at cultural, social, economic and political level.

## Training Material for Certificate Course of School of Social Work, Tata Institute of Social Services (TISS)

The policy recommendations and research undertaken by the Internal Migration in India Initiative (IMII) jointly launched by UNESCO and UNICEF - 2011, is now being used as training material for a new Certificate Course in Labour Protection and Migration Services conducted at the School of Social Work, Tata Institute of Social Service (TISS) in Mumbai.

The Certificate course is specifically designed for exemplary field specialists in development organizations and trade unions currently implementing migration programmes or those actively engaged in labour advocacy. The course curriculum includes two UNESCO publications, Social Inclusion of Internal Migrants in India launched on 17 October 2013 as well as *Policy Briefs: For a Better Inclusion of Internal Migrants in India*, 2012, translated in

Hindi by Aajeevika Bureau, Udaipur, Rajasthan.

## Training Programme at Human Settlement Management Institute

UNESCO will be conducting the opening session on "Setting the Agenda: The Right to the City in South Asia" as part of a two-week training programme at the Human Settlement Management Institute (from

9 to 20 December 2013). This activity is a refresher course being conducted by the Institute for Housing and Urban Development Studies (HIS), Rotterdam, for its Alumni in Delhi, to reinforce that the right to fair resettlement practices and formulation of resettlement policies should be in the wider framework of the right to the city.

## Social Protection

### UN Joint Study on a Social Protection Floor for India

On 18 April 2013, the UN System in India took a decisive step towards establishing a National Social Protection Floor Initiative by launching a Joint UN Study on a Social Protection Floor for India. The study is an important follow-up and key milestone in UNESCO's work in the area of social protection, which has been ongoing since the UNESCO forum of ministers in charge of social development on Social Protection in South Asia in Colombo, Sri Lanka (from 20 to 22 February 2011), where ministers and heads of delegations of SAARC countries signed and adopted the Colombo Declaration 2011, solidifying their commitment to expanding the scope and outreach of social protection policies and programmes for the South Asia region.

In the Colombo Declaration, ministers and heads of delegations agreed to, among other commitments, "Increase public funding to build the capacities of the social sciences in the region, through evidence based research, analysis and statistics; Adopt a comprehensive approach to social protection, encompassing preventive, protective and promotional measure that address both individual and community risks and deprivations; and Strive to move towards a universalized, rights-based, gender sensitive approach in the extension of social protection and advance the agenda for a social protection floor in the region, ensuring universal access to essential social transfers and services".

The author of the study, Prof. Ravi Srivastava of Jawaharlal Nehru University and lead-expert of the Colombo Forum, presented key findings of the study during the event. The study is the result of the active involvement of a number of UN agencies, including in particular UNESCO, UNICEF, ILO (lead-agency), UNDP, UNWOMEN and UNESCAP. The study shall serve as an important reference in the years to come, to inform policy makers and generate debate within political circles and civil society, on advancing the agenda for a universal social protection floor initiative in India.

## Fundraising

### Government Office for Science (Go Science), UK

The Government Office for Science (GOS) is partnering with UNESCO for the development of a project titled Migration and Global Environment Change in India. The project addresses the urgent need to plan for and respond to forecasted migration caused or influenced by global environmental change, notably climate change and engage policy makers into designing migration sensitive developmental policies. A two-day workshop on "Migration and Global Environmental Change" will be held in New Delhi, India from 4 to 5 March 2014.

*Migration and Human Development in India", from 6 to 7 December 2011, Workshop Compendium, Vol. 1: Workshop Report; and Workshop Compendium, Vol. 2: Workshop Papers; Migrant`s Voices in Delhi (FCM-UNESCO-UNICEF);*

## UN Women

UN Women has partnered with UNESCO for the organisation of a UN Parliamentary Forum on Internal Migration in India during one of the forthcoming Indian Parliamentary Sessions. This activity aims to promote a wider dissemination of facts and research into policy circles and is intended to inform decision-making and increase capacity of policy makers and local officials to draft inclusive policies and practices. Through this partnership UNESCO proposes to use this channel to increase visibility on data and research findings on the extent, nature and magnitude of internal migration in India.

## Sir Dorabji Tata Trust (SDTT) and UNICEF

Sir Dorabji Tata Trust (SDTT) and UNICEF are long term partners of

UNESCO and have provided a consistent support to a number of activities under the framework of the Social Inclusion programme, starting from the year 2010.

SDTT provided full support for the production of The Right to the City in India: Rights and Citizenship, as well as for the production of Social Inclusion of Internal Migrants in India and relevant media launch and expert panels.

UNICEF, after supporting the Colombo Forum in 2011, continued to provide support for UNESCO overall Social Inclusion programme, namely with the following publications and relevant media launch and expert panels:  Policy Briefs: For a Better Inclusion of Migrants in India; National Workshop on *"Internal*

## Celebration of International Days:

International Day for Eradication of Poverty, 17 October 2013- The UNESCO publication, *Social Inclusion of Internal Migrants* in India was launched at the UN Conference Hall, New Delhi.

International Migrant Day, 18 December 2013- A new online web platform on Gender, Youth and Migration (GYM), as a sub-community of practice of the Gender Community of UN Solution Exchange was launched.

# Preserving our Heritage and Fostering Creativity

## Culture

UNESCO New Delhi's culture programme focuses on empowering decision-makers and communities to make efforts in preserving and enhancing the rich and diverse culture in the South Asia region. In a time of unprecedented economic and social change, UNESCO's mandate is to ensure that its diverse histories, cultures and habitats are not only preserved, but tapped and filled with renewed relevance for future generations.

In the course of 2012-2013, the culture sector continued its technical support in various areas of cultural heritage management. In doing so, it has addressed a number of critical issues, namely disaster management and economics of heritage that are vital to the sustainability of heritage.

Since 2006, in addition to its regular technical assistance to the Member States for the implementation of the 1972 World Heritage Convention and the 2003 Intangible Cultural Heritage Convention, the culture sector has also managed to consolidate and expand its partnerships for effective implementation of the concept of culture and development on the ground. In this regard, the main areas of focus have been managing historic cities in the context of growing urbanization and linking traditional cultural skills (ICH), livelihood and the market.

# Affirming UNESCO's Expertise for Cultural Heritage Management

## Strengthening Capacities for Implementing the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage: Sri Lanka and Bhutan

Ten years after the adoption of the Convention and in spite of its popularity, many State Parties struggled to digest the core concept of the Convention and fully integrate it in the national system. Accordingly, with the support of Japanese Funds-in-Trust, UNESCO launched a series of capacity-building projects to guide State Parties in implementing the Convention. Sri Lanka and Bhutan represent the two primary beneficiary countries with workshops on "Implementing the Convention and Community Based Inventory Making" taking place in each of these countries in 2012-2013 and a third and final workshop on "Preparing Nominations" slated for the first half of 2014.

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### Box 1: Inscription on World Heritage List and Representative List of Intangible Cultural Heritage 2012-2013

World Heritage Sites

› Hill Forts of Rajasthan (2013), India

› Western Ghats (2012), India

Intangible Cultural Heritage

› Sankirtana, ritual singing, drumming and dancing of Manipur (2013), India

› Buddhist chanting of Ladakh: recitation of sacred Buddhist texts in the trans-Himalayan Ladakh region, Jammu and Kashmir (2012), India

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### Serial Nomination of Coral Stone Mosques: Maldives

As part of a serial nomination including numerous significant coral stone structures, the Maldivian Government in October 2010 initiated its first ever national exercise to develop the nomination of Hukuru Miskii, a coral stone mosque in Male. Supported by International Assistance under the World Heritage Convention along with the Netherlands Funds-in-Trust,

preliminary research was undertaken that led to the identification of forty ancient mosques, twenty-one of which represent all of the important coral stone mosques in the Maldives. By August 2014 and with the help of International Council on Monuments and Sites (ICOMOS) under its upstream process, the Maldives is on target to finalize the definition of Outstanding Universal Value, with completion of the nomination dossier expected by September 2015.

## Enhancing the Capacity of Museums: The Case of the Crafts Museum in Delhi, India

A three-day workshop on "Preventive Conservation and Re-Organization of Storage" took place from 15 to 17 November 2012, as part of the collaboration between the Crafts Museum, New Delhi; the Museum of Ethnography in Neuchâtel (MEN), Switzerland; and UNESCO New Delhi. The last of a series of workshops funded by the Office Federal de la Culture (OFC), Government of Switzerland, with two previous ones taking place in June 2011 and September 2011, this workshop aimed to offer practical experience in re-organizing the storage at the Crafts Museum. Under the guidance of three

Swiss experts and the staff of the Crafts Museum, students of Museology and young conservators from the laboratory of the Indira Gandhi National Centre for the Arts (IGNCA) learned proper handling of museum artefacts, basic preventive conservation and development of a location system for the storage room. At the end of the three-day hands-on training, participants cleaned 194 objects and moved them to a temporary location enabling the museum staff to repaint the shelves.

**Development of Legal Framework for Heritage Protection in Bhutan**

On 3 October 2012, a three-year Framework of Cooperation entered into

force between the Department of Culture, Ministry of Home and Cultural Affairs (MoHCA), Government of Bhutan; the Faculty of Law, Kyushu University (Japan); and UNESCO New Delhi. The Framework aims at presenting to Parliament by the end 2015 three new Acts related to the vital domains of Bhutanese heritage: Archives, Heritage Sites and Intangible Cultural Heritage. By December 2013, the draft National Archives Bill had been completed and submitted for inter-ministerial consultation; the Heritage Site Bill will be finalized for national consultation in January 2014; and drafting of the Intangible Cultural Heritage Bill will begin in January 2014.

## Addressing Critical Challenges of Cultural Heritage Management - Understanding Economics of Heritage

Economics of Heritage represents one of the least explored issues in urban conservation works in India, despite being a crucial factor in ensuring sustainable conservation of India's vast heritage. An approach that focuses on the economic dimension of heritage conservation enables leaders in the field to rationalize the use of limited financial resources, make heritage projects more results-oriented and develop efficient heritage policies. In collaboration with Indian Heritage Cities Network (IHCN), UNESCO began its reflection on the topic in December

2012 at seminars in Pune and Bangalore. The discussion continued with a larger audience at the "IHCN Fourth Biennial Conference" in November 2013, mobilizing some 180 participants along with eminent speakers on the subject from India and abroad. The conference addressed questions related to generating economic impact of heritage, securing funding for heritage conservation and measuring the economic impact of heritage. A study by the Indian Institute of Human Settlements (IIHS) was also commissioned to identify and test a methodology for assessing the economic impact of heritage in the Indian context.



### Box 3: IHCN Student Competition 2013

The "IHCN Student Competition 2013", hosted in conjunction with the Fourth Biennial Conference, emerged from the understanding that managing urban historic areas is no more about merely preserving the past than about appreciating how heritage conservation contributes to local development, allowing people's needs to take precedence over and serve as the driver for the physical conservation of a historic area.

The competition challenged participants to propose innovative ideas concerning the management of an urban historic area to serve the evolving needs of the local population and boost the economic development of the city.

Three hundred and thirty eight institutions of architecture education were asked to galvanize students to participate in teams of no more than five plus a faculty member facilitator. By the deadline of 7 September 2013, 55 teams had registered to participate. Participants presented their revitalization plan using five design panels accompanied by a written revitalization plan report. The jury, comprised of national and international experts selected the winning from among 29 shortlisted entries, which were displayed at the conference venue.

## Cultural Statistics

The South and West Asia Region Training Workshop on Cultural Statistics held in New Delhi, India, from 22 to 25 October 2013, was organized by the UNESCO Institute for Statistics (UIS) with the support of UNESCO New Delhi and the Ministry of Culture of India. Attended by 26 statisticians and culture officer from eight countries in South and West Asia, the workshop was the seventh in a series of UIS cultural statistics training workshops that support the implementation of the 2009 UNESCO Framework for Cultural Statistics (FCS) globally.

The objectives of the workshop were: (a) To provide training on the use and implementation of the 2009 UNESCO FCS; (b) To provide training in selected cultural statistics topics; (c) To inform participants on the cultural activities of UNESCO in South and West Asia; and; (d) To support the development of national and regional professional networks in cultural statistics.

The workshop featured presentations on the status of cultural statistics and the content of cultural policy from different countries and focused on topics such as classification instruments, household and administrative surveys, international trade of cultural flows and cultural employment.

## Heritage and Disaster management

### Study and Training on Vulnerability Assessment for Dzongs in Bhutan:

Following a fire in June 2012 that destroyed Wangduephodrang Dzong, a 374 year old heritage site, His Majesty the Fifth King, Jigme Khesar Namgyel Wangchuck, issued an order to undertake fire vulnerability assessments for Dzongs throughout Bhutan. In response to the request of the UN Country Team, UNESCO fielded an expert mission in January 2013 to better understand the conditions and challenges involved in providing capacity building and strategy development to assist the people of Bhutan in protecting Bhutan's rich heritage of Dzongs from future fires. In addition, the Government of Bhutan is proposing Wangduephodrang Dzong for future World Heritage nomination as part of a serial nomination on D'zongs the Center of Religious and Temporal Authorities.

### Assess the Impact of Natural Disasters (Floods) on Heritage Structures in Uttarakhand, India:

In response to the devastating flash floods in Uttarakhand, India, which resulted in significant damage to the cultural heritage of the region, ICOMOS India, in partnership with UNESCO New Delhi, initiated a pilot project to assess damage in the area in order to determine priorities for salvage and recovery. On 25 July 2013, fourteen architecture and engineering students underwent training at a workshop designed specifically for the project to develop a tool kit for field workers engaged in damage assessment. On a subsequent eight-day mission to the flood-affected region, these heritage volunteers conducted field surveys of movable and immovable cultural heritage, including cultural objects, temples, vernacular residences and sacred landscapes. The field work, completed at thirty different sites, involved recording damage and engaging with various stakeholders to identify the challenges for recovery of cultural heritage. The data collected on this mission are currently being uploaded to crowd sourcing crisis mapping software that will serve as an online platform for assessing damage, sharing information and facilitating salvage and recovery.

## Partnership for Culture and Development

### Indian Heritage Cities Network

In the face of unprecedented urban growth and the resulting development needs related to urban heritage landscape, the Indian Heritage Cities Network (IHCN) was created in 2005 as a culture sector programme to serve as a platform linking the safeguarding of unprotected urban heritage to improved spatial planning, heritage-based development, the conservation of living heritage, local traditions and small scale local economies. In March 2009, IHCN was established as an independent Indian registered body to inherit the activities of the programme and by May 2010, the IHCN Secretariat was established in Mysore with the funding of the Government of Karnataka. In March 2013, IHCN-F and UNESCO signed an official partnership agreement with the endorsement of the UNESCO Director-General.



### Box 4:   IHCN-UNESCO Joint Activities 2012-3013

›  Special Session on 'Investing in Heritage" on the occasion of Kerala Investor's Forum (Cochin, September 2012).

›  International Seminars on "Economics of Heritage" with the support of the Government of France (Pune and Bangalore, December 2012).

›  A new city-to-city partnership between Cochin (Kerala) and Lorient (Brittany, France) signed in September 2012 to add to the existing partnerships of Udaipur-Strasbourg (France); Mysore (Karnataka)-Tours (France) and Hyderabad (Andhra Pradesh)-Bordeaux (France).

›  IHCN Fourth Biennial Conference of the IHCN focused on "Economics of Living Heritage Cities" (Pune, November 2013)

›  Student competition surrounding the question, "How can living heritage contribute to People?" organized in conjunction with the Fourth Biennial Conference (August-November 2013).

### Revival and Sustenance of Traditional Building Construction Technology and Ornamentation Techniques of Shekawati Region, Rajasthan, India

With the financial support of the Department of Science and Technology, UNESCO facilitated a study on the fresco-making and construction techniques traditionally used to build havelis (private mansions) in the Shekawati region. In 2013, the study resulted in the development of general awareness material for owners and occupants of havelis, which was launched in  August 2013.

### Punjab State Cultural Heritage Policy for Development, India

The Government of Punjab and UNESCO New Delhi signed an agreement in February 2011 to collaborate on the development of a state-level Cultural Heritage Policy with the objective of mainstreaming cultural heritage as part of the development agenda of the state. The initiative is the first of its kind in India. After the revision of the time-frame, the field work and stakeholder consultation has been underway since January 2013 and the project team is expected to deliver the policy document comprising a *Vision Statement, Strategic Framework and*

*Action Plan* by the end of December 2013. The project team will explore the potential of the state's cultural heritage resources – namely its intangible cultural heritage, movable heritage and built heritage – to contribute to socio-economic inclusion of the communities in need, to enhance the communal harmonies and to enrich the memories and cultural identifies of the people of Punjab.



## Box 5: New Delhi Culture Sector Signs Partnership Agreement with Contact Base to Explore the Potentials of 'Art for Life'

In April 2013, the culture sector of UNESCO New Delhi signed an agreement with Contact Base, an Indian NGO known under the trading style of banglanatak dot com, to explore a joint initiative of investing in artistic and cultural skills of rural communities as an alternative strategy for livelihood improvement. Contact Base has developed a firm reputation in West Bengal for its successful implementation of the Art for Life project in the six most economically backward districts of West Bengal. Targeting 3200 rural artists since 2004 to promote their traditional skills, the initiative has created a boost in the socio-economic inclusion of marginalized rural communities.

## Government of West Bengal & UNESCO Join Hands Towards Culture-Based Rural Development

On 16 September 2013, UNESCO signed a MoU and Funds-in-Trust Agreement worth 95 million Indian Rupees with the Department of Micro, Small and Medium Enterprises and Textile, Government of West Bengal towards the development of ten Rural Craft Hubs. The project was developed under the UNESCO-Contact Base partnership for Art for Life. Some 2500 artisans of West Bengal will benefit from the creation of the craft hubs and from capacity building programmes and direct market exposure over a thirty-month period.

## Box 6: Future Category II Centre for Natural Heritage Site Management

In response to the Government of India's proposal to establish the Wildlife Institute of India (WII), Dehradun, as a Category II Centre for World Heritage Site management in the Asia-Pacific region, UNESCO New Delhi supported a two-day regional consultative workshop in September 2012 entitled "World Heritage Convention: Building South Asia's Capacity for Effective Implementation". In December 2012, it also backed the development of a feasibility study for submission to the UNESCO Executive Board. The proposal was approved by the General Conference at its 37th session in November 2013.

## Support for Endangered Parsi Heritage

The Parsi Zoroastrian community is declining rapidly in India, losing ten percent of its population every decennial census. One of the oldest partnerships established in 1999, the UNESCO-Parsi Zoroastrian Project intends to generate an awareness of this small minority and create a revival of interest within the community, the country and the world. To survey all possible aspects of the Parsi Zoroastrian Community, the project has been structured into ten modules: Living Heritage, Archival Material, Tangible Heritage, Meherjirana Library, Medical, Demographics, Religion and Priesthood, Arts and Crafts, Parsis in Public and Professional Life and Exhibitions and Workshops. In 2012-2013, the project has initiated the preparatory work on the following publications: *Threads of Continuity: A Study of the Textiles used in Rituals and Customs of the Zoroastrian Community* by Ashdeen Z. Lilaowalla; *Celebrating a treasure: Meherjirana Collection of Zoroastrian Manuscripts*; a first volume of the book on the Head Priest, Dr Dastur Kotwal.

## List of UNESCO Organized Events

› Seminar on "Economics of Heritage", from 10 to 14 December 2012, Pune and Bangalore co-organized by IHCN and Embassy of France in India.

› Fourth IHCN Biennial Conference on "Economics of Living Heritage" from 20 to 22 November 2013 in Pune, Maharashtra co-organized by IHCN and Pune Municipal Corporation.

› UNESCO-IHCN Student Competition 2013: "How Can Living Heritage Contribute to People", August – November 2013, jointly organized by Sinhgad College of Architecture, Pune with sponsorship from Maharana of Mewar Charitable Foundation.

› The South and West Asia Region Training Workshop on "Cultural Statistics", from 22 to 25 October 2013 in Delhi, by the UNESCO Institute for Statistics (UIS) with the support of UNESCO New Delhi and the Ministry of Culture, Government of India.

## List of UNESCO New Delhi supported Events

› World Heritage Convention: Building South Asia's Capacity for Effective Implementation: Consultative Workshop for Category II Centre in India, from 28 to 29 September 2012, New Delhi organized by Ministry of Culture, GoI, Archeological Survey of India (ASI) and Wildlife Institute of India (WII).

› Workshop on "World Heritage Convention: Building South Asia's Capacity for Effective Implementation" Regional Consultation meeting on Category II centre in India for World Heritage Management by ASI and WII, from 28 to 29 September 2012.

› 43$^{rd}$ Annual Conference of the International Association of Sound and Audiovisual Archives (IASA) in collaboration with American Institute of Indian Studies (AIIS), from 6 to 12 October 2012, Delhi.

› Conference on "World Living Heritage", Maharana of Mewar Charitable Foundation (MMCF), 27 November 2012, Udaipur.

› "Treasure of My Town/Village/Area" contest, organized by Confederation of UNESCO Clubs and Associations of India (CUCAI), August - December 2012.

› International Conference and Workshop on "Filling the Gaps: World Heritage & the 20$^{th}$ Century" from 3 to 7 October 2013, Chandigarh.

**List of UNESCO New Delhi participating Events**

› "Emerging Kerala" Heritage Seminar convened by the Government of Kerala, on 12 September 2012, Kochi.

› Award ceremony of the Universal Design Competition – "Accessibility to WH sites in India", organized by SPA Bhopal, on 8 October 2012, Bhopal.

› Residential Workshop 2013-14 on "Arts Management", organized by ARThinkSouthAsia (ATSA), on 4 April 2013, Manesar, Haryana.

› Conference roundtable on "Rural and Farm Tourism: A Niche that India can Offer On" organized by Confederation of Indian Industry (CII), on 6 September 2013, Delhi.

› "16ᵗʰ Global Female Folk Dance Competition and Carnival" organized by Charu Castle Foundation, from 27 September to 2 October 2013, Shimla.

› One-day symposium on "The Return One-day Symposium of Yogini – Art and Crime" organized by Department of History of Art, National Museum Institute (NMI), on 10 October 2013, New Delhi.

› International Seminar on "Cultural Heritage and Peace Education" organized by Confederation of UNESCO Clubs and Associations of India (CUCAI), from 25 to 29 November 2013, Guwahati, Assam.

› "Fairs and Festivals of India: A Joyous Symphony of Celebrations" organized by Confederation of Indian Industry (CII), on 13 December 2013, New Delhi.

Building Knowledge Societies

# Communication and Information

The programme of the Communication and Information Sector in 2012–2013 centred around two Biennial Sector Priorities: 'Promoting freedom of expression and information' and 'Fostering information and communication capacities for universal access to knowledge to bridge the digital divide'. In keeping with these priorities, the CI Sector focused on three Main Lines of Action (MLAs): (a) Promoting an enabling environment for the freedom of expression by fostering democracy and a culture of peace; (b) Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development; and (c) Empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage. The following sections report the CI Sector's activities under the relevant MLAs. The description of each activity concludes with a reference to the corresponding Expected Result (ER) in the 36 C/5 programme document.
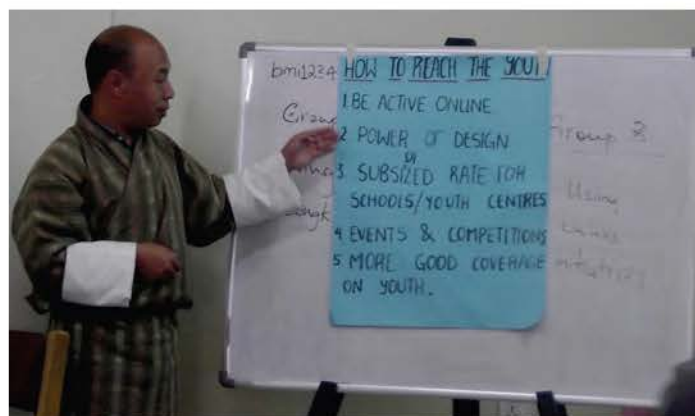
## MLA 1: Promoting an Enabling Environment for the Freedom of Expression by Fostering Democracy and a Culture of Peace

### Observing World Press Freedom Day

UNESCO observes World Press Freedom Day (WPFD) on 3 May every year in order to highlight the interrelationships between a free press, democratic governance and peace; to underscore the need for the safety of journalists; and to emphasize the media's role as an open, public platform. In 2012 and 2013, UNESCO New Delhi celebrated WPFD by organizing high-profile national conferences on the themes "Rural Voices: Unheard to Empowered" and "Upholding Freedom of Expression through Mainstream and Alternative Media". Held in New Delhi, the WPFD conferences also served as occasions for the launch of the UNESCO-supported annual report, Press Freedom in South Asia, produced in association with the International Federation of Journalists (IFJ). The report reviews developments in eight South Asian countries (including those in the New Delhi

cluster) that have a bearing on press freedom and quality journalism. Both WPFD conferences were attended by leading Indian journalists, editors, media experts and representatives of the community media sector and received generous coverage in the country's mainstream media.

### Promoting Safety of Journalists

UNESCO believes that the safety of journalists is central to the functioning of democracy and to the right of citizens to receive reliable information. As such, the organization strives to create mechanisms to build a safe environment for journalists. 2012 saw the successful completion of an IPDC project to strengthen journalists' safety and Media Rights Monitoring (MRM) initiatives in insurgency-prone areas of India. Implemented by IFJ in three Indian states, the initiative trained 75 journalists in MRM monitoring and advocacy techniques; developed strategies to monitor media rights at a national level; prepared materials in local languages to empower local journalists' organizations to conduct MRM; and enhanced existing training modules on MRM for Bangladesh and Sri Lanka. Despite being national in scope, the project has thus had strong positive implications for the region.

### Enhancing Professional Journalistic Skills

While UNESCO's interventions sometimes seek to build journalists capacity to report on specific themes (such as post-conflict environments or climate change, both of which have been discussed in later sections), the organization firmly believes in the need for journalists to develop their fundamental reporting skills and techniques. The International Programme for the Development of Communication (IPDC) project, Journalism Skills Development Programme in the Maldives' trained 20 young media professionals and aspiring journalists in techniques of investigative journalism, story development, the analysis of current affairs, digital publishing and issues pertaining to media ethics and media law. The project was successfully completed in 2012.

UNESCO's current IPDC initiative in Sri Lanka seeks to build awareness among provincial journalists and civil rights workers (CVWs) about the importance of the Right to Information (RTI). A comprehensive guide on RTI and a learning module on the latter's significance are presently being developed and will constitute the

resource material for training almost 240 journalists from nine provinces. Subsequently, a series of Public Forums will be conducted with the trained journalists and CVWs to discuss the merits of the RTI. The RTI is also the focus of UNESCO's most recent IPDC project in Bangladesh, under which 100 journalists from the print and broadcast media are being trained on the importance of RTI (and related techniques of gathering news) for accurate and unbiased journalism.

## Fostering Dialogue and Reconciliation in Post-Conflict Countries

The development of media capacities to foster dialogue and reconciliation in post-conflict countries has been among UNESCO's stated goals for 2012–2013. Against the backdrop of the cessation of the 25-year-long civil war in Sri Lanka, UNESCO awarded the Sri Lanka College of Journalism

(SLCJ) an IPDC grant to train over 60 journalists to report on post-conflict-related issues such as rehabilitation, resettlement, reconstruction, reconciliation, development, the devolution of power, human rights and ways to help rebuild lives shattered by war. The project also included the development of the UNESCO–SLCJ Guidelines on Reporting of Post Conflict Related Issues, which were adopted in Colombo after a series of high-level stakeholder consultations and subsequently distributed to journalists across Sri Lanka.

## Contributing to Disaster Risk Reduction

In early 2013, UNESCO New Delhi was awarded a grant of USD 155,000 from the Director-General's Emergency Fund to implement a sub-regional project titled Combating Climate Change in South Asia: Media Interventions for Public Awareness.
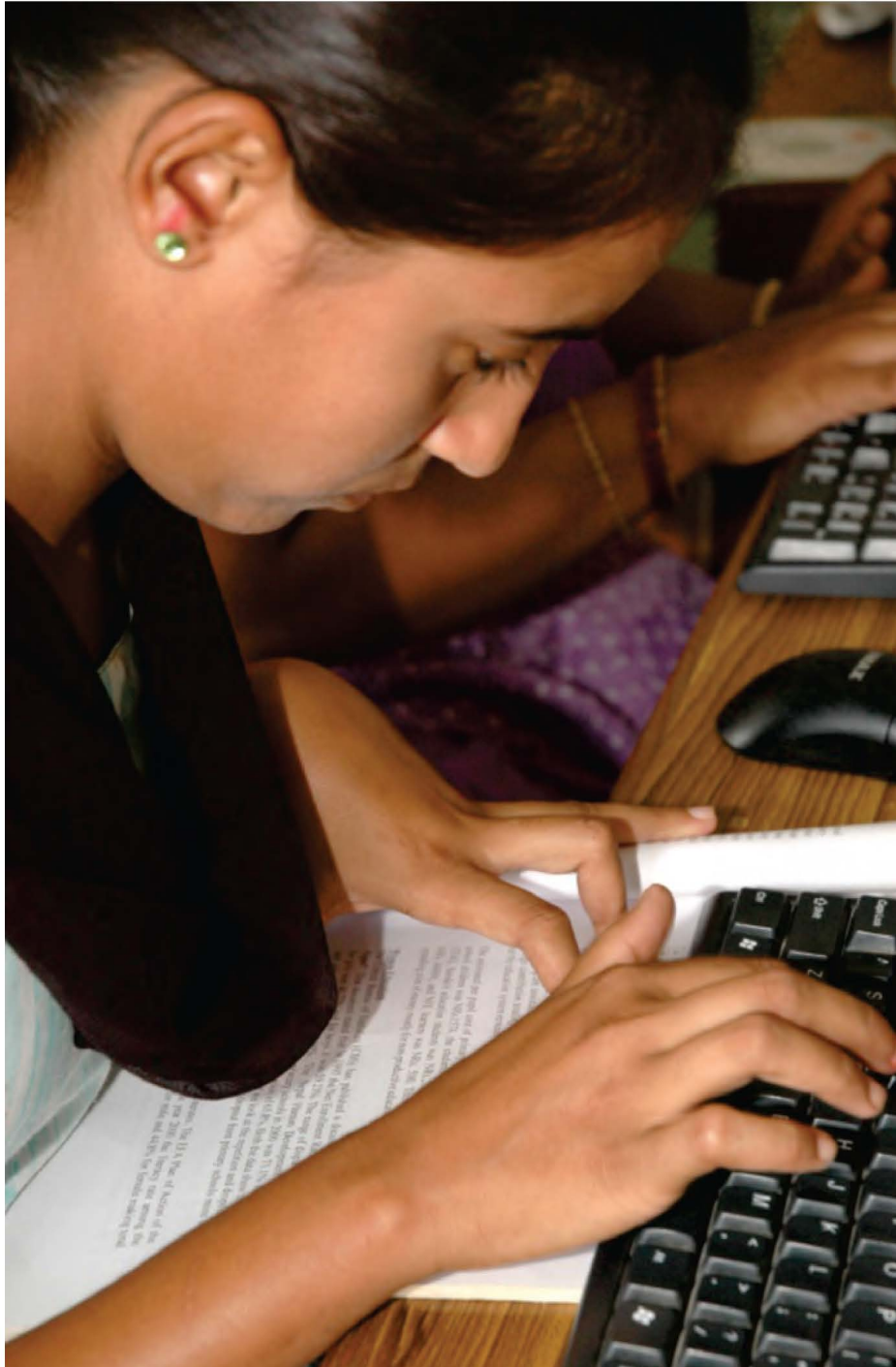
Targeting six countries in the Hindu Kush Himalayan belt, the project aims to build public awareness about the risks posed by climate change (CC) to the Himalayan ecosystem and the ways in which some of these challenges might be mitigated. Of the various activities planned under the project, four national media training workshops have already been held in Bangladesh, India, Pakistan and Sri Lanka to train journalists to report more accurately on CC-related issues. In June 2013, UNESCO organized an experts' workshop in New Delhi titled "Regional Priorities for Knowledge Management and Strategies for Action on Climate Change and Disaster Risk Reduction in South Asia". The event brought together over 80 participants from different South Asian countries to frame joint strategies for managing natural disasters and CC more effectively at a sub-regional level. UNESCO has also partnered with the Asia-Pacific Broadcasting Union to organize a pan-South Asian documentary film contest which will build awareness about CC. Preliminary proposals for competing filmmakers have been received and the production of the films is in process. The best documentaries will be widely distributed and broadcast internationally and will be entered into the documentary bank of UNESCO and UNEP. As part of the project, UNESCO is also currently working to integrate modules on CC into the school curriculum of selected South Asian countries.

## MLA 2: Strengthening Free Independent and Pluralistic Media, Civic Participation and Gender-Responsive Communication for Sustainable Development

### Promoting Community Media

The development of community radio (CR) is a priority for UNESCO. Both in India and several other Cluster countries, UNESCO has helped set up CR stations; vigorously supported the capacity building of CR personnel; commissioned CR-related studies; produced handbooks and manuals for practitioners; and organized major conferences and consultations on the subject of community media.

**UNESCO Chair on Community Media:** The UNESCO Chair on Community Media was set up at the University of Hyderabad in November 2011 and began operations in 2012. The first Chair of its kind in the world, the UNESCO Chair has in a short span of time established itself as a leading knowledge and resource centre for the different facets of community media. The Chair has assumed a leadership position in research and documentation; advocacy; training; capacity building and mobilization of community members; the creation of open access repositories of content and key information; and engagement with policymakers. The UNESCO Chair has already undertaken a wide range of initiatives including projects with UNICEF, the Ford Foundation and the Commonwealth Educational Media Centre for Asia (CEMCA). In January 2013, UNESCO New Delhi supported the UNESCO Chair in the organization of a Regional Seminar titled "Voices for Change and Peace: Taking Stock of Community Radio in South Asia", at which over 90 stakeholders assembled to discuss the CR policy environment in South Asia, women's empowerment and freedom of expression; and to develop frameworks for action and stronger regional cooperation. The seminar was followed by a workshop that trained 40 women CR broadcasters to produce programmes on CC adaptation and defense against natural disasters. In February 2013, UNESCO and the Chair jointly organized a two-day workshop on "Revisiting Campus Community Radio in India" that explored how campus CR could form

deeper linkages with the communities they served. More recently, in September 2013, UNESCO supported the Chair's participation in the South Asia Seminar on "Enhancing the Role of Community Radio and Promoting Positive Social Change" organized by AMARC and the SAARC Information Centre in Kathmandu.

**IPDC Projects to Develop the Community Radio Sector:** Several IPDC projects in 2012–2013 focused on the capacity-building of CR personnel. Developing the skills of CR professionals is a focus area for UNESCO and over time the organization has provided targeted training for almost all roles and functions at CR stations. The most recent IPDC project in India provided technical training to over 100 CR practitioners in the country's eastern, western, northern and southern zones. Conducted by leading NGO's in the field of CR development, the workshops in each zone dealt with the technical requirements of CR stations and offered hands-on training in assembling transmitters, recording, editing, mastering, mixing and troubleshooting.

In Bangladesh, the Centre for Communication Development (CCD) completed its implementation of two IPDC projects by mid-2012. The first, titled "Capacity Building of Indigenous People in Radio Journalism and Programme Production" trained members of Bangladesh's ethnic minority groups in techniques of radio journalism, programme production, editing and broadcasting. Trainees went on to found an online radio station that carries podcasts of programmes produced by indigenous youth. The project had a marked impact on participants' employability with trainees finding employment at CR stations or in the mainstream media soon afterwards. CCD's second project, the content and structure of which was very similar to its first project, specifically targeted women reporters and producers.

The 2012 IPDC Project in Bhutan, "Developing the Third Tier of Community Radio Broadcasting" translates into action several recommendations of the UNESCO-supported Media Development Assessment (MDA) in Bhutan (2008–2010). Noting the absence of a CR sector in Bhutan, but recognizing the critical role that CR could play, the MDA had suggested conducting a study to analyse the feasibility of launching CR stations in the country. Under the IPDC project, a feasibility report has already been prepared. In keeping with the recommendations of this report and taking into account the keen interest of the Bhutanese Government and civil society in developing CR in the country, a multi-stakeholder national consultation on the development of a CR sector, including

its policy framework, is being planned for late 2013. Subsequent project activities will include piloting a CR station and training CR volunteers.

In 2013 the Voice of Maldives, Maldives national radio service, began implementing an IPDC project to train over 30 potential media practitioners in aspects of CR broadcasting, citizen journalism and the production of radio documentaries. With several of the planned training workshops already having been conducted, the execution of the project is currently in an advanced stage. Radio is a particularly important media form in a country whose geography is as unusual as Maldives. It is especially effective for keeping a population scattered across numerous islands – some of which are considerably far apart – connected and informed.

## Strengthening Public Service Broadcasting

As part of its ongoing efforts to strengthen public service broadcasting in the regions where it operates, UNESCO supported an International Seminar on "Creating an Enabling Environment for Public Service Broadcasting" at the Asian Media Summit 2012 in Bangkok. Around 40 delegates from across South Asia (each of whom was closely involved with PSB either in the capacity of regulator, manager, journalist or content producer) engaged in discussions on the reshaping of PSB by new media frameworks and PSB's role in fostering democratic participation. Participants raised a number of concerns – such as political and corporate interference with editorial content and competition from new broadcasters and technologies – which they felt could be addressed with stronger PSB. Most participants also

recognized the need to use new technologies to produce more interactive content and to use innovative programming to deliver their PSB remit.

## Building the Capacities of Media Training and Journalism Education Institutions

UNESCO New Delhi has continued its proactive development of the capacity building of media training and journalism education institutions across cluster countries. Sri Lanka's premier journalism training institute, the Sri Lanka College of Journalism was awarded IPDC funding to develop a new and progressive journalism syllabus based on UNESCO's Model Curricula for Journalism Education and to train its teaching staff. The syllabus design and training programme are currently nearing conclusion. In Nepal, UNESCO funded the Nepal Press Institute (NPI) to develop a three-year
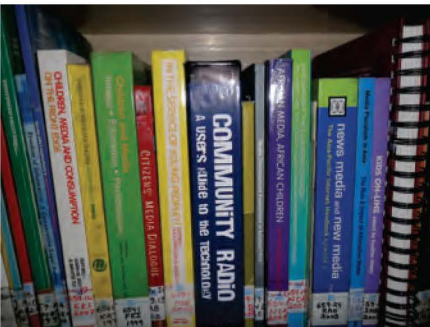
distance learning course, a Diploma in Journalism and Mass Communication. The project was completed in 2012 and the Diploma – which has already begun to generate widespread interest among journalists in Nepal – is expected to become an important benchmark for enhancing journalists' professional skills. In Maldives, UNESCO has been offering advisory services to the Maldives National University on the establishment of a Bachelors Degree in Journalism. Most recently, UNESCO has undertaken to build the capacity of the Bhutan Media and Communications Institute (BMCI). In 2013 the BMCI secured IPDC funding to upgrade its resources and to develop and begin offering four training courses for senior media executives; media trainers; print journalists; and photojournalists. The courses have been designed and the workshops for senior executives and trainers have already been conducted. (ER 5)

## MLA 3: Empowering Citizens through Universal Access to Knowledge and the Preservation of Information, including Documentary Heritage

Limited access to knowledge hampers progress towards inclusive growth, employment creation and sustainable development. UNESCO promotes the building of inclusive knowledge societies through international dialogue, establishing frameworks for collaborative action, creating awareness of the potential of ICT for development and education and maintaining the focus of the debate on content issues. UNESCO New Delhi has also continued to support the development of conventional and digital libraries, archives and knowledge repositories; the training of librarians and archivists; and the preservation of documentary heritage.

### Promoting Public Software in Education

Within the framework of UNESCO's holistic approach to ICT in education, in 2011–2012 UNESCO New Delhi supported the creation of a Public Software Centre (PSC) in the state of Karnataka that would work actively with the public education system at policy and programme levels; and more specifically, would work with State Governments to formalize the guiding principles for public education software policies in India. The PSC has implemented a series of capacity

building activities for high school teachers as a part of the programme, which included computer literacy using public software applications; and training seminars on how to integrate ICTs into regular teaching and learning practices and create networks for professional development. A Subject Teacher Forum has been established to cover teachers from high schools across 15 districts in the state and a series of workshops has resulted in 2500 teachers in more than 800 schools being trained. A documentary film titled 'Transforming Teacher Education with Public Software' has also been produced as part of the project. The film discusses the integration of ICTs into teacher education and includes a special focus on building teachers 'communities of learning and practice'. The latter is increasingly accepted as a powerful and cutting-edge teacher education method and the film aims to demonstrate to policymakers how the use of ICTs for teacher education is

essential for meeting the goals of national policies in India, including the Right to Education and National Curriculum Framework for Teacher Education (2010).

## Developing Capacities for Digitization, Preservation, Archiving and Access to Knowledge

In 2012–2013, UNESCO New Delhi undertook several initiatives to strengthen capacities for digitization, archiving and the creation of digital libraries and to promote open access to knowledge resources.

In February 2013, UNESCO supported the first National Conference of the Association of Media Libraries and Archives (AMLA). The AMLA is a unique Indian professional body for media library practitioners. Held in New Delhi, the two-day conference on the theme "Managing Indian Media Libraries and Archives: challenges,

Opportunities and Best Practices" was attended by over 125 librarians and archivists. Covering a range of issues, it gave stakeholders a common platform to identify and define their roles in redressing existing imbalances in the ownership, preservation, availability and usability of India's documentary heritage. The conference was followed by a UNESCO-organized training workshop on "Digitization, Digital Archiving and Digital Preservation in Media Libraries and Archives" that equipped librarians for the transition from print to digital content and from the traditional to electronic media. Participants were also provided practical training in the use of Greenstone software, currently among the most influential and user-friendly software suites for managing digital libraries.

Also in February 2013, UNESCO supported the second International Conference on Academic Libraries (ICAL) at the GGS Indraprastha

## Celebration of International Days:

World Press Freedom Day, 3 May 2013 - UNESCO New Delhi, the Institute of Rural Research and Development (IRRAD) and the United Nations Information Centre for India and Bhutan (UNIC) commemorated World Press Freedom Day 2013, by organizing a conference on the theme "Rural Voices: Upholding Freedom of Expression through Mainstream and Alternative Media".

University in Delhi. The ICAL explored how cloud computing could be used for library applications and developed an action plan for using the cloud to reposition academic libraries and next-generation libraries.

UNESCO is currently collaborating with The Energy and Resources Institute to organize a professional workshop on standards and interoperability in the context of digital libraries during the International Conference on "Digital Libraries", which was held in New Delhi in November 2013.

UNESCO is a leading advocate of open access (OA) and in September 2013, UNESCO New Delhi provided local support for UNESCO Headquarters' project on "Developing Curricula and Self-directed Learning Tools for Open Access". As part of the project's implementation, UNESCO and CEMCA partnered to organize a three-day consultation during which an international team of 25 experts drafted the plan and structure for three proposed OA curricula (for librarians, researchers and UNESCO staff respectively). The preparation of course

contents is presently underway. UNESCO New Delhi has also supported an ongoing project at Headquarters to upgrade and enhance UNESCO's Global Open Access Portal.

Finally, UNESCO New Delhi has partnered with Jawaharlal Nehru University and CEMCA to organize a high-profile National Conference on the theme "Opening up by Closing the Circle: Strengthening Open Access in India". Held during the international Open Access Week in October 2013, the conference brought together multiple stakeholder groups — researchers, librarians, archivists, publishers, technologists and policymakers — to discuss the need to create an enabling environment for OA in India, promote and upscale existing initiatives, encourage the development of new programmes and create a roadmap or strengthening OA in the country. Recognizing that chief obstacle to the widespread adoption of OA in India has been the absence of a national OA mandate; the conference included a roundtable that will lay the foundation for the establishment a national OA policy.

# UNESCO Institute of Statistics (UIS)

# UNESCO Institute of Statistics (UIS)

**Capacity Building and Technical Support on Evidence Based Planning and Statistics**

The regional workshops focused on education, culture, communication and information.

At the beginning of 2012 a mission was undertaken to Bangladesh to prepare an education finance template. The template is useful to generate disaggregated data by level, management and other budget headings and useful for national planning and monitoring purpose. A similar template was also developed for Nepal in 2012. UIS launched a project on "Improving National Reporting Systems of Education Finance" in 2013 in which Nepal showed interest to participate in the project with UIS technical and financial support. The project will start from January 2014. UIS organized national capacity building workshops/seminars in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. These activities focused on adopting appropriate methodologies, harmonizing different Emerging Markets Information Service (EMIS) system in the countries by enhancing capacity of government officials working on education statistics.

UIS provided technical support to all South Asian countries - Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka on various issues related to education indicators, calculating methodologies and its interpretations, International Standard Classification of Education (ISCED 2011) mapping, Literacy Assessment Monitoring Program (LAMP)and improving statistical year books. The above mentioned activities helped to promote evidence based planning and monitoring and making international comparable education statistics of school and higher education.

In India, UIS is active in education statistics and related activities. It has participated and provided technical expertise to major regional and national level events. The Indian Government has included UIS in number of education statistics related committees including a committee to calculate Education Development Index (EDI) to monitor the progress of Right to Education (RTE) act, as a member of advisory team of District Information System for Education (DISE) of National University of Education Planning and Administration (NUEPA), nominated to 2$^{nd}$ Joint Review mission member of Rashtriya Madhyamik Sikchha Avhiyan (RMSA) to provide technical support. The 12$^{th}$ Plan has also acknowledged the UIS-Brookings initiative on learning matric saying "India should both learn from these international efforts (Learning Matric), where possible and more importantly, play a leading role in defining and implementing these standards". The 12$^{th}$ plan has also acknowledged the International Standard Classification of Education (ISCED) 2011 to streamline and make it international comparable higher education statistics of India.

The first phase of UNICEF - UIS initiative on Out-of-School Children (OOSC) is going on in four South Asian countries Bangladesh, India, Pakistan and Sri Lanka. The published report of Sri Lanka and Pakistan are well received by the respective governments and got national attention. The project has also enhanced the cooperation between all UNICEF country offices of SAARC region and Regional Office of South Asia- UNICEF (ROSA). Bhutan and Nepal have shown interest for section phase of OOSCI.

## Regional and Global Workshops and Meetings

The following workshops were organized in collaboration with UIS:

› Regional Workshop with UNICEF Regional Office ROSA on "Out-of-School Children" in Kathmandu, Nepal in May 2013 inviting two participants from all SAARC countries.

› Regional Workshop on "Education Statistics" was organized in May 2012 in Bangkok, Thailand inviting two participants from all SAARC countries.

› Regional Workshop on "ICT in Education" was organized in Seoul, Korea inviting all SAARC countries participants.

Regional Workshop in Culture Statistics, was organized in October 2013 in New Delhi, India inviting all SAARC countries (excluding Bhutan), Iran and Iraq.

# Documentation and Public Information

## Sharing Knowledge

UNESCO New Delhi Documentation and Public Information (DPI) division continues to play an important role in the projection of UNESCO's programmes and activities by providing relevant information and documentation support to respond to the information needs of the staff and the Cluster countries.

In 2012, a new Office website was launched with enhanced functionalities such as improved navigation; video, photo and content sharing across the Organization and with its partners.

DPI also continued to look after the publicity for the UNESCO's press releases and feature articles generated by the New Delhi Office and UNESCO Paris.

## New Delhi World Book Fair

UNESCO New Delhi participated in the 20th and 21st New Delhi World Book Fair held at Pragati Maidan, New Delhi, from 25 February to 4 March 2012 and from 4 to 10 February, 2013 respectively, organized by the National Book Trust.

UNESCO New Delhi's participation aimed to give wider publicity to its publications and periodicals through display and distribution of sales and promotional materials. It also provided an opportunity to acquaint the visitors with UNESCO's programmes and activities. Titles were displayed, including publications from UPO, International Institute for Educational Planning (IIEP), UIS and UNESCO New Delhi providing extensive coverage of the Organization's work in all fields of its competence. Over the course of the fFair, many visitors came to the UNESCO stand to enquire about UNESCO's publications and programmes.

A select list of UNESCO publications on display at the Fair was published by UNESCO New Delhi Office and distributed to visitors. Some of the prominent visitors to the UNESCO stand included government officials from Parliamentary Standing Committee on Science & Technology, Indian Institute of Foreign Trade, librarians and teachers from schools and universities, researchers, representatives from publishing industry, officials from the regional centres of National Council of Educational Research and Training (NCERT) and various NGO's.

## Other Exhibitions and Book Fairs

UNESCO New Delhi publications were also displayed and promoted at the following exhibitions:

"International Book Fair Confluences 2012" held in Mauritius, held from 13 – to 16 September 2012. Exhibition material sent to National Book Trust

Exhibition at the "Annual Meeting of the Indian National Commission for Cooperation with UNESCO, New Delhi", on 2 September 2013

Exhibition during the 9th Commonwealth Youth Forum (CYF), Colombo, Sri Lanka, from 10- to 14 November 2013

## Book/Report Launches

Jointly with the respective Programme Sectors, DPI assisted in the launch of the following publications:

Launch of the 2012 Global Education Digest, 23 November 2012, Shastri Bhawan, New Delhi

National launch of the Hindi and Telegu version of the EFA Global Monitoring Report, 2012: Youth and skills: putting education to work, on 26 April 2013

Media launch of its publication: Social Inclusion of Internal Migrants in India, on 17 October 2013, UN Conference Hall, New Delhi

# United Nations Development Assistance Framework (UNDAF)

The UN Development Assistance Framework (UNDAF) is the strategic programme framework that describes the UN System's collective response to national development priorities, and as such, it is a significant tool in the evolving process of enhancing coherence and harmonization of the UN's work in the host country. The UNDAF ensures the UN's work is aligned with national development strategies and processes and will create synergies with all development actors in the country. Its priorities are fully aligned with the host Government's development plans.

## Bhutan

In 2008 Bhutan adopted the latest approach for enhancing UN coherence on a voluntary basis, known as Delivering as One (DaO). The United Nations Development Assistance Framework (UNDAF) is the key instrument for enhancing UN coherence at the country level. It is the strategic document of the United Nations Country Team (UNCT) in its efforts to contribute more effectively to national development priorities and describes the collective response of the UN system to the priorities laid out in the Five Year Plans (FYP) of the Royal Government of Bhutan (RGoB).

## India

The United Nations Development Action Framework 2013-2017 guides the collective work of the United Nations in India. Under the UNDAF, the UN Agencies that have the privilege to serve in India work in support of national development priorities of the 12th Five Year Plan and internationally agreed goals including the Millennium Development Goals.

The UNDAF has been prepared in partnership with the Planning Commission and Line Ministries of the Government of India, Civil Society Organisations and the United Nations in India. Under the current UNDAF, collective engagement by the UN will focus on nine priority states: Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Uttar Pradesh.

The Office continued to play an active role in the United Nations Development Assistance Framework (UNDAF) Thematic groups established within the UN System in India, in all fields of UNESCO competence, namely, Gender Equality and Empowerment; First 1000 days (EECC); Quality Basic Education; Livelihoods; Sustainable Energy for All; South-South cCooperation. For other cCluster countries, the focal points assigned within the Office coordinated the UNDAF activities.

# Sri Lanka
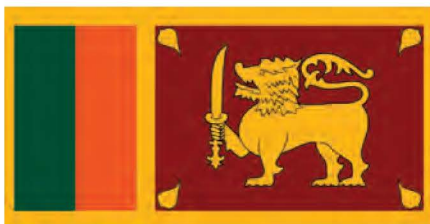
The UN began its work in Sri Lanka in 1952, making it one of the first countries in the world to have a UN Development Programme. Three years later, on 14 December 1955, Sri Lanka was admitted as a Member State of the UN. Currently the UN Country team counts 15 Resident Agencies and four Non-Resident Agencies.

UNESCO New Delhi, by nature of its mandate, has so far collaborated/consulted most actively with UNDP, UNICEF, UN Women, UNFPA and ILO. In order to operate more closely within the UNCT, a UNESCO focal point for UNDAF based at the UNDP compound in Colombo was designated in Sri Lanka in March 2010. The Focal Point ensures our participation in the UNDAF implementation and systematically interacts with counterparts while following up on plans and programme mandates of the Ooffice.

Despite challenging political circumstances, the UNCT secured high level Government ownership for the United Nations Development Assistance Framework (UNDAF) planning process and through a combination of a carefully planned roll-out process and close working relationships with the National Planning Department was able to arrive at a strategic UNDAF document for 2013-2017. The United Nations Development Assistance Framework for Sri Lanka 2013–2017 (UNDAF) was published in October 2012 as the planning framework for the UN's activities in Sri Lanka. It largely draws from the Government's vision - the Mahinda Chintana: Towards a New Sri Lanka. In line with the national priorities of Mahinda Chintana, the Millennium Declaration and the MDG framework, four pillars and corresponding outcomes have been identified under the overall goal of "Sustainable and inclusive economic growth with equitable access to quality social services, strengthened human capabilities and reconciliation for lasting peace":

Pillar 1: Equitable Economic Growth and Sustainable Livelihoods

Pillar 2: Disparity Reduction, Equitable and Quality Social Services

Pillar 3: Governance, Human Rights, Gender Equity, Social Inclusion and Protection

Pillar 4: Environmental Sustainability, Climate Change and Disaster Risk Reduction

In June 2012, a draft Operational Plan was developed with each UN agency proving its respective planned inputs to contribute to UNDAF outcomes. With Sri Lanka well on track to meet most the MDGs at a national level by 2015, the UNDAF focuses on addressing regional disparities and helping the country meet new challenges linked to climate change and the demographic and socio-economic transition associated with many Multiple Indicator Cluster Survey(MICs) (non-communicable diseases, aging population, growing youth population etc.)

# Maldives

The Government ofthe Maldives and the UN system signed the UN Development Assistance Framework (UNDAF) 2011-2015 to guide the UN system's assistance to the country. The UNDAF was formulated through a nationally-owned, consultative, and participatory process involving the government ministries, independent bodies, civil society organization, private sector, the UN system and other international development partners.

The UNDAF was based on the Situation Analysis conducted in 2009 and is aligned with the National Strategic Action Plan 2009-2013. The Strategic Action Plan – Framework for Development 2009-2013 (SAP) has five priorities: (1) Establishment of a nationwide transport system; (2) Ensuring affordable living costs; (3) Provision of affordable housing; (4) Providing quality healthcare; and (5) Prevention of narcotics and trafficking. The SAP has twenty-six other commitments in three categories: democratic governance, social justice and economic development. Achieving the Millennium Development Goals (MDGs), human rights, and gender equality are principles that cut across the SAP.

UNESCO has particular expertise in specific fields and the UNDAF Action Plan provides it with the opportunity to bring to bear its competencies. Our involvement as a non-resident country in the preparation of the 2011 – 2015 UNDAF Action Plan for the Maldives has been useful to this end.
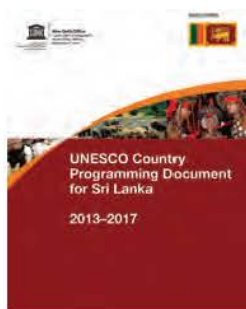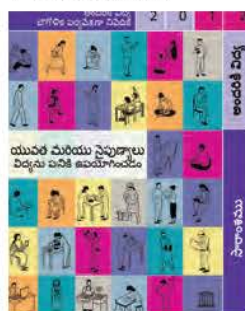
# ANNEXES

# Annex 1. List of UNESCO New Delhi Publications



UNESCO country programming document for Sri Lanka, 2013-2017

Publ: 2013;UNESCO New Delhi; 61 p.

http://unesdoc.unesco.org/images/0022/002242/224243e.pdf

UNESCO Country Programming Document (UCPD) is an internal tool for it to decide in which manner the Organization can contribute to the national development agenda of Sri Lanka, as well as being part of One UN (an initiative that allows the UN to deliver in a more coordinated way at the country level). For external readers, it will serve as a stimulating introduction to the mandate and vision of UNESCO.
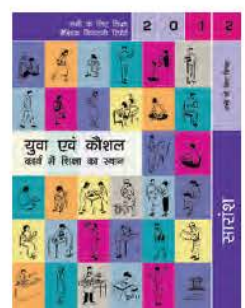
## Education



**Summary EFA Global Monitoring Report 2012(Hindi)**

Publ: 2012; UNESCO New Delhi, 47 p.

http://unesdoc.unesco.org/images/0021/002175/217509hin.pdf

**Summary EFA Global Monitoring Report 2012(Telugu)**

Publ: 2012; UNESCO New Delhi; 46 p.



http://unesdoc.unesco.org/images/0021/002175/217509tel.pdf

The 2012 Report, Putting Education to Work, reveals the urgent need to invest in skills for youth. 200 million young people in the world have not completed primary school and need a second chance to acquire basic skills for work. 91 million of these young people live in South and West Asia, making up more than a quarter of the region's youth population and the greatest number of unskilled young people of any region in the world.

## Natural Sciences



**Cultural landscapes: The Basis for linking Biodiversity Conservation with the Sustainable Development**

Publ: 2012; UNESCO New Delhi; 217 p.

http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=220605&set=51ECF195_1_77&gp=1&lin=1&ll=1

This publication is an outcome of UNESCO New Delhi's research initiative on "Cultural Landscapes: The Basis for Linking Biodiversity Conservation" with the Sustainable Development in Arunachal Pradesh and other mountainous regions in north-eastern India. It builds a knowledge base on the links between biological and cultural diversity in order to mainstream it into practices to ensure environmental sustainability and human well-being in the region.

## Compendium on Indian Biosphere Reserves

Publ: 2012; UNESCO New Delhi, G.B. Pant Institute of Himalayan Environment and Development/Ministry of Environment and Forests; 196 p.,

http://unesdoc.unesco.org/images/002
1/002166/216695e.pdf

Compendium on Indian Biosphere Reserves is an outcome of collaborative efforts of UNESCO, G B Pant Institute of Himalayan Environment and Development and Ministry of Environment and Forest. The publication intends to provide glimpses of representativeness, uniqueness and values of Indian Biosphere Reserves to inculcate excitement about these reserves amongst diverse stakeholders in India as well as abroad.

## Social Human Sciences
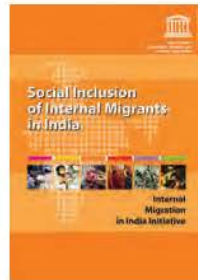
### Social Inclusion of Internal Migrants in India

Publ: 2013; New Delhi; 92 p.,

http://unesdoc.unesco.org/images/0022/00
2237/223702e.pdf

The document provides an overview of existing innovative practices that increase the inclusion of internal migrants in society and acts as a living document that would inspire and assist professionals and governments officials in their attempts to facilitate the social inclusion of migrants in India.

### Internal Migration in India Initiative - Brochure

Publ: 2013; UNESCO New Delhi; 8 p.

http://unesdoc.unesco
.org/images/0022/002214/221486e.pdf

In order to raise awareness on the multifaceted challenges faced by internal migrants in India, estimated at 326 million (NSSO 2007-2008), highlight

efficient policy responses and change negative perceptions towards migrants in society, UNESCO New Delhi has developed an eight-page flyer, summarizing critical information and recent research.

### Internal Migration and Youth in India: Main Features, Trends and Emerging Challenges; Discussion Paper

Publ: 2013
UNESCO New Delhi; 36 p.

http://unesdoc.unesco.org/images/0022/00
2214/221487e.pdf

This paper is part of a project that recognises that much like gender, 'age' is not simply a variable to be measured, but a framework that facilitates, constrains and ultimately contours migrant experiences. Through evidence-based research drawn from national and regional estimates, the paper attempts to outline the missing youth discourse and plug it into the labour and migration policies in the country.

**For a Better Inclusion of Internal Migrants in India: Policy Briefs**

Publ: 2012; UNESCO New DelhI, UNICEF India;

http://unesdoc.unesco.org/images/0021/00 2191/219173e.pdf

UNESCO and UNICEF, in collaboration with researchers, NGO's and other UN agencies, have developed a set of seven policy briefs, which provide in a concise manner key facts and policy recommendations for the central as well as state governments for the elaboration of more inclusive social policies and practices.
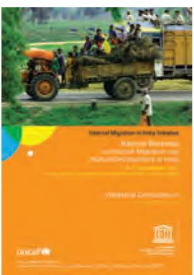
**National Workshop on Internal Migration and Human Development in India: Workshop Compendium( v.1. Workshop report.-v.2. Workshop papers)**
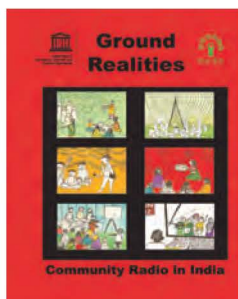
Publ: 2012; UNESCO New Delhi, UNICEF India

http://unesdoc.unesco.org/images/0021/00 2187/218787e.pdf

Volume 1 of the Workshop Compendium captures the complexity of the internal migration phenomenon in India, outlining key concepts and major trends, and providing key policy recommendations to protect and promote migrants' access to social services, but also to enable migrants to become socially and politically active citizens.Volume 2 of the Workshop Compendium comprises eight research papers presented at the workshop, which reflect several critical aspects of the internal migration phenomenon and explore inter-linkages of internal migration with a number of themes, including social protection, human development, gender, children, right to the city, health and creative practices for better inclusion of migrants.

## Communication and Information

**Ground realities: Community Radio in India**

Publ: 2011; UNESCO New Delhi; 75 p.

Ground Realities: Community Radio in India is the outcome of the 2008 International Programme for Development of Communication (IPDC) project. The IPDC is a UNESCO programme aimed at strengthening the development of media in developing countries. On 10 December 1948, Article 19 of the Universal Declaration of Human Rights was adopted and proclaimed by the United Nations General Assembly, which stated that everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Transforming teacher education with public software (CD-ROM)**

Publ: 2012; 1 CD-ROM., UNESCO New Delhi and IT for Change (India)

The film shows how the use of abundantly available free/public software tools supports a rich learning environment in which teachers co-construct digital learning materials for public use that are contextual. Such public tools also help to connect teachers to one another for their professional development through sharing and peer learning. This model eventually aims to help liberate the energies of millions of teachers in the public education system in India for the purpose of systemic rejuvenation and reform. The film is based on interviews with two Directors of Education in Karnataka Government - Mr M.N. Baig and Mr H.S. Rama Rao,

Prof. Padma Sarangapani and two teachers who are state resource persons for the Subject Teacher Forum program. The film is also available on http://www.youtube.com/watch?v=D-kgSW_o9z8&feature=youtu.be and a shorter 6 minute excerpt is available on http://www.youtube.com/watch?v=lcBas7e hQaM&feature=Endscreen

**Building Resistance, organizing for Change: Press Freedom South Asia 2012-2013**

Publ: 2013; IFJ and UNESCO New Delhi, 60 p.

Every year the International Federation of Journalists (IFJ) produces, with UNESCO's support, the Press Freedom Report for South Asia. Launched annually on World Press Freedom Day (May 3), the report monitors and reviews developments in the South Asian region that have a bearing on press freedom and quality journalism.

# MGIEP

**Mahatma Gandhi Institute of Education for Peace and Sustainable Development (Brochure)**

http://www.unesco.org/new/fileadmin/ MULTIMEDIA/FIELD/New_Delhi /images/mgiepbrochure.pdf

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO's Category I Institute in Asia-Pacific. Established in cooperation with the Government of India, MGIEP has been created to play a leading role in research, knowledge sharing, capacity building and policy formulation in the area of peace and sustainability education.

The MGIEP was created by the UNESCO General Conference of 2009 and is a culmination of UNESCO's long history of work in the construction of a more peaceful world. The vision for the MGIEP is rooted in UNESCO's belief in education as the great enabler of development and peace.

# Annex II: National Commissions for UNESCO in the Cluster Countries

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UNESCO New Delhi, Staff

"Since wars begin in the minds of men, it is the minds of men that the defences of peace must be constructed."
UNESCO Constitution

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Nepal and Sri Lanka