

## 187 EX/4 PART I ANNEX 2:

### COMPLEMENTARY REPORT ON THE IMPLEMENTATION OF INTERSECTORAL PLATFORMS

This on-line report complements the information presented in document 187 EX/4 Part I. It provides an overall assessment of key results achieved for the following four intersectoral platforms over the last 18 months of the 2010-2011 biennium: Science Education; Foresight and anticipation; Support to countries in post-conflict and post-disaster situations; and Priority Africa - coordinating and monitoring the plan of action to benefit Africa.

#### 1- Intersectoral platform: Science Education

The Platform made progress on data analysis for an overall science education strategy to highlight the importance of science, technology, engineering and mathematics (STEM) education for development and poverty eradication through ensuring access and equity to STEM education, particularly for girls and women. STEM education is important for increasing science, engineering and technology literacy, and also to enable developing countries to build up a critical mass of scientists, researchers and engineers. MP I involvement is in the area of policy guidance in school science and technology education, and science and mathematics teachers education. MP II supports the production and use of teaching and learning materials to promote the basic sciences, engineering and the environmental sciences. MP III involvement focuses on education on ethics of science and technology, and MP V on science journalism and access to scientific information through the media.

Main progress in the reporting period includes:

- The “World Library of Science”, an open science resource, freely available and providing all interested users with high quality, vetted classroom-ready learning material in natural sciences, was initiated in January 2011 with the Nature Publishing Group, with whom UNESCO is working to mobilize start-up funds;
- Development of the project on “Science and Mathematics Education: Toward a New Paradigm”, was furthered through an intersectoral project working group involving Field Offices and UNESCO Institutes;
- Implementation of the UNESCO optics education project "Active Learning in Optics and Photonics," through workshops based on a teacher-training curriculum in Nepal, the Philippines and Rwanda;
- The Global Microscience Experiments project and scientific experiment kits for primary and secondary as well as university students, continued to be coordinated by the International Basic Sciences Programme in physics, chemistry and biology.

UNESCO has been very active especially within the African region, with training sessions conducted in Ethiopia, Gambia, Sudan and Tanzania. This comprised support to training of teachers, technical advice to Member States and adaptation to national curricula;

- The Earth Science Education Initiative for Africa announced the results of its scoping workshops, received endorsement from the African geosciences community and launched a series of initial activities in close consultation with Field Offices. Three initial activities are: developing an African Network of Earth Science Institutions, developing an itinerant school for geologic field mapping; and focusing on introducing earth science in schools at primary and secondary levels.
- Strengthening journalistic capacity to report on complex science issues with the overall result of building strategic partnerships for the dissemination of scientific information and knowledge was addressed at several events related to journalism and broadcast media. Examples include those with the Southern African Broadcasting Association; a course for Tajik journalists to report on climate change and environmental issues; and training courses focused on environmental sustainability in relation to water in Iraq;
- Under the Ethics Education Programme, the International Association for Ethics Education was established, with a provisional secretariat at Duquesne University in Pittsburgh, USA, in May 2011. Ethics education training was conducted in Brunei (January 2011), Japan (May 2011) and Serbia (June 2011) and two online teaching courses on bioethics were developed in Latin America. The UNESCO Bioethics Core Curriculum, translated into seven languages, was pilot tested in 15 universities with additional universities in the pipeline. The UNESCO Bioethics Core Curriculum Casebook Series was launched in April 2011.

*Challenges and lessons learned:*

- Activities in teacher training and developing educational resources make teaching more meaningful and hopefully will encourage more students to go into science-related careers;
- Member States, particularly in Africa, have demonstrated very strong interest and support for capacity building efforts in science and engineering;
- A key challenge is to more effectively coordinate the contributions of partners, and to integrate capacity building activities within the framework of efforts in STI policy development;
- A distinctive feature of the biennium was the active involvement of advanced ICTs in education projects and development of integrated training programmes combining distance education (e-learning) with conventional educational modalities;
- The success of the ethics teaching programmes depends, to a large extent, on the high-profile, highly experienced instructors coming from diverse cultural and national backgrounds, who volunteer their time to assist UNESCO in carrying out its mandate in promoting ethics education.

## **2- Intersectoral platform: Foresight and Anticipation**

As planned, the Section of Foresight in the Bureau of Strategic Planning (BSP/FOR) has focused its work on the following thematic areas: rethinking the Internationally Agreed Development Goals (IADGs) beyond 2015, in particular gender equality; addressing development challenges of Small Island Development States (SIDS); defining the

Organization's vision and policy orientation in relation to the United Nations Conference on Sustainable Development (UNCSD, Rio+20); identifying innovative funding mechanisms for development; and enhancing in-house capacity-building in the field of anticipation and foresight. A number of international forward-looking events have been organized to this end, including:

- ✓ the Future Forum on 'Gender Equality: the Missing Links? Rethinking the IADGs beyond 2015' (Athens, Greece, 9-11 September 2010);
- ✓ the Future Forum on 'UN Women: the New UN Framework for Gender Equality', 13 September 2010, UNESCO Headquarters;
- ✓ the Future Forum on 'Small Island Developing States (SIDS), with special emphasis on the Caribbean. The Challenges for international cooperation in the 2010s' (Port of Spain, Trinidad and Tobago, 8 July 2010), with the participation of National Commissions from the region;
- ✓ the Future Seminar on 'Innovative Financing for Education', 14 September 2010, UNESCO Headquarters;
- ✓ the Future Forum on 'Challenges of Green Economy and Green Societies, Attitudes, Politics and Governance' (24 May 2011, UNESCO Headquarters);
- ✓ the Future Lecture on 'Strategic Foresight: Overview and Applications', which provided an overview of key concepts and approaches to foresight and presented their practical application in the field.
- ✓ the Conference on 'Taxing financial transactions for a fairer world: here and now' co-organized with UNITAID and other partners.

Other activities include: coordination of inter-sectoral contribution to the exhibition 'Six Billion Others – Children of the World', in collaboration with the Good Planet Foundation; A series of interviews with the following personalities for the Foresight Interviews Series: Sam Nujoma, Yann Arthus Bertrand, Christophe Galfard, HRH Princess Loulwah Al-Faisal published in the UNESCO Courier and in the UNESCO YouTube channel).

Major results achieved include:

- In-house intersectoral coordination realized and partnership promoted with an important number of international and regional organizations and national authorities to address the above mentioned topics;
- Challenges in raising funds for reaching EFA goals, as well as innovative funding solutions identified, with a focus on Africa and developing countries;
- Short- and medium-term recommendations made to the international community and UNESCO for raising funds for education and putting innovative funding mechanisms in place, taking into account the new financial and economic international context;
- UNESCO's message in relation to the building of green societies defined. This message helped shaping UNESCO's position in the on-going negotiation processes leading up to Rio+20;
- Staff capacities enhanced for developing foresight approaches and methodologies and applying these in planning and programming;
- The following publications elaborated and widely disseminated: "Gender equality: the Missing Link – Rethinking the IADGs beyond 2015", "Crisis and Renewal: the Global Financial Crisis and the Challenges of Multilateralism" (in English and French); "Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?" (in English and French); "Towards a Green Economy and Green Societies"; "Strategic Foresight: For Corporate and

Regional Development"; and "Risk Management Training Handbook" (in English and French).

*Challenges and lessons learned:*

- ✓ In the light of the new financial and economic international context, innovative funding mechanisms are a cornerstone for reaching EFA goals as well as other MDGs and IADGs and UNESCO shall deploy increased efforts in this direction;
- ✓ Caribbean SIDS should be given specific attention to implement a focused regional sustainable development strategy;
- ✓ A key challenge for the Organization is to promote, beyond 'green economies', the concept of 'green societies' and people-centered sustainable development through education, the sciences, culture and culture and communication at the Rio+20 Conference;
- ✓ In-house training in foresight and anticipation and their application in strategic planning has raised big interest among staff and should be continued.

<b>3- Intersectoral platform: Support to countries in post-conflict and post-disaster situations</b>
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The Bureau of Field Coordination (BFC) serves as the secretariat to the Intersectoral Platform for Countries in Post-Conflict and Post-Disaster (PCPD) Situations. The Platform – which convenes as a multi-field office teleconference on a monthly basis during the reporting period – is delivering strategic focus to UNESCO's activities in response to the high number of natural disasters or conflicts: including the ongoing responses to the earthquakes in Haiti, the reconstruction of Afghanistan and Iraq, Occupied Palestinian Territories (OPT), Pakistan floods, the earthquake and tsunami in Japan and the 2011 Horn of Africa drought and famine crisis. The PCPD Intersectoral Platform also is UNESCO's focal point for UNESCO's programmatic response to the recent "Arab Spring".

The PCPD Intersectoral Platform and its secretariat address house-wide thematic and strategic programming issues related to PCPD, as well as the streamlining of administrative and logistical issues. The Platform management and its secretariat encourages a "one stop" interface between field offices and the programme sectors and central services, in order to exchange real-time exchange on capacities and constraints, as well as timely and relevant knowledge sharing to field offices in PCPD settings.

The Platform secretariat assures a close alignment with UN humanitarian and transition coordination mechanisms, by serving as the focal point in support of the UNESCO New York office ( NYO), Geneva liaison office (GLO), programme sectors and the field network vis-à-vis OCHA, IASC, Peace building Support Office and the UN Development Group.

UNESCO participated in six UN OCHA humanitarian appeals in 2011 (to date), in Haiti, Namibia, Occupied Palestinian Territories (OPT), Somalia, Sudan and West Africa. In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched, and is implementing recovery and emergency activities notably for the Haiti earthquake and

Pakistan floods responses. Further information on UNESCO's major PCPD work in Iraq and the OPT is presented in documents 187 EX/41, 187 EX/42 and 187 EX/6 Part II.

During the reporting period, UNESCO also began implementation of 10 joint UNCT programmes of the Spanish MDG Achievement Fund under the "Conflict Resolution & Peacebuilding" thematic window, with indicative allocation to UNESCO of \$8.3 million.

To address staff development, PCPD training workshops were held in Amman, Jordan, in May 2011 and at Headquarters in July 2011, thus completing a first cycle of PCPD trainings for headquarters as well as field units in all regions (LAC, Asia-Pacific, Africa and Arab States). To date, more than 100 UNESCO field and HQ programme staff have been trained in PCPD.

To upgrade Knowledge Management and sharing, the Platform launched "PCPD Workspace" Sharepoint tool on Intranet to catalogue "best practices", crisis-specific guidance and project templates (800+ documents). The Platform also provided support toward the elaboration of a guidebook on PCPD Financial Management, and intersectoral strategy papers have been drafted in the fields of Disaster Risk Reduction Education and Psychosocial Support in PCPD situations. A similar paper on PCPD Gender Programming has been commissioned.

In advocacy and public information, the Platform secretariat maintains a PCPD Web Portal ([www.unesco.org/en/pcpd](http://www.unesco.org/en/pcpd)), which includes a new online donation functionality to support funds mobilization for Haiti, Pakistan and Borobudur. The Platform also supported the elaboration of the Open Island multi-media exhibition on "Crisis Preparedness and Response", to be inaugurated during the 36th session of the UNESCO General Conference.

#### **4- Intersectoral platform: Priority Africa – coordinating and monitoring the plan of action to benefit Africa**

The Africa Department promotes and coordinates the Organization's intersectoral action to address the issues related to the regional integration in Africa. Major results achieved include:

##### ***Education***

- Within the framework of the Second decade of education in Africa, namely regarding the needs to reduce the number of illiteracy, UNESCO is raising public awareness and advocating for literacy. The Organization provided its support to the development of: diagnosis of the literacy situation at national level; - communication and networks; national policies and plans in a number of African Member States.
- Within the framework of TTISSA: National capacities were strengthened namely through: capacity building training workshops which included courses, the use of toolkit methodological guide and the establishment of new UNESCO Chairs; support to the mobilizations of extra-budgetary resources; and revision of curricula and development of materials, including on ICT and education.
- TVET statistical information systems, TVET curricula and policies reviewed and extra-budgetary funds mobilized for a better involvement of public, private and civil society in TVET. Attention is being paid to the inclusion of entrepreneurship

education in TVET programs to provide young people, particularly young women, with guidance and counseling for job opportunities in ECOWAS Member States.

- Within the framework of EDUCAIDS, HIV and AIDS education was introduced in the education strategy and plans in several African Member states, particularly in Southern Africa, as a result of UNESCO's cooperation with international public and private partners. Relevant material have been produced, partnerships strengthened and good practices exchanged.
- Education Information Systems (EMIS) - UNESCO, through its "pole de Dakar" and UIS in close cooperation with ADEA and the Observatory of education in Africa is collecting data and promoting research/action to monitoring and improving quality education.
- The UNESCO Institute for lifelong learning (UIL) and field Offices have undertaken actions to raise awareness on the use of African languages in education through disseminating relevant publications and studies and the organization of workshops. A guide for planning the introduction of African languages in education was produced.
- Within the follow-up of World Conference on ECCE, UNESCO promoted partnership and networking in ECCE, which was integrated as the eight pillar of the second decade of education in Africa. UNESCO supported the development of ECCE indicators for the African Union.
- Within the framework of BEAP, UNESCO (IBE, IPE and BRED) supported basic education reforms, policies and systems at national level. Focus was put on curriculum reforms, to take into account human rights education, equity including gender related issues, quality, setting up the national qualification framework (NQF) in CEDEAO Member states. Higher education policy formulation and reform was strengthened and research on education for all encouraged.

### ***Natural Sciences***

- As part of the implementation of the Consolidated Plan of Action on Science and Technology, and with regard to capacity building on STI policy, science policy reforms and reviews continue in Nigeria, Republic of the Congo and Tanzania, as well as in countries starting reforms, such as the Central African Republic and Democratic Republic of the Congo. Technical advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia and Zimbabwe. Activities were more focused on climate change adaptation needs.
- As part of its action in raising awareness and mobilization of partners, UNESCO co-organized the conference on "Science with Africa II" (June 2011) which focused on innovation, and the African Inter-Parliamentary Forum on Science, Technology and Innovation (May 2011) in Addis Ababa which provided a platform for knowledge exchange on the use of STI policy more effectively to facilitate sustainable socio-economic development. Moreover at the sub-regional level, UNESCO co-organized training workshops for the 15 ECOWAS countries to train 80 policy-makers in evidence-based policy-making.
- UNESCO also facilitated knowledge sharing on STI by bringing together high-level STI decision-makers from Nigeria, Central African Republic and Republic of Congo who discussed the elaboration of national programmes and projects for the advancement of STI reforms; and, through the organization of a technical workshop in Nigeria, capacities of senior STI officials were strengthened to continue the reform

process and develop an Action Plan; the Rwandan National Innovation Endowment Fund was established under One UN.

- In cooperation with UNESCO Chairs in Africa, UNESCO explored the scope of regional scientific projects relating to arid and semi arid regions of Africa and their impacts on development and policy; a preliminary Assessment and Inventory in the SADC region has been finalized. The 19th IHP Council endorsed the proposals for the establishment of three new category 2 centers in the African, covering groundwater, water and global changes and water harvesting. Regional consultations in West Africa with customized training for river basin and aquifer transboundary water management were held. The ecohydrology programme, together with relevant water-related category 2 centers, addressed the environmental sustainability of water resources and ecosystems for health, quality and development of societies in East Africa.
- With regard to the UNESCO Initiative in Earth Science Education in Africa, five regional workshops fostered constructive brainstorming with experts from 40 countries and more than 20 African institutes.
- The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa. IOC also supported oceanography Chairs in Mozambique and Tanzania and some experts who attended training courses on marine GIS, preservation and archiving of digital materials, literature, databases of marine sciences, as well as participatory approach to coastal management.

### ***Culture***

- Action aimed at protecting effective implementation of the World Heritage Convention was undertaken with a particular attention given to awareness, increased nominations from under represented regions, which resulted in 5 sites from Africa inscribed and the Tentative Lists enhanced.
- Activities designed for the safeguarding of the World heritage properties in danger took place in 5 DRC National Parks. Moreover, conservation projects and urban plans in Africa, especially in Mozambique, Djenné, Timbuktu, and Kilwa, Kisiwani were implemented.
- Capacity building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 sub-regional meetings held) organized in cooperation with the African World Heritage Fund. Around 250 people, 25% of which were women, were trained in the preparation of nomination files and retrospective Statements of Outstanding Universal Value.
- Educational and promotional activities took place in Africa to enhance communication and knowledge management tools development as well as increase partnership. A partnership for conservation projects in Africa was concluded with Angers Loire and the French Agency for Development.
- Within the framework of the 2003 Convention capacity-building strategy, training materials were elaborated and a series of training of trainers' workshops organized since January (Libreville and Harare) where 25 regional experts were provided with training as future facilitators of national workshops.
- The normative action in the field of Culture was consolidated through the promotion of the 1954 convention and its two protocols and the 1970 and 2001 conventions,

with some countries adhering to them, capacity-building programmes were designed and publications and audio-visual materials produced. Training on collection management and conservation was carried out along and partnerships strengthened in the field of museum development.

- With regard to the 2005 Convention and the development of cultural and creative industries, focus was placed on activities related to its implementation in particular, through the international symposium on financing culture in Africa, the UNESCO Award of Excellence for Handcrafts in West and Central Africa and SIAO, Ouagadougou).
- Within the framework of the International Fund for Cultural Diversity (IFCD), 18 projects from 16 African countries are receiving support. The projects vary in objective from mapping Kenya's cultural industries, developing new business models for the music industry in Benin to support for book publishing in Madagascar.
- The Global Alliance for Cultural Diversity provides financial support to operational projects to promote partnerships in the cultural industries in developing countries, with a priority on Africa. In 2011, support has been granted to the Export Bureau for African Music (BEMA), bringing together the public sector, civil society and professional organizations in four West African countries.
- Moreover, promotion of multilingualism and linguistic diversity was particularly developed in some African countries.
- In efforts to integrate intercultural dialogue and cultural diversity into national policies, training programmes were implemented in response to the growing demand for capacity-building in the field of cultural diversity and development in Africa.
- The framework of the 2011 International Year for People of African Descent is particularly useful to the promotion of slave route and its consequences. A study on the slavery and slave trade of the Horn of Africa and Red Sea region is currently underway. The Transatlantic Slave trade Education Project of the Associated School Network (TST-ASPnet) continues to strengthen intercultural dialogue among young people through school exchanges in Africa, the Americas and Europe in collaboration with the project.
- The collection of the General History of Africa has been translated into Portuguese (Brazil and it is available online in four languages (Arabic, English, French and Portuguese) and distributed (CD-ROMS/DVDs).
- UNESCO disseminated e-learning tool on culturally appropriate response to HIV and AIDS prevention and an art-based toolkit on HIV and AIDS Stigma. Both tools are being distributed in different languages among NGOs working in local communities in Southern Africa. UNESCO is also supporting the development of local cultural environments and evidence-based research capacity in Botswana, Lesotho, Mozambique, South Africa and Zambia in an effort to better inform national HIV and AIDS policies and programs especially for prevention purposes.

### ***Social and Human Sciences***

- With UNESCO's support, the West Africa Institute for international research on regional integration and social transformation and of the Regional Research in Praia, Cape Verde, and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa were established and the Organization is assisting them to become operational and to develop their plan of action.



- Technical assistance has been provided to Member States to formulate policies on social transformations contributing to regional integration namely through: the development of a Regional Framework on Social Solidarity and Development, migration, SIDS, urban development, prevention of violence.
- UNESCO contributed to 17th Summit of the African Union (AU), which engaged in an open discussion on the theme: "Accelerating Youth Empowerment for Sustainable Development. A further advancement concerns the elaboration, together with the Member States of the Africa Group, of a Strategy on African Youth, the implementation of which will be monitored together by UNESCO and this Group. Initiatives have been identified to progress this priority, such as on the development of youth employability skills and social entrepreneurship in partnership with the International Youth Foundation. A policy dialogue roundtable "Towards Youth
- Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from UN agencies and the sport movement.
- UNESCO supported Member States in developing policies in the ethics of science and technology, especially bioethics, strengthened bioethics programmes, disseminated the existing declarations and provided policy advice in Member States, an agreement has been reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo, as well as between the Committee of Belgium and the Committee of Guinea.
- The Interregional Philosophical Dialogue between Africa and the Americas was convened jointly by UNESCO and the Alain Locke Society at Purdue University, West Lafayette (United States of America) in April 2011 was held as a contribution to International Year for People of African Descent.

### ***Communication and information***

- As part of UNESCO's support to Member States in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations the following activities were undertaken:
  - Conflict sensitive report training resources were developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa;
  - UNESCO provided direct technical assistance to media law reform processes and independent media development around the world including in countries such as Democratic Republic of Congo (DRC), Sudan, Central African Republic, Uganda, Rwanda and Liberia;
  - The IPDC Bureau in 2011 approved 39 projects to be developed in Africa countries. These projects span the whole spectrum of media development, including community media and community multimedia centres. The IPDC launched 33 media development projects in Africa, with scale-up interventions in community multipurpose centres in Mali, Mozambique and Senegal;
  - Collaboration with the African Union Commission to popularize science journalism resulted in the launch of a survey of science journalism in Africa;
  - The Open Education Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the

framework of the African Centres for Excellence in Journalism Education Project.

***Other Intersectoral***

- Various other intersectoral proposals aiming at promoting the regional integration have been submitted to different donors for funding, among which are:
  - Youth: Proposal prepared by UNESCO Accra office: "Building knowledge and providing assistance for policy development and youth civic engagement in Africa", as part of UNESCO's Strategy on African Youth. Within the same context, UNESCO's Africa Department has also supported the African Union Youth Volunteer Programme, which was launched in December 2010, and strengthened cooperation with the African Union for youth development in Africa at the Youth Forum held in Addis Ababa (31 March-07 April 2011);
  - Sustainable development: A proposal on solar electricity in rural schools in the least developed countries and African countries in post-conflict and post-disaster situations has been submitted to the Aga Khan Foundation.
- In addition, UNESCO's Africa Department supports through the intersectoral platform projects related to the pedagogical use of the General History of Africa, the African Liberation Heritage, and the Pan African University.
- Partnerships have been established to strengthen cooperation with the Pan African Youth Union and ECOSOC and joint activities with NGOs and other foundations are being implemented.