



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO

# 2013



## Cover

On the occasion of International Literacy Day 2013, UNESCO Goodwill Ambassador A'Salfo launched his new single *Savoir* ('Knowledge'), dedicated to education and the importance of sending children to school, especially in Africa. The profits of this single and its video clip – for which he mobilized some of the best contemporary African musicians – go towards UNESCO literacy projects.

Some of the artists who participated in this single – from left to right: Tino and Goudé (*Magic System*, Côte d'Ivoire), J Martins (Nigeria), Didier Awadi (*Senegal*), Manadja (*Magic System*, Côte d'Ivoire), Eric Patron (Côte d'Ivoire), A'Salfo (*Magic System*, Côte d'Ivoire), Alif Naaba (*Burkina Faso*) and Pierrette Adams (Côte d'Ivoire/Democratic Republic of the Congo) – sing with schoolchildren from Anoumabo, in the outskirts of Abidjan (Côte d'Ivoire), during the shooting of the video clip of *Savoir* in August 2013.

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**2013**



# Preface

by Irina Bokova, Director-General of UNESCO

The year 2013 marked a decisive shift for UNESCO, when the Organization set a new strategic course at the 37th session of the General Conference, with a sharper focus as a key agency for 'soft power' within the United Nations System. Despite difficulties and while pursuing deep reform, UNESCO worked to shape new directions for education in the post-2015 global sustainable development agenda – to shift from access to the quality and equity of learning, especially for girls and women, as well as education for global citizenship. UNESCO continued working with governments across the world – including in emergency situations, with, for instance, Syrian refugees – to accelerate progress towards the Education for All objectives.

2013 saw UNESCO rising to the challenge of attacks on culture – notably, in Mali and in Syria, where the Organization has led international campaigns to safeguard heritage and to halt the illicit trafficking in cultural property. The 1970 Convention has been bolstered with the creation of a new monitoring body to strengthen its implementation.

We made progress in advocating for recognition of culture and sustainable development on the global development agenda. The 2013 resolution of the United Nations General Assembly on Culture and Development built on the impetus gained from the Hangzhou International Congress in China, the launch of the 2013 *Creative Economy Report* and the United Nations Economic and Social Council Annual Ministerial Review, devoted to the potential of science, technology and innovation and culture for sustainable development.

2013 was the International Year of Water Cooperation, led by UNESCO and taken forward across the world – including at the High-level International Conference on Water Cooperation, in Dushanbe (Tajikistan), the Stockholm World Water Week, the Nairobi High-level Meeting on Water Security and Cooperation, the Budapest Water Summit, and the Closing Ceremony in Mexico.

UNESCO worked throughout 2013 to prepare the launch of the Scientific Advisory Council to the Secretary General of the United Nations. I see this as a major step to strengthen the links between the scientific research community and policy-makers.

This year saw also the publication of the UNESCO *World Social Science Report*, on 'Changing Global Environments' – highlighting the need to understand environmental change not only as a scientific and technical issue, but as a social and human issue.

In 2013, the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, spearheaded by UNESCO and adopted by the United Nations system, took shape on the ground, with pilot countries across the world. This is a key part of UNESCO's work for the protection of freedom of expression and the media. UNESCO also became one of the first UN agencies to adopt a policy of open access publishing, to allow for the free distribution of documents and reports.

Throughout the year, UNESCO deepened its partnerships for innovation – for instance, through the agreement with Japan on the third phase of the Programme for Enhancement of Literacy in Afghanistan and concrete work on the Malala Fund for Girls' Education. Our partnership with the European Union assumed new dimensions, to strengthen youth organizations in the countries of the Mediterranean and North Africa. UNESCO became the first UN agency to sign a framework agreement with the Association of Southeast Asian Nations, since the ASEAN Charter came into force in 2008. Our partnership with Procter & Gamble for girls' education in Senegal continued to produce results, and this will be extended to other countries in 2014.

All of this action reflected the professionalism and expertise of UNESCO staff across the world and occurred against a backdrop of enduring financial difficulties. We have achieved a lot and we have a strong vision for the future – with a new Medium-Term Strategy and sharper approaches to our Global Priorities Africa and Gender Equality. Now, we must pull together all our strength, to move the Organization forward, to respond to the needs of Member States, and to continue shaping a more just, sustainable and peaceful world for all.



*UNESCO has worked relentlessly to protect the World Heritage sites in northern Mali which have been subjected to destructive attacks since April 2012.*

*On 2 February 2013 UNESCO Director-General Irina Bokova, HE Mr François Hollande, President of France, and Mali's (then) Interim President HE Mr Dioncounda Traoré visited the archives where documents were burnt in Timbuktu.*



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Reclining Figure,  
Henry Moore (1898-1986)  
at UNESCO Headquarters.



*First-degree students from the Marcela Paz Primary School in La Florida, Santiago de Chile (Chile) benefit from the application of the 3rd Regional Comparative and Explanatory Study (TERCE), coordinated by the OREALC/ UNESCO Office in Santiago. These evaluations of the state of education in the region have contributed to the debate on quality without exclusion, providing data to understand the magnitude of the challenges facing education in Latin America and the Caribbean.*



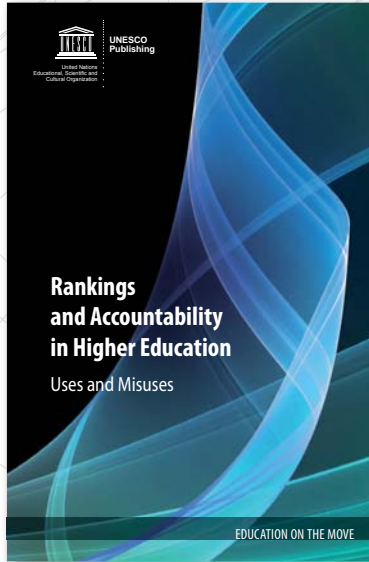


CHAPTER 1

**Education  
for the  
21st Century**

# Education for the 21st Century

*Preparing people of all ages for a better and more productive future remains at the heart of UNESCO's mission in the field of education. With the Education for All target year of 2015 fast approaching, 2013 was marked by an intensification of efforts to reach the international goals and the launch of new initiatives that will set the vision for the development of education beyond 2015.*



**Rankings and Accountability in Higher Education: Uses and Misuses** provides a comprehensive overview of current thinking on the growing impact of university rankings on public policy, and sets out alternative approaches for a new era of transparent and informed use of higher education ranking tables.

## International Year of Statistics

UNESCO's Institute for Statistics (UIS) marked the event with a call to 'make data count' by releasing a new online Data Centre and a series of interactive products, such as eAtlases, flow maps of mobile students and *Mind the Gap*, a game exploring gender disparities in all education levels in about 200 countries.

## ■ Accelerating efforts until 2015

UNESCO has played a leading role in the Education for All (EFA) movement since its inception in 1990 in Jomtien, and is charged with coordinating the efforts of all EFA partners since the Dakar World Education Forum in 2000. The annual *EFA Global Monitoring Report* assesses progress towards achieving the six 'Dakar' goals, identifies effective policy reforms and best practice in all areas relating to EFA, and draws attention to emerging challenges.

With the 2015 target date for the EFA and the education-related development goals coming closer, UNESCO supported governments and the international community in their efforts to accelerate progress towards achieving those goals. In March 2013, and as an outcome of the Global EFA meeting in Paris in November 2012, UNESCO launched the Big Push Initiative to develop sustainable and accelerated efforts towards EFA before the 2015 target year.

## ■ Building a vision for education beyond 2015

In its function as an international laboratory of ideas, UNESCO launched a process of rethinking education and learning in a changing and increasingly complex world. Director-General Irina Bokova established a Senior Experts' Group chaired by Ms Amina Mohammed, Special Adviser to the UN Secretary-General on Post-2015 Development Planning.

The Group held its first meeting in the year to prepare a report building on the vision of learning outlined in UNESCO's 1996 landmark publication *Learning: The Treasure Within* (commonly referred to as the 'Delors Report'). UNESCO's initiative aims to encourage dialogue on the fundamental principles that can frame a vision of learning for the 21st century.

*The photo exhibition 'Journeys to School', a joint project by UNESCO, TRANSDEV and Sipa Press, was inaugurated in March at the UN Headquarters (New York). Eighteen photojournalists were commissioned to portray children worldwide on their way to school. A publication including all the photos was also made available. Myanmar migrant children being taken to school by their teacher and motorcycle rickshaw driver Thi Ha in Maesot (Thailand).*



## Supporting progress towards the EFA goals at the country level through UNESCO's CapEFA programme

UNESCO's Capacity Development for Education for All Programme (CapEFA) is one of the Organization's key implementation modalities at the country level. Created in 2003 as a funding mechanism and programme approach to help translate global advocacy for EFA into concrete action in countries most at risk of not achieving the EFA goals, the Programme celebrated its 10th anniversary this year. Over these years it has supported over forty countries and mobilized some US\$ 60 million, with pooled funds from the governments of Denmark, Finland, Norway, Sweden and Switzerland and one-shot contributions from Belgium and Italy.

In 2013, the Programme supported thirty-one of the Education Sector's priority countries, all least developed countries. The Programme works in the four thematic priority areas of the Major Programme I, namely literacy, teachers, technical and vocational education and training (TVET), and sector-wide policy and planning. Examples of support to countries in each of these four areas as a means to making progress towards the EFA goals include:

- In Afghanistan, CapEFA supported the development of the first ever National Technical and Vocational Education and Training Strategy, setting out a framework and common platform to guide TVET interventions in the country over the next five years.
- In Burundi, CapEFA accompanied national stakeholders in the introduction of nine years of basic schooling (formerly it was six years) by developing in-service training modules for schoolteachers and principals.
- In Myanmar, the Programme is accompanying the Government in a Comprehensive Education Sector Review – the first in twenty years – which will result in a costed sector plan and in the development of national capacities in policy-formulation, planning and management.
- In South Sudan, CapEFA supported the development of a National Adult Literacy Policy and Strategy, which was drafted with active participation of representatives from all ten states of the country.

*The new UNESCO publication Policy Guidelines for Mobile Learning seeks to help policy-makers better understand what mobile learning is and how its unique benefits can be leveraged to advance progress towards Education for All.*

During the October World Innovation Summit for Education (WISE) in Doha (Qatar), UNESCO convened international experts to further the review of the Edgar Faure (1972) and Jacques Delors (1996) reports on the four pillars of lifelong learning, and analyse societal transformations and their implications for education.

As the 2015 EFA target year draws near, UNESCO is also intensely engaged in the ongoing debate and consultations on the future education agenda in the broader Post-2015 Development Agenda. UNESCO co-led with UNICEF the Global Thematic Consultation on Education in the Post-2015 Development Agenda which involved a series of regional and global consultation meetings as well as thematic online discussions involving civil society. The Consultation proposed 'Equitable, Quality Education and Lifelong Learning for All' as the overarching goal for education.

In line with the conclusions of the consultations and the report of the UN Secretary-General's High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, UNESCO presented a vision of the post-2015 education agenda to its membership in November 2013. Representatives from some 190 Member States gathered in Paris to attend UNESCO's 37th session of the General Conference debated the proposal and committed to promoting an overarching goal based upon key principles of access, equity and quality



in the perspective of lifelong learning, during international discussions on the global education agenda.

In 2014, UNESCO will continue to facilitate the global debate and to consult Member States and other stakeholders in the development of the global objectives and targets, as well as its related 'framework for action' for education post-2015 through the existing global and regional EFA and Millennium Development Goals (MDGs) coordination mechanisms. It was also agreed that the new education agenda should build on what has been achieved in EFA since 2000, complete what remains to be done and integrate the lessons learned from national assessments of EFA and the education-related MDG experience.

The process is ongoing and will culminate in the World Education Forum 2015 to be hosted by the Republic of Korea in spring 2015. This will produce a common position on education to be integrated in the global development agenda post-2015, which will be adopted by the New York Heads of State and Governments Summit in September 2015.



## ■ First anniversary of the Global Education First Initiative

September 2013 marked the first year anniversary of the Global Education First Initiative (GEFI), a campaign launched by UN Secretary-General Ban Ki-moon to place education at the centre of the social, political and development agenda.

As the Executive Secretary of the High-Level Steering Committee, UNESCO Director-General Irina Bokova joined world leaders in New York for the anniversary event, which focused on coordinating the leadership and finance necessary to achieve a breakthrough in education.

GEFI has made significant progress throughout its anniversary year. UNESCO, host of the GEFI Secretariat, launched the Big Push Initiative, which aims to build the capacity of sub-Saharan countries to accelerate progress towards the EFA goals.

The Director-General participated in the 'Learning for All' Ministerial meetings, led by the UN Secretary-General, the UN Special Envoy for Global Education Gordon Brown and World Bank President Jim Yong Kim. The meetings brought together ministers of education and finance to address bottlenecks to access and quality of education in countries most in need.

*The Global Education First Initiative is a reflection of UNESCO's vision that education is the most effective way to fight poverty, improve health and well-being, generate growth and promote responsible citizenship. For lack of a building, classes are held in the shade of an orchard in this school in Bamozai (Afghanistan).*

GEFI made further strides in education in 2013 with a high-level discussion on the global learning crisis. Further, UNESCO, in partnership with UNICEF, the UN Global Compact and the Office of the UN Special Envoy for Global Education, developed a Framework for Business Engagement in Education. The Framework is intended to encourage and guide business involvement in education.

*The National Literacy Mission Authority from India, one of the winners of the 2013 UNESCO King Sejong Literacy Prize, focuses on women's literacy, which it considers to be the force multiplier for the country's social development.*



© National Literacy Mission Authority

## ■ Promoting literacy for children, young people and adults

UNESCO continued to promote literacy for all as a significant factor in achieving sustainable development. It focused on supporting literacy and literate environments, as well as keeping literacy high on national and international agendas.

International Literacy Day (8 September) allowed UNESCO to coordinate activities focusing on the year's theme, 'Literacies for the 21st Century'. This theme recognizes that the idea of literacy has changed over the decades, and now includes

technological literacy, for example, as well as conventional reading, writing and numeracy skills. In her statement promoting the Day, Director-General Irina Bokova said, 'Literacy is the key for acquiring knowledge, interpersonal skills, expertise and the ability to live together in a community – all skills that are the foundations of modern society. In the 21st century, more than ever before, literacy is the cornerstone of peace and development!'

On this Day, UNESCO awarded its annual International Literacy Prizes to the Federation of Associations for the Promotion of Guera Languages (Chad); the National Literacy Mission Authority, Ministry of Human Resource

## UNESCO and Nokia help increase literacy skills in Nigeria


As part of a three-year agreement between UNESCO and Nokia to promote the use of mobile technologies to further EFA objectives, mobile phones are being used to help teachers improve English language literacy skills among primary school students in Nigeria. The project, a partnership between UNESCO and Nokia with the participation of the British Council and the National Teachers' Institute of Nigeria, was launched in May 2013 with 57 teachers in a pilot group. By the end of 2013, over 75,000 users had signed up to the English Teacher service.

Development (India); the Directorate of Adult Education, Ministry of Education (Namibia); the Dhaka Ahsania Mission (Bangladesh); and the 'Savoir pour mieux vivre' organization (Côte d'Ivoire).

Another strong push towards literacy at all levels was the 2013 launch of a qualitative research project by the International Fund for Agricultural Development (IFAD) and UNESCO. The project aims to improve employment prospects for youth, especially young women, by analysing how learning can contribute to the development of knowledge and skills for agriculture and rural livelihoods. The participatory approach of the research, with its emphasis on learning rather than teaching, links literacy, learning and skills development. Ultimately, UNESCO expects that the knowledge gained will point to new ways of promoting rural employment, reinforce policy dialogue on the role of education for rural development and contribute to sustainable rural development.

The UNESCO Institute for Lifelong Learning supported the 2012-15 project, 'Revitalizing Adult and Youth Literacy in Nigeria', by hosting ten scholars from Nigeria from April to June 2013. This partnership with the Government of Nigeria allowed the scholars to undertake desk research on priority action areas associated with the project, which aims to provide basic literacy learning opportunities for 4 to 5 million youth and adults.

In November, the UNESCO Office in Bangkok brought together partners in the international community for the 4th International Conference on Language and Education, focusing on multilingual education for all in Asia and the Pacific.



# INTERNATIONAL LITERACY DAY 2013

**MILLIONS OF CHILDREN ARE DESTINED TO GO THROUGH LIFE UNABLE TO READ OR WRITE**


Every year the number of adults who can't read or write declines. Thanks to greater access to education, young adults are much more likely to be literate than their parents. But millions of children are still out of school, and millions more leave primary school without basic literacy skills. In short, these children of the 21st century, most of whom are girls, are destined to live on the social and economic margins of our world. We need to keep our promise: Education for All.

## LET'S BREAK IT DOWN

THERE ARE


**774 MILLION**

illiterate **ADULTS** (>15 years old)




**2/3**

**493 MILLION** are women



They struggle to read a prescription, fill out a form or send a text message.


Learning to read as an adult takes time and effort many poor women can't spare.



THERE ARE


**123 MILLION**

illiterate **YOUTH** (15-24 years old)



**2/3**

**76 MILLION** are female



**PUZZLING**

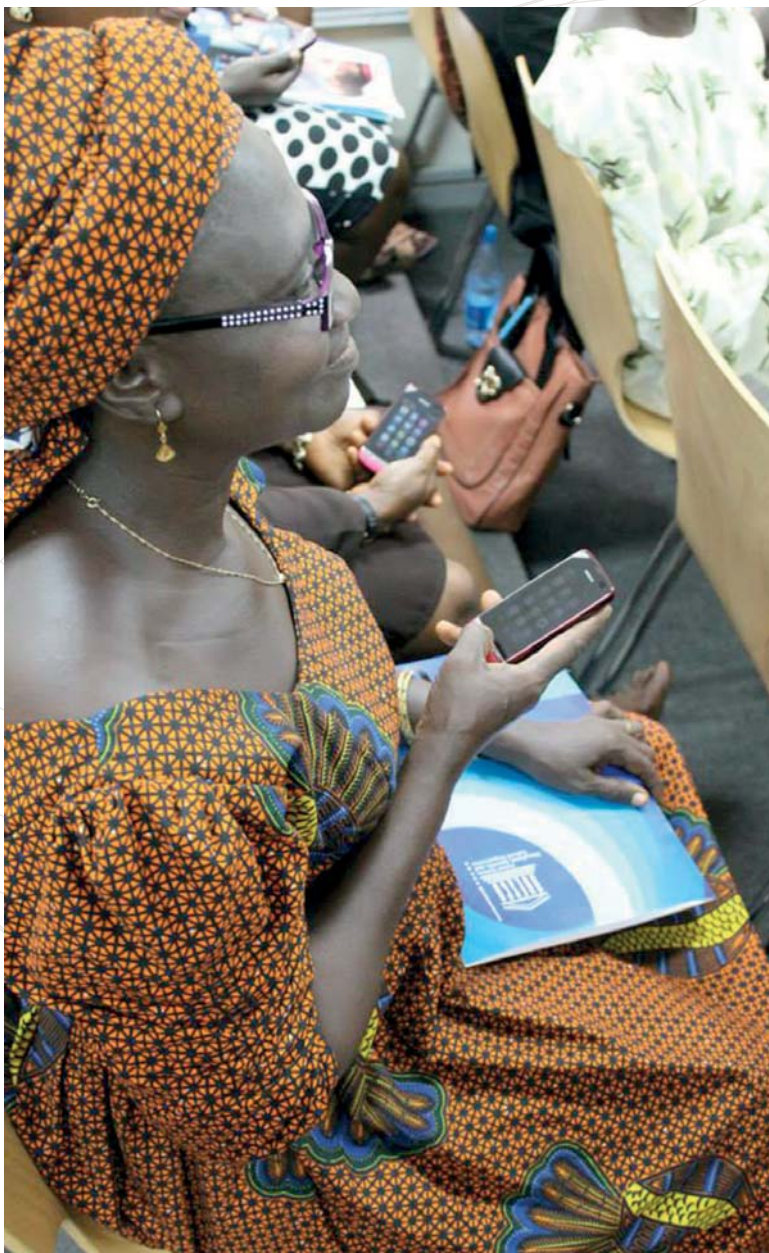
THE NUMBER OF YOUTH WHO CAN'T READ OR WRITE IS GETTING SMALLER, BUT THE PROPORTION OF YOUNG ILLITERATE WOMEN ISN'T.

© UNESCO

The conference marked the 10th anniversary of the initial meeting of the Asia Multilingual Education Working Group, where participants committed to ensuring that the millions of minority language speakers in Asia and the Pacific would not be left behind when it came to education.

*The number of children who can't read or write decreases every year, but the proportion of young illiterate women is still on the rise. Infographic used to promote International Literacy Day 2013 through UNESCO social media.*

*A participant in a UNESCO/Nokia training seminar for primary school English teachers on Mobile Technologies and Teacher Development held in Abuja (Nigeria) in May 2013. The project aims to improve English language literacy skills among primary school pupils in Nigeria.*



© UNESCO

## ■ Innovating for education

UNESCO has supported and embraced technological progress since its foundation, most specifically as it relates to sustainable development and the broadening of access to quality education. Over 2013, a number of new opportunities arose for UNESCO to demonstrate leadership in this area at the highest level.

A priority for UNESCO was to support the development and implementation of a holistic approach to mobile learning. This included a cross-sectoral perspective for understanding the ways in which mobile learning can impact on EFA. In addition to developing a set of policy guidelines to help policy-makers better understand mobile learning and how to apply it for the benefit of quality education, UNESCO also coordinated the second Mobile Learning Week (18 to 22 February) at the Organization's Headquarters. It assembled some 325 participants from over forty-five countries to share ideas about how affordable and widespread mobile technologies can advance EFA goals, in particular how to improve literacy, gender equality and education quality.

To celebrate the Week, UNESCO hosted a number of events, including a two-day Symposium on Mobile Learning, featuring the demonstration of mobile content and technology as well as breakout discussions; an open webinar to discuss mobile learning; and a senior policy-makers' forum jointly organized with the Groupe Spéciale Mobile Association (GSMA), attended by high-level government officials. Participants in the Week's



events also focused on the theme of gender, literacy and mobile learning in wanting to explore how the gender gap in ownership and use of mobile devices can be overcome, to ensure that women and girls in particular get full access to mobile learning opportunities.

The Learning Metrics Task Force, a joint initiative between the Center for Universal Education, UNESCO and UIS as well as many other key education stakeholders, issued its final recommendations on how to track learning among the world's children and youth in order to achieve quality education for all. Released in September 2013, the report was based on global consultations with the thirty organizations making up the task force and more than 1,700 individuals in 118 countries. Through a series of reports released over the past year, the task force has developed a framework to measure learning globally by using a combination of existing assessments and new indicators to improve the measurement of learning outcomes.

The International Conference on Learning Cities, held in Beijing (China) in October, was another major event of the year hosted by the UNESCO Institute for Lifelong Learning. At the invitation of the Director-General, Member States tackled the challenges of rapid urbanization through building learning cities. The focus, 'Lifelong Learning for All: Inclusion, Prosperity and Sustainability in Cities', allowed 500 mayors and education experts from all parts of the world to develop a set of action points to guide city governments as they work towards the creation of learning cities.

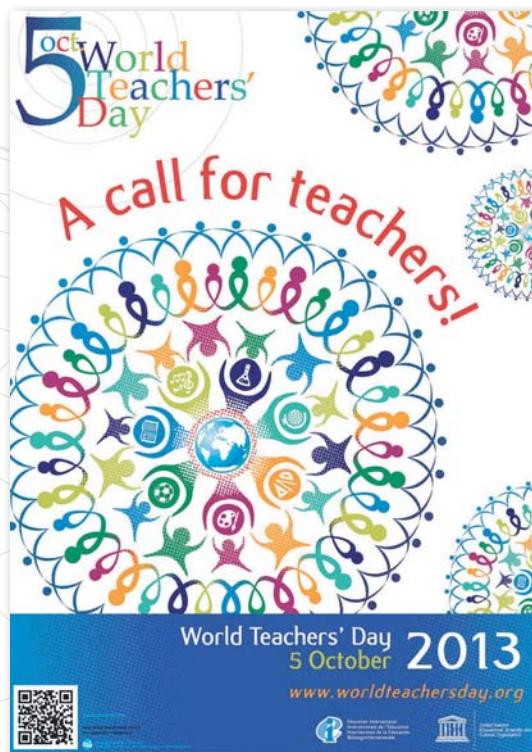
## ■ Building skills for work and life

Part of the work that UNESCO does in education is to help countries strengthen their education system's ability to deliver skills for work and life.

One example is the 'Better Education for Africa's Rise' (BEAR) project that helps Botswana, the Democratic Republic of the Congo, Malawi, Namibia and Zambia develop TVET systems that are able to respond to development challenges and changing labour market demands. This is being done by helping TVET meet employment needs in growing economic sectors, such as agriculture and agro-food, construction and tourism.

This well-reputed project is recognized among the five beneficiary countries as a transformative initiative. BEAR has been heavily supported by the Government of the Republic of Korea and its willingness to share its own experience with the BEAR participants.

UNESCO is also providing policy advice on TVET to many countries: it conducted policy reviews in Tanzania (Zanzibar), Saint Kitts and Nevis and Lao PDR. UNESCO also functions as a clearinghouse and a facilitator of global debates on TVET. UNESCO-UNEVOC International Centre in TVET moderated three virtual conferences (e-Forums) with the online TVET community to discuss pressing issues such as Greening TVET, ICTs in TVET and Youth Unemployment. UNESCO-UNEVOC collected country TVET data for the World TVET Database, reaching a total of fifty validated reports by the end of December 2013.



## ■ Let's celebrate teachers!

UNESCO recognizes the central role of teachers in the achievement of the MDGs related to education. With more than 57 million children still denied the right to primary education and little movement in those numbers over the last few years, UNESCO has taken an even more prominent leadership role in its activities to promote and support the work of teachers, particularly those in developing countries.

In 2009, partners in the EFA campaign created the International Task Force on Teachers for EFA. The Task Force is an effective mechanism for advocacy, policy dialogue at global and regional levels and for knowledge development and sharing

*Promotional poster for World Teachers' Day 2013, celebrated under the slogan 'A Call for Teachers!'*

*In 2013, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) began implementation of a curriculum framework developed by UNESCO, which will help UNRWA to improve teaching and learning of its students. Kindergarten for Palestine refugees in Alliance, Damascus (Syria), in December 2013. Nearly one third of the 540,000 Palestine refugees in Syria are extremely vulnerable – including more than 63,000 children under 5 years old.*





on critical teacher issues. As host to the Task Force's Secretariat, UNESCO has a vital part in the Task Force's work.

The second phase, which will last until 2016, will build upon the Task Force's achievements to continue to accelerate efforts to address the teacher gap (2013-15), as well as shape a new strategic vision for the post-2015 era. In 2013, education campaigners and millions of members of the public worldwide celebrated in April Global Action Week, an initiative from the Global Campaign for Education (GCE), under the theme 'Every Child Needs a Teacher'.

In October 2013, ten Arab States completed a study on their policies and practices on TVET teachers with support from the International Task Force on Teachers for EFA, the UNESCO Section for Technical and Vocational Education and Training (TVET), the UNESCO-UNEVOC Centre in Bonn and the UNESCO Regional Office in Beirut. A synthesis report will be made available in early 2014. A workshop was held at UNESCO Headquarters early October to share and disseminate the outcomes of the study and best practices. Based on the results of this study, attendees to the workshop from the Arab region will explore collaborative actions to respond to identified challenges.

World Teachers' Day 2013 (5 October), celebrated under the slogan 'A Call for Teachers', focused on UNESCO's role in promoting quality teaching and teachers to foster global citizenship and cultural diversity. Director-General Irina Bokova reflected on UNESCO's firm belief that teachers are the most powerful force for equity, access and quality education, and called for teachers to receive stronger training upfront and continuous professional development and support.

This year, 170 events took place around the world to celebrate World Teachers' Day, as in Fontem (Cameroun) where a football match between teachers of two schools was followed by a town march, speeches and traditional dances at the municipal stadium. The Philippines hosted the longest celebration of teachers, no longer a Day but a National Teachers' Month, from 5 September to 5 October.

As part of this Day's celebrations, some 700 national and international participants, including policy-makers, researchers, representatives of intergovernmental organizations, students and teachers met at UNESCO Headquarters. The event was honoured with the presence of Goodwill Ambassador H.R.H. Princess Firyal of Jordan. In addition to the discussions on issues such as innovations in pedagogy and competencies for teachers, several stands showcased innovative pedagogy, such as the

Micro science methodology, where students and teachers tested micro science kits, or the Intel exhibition featuring new technologies for science teaching and engineering. Partners renewed their commitment to quality education, and affirmed their broader goal of mobilizing 30 million teachers and education professionals to unite with parents and students.

As a key strand of its Education Reform Strategy, the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) began implementation of a Teacher Policy to further strengthen and enhance the professionalization of the Agency's 19,000 teaching staff in November. The Teacher Policy was developed by the UNESCO/UNRWA Education Programme and provides a fully costed framework for teacher career progression, professional development and organizational support structures.

## ■ Advocating for gender equality in education

Many of UNESCO's activities in education are intended to address the gender divide in terms of expanding access to and improving the quality of education. Over 2013, UNESCO worked energetically to promote the right to EFA in the context of the particular challenges faced by women and girls to exercise their right to participate in, complete and benefit from education.

UNESCO's Global Partnership for Girls' and Women's Education, launched in May 2011, works to ensure that more girls enrol in school and receive a quality education. The partnership seeks to introduce programmes aimed at stemming the dropout of adolescent girls in the transition from primary to secondary education, as well as focus on scaling up women's literacy programmes through stronger advocacy and partnerships. As a complement to other UN initiatives, UNESCO has already concluded several dynamic public and private partnerships, which stand to benefit marginalized girls and women in Africa and Asia.

On 8 March 2013, UNESCO celebrated International Women's Day under the theme 'A Promise is a Promise: Time for Action to End Violence against Women'. The Organization hosted a number of

*UNESCO Director-General Irina Bokova with education activist Malala Yousafzai and Archbishop Desmond Tutu at the Global Education First Initiative anniversary event held at the UN Headquarters (New York), on 25 September.*



## Japan and Sweden partner with UNESCO for literacy in Afghanistan

events, including a tribute concert to women in music at the Organization's Headquarters, as well as a forum on the prevention of gender-based violence through education and sport, and another forum on the safety of women journalists, both of which were held at the UN Headquarters in New York within the framework of celebrations organized by the Commission on the Status of Women.

On the occasion of the International Day for the Elimination of Violence against Women (25 November), a joint statement was issued by the GEFI as well as the UN Girls' Education Initiative (UNGEI), of which UNESCO is a partner, and Education International, calling on actors to recognize and take action against school-related gender-based violence (SRGBV). SRGBV is a hidden but major obstacle to EFA, especially for girls.

In addition to the joint statement that aimed to raise awareness and guide appropriate action to address SRGBV, UNESCO is also developing, in partnership with UNGEI, research-based policy recommendations, and has organized a regional consultation in the Asia Pacific region.

Also in 2013, and within the framework of the Clinton Global Initiative in New York, Director-General Irina Bokova received a recognition award honouring UNESCO's role in implementing a partnership with Procter & Gamble to improve girls' education and literacy in Africa. This partnership, which has been further expanded during the year, has enabled over 5,000 young girls and women in Senegal to follow literacy classes and vocational skills training in seven regions of the country.

In October 2013, the Ministry of Interior Affairs of Afghanistan (Moi), the Government of Japan and UNESCO launched the second phase of the Literacy for Empowering Afghan Police (LEAP) project. LEAP was started in 2011 and 15,000 police men and women are to benefit from the literacy courses. With the support of the Japanese Government funding the literacy courses and technical assistance from UNESCO via the Moi, police will be able to interact better with people when carrying out their police duties.

Later in the month, the three partners launched the next phase of the Programme for Enhancement of Literacy in Afghanistan (ELA 3). ELA is implemented in twenty-seven provinces by the Ministry of Education Literacy Department with technical assistance from UNESCO. The third phase will incorporate skills-based literacy, embedding literacy and numeracy within specific vocational contexts, helping to increase the practical application of these skills.

Cooperation in Afghanistan was strengthened in December, when the Government of Sweden, through the Swedish International Development Cooperation Agency (Sida), and UNESCO signed a new funding agreement for the enhancement of literacy in the country.



*Over 15,000 police men and women will benefit from the Literacy for Empowering Afghan Police (LEAP) project. Its second phase was launched in October by the Ministry of Interior Affairs of Afghanistan, the Government of Japan and UNESCO.*

## ■ Malala Day

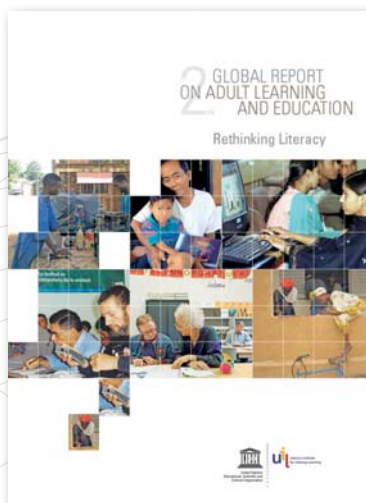
On 10 December 2012, the Malala Fund for Girls' Right to Education was launched with an initial contribution by the Government of Pakistan, to support holistic programmes on girls' education. Participants at the launch of the project adopted a Statement of Commitment to Girls' Rights to Education, promising to 'actively strive to make every effort to end all forms of violence against girls and to eliminate the obstacles that prevent them from attending school'.

On 12 July 2013 Malala Yousafzai celebrated her 16th birthday. On the day, declared 'Malala Day', the world celebrated her campaign to accelerate the goal of getting all children, especially girls, in school and learning by 2015.

To mark the Day, the GEFI Youth Advisory Group mobilized over 500 young people to call on world leaders to provide education for all.

## Quality education and skills development opportunities for young Syrian refugees

In partnership with the European Union, the UNESCO Office in Amman launched a project to sustain quality education and promote skills development opportunities for young Syrian refugees and vulnerable Jordanians in host communities affected by the Syrian crisis. This project aims to mitigate the impact on the quality of education in the Jordanian education system resulting from the challenges posed by the protracted presence of the Syrian refugees. It promotes informal and non-formal education opportunities for Syrian refugee children and vulnerable Jordanian students and youth, while strengthening the response capacity of the Ministry of Education in times of emergencies.



*The second Global Report on Adult Learning and Education: Rethinking Literacy, published by the UNESCO Institute for Lifelong Learning, reports on the national progress on adult learning and education in 141 countries, while focusing on literacy as the foundation of lifelong learning.*

Convening at the UN Headquarters in New York, and in support of GEFI, the young leaders heard Malala's first high-level public statement on the importance of education since she was shot by the Taliban in Pakistan in 2012.

UNESCO also took part in the Malala Day Youth Fair by helping young people learn more about the Organization's role in promoting quality education for all and encouraging them to get involved in finding new ways to build peace and sustainable development through education.

UNESCO-UNEVOC and the young leaders also used the opportunity to discuss solutions for tackling youth unemployment through education.

## ■ Protecting the Right to Education for All

Education is a fundamental human right, yet it remains elusive for a significant proportion of the world's population. UNESCO has continued to advocate for the right to access to quality education for all, regardless of a person's culture, gender, socio-economic status or income level. In 2013, UNESCO completed its 8th consultation of Member States on their implementation of the UNESCO Convention and Recommendation against Discrimination in Education. Fifty-nine countries party to the Convention participated in the monitoring exercise, which aimed to take stock of progress made, identify the challenges still faced by countries and illustrate actions taken to implement the Convention and Recommendation. The results were submitted to UNESCO's governing bodies.

## ■ Further support to Brazil's Criança Esperança programme

Under the terms of a six-year agreement signed between UNESCO and TV Globo in September 2013, Brazilian grass-roots projects and NGOs will be selected, through the UNESCO Office in Brasília, to benefit from funds raised by TV Globo's Criança Esperança, a yearly social mobilization and fundraising campaign.

The campaign funds four Espaços Criança Esperança (ECE) in Rio de Janeiro, São Paulo, Belo Horizonte and Jabotão dos Guararapes. The ECEs are centres where artistic, cultural and sporting events, as well as training, employment and income generating activities take place for low-income families,

children and adolescents, who live in violent and socially vulnerable communities.

Criança Esperança promotes education, social inclusion, and basic human rights to socially vulnerable populations. It creates opportunities and helps improve the quality of life of children, adolescents and youths, notably girls and women. It targets and empowers vulnerable priority groups, such as indigenous populations, street children, people living with HIV/AIDS, drug users and victims of sexual and domestic violence, as well as children and young people with special physical and educational needs.

Criança Esperança also provides capacity-building programmes. In 2012, the campaign funds supported 86 projects, benefiting more than 30,000 girls and boys, young men and women.

## IIEP turns 50 and extends its scope to Africa

In 2013, UNESCO's International Institute for Educational Planning (IIEP) celebrated its 50th anniversary. To mark this important occasion, on 3 December, the Institute held a seminar at which experts shared their visions for the future of educational planning. It was an opportune moment to reflect on the successes and lessons of the past, while at the same time creating collaborative visions for shaping the global educational landscape. The well-attended event brought together a variety of experts: four former IIEP Directors and the current Director, and three practitioners involved in the planning of school-based systems, the development of Massive Open Online Courses (MOOCs) and the formulation of citizen education projects.

Also in 2013, IIEP and the French Agency for Development (AFD) signed an agreement for the integration of Pôle de Dakar within the Institute. Pôle de Dakar is a platform of experts created by the French Ministry of Foreign Affairs in 2001 and financed by AFD to provide sub-Saharan countries with technical support in the field of education.

*UNESCO's IIEP has been contributing for fifty years to education development and reform. Historical photograph of IIEP's Annual Training Programme participants from 1975-76.*



© UNESCO/IIEP



*Eighty-year-old 'Malebohang Ntobo, owner of a tuckshop in Lesotho, says that frequent radio broadcast interruptions create a lot of confusion within her community. In 2013, UNESCO's 'Empowering Local Radios with ICTs' project focused on solving issues related to the financial sustainability of radio stations in this country as well as in Namibia, Democratic Republic of the Congo, Kenya, South Africa, Tanzania and Zambia.*



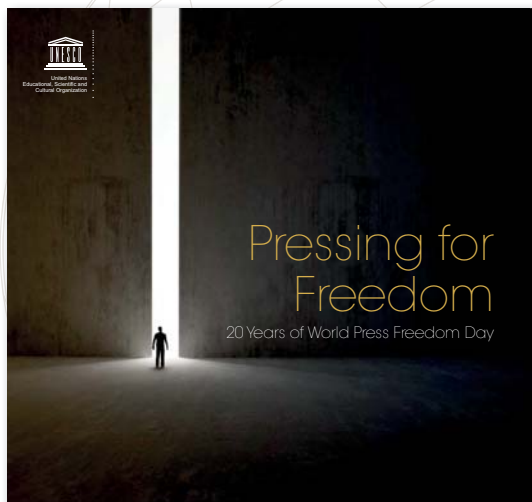
A photograph of a cluttered kitchen. In the foreground, a large, weathered metal pot sits on a surface. On top of it is a bright blue plastic pot. To the left, there's a pink cup and a green bowl. In the background, a wooden structure and a radio are visible. The text 'CHAPTER 2' is overlaid in white at the top, and 'Fostering Freedom of Expression' is overlaid in large white letters in the center.

CHAPTER 2

**Fostering  
Freedom of  
Expression**

# Fostering Freedom of Expression

*Developing environments that support freedom of expression can foster creativity, independence and pluralism of ideas, and ultimately help promote democracy, peace and tolerance. Over 2013, UNESCO has continued to make strides towards a safer and more equitable global environment for journalists, at the same time as it has enhanced local and national capacity for freedom of expression. From the celebration of World Press Freedom Day, through the support for the formulation of media laws and constitutional changes, UNESCO has worked to expand access to media at the global level and to support freedom of the press across all platforms.*



*To celebrate World Press Freedom Day, UNESCO published in 2013 the English edition of Pressing for Freedom: 20 Years of World Press Freedom Day. French and Spanish translations will be available in early 2014.*

## ■ Celebrating Press Freedom

Established in 1993 by the United Nations General Assembly, World Press Freedom Day (WPFDD) is observed annually on 3 May. It serves as a reminder that in dozens of countries around the world, publications are censored, fined, suspended and closed down, while journalists, editors and publishers are harassed, attacked, detained and even murdered. It is also a day to encourage and develop initiatives in favour of press freedom; to assess the state of press freedom worldwide; to remind governments of the need to respect their commitment to press freedom; and to invite media professionals to reflect on issues related to press freedom and professional ethics.

In May 2013, UNESCO and the Government of Costa Rica organized WPFDD celebrations in San Jose under the theme 'Safe to Speak: Securing Freedom of Expression in All Media'. The celebrations received extensive coverage in the media, with more than 5,000 articles and 50,000 tweets promoting the event. Finally, more than 100 events were organized all around the world.

To commemorate the 20th anniversary of WPFDD, UNESCO produced a special publication entitled *Pressing for Freedom: 20 Years of World Press Freedom Day*. The publication provides an overview of the Day's historical evolution, beginning with its foundational years and leading to a period of consolidation where an international civil society of press freedom has begun to coalesce. Finally, it explores the big issues and challenges that are likely to arise with regard to freedom of the press in the future. *Pressing for Freedom* includes testimonials from twenty-seven individuals and organizations that have been part of the fight for press freedom around the world.

## ■ Leading international efforts to protect journalists

As the UN agency with the mandate to promote freedom of expression and press freedom, UNESCO has been leading the process of implementing the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. The Plan presents a framework for combining the efforts of all actors to promote a free and safe environment for journalists in both conflict

# SAFE TO SPEAK: SECURING FREEDOM OF EXPRESSION IN ALL MEDIA

WORLD PRESS FREEDOM DAY  
SAN JOSÉ, COSTA RICA  
2-4 MAY 2013



*Promotional campaign for World Press Freedom Day 2013, organized by UNESCO and the Government of Costa Rica under the theme 'Safe to Speak: Securing Freedom of Expression in All Media'.*

and non-conflict situations, with a view to enabling an informed citizenry that is capable of strengthening peace, democracy and development worldwide. The Plan was launched in four countries – Iraq, Nepal, Pakistan and South Sudan – and implementation is under way in Latin America.

To underscore UNESCO's leadership role, the Executive Board at its 191st Session adopted the UNESCO Workplan on the Safety of Journalists and the Issue of

Impunity. This document differs from the UN Plan in being UNESCO-specific, focusing on South-South cooperation and including work to develop indicators for journalists' safety. Both UNESCO and the UN Plan of Action have become a global reference point in the promotion of safety of journalists and the fight against impunity through notably the UN General Assembly Resolution on the Safety of Journalists and the Issue of Impunity adopted on 18 December 2013, and the

Human Rights Council Resolution 21/12 on Safety of Journalists adopted in September 2012, which calls for the strengthening of cooperation in order to implement the UN Plan of Action.

The UN General Resolution also proclaimed 2 November as the International Day to End Impunity for Crimes against Journalists. The date coincides with the day when French journalists Ghislaine Dupont and Claude Verlon were killed by militants in Mali in 2013.

## Ethiopian journalist Reeyot Alemu wins the 2013 UNESCO-Guillermo Cano World Press Freedom Prize

The prize was awarded during the World Press Freedom Day celebrations on 3 May in Costa Rica. Ms Alemu was recommended by an independent international jury of media professionals in recognition of her 'exceptional courage, resistance and commitment to freedom of expression'. She has written critically about political and social issues, focusing on the root causes of poverty and gender inequality. She worked for several independent media, before founding her own publishing house and a monthly magazine called *Change*, both of which were subsequently closed. While working as a regular columnist for *Feteh*, a national weekly newspaper, Ms. Alemu was arrested in 2011 and is currently serving a five-year sentence in Kality prison (Ethiopia). The Prize, which was created in 1997 by UNESCO's Executive Board, honours the work of an individual or an organization that has made a notable contribution to the defence and promotion of freedom of expression anywhere in the world, especially if risks have been involved.



*Ms Laura Chinchilla, President of the Republic of Costa Rica, and UNESCO Director-General Irina Bokova during the UNESCO-Guillermo Cano award ceremony on World Press Freedom Day 2013.*

*In August 2013, UNESCO co-organized with local partners a project to support the Jordanian media community in understanding its essential role in the electoral process, ahead of the parliamentary and municipal elections in the country held at the end of that month.*



© Doha Media Center



## ■ Enhancing cooperation between security forces and journalists in Tunisia

In June and July of 2013, UNESCO and the Tunisian Interior Ministry organized a series of training sessions in the region aimed at sensitizing the security forces to the issues of human rights, freedom of expression and the safety of journalists. In total, 90 officers from the police, the National Guard and the Emergency Preparedness, as well as thirty journalists attended the sessions, which included presentations on international and national freedom of expression standards, and practical exercises on communication with the media. The sessions were facilitated by trainers from UNESCO and the Ministry of the Interior, with financial support from the Netherlands.

## ■ Strengthening media capacities around the world

As part of its effort to build an international coalition of media assistance partners, the Bureau of the International Programme for the Development of Communication (IPDC) – the UN’s mechanism to mobilize international support for strengthening the capacities of developing countries in news media development – approved in 2013 the Knowledge-Driven Media Development initiative. The initiative consists of a framework that will seek to enhance the role of knowledge and learning in informing and driving UNESCO’s efforts at media development. It will build upon the information gained through the numerous projects implemented by IPDC each year as well as through IPDC’s other initiatives

such as the Media Development Indicators (MDI) assessments. Application of MDIs was steadily increased in 2013, with new assessments of national media landscapes launched in Colombia, Curacao, the Dominican Republic, Liberia and Myanmar.

In 2013, UNESCO started implementation of the 63 projects approved in March by the Bureau of the IPDC. Thirty-three of these projects were implemented in Africa and the Arab region, sixteen in Latin America and the Caribbean, and fourteen in Asia and the Pacific. The projects are contributing to IPDC’s priorities – promoting freedom of expression and media pluralism, developing community media and building the professional skills of journalists.

## Major partnerships in favour of freedom of expression

In 2013, UNESCO concluded major partnership agreements and led special efforts for fund-raising projects to promote freedom of expression. Contributions from Sweden, Finland, Denmark, Japan, the Netherlands, the Norwegian Refugee Council, the European Union and Canal France International supported freedom of expression activities in Arab Spring countries, West Africa, Myanmar, Pakistan and Nepal. Among this year’s major partnerships,

- The Government of Finland and UNESCO signed an agreement in January by which Finland will provide funding to support UNESCO’s activities in the field of freedom of expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen.
- The Government of the Netherlands and UNESCO committed to continue supporting in 2014 the training of security forces on freedom of expression, press freedom and safety of journalists to promote democratic principles in Tunisia.
- As a result of the high number of poor and vulnerable Syrian refugees, the lack of proper information dissemination about humanitarian services in Jordan, the limited access to information and the absence of a communication platform involving these refugees, UNESCO launched a capacity-building programme for Syrian refugees in Jordan through radio programmes financed by the Government of Japan.

## Covering climate change in Africa

UNESCO continued its journalism capacity-building endeavours in Africa by publishing and distributing *Climate Change in Africa: A Guidebook for Journalists*. The publication was issued following a review by African experts, including academics and journalists, during a workshop held in October in Kenya. The publication is meant to contribute towards developing transnational and interdisciplinary climate literacy among media professionals and especially journalists, in an attempt to demystify efforts at climate change mitigation and adaptation.



As part of the work to support education initiatives that promote freedom of the press, the Organization launched ten new specialized syllabi on journalism education. These are intended to fill the gap for specialized literacies required by journalism educators striving to respond to the new challenges. Titled *Model Curricula for Journalism Education: A Compendium of New Syllabi*, the publication builds on the original UNESCO Model Curricula developed in 2007 and adapted since then

in over 60 countries. Issues covered in the Curricula include media sustainability, data mining, intercultural dialogue, global communication, humanitarian crises, human trafficking, community participation, science and bioethics, as well as gender inequality.

### *Empowering local radios in Africa with ICTs*

UNESCO's 'Empowering Local Radios with ICTs' project funded by Sweden aimed to bridge the gap between poor people – especially women and girls – and encourage public debate on local issues. This was achieved through a series of capacity-building activities in thirty-two local radio stations, improving their programming quality, providing training on the use of information and communication technologies (ICTs) and helping them to increase their geographical range of news coverage by using a network of correspondents.

The three-year project (2012-14) focuses on gender equality actions and the financial sustainability of radio stations in Namibia, Democratic Republic of the Congo, Kenya, Lesotho, South Africa, Tanzania and Zambia. Results after the first year of implementation included a 45 per cent increase in the number of correspondents and a demonstration of many new skills acquired: use of the internet for editorial work, programming and networking; use of mobile phones for interviewing; use of mobile phones and SMS systems for interacting with the audience; and the adoption of free and open source software for editorial and management work in radio stations, and social media for networking and interaction.

### *Supporting media accountability in South-East Europe*

With financial support from the European Union, UNESCO kicked off the 'Media Accountability in South-East Europe' project in January, geared towards promoting freedom of expression and press freedom in South-East Europe and Turkey. The project, which was implemented in Albania, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey as well as in Kosovo, sought to build on previous European Union-funded initiatives aiming to increase the capacity of media professionals to strengthen ethical and professional standards in journalism. Activities in the first year of the project focused on reinforcing self-regulation mechanisms for media in the target countries, including implementation and awareness of such mechanisms as press councils and ombudsmen.

In addition, the project supported the exchange of best practices through diverse activities, such as the organization of a regional conference in Sarajevo (Bosnia-Herzegovina) in October 2013. Some of these activities allowed evaluation of the impact of new technologies on media ethics and professional reporting, in particular during round-table discussions held in each target country. The issue of hate speech, which resurfaced with renewed concerns in the region's media following increased internet penetration, was a focus of this project. Ethical guidelines that better address issues raised in the online world have been discussed and promoted.



*Annie Nachilongo from Iso Community Radio interviews Evans Simukoko at work in Isoka District, Zambia. As a result of UNESCO's project 'Empowering Local Radios with ICTs', the radio station can allocate more time to reports on agricultural issues of local concern.*

### *Strengthening journalists' capacities in the Caribbean*

Later in October, UNESCO supported a two-day Pan-Caribbean Symposium on Freedom of Expression organized by the Association of Caribbean Media Workers in collaboration with the International Freedom of Expression Exchange, the International Press Institute, the Trinidad and Tobago Publishers and Broadcasters Association, the Media Association of Trinidad and Tobago and the UN Information Centre for the Caribbean in Trinidad and Tobago.

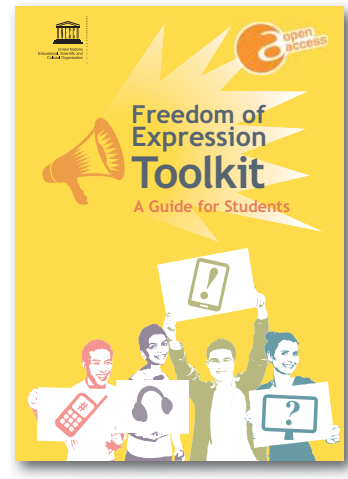
The Symposium's principal focus was on freedom of expression issues in the region, with an additional look at mobilizing international support for free expression and journalism in the face of crises and emergencies. Journalists from eleven Caribbean countries participated in the event, helping to strengthen the organizational capacities of press associations in the Caribbean to detect and report on freedom of expression violations in their region.

### *Assisting media reforms and development in Myanmar*

Throughout 2013 UNESCO continued, with the contribution of diverse donors, to support ongoing media reforms in Myanmar, aiming to ensure that these are in line with international standards and best practices, and grounded on the recognition of the critical role of the media in transitions to democracy. Key in this regard was the work of the Media Development Thematic Working Group (MDTWG), which is co-chaired by the Ministry of Information and UNESCO and includes approximately

### **Just published: *Freedom of Expression Toolkit: A Guide for Students***

As part of further efforts to raise awareness about freedom of expression and its role in promoting democratic governance, UNESCO launched in 2013 a toolkit aimed specifically at youth. The *Freedom of Expression Toolkit: A Guide for Students* presents and explains the different concepts related to freedom of expression and complements these explanations with concrete examples and case studies. It also contains various hands-on activities in which readers can participate. While many toolkits exist already, none so far has been written in an accessible language that directly targets youth.



twenty-five national and international media development organizations as members. After discussions of the Draft Printing and Publishing Enterprise Law came to a halt in Parliament, this working group organized a forum that allowed for constructive multi-stakeholder dialogue on proposed amendments to the draft law and recommendations regarding others that are under discussion in the country.

A second conference on media development was held in the capital city of Yangon, which brought together nearly 300 participants. Organized by the Ministry of Information and the MDTWG in partnership with UNESCO and International Media Support, with the assistance of a wide range of development partners and international and national media groups, the event resulted in an action agenda to further the development of media in Myanmar. In addition, World Press Freedom Day was celebrated this year in the country for the very first time.

Also in 2013, there was a series of training sessions for journalists that focused on basic skills and issues pertaining to media editorial independence and ethics, as well as on more specific topics such as how to cover disasters from a risk-reduction perspective. A revision of the journalism curriculum at the University of Yangon has been launched, based on the UNESCO Model Curriculum for Journalism Education, and training courses have been initiated to strengthen the training capacities of faculty in its Journalism Department.

UNESCO's support to freedom of expression and media development in Myanmar has been made possible thanks to the contribution of diverse donors, including Canal France International and the Governments of Denmark, Sweden and Norway; as well as through funding facilitated by the International Programme for the Development of Communication (IPDC).





UNESCO gathered media representatives from over 80 countries at the December Global Forum on Media and Gender, which took place in Bangkok (Thailand).

of women in media content, staffing and management, by applying its pioneering *Gender-Sensitive Indicators for Media*, published in 2012.

In 2013, the road to more representative media across the world opened up at the Global Forum on Media and Gender in Bangkok (Thailand). The three-day event in December saw the groundwork laid for the establishment of the Global Alliance for Media and Gender. More than 200 delegates from over 80 countries gathered for the Forum's opening ceremony, where speakers described the complex and multi-dimensional nature of gender stereotyping and the lack of decision-making power of women in the media. All agreed that a concerted international effort is needed to redress the imbalances.

### Improving the quality of electoral reporting in Jordan

UNESCO continued its partnership with local media actors, and with financial support from the European Union, implemented an activity to improve the quality of electoral reporting in Jordan. The project sought to develop the country's media capacities, to foster high-quality democratic governance by promoting objective and impartial electoral reporting, and thus to restore the public's confidence and participation in the political process.

UNESCO's aim was to develop a participatory strategy to support the Jordanian media community in understanding its essential role in the electoral process, ahead of the parliamentary and municipal elections in the country, while also contributing to the ongoing overall efforts for nationwide political reform.

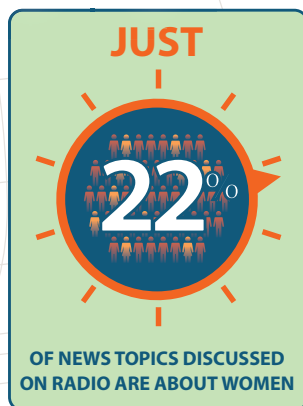
*UNESCO infographic for the advocacy of gender equality in the media throughout 2013.*

### ■ Reducing gender inequality in the media

One of UNESCO's focus areas is the reduction of gender inequality in the media. The Organization continues to encourage media organizations around the world to improve the representation



**LET'S GET THE BALANCE RIGHT!**



## ■ New Global Alliance for Partnerships on Media and Information Literacy

In 2013, organizations from over 80 countries agreed to join forces in a Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). GAPMIL is a groundbreaking effort to promote international cooperation to ensure that all citizens have access to media and information competencies.

This pioneering initiative was launched during the Global Forum for Partnerships on Media and Information Literacy, which took place from 26 to 28 June in Abuja (Nigeria). The forum was held under the theme 'Promoting Media and Information Literacy as a Means to Cultural Diversity'. Over 300 persons from more than forty countries gathered for the event. Speakers and participants discussed, amended and adopted a framework and a plan of action for the GAPMIL, which was prepared in

*Young women on Avenue Habib Bourguiba, downtown Tunis (Tunisia), distributing a newspaper produced for World Press Freedom Day 2013 by journalism students from the Institute of Press and Information Sciences (IPSI).*



advance after a worldwide call for interest and a three-month online debate.

Moreover the World Social Sciences Forum held in Montreal (Canada), from 13 to 15 October, provided an opportunity to discuss challenges and opportunities for freedom of expression on the internet. At the event, UNESCO highlighted the 1991 Windhoek Declaration on a free, pluralistic and independent press, and the action lines for media that were drawn up under the World Summit on the Information Society, which came a decade later. UNESCO focused on the ways in which the internet posed questions for this legacy, and suggested how a draft concept of internet universality could address them with reference to human rights, openness, accessibility and multi-stakeholder participation.

## ■ Supporting the right to know

On 28 September, UNESCO partnered with the Moroccan Network of civil society organizations for Right to Information (REMDI), on the occasion of the Right to Know Day, which was celebrated to increase awareness and knowledge of this right among the general public in Morocco. As part of the festivities, REMDI presented an artistic show that was organized by and targeted young people. The event mobilized Moroccan youth to effectively exercise their right to access and use information. A workshop was held the previous day focusing on a right to information awareness booklet developed by UNESCO, as well as on facilitation of REMDI's strategic planning for the coming year. The workshop also

allowed for a discussion on best practices implemented around the world. These activities were all made possible thanks to the support of the government of Finland.

## ■ Leading the debate on internet privacy and freedom of expression

The internet and its convergence with mobile communications has enabled greater access to information and communication resources with over one quarter of the world's population now using the internet. In this context, UNESCO advanced in 2013 its leading role in the promotion of online freedom of expression, privacy, freedom of information and press freedom as basic human rights. It convened and participated in global, regional and national awareness-raising activities such as the World Summit for the Information Society (WSIS) Forum, the Internet Governance Forum, the Stockholm Online Freedom Conference and the Freedom Online Coalition Meeting.

During the year, the Organization released a new publication in its series on internet freedom, entitled *Global Survey on Internet Privacy and Freedom of Expression*, as well as French and Arabic versions of the first publication of this same series, *Freedom of Connection, Freedom of Expression: the Changing Legal and Regulatory Ecology Shaping the Internet*. The production and printing of the translations was made possible under the project 'Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region,' funded by the Swedish International Development Cooperation Agency (SIDA).

These publications support UNESCO's efforts to provide stakeholders with useful reference tools containing up-to-date information on emerging issues.

## ■ Celebrating World Radio Day

Radio is the most universal medium, used by 95 per cent of the world's population. In order to raise awareness about the importance of radio, to encourage decision-makers to provide access to information through radio and to improve networking and international cooperation among broadcasters, World Radio Day is celebrated on 13 February.

World Radio Day 2013 celebrations were extensively covered in news and social media worldwide. The Organization celebrated World Radio Day 2013 by inviting seven international radio stations to broadcast live from its Paris Headquarters. UNESCO staff gave 75 media interviews and 130 registered events took place, reaching over 150 million listeners worldwide. Audio interviews with UNESCO Goodwill Ambassadors, Artists for Peace and opinion leaders resulted in over 10,000 plays on SoundCloud throughout February. As well, 'World Radio Day' became a top ten global trend topic on Twitter throughout the day.

## UNESCO supported the 2013 Global Investigative Journalism Conference

The event was held in Rio de Janeiro (Brazil) in October and was attended by hundreds of investigative journalists, journalism students, scholars, experts, UN agencies and media development practitioners, who spent four days debating the challenges, accomplishments and the future of investigative journalism. UNESCO assisted in organizing several sessions during the Conference and supporting key debates under the umbrella of investigative reporting. In addition, the event offered dozens of opportunities for capacity-building, debating and networking for investigative journalists from different parts of the world.

*UNESCO Director-General Irina Bokova is interviewed at the Organization's Headquarters on World Radio Day 2013 by a journalist from Monte Carlo Doualiya, an Arabic-speaking radio station broadcasting from Paris throughout the Middle East and Northern Africa.*





*UNESCO has been fully mobilized to safeguard and protect Syria's immensely rich cultural heritage, which has been severely damaged since the beginning of the conflict. In 2013, UNESCO's efforts culminated in the launch of an integrated action plan focusing on advocacy and awareness raising among all stakeholders, the training of police and custom officers in preventing the illicit trafficking of cultural property, and the creation of an International Observatory of Syrian Cultural Heritage. Courtyard of Aleppo's Umayyad Mosque, whose 11th-century minaret was destroyed in April 2013.*

A photograph of a historical building, possibly a mosque or a public square, showing significant damage. The central feature is a large, weathered dome structure with a smaller, similar structure to its left. The building's facade is made of light-colored stone or concrete, with several arched windows and doorways. In the foreground, there is a large pile of rubble, including broken concrete blocks and twisted metal. Sandbags are stacked around the base of the central structure, suggesting ongoing reconstruction or protection. The sky is clear and blue.

CHAPTER 3

**Protecting  
our Heritage  
and Fostering  
Creativity**

# Protecting our Heritage and Fostering Creativity

*Throughout 2013, UNESCO has worked in partnership with Member States, civil society and local communities to strengthen its role as a global leader in the safeguarding of all forms of cultural heritage, particularly in conflict situations, through the implementation of its culture conventions. The Organization also made major strides in its global advocacy for the inclusion of culture in the Post-2015 Development Agenda. From the adoption of the Hangzhou Declaration, and the celebration of 10th anniversary of the Intangible Heritage Convention, to the launch of the UN Creative Economy Report 2013, promoting culture for development, protecting heritage and fostering creativity have occupied centre stage in the Organization's activities in the field of culture this past year.*

## ■ **Joining forces to safeguard heritage at risk**

UNESCO is recognized as a global leader in the protection of cultural heritage and property. In many regions, UNESCO has worked throughout 2013 to assist countries in developing strategies to help safeguard their heritage. A number of emergency actions were launched in countries where heritage is particularly at risk, thanks to the generous contributions of UNESCO Member States, UNESCO's multi-donor Emergency Fund and other major donors such as the European Union, the Spanish Agency for International Development Cooperation (AECID) and the Federal Office for Culture of the Swiss Federation.

### *Mali*

Since May 2012, cultural heritage and expressions in northern Mali, primarily in Timbuktu and Gao, have been severely damaged in repeated attacks. Fourteen of the sixteen mausoleums of the Timbuktu World Heritage site were destroyed along with the El Farouk independence monument. The Tomb of Askia, another

World Heritage site, remains at high risk due to lack of maintenance during the occupation of the city of Gao by armed groups. Both sites have remained on the List of World Heritage in Danger since June 2012. Over 4,200 manuscripts were burned, and although local communities were able to safeguard some 350,000 manuscripts, the risks of physical deterioration and illicit trafficking remain cause for great concern. Intangible cultural heritage has also been affected. In the communities of northern Mali, armed groups prohibited numerous traditional and religious festivals as well as ceremonies linked to the restoration of mosques and mausoleums.

Throughout 2013, UNESCO continued to spearhead international efforts to safeguard Malian heritage through various international appeals and initiatives on the ground. During her visit to Bamako and Timbuktu with French President François Hollande on 2 February, the Director-General reconfirmed UNESCO's commitment to rebuilding Mali's extraordinary cultural heritage. On 18 February, UNESCO organized

a 'Day of Solidarity with Mali' at its Headquarters in cooperation with the Malian and French Governments. This first international experts meeting resulted in the adoption of an Action Plan with three main objectives: rehabilitating cultural heritage with the active participation of local communities, putting in place measures to protect the ancient manuscripts, and providing training in conservation and management, including practical workshops on countering illicit trafficking and courses specially designed for a heritage police unit and customs officers. A Special Account was established to generate the necessary funding, estimated at US\$11 million. By the end of 2013, approximately US\$3 million had been mobilized for launching the activities foreseen by the Plan. In November, Norway and UNESCO concluded an agreement, which provided emergency funding and support for the safeguarding and conservation of historic manuscripts in Mali, with a particular focus on the IHERI-AB public institution in Timbuktu and the private libraries and collections in the area.



*UNESCO damage assessment mission at the Mallawi Museum (Egypt) in September 2013.*

In addition, the Bureau of the Intergovernmental Committee of the 2003 Intangible Cultural Heritage Convention approved an international assistance package of over US\$300,000 in October 2013 to carry out inventorying and safeguarding of Mali's intangible cultural heritage.

In 2013, UNESCO also assisted the International Criminal Court (ICC) during its investigations of alleged war crimes related to the destruction of historic monuments and buildings dedicated to religion, education, art and science.

The numerous appeals and actions launched by UNESCO since the outbreak

of hostilities contributed to the adoption by the UN Security Council in April of Resolution 2100, which established the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). By specifying among the Mission's tasks the protection of cultural preservation 'in collaboration with UNESCO',

### Three major partnerships signed for the restoration, conservation and promotion of World Heritage sites

Following sixteen years of excavation and restoration work, and with the support of the Italian Government, a group of tower temples and monuments belonging to the My Son Sanctuary (Viet Nam), once the religious and political capital of the Champa Kingdom, were inaugurated by the Director-General, Vietnamese authorities and the Ambassador of Italy to Viet Nam in June 2013.

Later in the year, UNESCO and the Republic of Korea signed an agreement whereby funding was provided to build a museum and cultural centre around the Cultural Landscape and Archaeological Remains of the Bamiyan Valley (Afghanistan).

UNESCO and Panasonic Corporation announced this year the renewal of their strategic partnership agreement to raise awareness about the conservation of UNESCO World Heritage sites and to promote environmental education for the next generation through the World Heritage Education Programme.

*My Son Sanctuary (Viet Nam), inscribed on UNESCO's World Heritage List.*





the UN Security Council expressed a clear recognition of the Organization's mandate and leadership in this area.

In keeping with this mandate, UNESCO delivered the first of a series of training courses for military personnel, police and civilian staff of MINUSMA in October. The course focused on identifying cultural heritage, related national and international legislation and specific measures to be taken. Trainees also received the heritage maps and passports produced by UNESCO in 2012 with geographic coordinates of cultural properties and facilities in northern Mali and relevant information on intangible heritage. The UNESCO Office in Bamako ensures cooperation between UNESCO and MINUSMA. In addition, UNESCO, in close collaboration with the Malian authorities, produced a brochure entitled 'Protecting Cultural Heritage in Mali', specially conceived for military personnel.

In June, UNESCO conducted an assessment mission to evaluate the extent of damage to Timbuktu's cultural heritage, with a view to preparing a detailed strategy for the reconstruction of the destroyed mausoleums, the rehabilitation of damaged mosques and the protection of the Islamic manuscripts from the threat of illicit trafficking.

Two months later, the UNESCO Bamako Office, in close cooperation with the Malian authorities, began work on repairing and rebuilding the cultural heritage of historic Timbuktu. This World Heritage property received a visit on 5 November from UN Secretary-General Ban Ki-moon, the President of the World Bank and the European Commissioner for Development. The mission provided

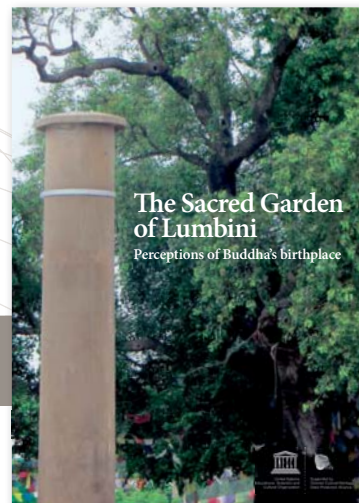
the occasion to view UNESCO's work on the ground and to confirm the critical role of culture in the overall recovery of Mali. It also encouraged further funding from the European Union and other donors. In December, Mali was the first African country to be elected to the Committee for the Protection of Cultural Property in the Event of Armed Conflict.

## Two new UNESCO publications on Lumbini, Buddha's birthplace

Two new UNESCO publications present a novel approach to commemorating the timeless essence of Lumbini, which was inscribed on the World Heritage List in 1997. Both publications call for renewed commitment to safeguarding and protecting this site.

*The Sacred Garden of Lumbini, Perceptions of Buddha's Birthplace* provides a comprehensive analysis of the site's Outstanding Universal Value, based on studies of historical and religious texts, archaeological remains, the environmental context and other key aspects of the site. In *Lumbini, Birthplace of Buddha*, co-published with the Paris-based NGO Oriental Cultural Heritage Sites Protection Alliance, over 200 striking photographs of the site illustrate universal themes, such as knowledge, heritage and nature.

Axel Plathe, Head of the UNESCO Office in Kathmandu, introduced the latter publication during a national book launch held in Kathmandu (Nepal) on 31 October.



## Syria

Since the beginning of the conflict in March 2011, the immensely rich cultural heritage of the Syrian Arab Republic has suffered alarming destruction. In June 2013, the 37th session of the World Heritage Committee inscribed Syria's six World Heritage sites on the List of World Heritage in Danger. On 29 August, UNESCO organized a high-level technical meeting including the UN and Arab League Special Envoy to Syria, Lakhdar Brahimi, together with representatives from the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), the International Council of Museums (ICOM), the International Council on Monuments and Sites (ICOMOS), INTERPOL, the World Customs Organization (WCO) and the European Union. At the meeting, an emergency plan was developed to help Syrians preserve their exceptional heritage and prevent further losses.

Following the appeals by the Director-General to safeguard Syrian cultural heritage throughout 2013, two workshops were organized in Amman (Jordan) and Damascus (Syria), in cooperation with international and local partners. A national campaign under the banner 'Save Syria's History' was launched to raise awareness about the current looting of museums and illegal excavation of archaeological sites. Moreover UNESCO and the UN Special Envoy to Syria launched a short- and mid-term action plan in 2013. Implementation of this plan will be possible thanks to funding from the European Union, with which UNESCO concluded an agreement for the Emergency Safeguarding of the Syrian Cultural Heritage in December.

Several activities are planned within this framework, including a multimedia campaign to raise awareness among the

population, training of police and customs staff in the risks of the illicit trafficking of cultural goods, training of heritage professionals in emergency measures for monuments and historic sites, and the establishment of an International Observatory of Syrian Cultural Heritage.

Work on the Observatory has already begun. It will feature an internet platform, hosted on the UNESCO website. With the help of stakeholders and heritage experts, this tool will survey the sites' conservation and the safeguarding of objects and cultural expressions. This will help prepare future action on the ground once the conflict is over. UNESCO also produced in 2013 a short documentary on Syria's endangered heritage and the Organization's action to protect it.

## Egypt and Tunisia

Throughout 2013 UNESCO condemned the damage to sites in Tunisia and Egypt and reiterated its commitment to provide any necessary assistance for rehabilitation and restoration in both countries. Early in 2013, the UNESCO Director-General condemned the arson attack against the Sidi Bou Said mausoleum in Tunisia, and called on Tunisian authorities to take urgent measures to protect all sites representative of the country's cultural and historical heritage.

UNESCO organized a regional capacity-building workshop in Casablanca (Morocco) aimed at providing national stakeholders with skills for fighting against the illicit trafficking of cultural property and protecting archaeological sites. Specialists from Tunisia, Algeria, Mauritania and Morocco participated in this workshop, which was financed by AECID. The project also included the

### Publication of the *UN Creative Economy Report 2013, Special Edition*



One of the most significant events in UNESCO's work to foster creativity in support of development goals this year was the publication of the *UN Creative Economy Report 2013, Special Edition*. This landmark publication is the result of a partnership between UNESCO and the UN Office for South-South Cooperation and the United Nations Development Programme (UNDP). It is specifically focused on creative economy at the local level in developing countries. Entitled *Widening Local Development Pathways*, it includes both a research-based report and a web documentary that speaks to creative economies on the ground. Both volumes feature numerous case studies, best practices and projects from the UNESCO International Fund for Cultural Diversity (IFCD), and the MDG Fund.

production of a series of awareness-raising materials addressing children and local communities.

In August, UNESCO received a report that the Mallawi National Museum in Egypt had been looted and suffered extensive damage. UNESCO sent an expert mission to the site in September, which confirmed the damage and the loss of 1,080 of the museum's artefacts. Some 589 artefacts were eventually recovered by Egyptian authorities thanks in part to UNESCO's work in collaboration with the Egyptian police and its partners (INTERPOL, WCO, ICOM and ICOMOS). In December, UNESCO provided training to twenty-one professionals responsible for museum management and disaster/conflict risk reduction.



*Chinese conceptual and multifaceted composer and conductor Tan Dun was designated as UNESCO Goodwill Ambassador on 22 March, in recognition of his efforts to promote intercultural dialogue through music, consciousness of the scarcity of natural resources such as water, and the diversity of languages.*

© Tan Dun Online

## Investing in Creativity, Transforming Societies

In 2013, the International Fund for Cultural Diversity (IFCD) provided total funding of US\$2.3 million for thirty projects in twenty-six developing countries, covering a wide range of areas, from the development and implementation of cultural policies, to capacity-building of cultural entrepreneurs, mapping of cultural industries and the creation of new cultural industry business models. The IFCD contributes to the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions by fostering the emergence of a dynamic cultural sector in developing countries.

### IFCD success stories:

**South Africa:** The Harlequin Foundation implemented an eleven-month recycled arts training programme reaching out to single mothers and people with disabilities from some of the most deprived areas of Cape Town.

An investment of US\$81,000 from the IFCD spawned twenty workshops, impacting 3,000 people and transforming 70 per cent of the participants into trained artisans and cultural entrepreneurs retailing their own work.

**Togo:** Thanks to an IFCD contribution of US\$98,698 and a two-day workshop, the Ministry of Arts and Culture of Togo developed a ten-year plan to accelerate and guide the implementation of the country's cultural policy in seven strategic areas. Work to launch the new Plan is already under way and the government's funding mechanism for culture will soon be fully operational, with some US\$800,000 provided by the national government to help bolster Togo's cultural sector.

50%  
of IFCD funds  
goes to  
**Africa**

1 out of 5  
IFCD projects  
is led by  
**Women**

Over 20%  
of IFCD-funded  
projects have  
**Youth**  
as direct beneficiaries

© UNESCO

**Brazil:** With US\$97,580 provided from the IFCD, the grassroots organization Vídeo nas Aldeias (Video in the Villages) trained young indigenous filmmakers to develop their scripting, production and editing skills. The resulting six films – which explore environmental issues, marginalization and poverty within the country's indigenous communities – are part of the multi-media education kit, which has been submitted to the Brazilian Ministry of Education for distribution to 40 million elementary school students across the country.

## ■ A fresh start for UNESCO's fight against illicit trafficking of cultural property

More than forty years after the adoption of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, on the occasion of the 37th General Conference in November 2013, Director-General Irina Bokova declared that 'UNESCO has made a fresh start.... We have taken an historic step in a new direction, creating two new monitoring bodies'. During the year UNESCO witnessed a great joining of forces, with the assembling of the 125 States Parties and their renewed commitment to the implementation of the Convention. The Parties met in

July and decided to establish formally a Meeting of States Parties, which will meet once every two years. They also created a monitoring organ, the Subsidiary Committee, composed of eighteen Member States. This new body will play a crucial role in improving the implementation of the Convention. Both statutory bodies, in coordination with the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation, are essential to international cooperation in the fight against the illicit excavations, illicit trafficking and illegal export of cultural property and the issue of restitution to the country of origin.

This year has also witnessed a growing interest in the field from Asian states. An international symposium on 'Protecting Asia's Heritage: Strategies for Fighting

Illicit Traffic of Cultural Property' was held in December 2013 in Kathmandu (Nepal). Also in 2013, Myanmar and the Kingdom of Lesotho ratified the 1970 Convention.

Thanks to UNESCO mediation, notable restitutions were made in 2013. Two Pandavas statues were returned by the Metropolitan Museum of New York to Cambodia during a ceremony attended by UNESCO Director-General Irina Bokova; and there were four more successful returns made thanks to the provisions of the 1970 Convention (from Germany to Bulgaria, Cyprus and Turkey).

In 2013, no fewer than eleven seminars and training workshops were held across the world. In addition to Egypt, Mali, Syria and Tunisia, Morocco, Paraguay and Peru also hosted regional training courses dedicated to the fight against illicit trafficking of cultural property. In Libya, capacity-building workshops were organized in Tripoli, and at the World Heritage sites of Sabratha and Cyrene (Shahat), with a view to training police and customs officers in this field and ultimately establishing a special police force to combat such trafficking. On 7 June, the Libyan police arrested a network of smugglers implicated in the robbery of two heads of statues from the Sabratha Museum.

In 2013, international cooperation in this area has been significantly strengthened, first of all, with INTERPOL and the WCO, as well as with UNIDROIT, the UN Office on Drugs and Crime (UNODC) and the African Union, specialized police forces and

*Capacity-building workshop organized by UNESCO in November 2013 at the World Heritage Site of Cyrene (Shahat, Libya) to train police and customs officers in the fight against illicit trafficking of cultural goods.*



the key stakeholders of the international art market. A substantial partnership has been developed with the European Union for the protection of the cultural heritage in Syria (preparation of emergency actions, establishment of an observatory of Syrian heritage etc.) and for the revision of the 1993 European Union Directive on the restitution of cultural objects.

Several documentaries and mini-clips have been produced for Asian, African, Arab and Latin American countries, aimed at raising awareness among tourists, local populations and the art market. The clips are being distributed in travel hubs, heritage sites and embassies of the countries concerned.

In order to increase public awareness among Iraqi youth, UNESCO developed an infographic movie included in a broader project named 'Civic Values and Life Skills Education for Adolescents in Iraq'. This project has developed a number of training materials which are being distributed among selected schools in Iraq.

Moreover, UNESCO translated this year into Spanish and Arabic its publication *Witnesses to History: Documents and Writings on the Return of Cultural Objects*, an anthology of reference texts of a historic, ethical, philosophical and legal nature on this topic.

## ■ Linking culture with development in a post-2015 world

As the international community is defining the post-2015 UN Development Agenda, UNESCO remains more than ever committed to advocate for the explicit inclusion of culture as a fundamental



dimension of development. Advancing on the path opened by the two resolutions of the UN General Assembly on Culture and Development adopted in 2010 and 2011, UNESCO spared no efforts to continue influencing ongoing debates on this issue.

Throughout 2013, the Organization held a series of milestones and high-level events on culture to rally more political support. In May, UNESCO co-organized in China the Hangzhou International Congress 'Culture: Key to Sustainable Development', which attracted some 500 experts. During the Congress, the Hangzhou Declaration was adopted, which explicitly recommends that culture be included in the post-2015 UN development agenda, through heritage, diversity, creativity and transmission of knowledge.

In June 2013, 250 participants attended the UN General Assembly Thematic Debate on 'Culture and Development' held at UN Headquarters. All speakers, including UN Secretary-General Ban Ki-moon, the President of the UN General Assembly and UNESCO's Director-General, stressed the role of culture in achieving development goals before government representatives from all regions. The July UN Economic and Social Council (ECOSOC) Annual Ministerial Review in Geneva was dedicated to 'Science, Technology and Innovation, and the Potential of Culture, for Promoting Sustainable Development and Achieving the Millennium Development Goals'. This eventful year culminated in December 2013 with the adoption by the UN General Assembly of the third Resolution on Culture and Development.

*Promotional image for the International Congress 'Culture: Key to Sustainable Development' organized by UNESCO in May in Hangzhou (China).*

## ■ The UNESCO Culture for Development Indicators

The Culture for Development Indicators (CDIS) are a research and advocacy initiative that aims to assess, through twenty-two indicators covering seven key policy dimensions, the role of culture in countries' development processes. The project was launched in 2009 with the financial support of AECID as an operational tool of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

In 2013 UNESCO implemented the CDIS in eleven countries across the world. Specialists in Bosnia and Herzegovina, Burkina Faso, Cambodia, Colombia, Ecuador, Ghana, Namibia, Peru, Swaziland, Uruguay and Viet Nam

collected and analysed new data for the development of country-specific 'culture for development DNA' diagrams. National workshops were held to examine and validate results, and resulted in constructive interaction between a wide range of stakeholders from ministries, national statistics institutes, academics, development agencies and civil society. In Namibia, for example, CDIS data made it possible to successfully advocate for the inclusion of culture in the 2014–18 UN Partnership Framework, and in Cambodia, it is contributing to a more informed framework for cultural policy.

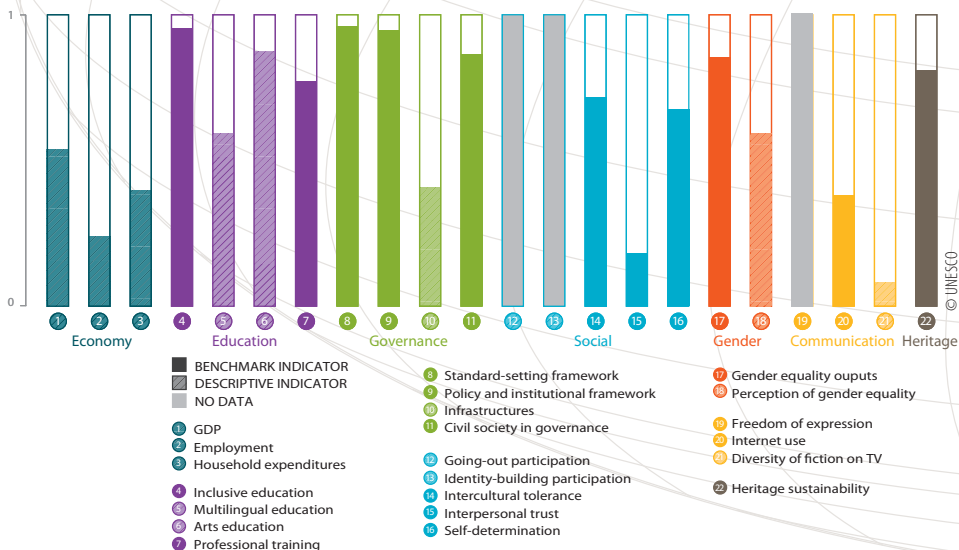
## ■ Assessing the presence of culture in the UN Development Assistance Frameworks (UNDAFs)

The role played by culture has in recent years become central in the global development discourse, both within and outside of the UN system. To gain a better understanding of how this has affected UN field-level actions, UNESCO undertook an analysis of 267 UN Development Assistance Frameworks (UNDAFs) from 124 countries covering the 1998–2016 period in order to examine the presence of culture in these joint strategic plans. Among other relevant information, the study shows that the role of culture in the UNDAFs has increased steadily, with a 70 per cent inclusion rate by January 2012, as opposed to 30 per cent in 2006.

In addition, a new internet search tool was launched in 2013, featuring a comprehensive database on the inclusion of cultural elements in UNDAFs. UNESCO also developed a handbook on *Culture and UNDAF* to help make a case for the inclusion of culture programmes in UNDAFs and similar common UN country programming exercises.

*Results of the UNESCO Culture for Development Indicators (CDIS) are visually summarized by the Culture for Development DNA, as shown in this diagram for Ecuador, one of the eleven countries where the CDIS were successfully implemented in 2013.*

### ECUADOR: Culture for Development DNA



## ■ Achieving Development Goals through culture

Between 2008 and 2013, eighteen joint programmes on culture and development were implemented worldwide for a total budget of US\$96 million in the framework of the Millennium Development Goals Fund (MDG-F).

As a result, cultural infrastructures serving 2.3 million people have been built or renovated; several laws, bylaws and recommendations to improve current cultural legislation have been developed; 12,300 cultural entrepreneurs have accessed new markets; fifty inventories have been created to protect cultural and natural heritage; capacities of nearly 14,200 civil servants and 1,450 cultural public institutions have been strengthened; and in Costa Rica, Senegal, Cambodia and Turkey alone thousands of jobs have been created or sustained.

In terms of the MDGs, the Joint Programmes have demonstrated that culture is a powerful economic sector which generates incomes and jobs (MDG 1); culturally adapted curricula allow for improved quality education and citizenship-building (MDG 2); culture-oriented industries area are a source of gender empowerment (MDG 3); socio-cultural approaches to health lead to cost-effective and more efficient health policies (MDGs 4, 5 and 6); cultural and traditional know-how are inexhaustible resources for sustainable environment and livelihoods (MDG 7).

## ■ Tenth anniversary of the Intangible Heritage Convention: taking stock

The year 2013 marked the 10th anniversary of the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH). Among the many opportunities to review this ten years' journey, the Internal Oversight Service conducted an evaluation on the relevance and effectiveness of the Convention.



The evaluation revealed that States consider the Convention to be a highly relevant international legal instrument, which has significantly broadened the definition and significance of ICH and introduced a number of key concepts, e.g. the central role the community plays as bearer of ICH; that culture lives and evolves through transmission from one generation to another; and how safeguarding requires measures to ensure its viability. The evaluation commends the extensive worldwide capacity-building programme put in place by UNESCO, but also highlights that government institutions often lack the financial and human resources to successfully implement the Convention as concerns inventorying, designing and implementing safeguarding measures, cooperating with other State Parties, preparing nomination files, and overall community consultation and participation.

*Women of the Miskito indigenous community (Nicaragua) celebrating Sihkru Tara, a ceremony performed to pay respect to ancestors. In the framework of the MDG Fund Programme 'Cultural Recovery and Creative Productive Development on the Caribbean Coast of Nicaragua' implemented by the UNESCO Office in San Jose, efforts were undertaken to safeguard this component of the Miskitos' intangible heritage.*

Moreover, the evaluation notes that the importance of the Representative List is overrated, and recommends clarifying all misperceptions regarding its intentions, while promoting the Urgent Safeguarding List and the International Assistance Programme, and rethinking the way in which best practices are identified and disseminated. Most of the recommendations were accepted by the Intergovernmental Committee during its December meeting in Baku (Azerbaijan), and will be implemented in the coming years.

## ■ A growing Creative Cities Network

Half of the world's population lives in cities, and in one generation this is expected to rise to two-thirds. As hubs of creativity and diversity, cities are our greatest motors of dynamism, growth and innovation. They all share common challenges of planning, infrastructure and resources, yet every city is unique and requires specifically tailored solutions.

Launched in 2004, the Creative Cities Network aims to develop international cooperation among cities that recognize

and support creativity as a strategic driver for sustainable development, through multi-stakeholder global partnerships. In 2013, seven new cities were designated members of this network by the Director-General: Fabriano, Italy and Paducah, USA (Crafts and Folk Arts); Krakow, Poland (Literature); Brazzaville, Congo (Music); Zahlé, Lebanon (Gastronomy); and Enghien-les-Bains, France and Sapporo, Japan (Media Arts).

By joining the Network, new members commit to work together and share resources with other Member Cities to promote creativity, reinforce participation

in cultural life, and integrate culture into local development plans. In 2013, the Network convened in Bologna (Italy) and Beijing (China).

Funded by partnership agreements with the municipalities of Beijing and Shenzhen (China) as well as with Chinese corporations Phoenix TV and the Dalian Wanda Group, UNESCO implemented in 2013 a number of activities in the field of culture, including the Creative Cities Summit in Beijing and the Beijing Forum on the Arts and the City, both of which took place in October.

*The future cultural centre 'Cit  du FESPAM' under construction in Brazzaville (Republic of the Congo). Brazzaville is the first African member of the UNESCO Creative Cities Network, which now comprises forty-one cities covering all regions of the world.*





## ■ UNESCO-European Union Expert Facility

Over the course of 2013, work continued on the Expert Facility Programme, which was launched in 2010 and is funded by the European Union. In 2013, UNESCO published *Strengthening the Governance of Culture to Unlock Development Opportunities* outlining the first results of the programme, which has provided specialized technical assistance to thirteen countries to help them implement the 2005 Convention on the Protection and Promotion of the

*On 30 April, UNESCO celebrated the second annual International Jazz Day in partnership with the Thelonious Monk Institute of Jazz. Istanbul (Turkey) was the host city for the Day, and celebrations were held across the world in recognition of jazz as it contributes to development, dialogue, tolerance and understanding. Senegal celebrated the Day for the first time in 2013, with UNESCO's active participation.*

Diversity of Cultural Expressions. Due to the positive results, the project was first extended from August to November 2013. In December, UNESCO announced that it will be further extended until December 2014, thanks to renewed funding from the European Union.



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*Evening concert to celebrate the 20th anniversary of the Intergovernmental Coordinating Committee for the Safeguarding and Development of the History Site of Angkor (ICC-Angkor) and its 3rd Intergovernmental Conference (Cambodia).*



© Phalka Ngim



## ■ Celebrating the 20th anniversary of ICC Angkor

The International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC-Angkor), set up in the wake of the Tokyo Conference (October 1993) and confirmed by the Paris Conference (November 2003), is an international coordinating mechanism for the assistance provided by different countries and organizations for the safeguarding and development of the historic site of Angkor (Cambodia). The ICC-Angkor is a major forum attended by ambassadors and institutional representatives during the plenary session, and architects, engineers, restorers, archaeologists, researchers, anthropologists and technical experts who, during the technical session, exchange their experiences and views. It also channels annually to the site several million dollars devoted to more than 60 projects being implemented in various fields, namely institutional framework, research, restoration, training, community development, tourism, agriculture, urban development and infrastructures. UNESCO provides the Standing Secretariat of the ICC-Angkor, which is presently

composed of representatives of thirty-five countries and international organizations. The decisions and recommendations of the ICC-Angkor are subject to the agreement and cooperation of the Royal Government of Cambodia.

The 20th anniversary of the ICC-Angkor and of the inscription of Angkor on the World Heritage List was celebrated in Siem Reap (Cambodia) in December. The anniversary opened with the 3rd Intergovernmental Conference under the theme 'Comprehensive and Sustainable Management of Angkor World Heritage, Living Heritage'. At the Conference, the ICC-Angkor was extended until 2023, with the purpose of taking stock of and celebrating the achievements made over the last twenty years and formulating the conceptual and practical orientation to be followed in the decade to come in international coordinated efforts for the conservation and safeguarding of the monuments of Angkor and its region. High-level officials including French Culture Minister, Aurélie Filippetti, and Deputy Foreign Minister of Japan, Yasumasa Nagamine, as well as representatives from twenty-three governments and ten international institutions, renewed their commitment to the safeguarding and sustainable development of the site of Angkor.

### **Intangible heritage reinforcing education for sustainable development**

The UNESCO Office in Islamabad carried out in 2013 a series of pilot projects in Pakistan on integrating intangible cultural heritage (ICH) into teaching and learning to reinforce education for sustainable development (ESD), in the framework of a project for the Asia Pacific Region spearheaded by the UNESCO Bangkok Office. The pilot is also being tested in Palau, Viet Nam and Uzbekistan. This year, eight schools in Pakistan participated, in an effort to link tradition bearers and the formal school system to develop mechanisms for transmitting cultural knowledge and wisdom to youth. At the end of the project, guidelines for integrating ICH/ESD knowledge in education and learning will be developed through a consultative process. In 2013, the UNESCO Office in Islamabad also used ICH for building peace and social cohesion in the war-affected province of Khyber Pukhtunkhwa (KPK) and the Federally Administered Tribal Areas (FATA).

**UNESCO, the Saudian Ministry of Education and the King Abdul Aziz Center for National Dialogue (KACND) organized the International Conference 'Youth Volunteering and Dialogue' in Jeddah (Saudi Arabia) in December. Young participants from thirty-nine countries met to explore youth volunteering and chart future avenues for the aspirations of youth.**





CHAPTER 4

**Learning  
to Live  
Together**

# Learning to Live Together

*Enshrined in UNESCO's mission since its creation is the commitment to building lasting peace and eliminating all forms of discrimination and violence wherever they occur. This humanist approach to sustainable social development led the Organization's efforts throughout the year to empower young women and men, to promote gender equality, to call for inclusive societies and to fight discrimination and violence around the world.*

## ■ Acting with and for youth

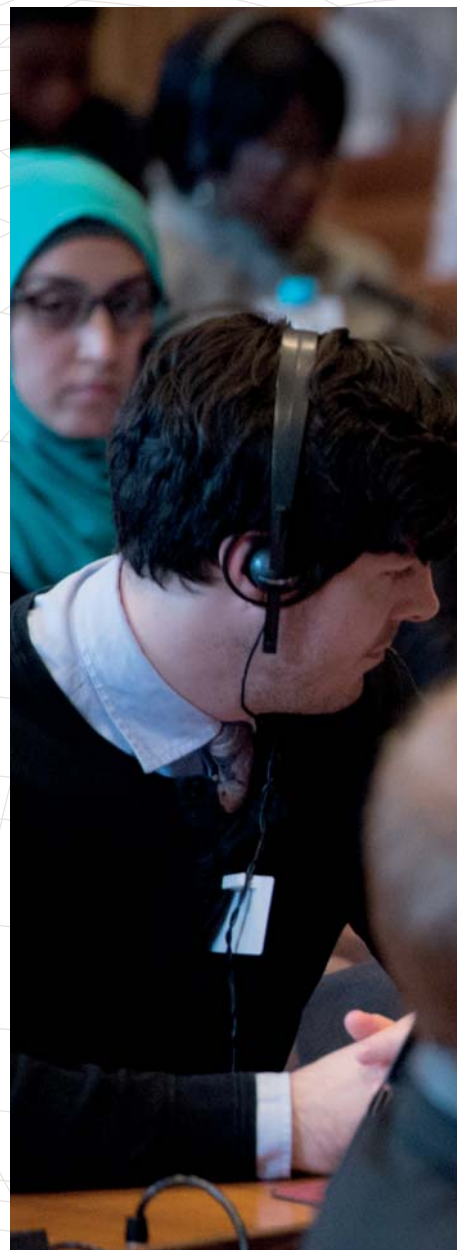
As we approach 2015, it is time for urgent action by our governments, young people and civil society to reaffirm the rights of youth to a better future. Recent studies have shown that nine out of ten young women and men will live in developing countries by the year 2025, half of whom will live on less than US\$2 per day. As one of the world's most vulnerable populations, youth are particularly at risk when it comes to issues of peace, civic engagement and social inclusion. In the hope of addressing these issues, UNESCO pursued a number of global, regional and national activities throughout 2013.

## Fighting homophobic violence in schools

UNESCO hosted in November the first regional conference in Southern Africa focusing on homophobic violence in schools. 'Transforming Classrooms, Transforming Lives: Combating Homophobia and Transphobia in Education' was organized within the framework of a global initiative to prevent and address homophobic violence in educational institutions, in collaboration with the South African NGO Gay and Lesbian Memory in Action. It brought together representatives from governments, civil society and academia from Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia and Zimbabwe.

On 12 August, the world celebrated International Youth Day under the banner of 'Youth Migration: Moving Development Forward'. Young people make up a significant proportion of the global number of international migrants. While migration often offers valuable opportunities and contributes to the development of communities and society, it can also expose young people to discrimination, exploitation and restricted access to information and services, and lack of protection of basic rights. To raise awareness of matters related to youth migration in the Asia-Pacific region, the UNESCO Office in Bangkok promoted the development of a video to commemorate International Youth Day. The video was launched at the UN Economic and Social Commission for Asia and the Pacific (ESCAP) and shared more broadly amongst regional youth networks and social media channels.

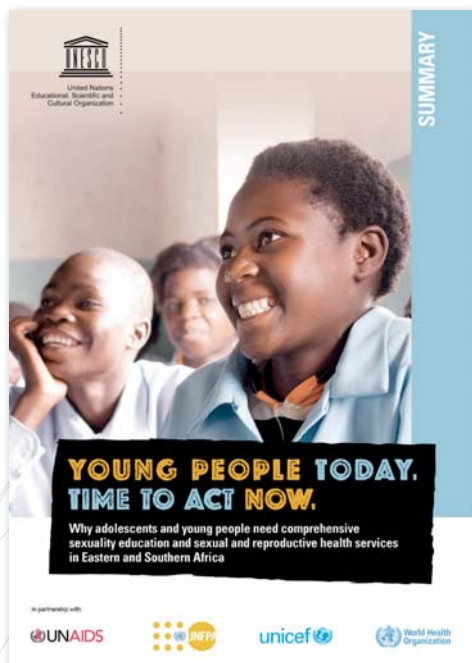
The 8th annual UNESCO Youth Forum was held at UNESCO Headquarters at the end of October. The theme, selected after a youth online consultation, was 'Youth and Social Inclusion: Civic Engagement, Dialogue and Skills Development'. About 500 young people





© UNESCO/Cyril Baillou

*Around 500 young participants from all over the world gathered on the occasion of the 8th UNESCO Youth Forum in October 2013 at the Organization's Headquarters, to discuss youth civic engagement issues and the ways in which youth can build democratic and sustainable communities.*



*In December 2013, health and education ministers from twenty-one countries in Eastern and Southern Africa affirmed a landmark commitment supporting sexuality education and sexual and reproductive health services for adolescents and young people. The commitment was backed by a regional report published by UNESCO and other UN agencies earlier in the year.*

from around the world came together to exchange, reinforce their skills and showcase their innovative projects. In addition to strategic recommendations, the Forum identified a series of action projects to be implemented by and for young people. The Forum also built on UNESCO's role as a supporter of educational initiatives by incorporating coaching and mentoring sessions with Forum participants, to assist them in developing their skills and confidence.

The UNESCO/Juan Bosch Prize for the Promotion of Social Science Research in Latin America and the Caribbean was awarded during this year's Forum to Karen Nathalia Cerón Steeven (Colombia) for her essay addressing youth violence in Central America. The prize rewards young scholars who contribute to reinforcing the links between research in the social sciences and public policies.

During the year the Organization also undertook regional and local actions targeting youth around the world.

## Africa

In February 2013, a six-day training of trainers session was organized in Bujumbura (Burundi) in partnership with the Réseau des Jeunes en Action pour la Paix et le Développement (REJA), a network of 150 youth organizations from all over Burundi. Organized by the UNESCO Office in Bujumbura and in cooperation with the Burundian Ministry of Youth, Sports and Culture, the goal of the project was to build the capacities of young women and men to act as responsible right holders and agents of change to establish lasting peace and social cohesion within their communities.

One month later the ten trainers who participated in the session began to train participants in the five selected provinces of Bujumbura Rural, Bururi, Gitega, Muramvya and Mwaro. In total, 225 young men and women benefitted from the courses on various thematic areas leading to social cohesion. Developed by UNESCO, in partnership with UNFPA, UNICEF and

## Youth volunteering and dialogue

The International Conference 'Youth Volunteering and Dialogue' was held in Jeddah (Saudi Arabia) from 3 to 5 December 2013. The Conference was jointly organized by the Ministry of Education of Saudi Arabia, the King Abdul Aziz Center for National Dialogue (KACND) and UNESCO. During the Conference, over 300 young people from thirty-nine countries explored different approaches to volunteering in the region and beyond. The young volunteers, practitioners and experts were provided with a variety of platforms for exchanging on, and displaying, the channels and creativity of contemporary youth volunteering areas: peace-building, humanitarian assistance, cultural diversity, intercultural dialogue and the role of information and communications in promoting volunteering and responsible citizenship. Deepening a sense of global belonging and responsibility where dialogue is given a prominent role is of particular importance in

the context of the International Decade for the Rapprochement of Cultures (2013-22). Eight winners of the contest 'Pathways to a Culture of Peace: Global Contest for Mutual Understanding' received their awards during the Jeddah Conference. The contest had been launched on the International Day of Peace, 21 September 2012, encouraging some 1,350 young people from 56 countries to reflect creatively on their ability to activate their 'peace power' and the underlying notions of a culture of peace. At the closure of the Conference, a Declaration was adopted by the youth participants, capturing the key features of an agenda in the area of volunteering for future implementation by the involved partner organizations, networks and associations. The Conference was part of the King Abdullah bin Abdulaziz International Programme for the Culture of Dialogue and Peace, launched by the Government of Saudi Arabia and UNESCO in 2011.



UNDP, this project is part of a UN inter-agency plan of action in favour of youth, education and HIV/AIDS.

At the end of February 2013, a workshop was held in Accra (Ghana), organized by the Youth Bridge Foundation and supported by the UNESCO Office in Accra, to reflect on how young Ghanaians could become more active in politics. Representatives of youth organizations and Ghanaian civil society, along with officials of the National Youth Authority, explored concrete ways for the establishment in 2014 of a National Youth Parliament in Ghana – already foreseen in the country's current policy on youth.

The workshop was part of UNESCO's Strategy for African Youth for the promotion of youth participation in political governance. By the end of the workshop, participants adopted a roadmap for implementation between March 2013 and May 2014, by which time it is hoped that the National Youth Parliament will be established.

In line with the UNESCO Strategy on African Youth 2009-2013 and with support from the Emergency Fund, UNESCO collaborated with the government of Zambia to review the country's National Youth Policy and related Action Plan. Throughout 2012 and 2013, UNESCO led an interagency and multi-stakeholders' effort, in close cooperation with the Ministry of Youth and Sport of Zambia and in partnership with the UN country team, the National Youth Development Council, community youth organizations, academia and civil society groups. The policy revision, conducted in line with the 2011-15 UN Development Action Framework (UNDAF)

for Zambia, provided the opportunity to pilot UNESCO's updated approach to inclusive and participatory development of policies on youth, enabling greater youth involvement in the policy revision process. The policy review process was completed in October 2013, resulting in a new ten-year National Youth Policy for Zambia (2013-22) which outlines national commitments by the government, Zambian youth and society at large, to guide the country's approach to youth development and youth practice.

A national Youth Forum for the consolidation of peace and national reconciliation was organized by UNESCO and the Ministry for Youth and Sports of Mali in December. The Forum brought together some 500 young women and men from across the country. This event, made possible by funds granted by Bulgaria, and under the direction of Mali's Head of State, Mr Ibrahim Boubacar Keita, consisted of workshops where young people could not only exchange views on their relationship to peace, security and solidary engagement, but also devise common projects for the road ahead.

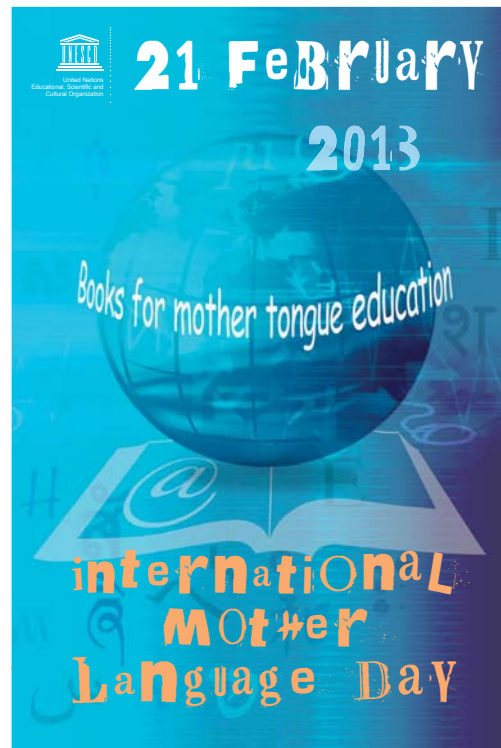
In 2008 UNESCO embarked on a new programme of work focused on sexuality education to provide technical leadership on improving HIV prevention for children and young people in and out of school settings. At an Eastern and Southern Africa (ESA) Ministerial Commitment Meeting held in Cape Town (South Africa) in December, UNESCO, UNAIDS, UNFPA, UNICEF, WHO, bilateral agencies and civil society organizations joined forces to mobilize ministries of health and education from twenty-one countries in a high-level commitment to

## International Mother Language Day 2013

UNESCO spearheaded celebrations of literacy and language throughout the year, including the International Mother Language Day (21 February) celebrated under the theme 'Books for Mother Tongue Education'.

The Day was launched with an event at UNESCO Headquarters, in collaboration with the UNESCO Delegations of Hungary and Bangladesh.

In Bangladesh, 21 February commemorates a historic campaign in 1952 to have Bangla recognized as a national language. UNESCO also promoted local events to celebrate the Day, including participating in a round table at the University of Evry (France) and organizing a session on cultural and linguistic diversity at the World Summit on Information Society held on 26 February.



support sexuality education and sexual and reproductive health services for adolescents and young people. Crucially, an estimated 2.6 million young people are living with HIV in this region, while deaths caused by AIDS among adolescents have risen globally by 50 per cent since 2005 – in stark contrast to the overall global trend of a reduction of AIDS-related deaths.

The commitment translates into making good-quality HIV and sexuality education, as well as youth-friendly HIV and sexual and reproductive health services, a priority in government programming and more available across the region. The initiative sets a new precedent in the region by getting the education and health sectors to work together on a common agenda to support adolescents and young people in response to HIV and other sexual and reproductive health needs.

In support of these activities, UNESCO and the Government of Sweden signed in September the agreement 'Strengthening Comprehensive Sexuality Education

Programmes for Young People in School Settings in Zambia: UNESCO 2013-2018'.

The overall purpose of the project is to improve the sexual and reproductive health (SRH) outcomes of adolescents and young people in Zambia through increased access to high quality, age appropriate and gender transformative sexual and reproductive health education and services. This support comes in addition to the generous contributions already provided in 2012 by Sweden and the Norwegian Agency for Development Cooperation (Norad) through the Regional HIV&AIDS Team for Africa.

### *Arab region*

In an effort to promote multicultural dialogue among young women and men, the UNESCO Office in Rabat organized the Second South-South Philosophical Dialogue in September, with support from the Kingdom of Saudi Arabia and the King Abdullah bin Abdulaziz International Programme for the Culture of Dialogue and Peace.

The purpose was to develop a plural vision among young people by making them aware of philosophical traditions of societies from the Southern hemisphere which have remained little known throughout history. A project targeting youth in two districts of Tripoli (Lebanon), affected for decades by extreme poverty and many social vulnerabilities stemming from that poverty, came to a promising end in September after five months of implementation. The project, 'Towards a Culture of Co-existence among Youth in Tripoli', was led by the UNESCO Office in Beirut, and engaged forty young people from the two districts in conflict in a series of workshops designed to enable them to express themselves through art. Their artwork and a play depicting their situation were showcased at the Safadi Cultural Centre in Tripoli under the patronage of the Lebanese Minister of Education.

Moreover, UNESCO and the European Union concluded an agreement on the regional project 'Networks of Mediterranean Youth' in December 2013 to be implemented in Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria and Tunisia. The project aims at strengthening the capacities of Mediterranean youth networks to advocate for their rights.

### *Asia and the Pacific*

A training programme to support the development of capacities among youth leaders was held in Mongolia in May. The training sought to enhance their abilities to better advocate for youth needs. Among the participants were youth leaders from member organizations of the UN Youth Advisory Panel (UNYAP) and the Mongolia Youth Federation.

*The UNESCO Office in Beirut led this year a project to enable young people from two districts of Tripoli (Lebanon), affected for decades by extreme poverty, to express themselves through art.*



A national consultation on policies and laws affecting women and youth in Timor-Leste was organized in February with the support of the UNESCO Office in Jakarta. Participants discussed the results of research undertaken by the Centre of Studies for Peace and Development (CEPAD) on women and youth across the thirteen districts of Timor-Leste. The research revealed that the challenges facing youth are high secondary and post-secondary dropout rates; lack of youth leadership, initiative and interest in community and economic spheres; high unemployment; and lack of self-esteem. As a consequence, affected youth increasingly resort to violence. Research also showed that women's representation in the National Parliament and in senior governmental positions is relatively strong, but that their local participation is quite the opposite. A series of policy recommendations were made to improve the policies affecting vulnerable women and youth in the country.

As part of UNESCO's strategies 'Building Skills for Youth Empowerment and Civic Engagement in Indonesia' and 'Capacity Building in Key Skills such as Leadership, Governance, Communication, Planning and Advocacy', a training session was also organized in 2013 to provide capacity-building for young women and men and explore the ways in which they can contribute to their communities through active participation. Particular attention was given to the participation of vulnerable and marginalized youth groups, such as those living in rural areas, those living with disabilities and those coming from disadvantaged regions.



© UNDP/PAPP and Sharek Youth Forum

### *Latin America and the Caribbean*

The UNESCO Office in Santiago organized in February a UNESCO staff training session as part of the Organization's continuing efforts to raise awareness among local populations to the barriers and life-threats faced by youth. This regional activity focused on improving skills in HIV prevention programmes for highly vulnerable youth. The session, held in Panama City (Panama), filled the gap in programming guidance for UNESCO staff on HIV-related interventions for sexually exploited adolescents. It was organized in recognition of the fact that working with these hard-to-reach populations is an urgent priority in regions where unprotected paid sex is a driver of the HIV epidemic. Similar training has already taken place in Asia Pacific and Southern Africa.

*Since 2006, the Palestinian Women's Research and Documentation Center, a UNESCO initiative, contributes with research to the development of policies that promote gender equality and the human rights of Palestinian women.*

### **Supporting the Palestinian Women's Research and Documentation Center**

In September 2013, UNESCO and Norway signed an agreement to support the Palestinian Women's Research and Documentation Center (PWRDC). The project aims at strengthening the role of PWRDC as a documentation centre in order to provide data for policy-making on gender equality to the Ministry of Women's Affairs and other stakeholders in Palestine.



An International Meeting on Social Inclusion, Youth and Gender Equality was convened in Buenos Aires (Argentina) in September by the Government of Argentina and UNESCO's Management of Social Transformations Programme (MOST) Intergovernmental Council (IGC). The meeting focused on the participation of youth and the importance of gender equality within social inclusion public policies. It gathered policy makers on social inclusion, youth and gender, as well as specialists and researchers in the field.

Later, in December, a Regional School of the UNESCO MOST Programme was held in Brasilia (Brazil), to promote, debate, analyze and exchange knowledge on social development and public youth policies in Latin America and the Caribbean.

This Summer School intended to create a debate and disseminate knowledge between young researchers in social sciences and youth policy makers from different countries. For the first time, young leaders of social youth organizations were invited. It was organized by the Brazilian National Youth Secretariat (SNJ), in partnership with UNESCO, the Ibero-American Youth Organization (OIJ), the Latin American Council of Social Sciences (CLACSO) and the Latin American Faculty of Social Sciences (FLACSO).

*The energy and innovative ideas of young people are vital for the development of all societies. UNESCO's actions in 2013 focused on empowering young people, reaching out to them and responding to their expectations. Dancer photographed during the making of a promotional spot by the International Film and Television School of San Antonio de los Baños in collaboration with the UNESCO Office in Havana.*

## ■ Getting the gender balance right

Gender-related violence continues to be a significant issue across the globe. On 8 March, UNESCO celebrated International Women's Day under the theme, 'A Promise is a Promise: Time for Action to End Violence against Women'. To promote the Day, UNESCO hosted a number of events, including a tribute concert to women in music at its Headquarters.

A forum on the prevention of gender-based violence through education and sport, and another on the safety of women journalists, were held at the UN Headquarters in New York within the framework of celebrations organized by the Commission on the Status of Women.

On 25 November, UNESCO celebrated the International Day for the Elimination of Violence against Women. To mark the Day, partners in the UN Girls' Education Initiative (UNGEI), which includes

## What do women philosophers think about the Arab Spring?

On the occasion of the launching of issue No. 2-3 of the *Women Philosophers' Journal*, the International Network of Women Philosophers sponsored by UNESCO organized in May the conference 'Arab Spring as seen by Women Philosophers'. The conference gathered participants to reflect on how the Arab Spring not only changed the political system in the region, but also affected the rights and status of women. Women philosophers from the Arab world as well as representatives from the International Network of Women Philosophers and the École Normale Supérieure de la rue d'Ulm participated in the event.



printemps arabes, printemps durables ?

N° 2-3 / mai 2013

© Arnaud du Boisjesselin, Le Fideau des femmes, mosquée al-Handani.





*The award-winning documentary **Rising from Ashes** produced by UNESCO Goodwill Ambassador for Peace and Reconciliation and Oscar winning-actor Forest Whitaker was screened at the Organization's Headquarters in July. It tells the story of cycling legend **Jack Boyer's** struggle to help Rwandan genocide survivors pursue their dream of a national cycling team.*

## Haiti

Following the presentation in Port-au-Prince of research conducted by UNESCO on the social inclusion of women during an event co-organized with the Haitian Ministry for Women's Rights in July, the practical recommendations also made during that event were integrated into the curricula of four new Master's degree programmes of the State University of Haiti. These programmes were launched with UNESCO's support by CLACSO in December. This programme will help create a critical mass of Haitian professionals with enhanced ability to participate in academic education, research and awareness raising, and to take active part in the professional development of Haitian institutions and organizations in key policy areas.

## Tunisia

The results of an extensive survey on the civic engagement of young Tunisian women, led by UNESCO and the Centre of Arab Women for Training and Research (CAWTAR), with support of the Netherlands, were made public in January in Tunis. This unprecedented survey in the country was conducted in 2012 in the Tozeur, Gafsa and Kasserine governorates. It highlights a series of obstacles to women's participation in politics, such as socio-economic

vulnerability, geographic marginalization, lack of confidence in local institutions, a low education level and even a lack of understanding of what politicians actually say. In spite of this, the survey also shows that women strongly aspire to building a transparent and reliable atmosphere between themselves and national and local authorities.

A series of actions were also proposed for this purpose, such as concrete alternatives for the socialization of young women who are outside the school system; the vulgarization of democratic and civic values; the appropriation by women of the political debate through local radio stations; and the creation of free day-care centres to allow women more time to engage in civic participation.

## Gambia

Gambia hosted in February the third and last workshop of a project on violence against women in West Africa, which also covered Guinea-Bissau and Senegal. The workshop, held in Banjul, validated the results of case studies on the social movement of women and violence against women, with the ultimate goal of achieving the implementation of a plan of action to transform the lives of abused women.

Organized in cooperation with the National Commission of Gambia for UNESCO, the event brought together policy-makers, researchers and representatives from civil society.

UNESCO, issued a call for all actors to take action against School-Related Gender-Based Violence (SRGBV). UNESCO recommitted itself to working to prevent gender-based violence in and around schools, and to ensuring that the right to education for all is not violated.

Also towards the end of November, UNESCO celebrated the International Day of Solidarity with the Palestinian People with the cultural evening 'Tribute to Palestinian Women Filmmakers'. Short films produced by women filmmakers from Palestine were screened at UNESCO Headquarters in the presence of their directors and producers.

## ■ Imagining a sustainable peace in Africa

Africa is a priority for UNESCO, and throughout 2013 the Organization focused on creating conditions for peace and imagining solutions for a sustainable development of this continent, which is still affected by some of today's major threats and challenges.

At the regional level, the Pan-African Forum 'Sources and Resources for a Culture of Peace', jointly organized by UNESCO, the African Union and the Government of Angola, in Luanda (Angola), brought together high-level personalities as well as experts and representatives of international and regional organizations, Member States, NGOs, the private sector and civil society from forty-three African countries.

Two major results were achieved. The first was the designing of an Action Plan for the Culture of Peace in Africa, based on the continent's natural and

cultural sources and resources, as well as on African youth, along with the building of a multi-stakeholder partnership for the implementation of the Action Plan, through a coordinated action at the national, subregional and regional levels. Among those partners are ministries of culture, youth and sports, of science and technology, and of education of five African countries; representatives of the African Development Bank, the Monetary Union of West African States, the Mano River Union and the Gulf of Guinea Commission; agencies of the United Nations; and representatives of foundations, private sector organizations and civil society. The other major achievement was the launch of a Pan-African Movement for a Culture of Peace, by encouraging the birth of mobilization and awareness campaigns at the national level, in support of the 'Make Peace Happen' campaign initiated by the African Union in 2010.

## Leaders' Forum

The 37th session of the General Conference featured a new edition of the Leaders' Forum. This forward-looking policy dialogue involved Heads of State or Government from the Republics of Costa Rica, Tunisia and Lithuania, as well as representatives of Member States at ministerial level. The theme of this edition, 'UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information', responds to the intense debate launched by the United Nations to define the Post-2015 Development Agenda. The topic was of particular importance at a time when the General Conference had to decide on a new Medium-Term Strategy, which for the first time will stretch over a period of eight years, from 2014 to 2021.

## French President François Hollande receives the 2013 Houphouët-Boigny Peace Prize

Heads of State from Côte d'Ivoire, Niger, Mali, Mauritania, Chad, Burkina Faso, Senegal, Benin, Gabon, Mozambique and Portugal gathered at UNESCO Headquarters on 5 June to present HE Mr François Hollande with the 2013 Houphouët-Boigny Peace Prize. Condemning the violation of Mali's territorial integrity and human rights, the taking of hostages and the destruction of Timbuktu's cultural heritage, the Jury of the Prize expressed their appreciation to the solidarity shown by France to the peoples of Africa, and in particular to the President of France for his great contribution to peace and stability in Africa. President Hollande was presented with US\$150,000 which he donated to two organizations that help mitigate the negative effects of the conflict in Mali: the Network on Peace and Security for Women in the ECOWAS Region and Solidarité Défense.





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## UNESCO pays tribute to the life and legacy of Nelson Mandela

Nelson Mandela passed away on 5 December 2013. His success in bringing peace and reconciliation to South Africa, and his promotion of democracy and equality between people connected him to UNESCO's mission and mandate. M Mandela spent 27 years in prison before becoming the first democratically-elected President of South Africa. In 1991, he won the UNESCO Félix Houphouët-Boigny Peace Prize and he received the Nobel Peace Prize two years later. He was designated as a UNESCO Goodwill Ambassador in 2005 in recognition of his extraordinary fight against apartheid in South Africa. 'UNESCO is proud and honoured to have counted Nelson Mandela as a member of its family', said Director-General Irina Bokova. 'The greatest tribute we can pay him is to carry on his message of hope and to continue his fierce defense of the values he stood for.'

Angola had already launched a national movement to promote a Culture of Peace by involving more than 3,000 young people in the kick-off event, and by sending awareness messages to more than 10 million mobile phone

subscribers. This campaign continues with artistic events using music, theatre, dance, literature and media activities through posters and banners in public places, television programmes and commercials, radio broadcasts,

SMS messages and social networks. Following the example of Angola, other Member States are willing to join the movement and launch public awareness campaigns.

Also in March, UNESCO hosted a Future Forum on the theme 'Imagining Africa's Future: Beyond Models of Catch-up and Convergence?'

The Future Forums have been designed to explore images of the future in different fields and regions of the world. In this specific Forum, experts in Africa presented their imagined futures for the continent, and sought to identify and pursue opportunities that could lead to sustainable transformation.

In a further attempt to explore the past, present and future context of the African



continent, UNESCO celebrated Africa Week in 2013. The Week is an opportunity to attend conferences and debates on a number of critical issues for the continent. It is also a cultural and festive event given rhythm by art exhibitions, film screenings, food tastings and a gala evening. Organized every year by the African Permanent Delegations to UNESCO, the Week aims to increase visibility of Africa by highlighting the diversity of its cultural and artistic heritage.

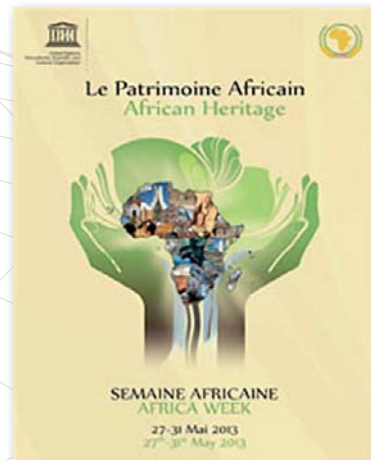
Understanding and managing the rich ethnic and cultural diversity is both a challenge and an opportunity to strengthening stability and harmony throughout the African continent. The UNESCO Office in Juba celebrated for the first time South Sudan's cultural diversity in 2013. The country commemorated World Day for Cultural Diversity in May with a series of events including keynote speakers from the government and civil society who highlighted the importance of respecting ethnic and cultural diversity in building a peaceful and united South Sudan. An exhibition of arts and crafts from different regions of the country, a theatrical play and traditional dances performed by the ROOTS project complemented the celebrations.

Towards the end of 2013, violence escalated in South Sudan. UNESCO deplored the tragic loss of life and the rise of tensions between communities. Director-General of UNESCO Irina Bokova voiced her deep concern and encouraged all parties involved to respect the country's rich cultural diversity. 'Cultural diversity is an ethical imperative, inseparable from respect for human rights. Peace requires a commitment

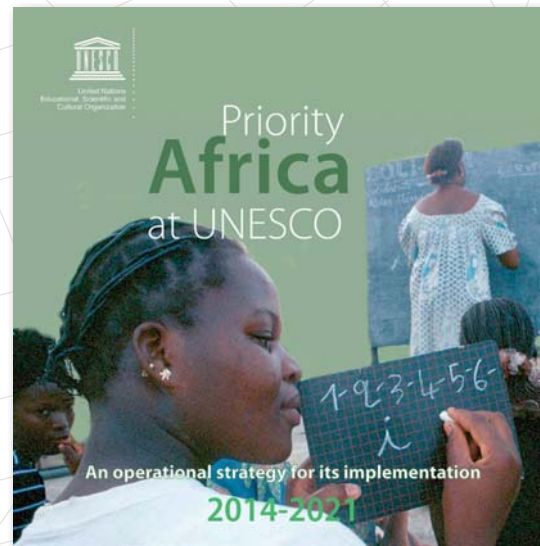
to dialogue as the only possible way to foster mutual understanding between peoples and communities', declared Irina Bokova. The Director-General further underscored the key role youth play as agents of positive change within their communities and called on the youth of South Sudan to look forward to the future and to the development of their unified new nation, through the peaceful settlement of political differences. Education is of paramount importance to ensure sustainable development and peace. Schools and educational institutions should therefore be protected and respected as safe places for the fundamental role they play in building peace in the minds of people and in shaping development in South Sudan.

Over the years, UNESCO has been involved in the promotion of African creativity and creative industries, which it considers as powerful levers for the development of the continent.

On 26 July UNESCO hosted the press Conference of the 9th edition of the International Festival of African Fashion (FIMA), which concluded with an open discussion session with the press and the public. FIMA has become a major international event in the fashion scene, supported by UNESCO since its first edition in 1998, which was dedicated to 'Culture, Peace and Development' and was launched in the Tiguiddit desert (Niger). This year, its 9th edition focused on 'Creativity in the service of peace in Africa', was organized in Niamey (Niger). FIMA's objective is to transmit African know-how and to help increase international visibility of African designers.



*Promotional poster for Africa Week 2013*



*In 2013, a new operational strategy for the implementation of UNESCO's Priority Africa for the period 2014-2021 was approved by Member States during the 37th session of the General Conference.*

## ■ Partnering to fight discrimination

Launched by UNESCO in January 2012, the Teaching Respect for All project aims at promoting educational responses to counter discrimination and violence, through strengthening the foundations of mutual tolerance, and cultivating respect for all people, regardless of colour, gender or descent, as well as national, ethnic or religious identity. The project aims to contribute to developing learners' knowledge and understanding of other cultures, peoples and nations. It also fosters empathy, self-confidence and attitudes such as openness

*American jazz musician, composer and producer Marcus Miller was designated as a UNESCO Artist for Peace and Spokesperson for the Slave Route Project, on 4 July 2013.*



© UNESCO/Francis Barrier

to contacts and new experiences, flexibility in behaviour and motivation to perform, all of which are fundamental to counter hatred, prejudice, negative stereotypes, bullying and all forms of discrimination and violence. The Teaching Respect for All Toolkit – a set of policy guidelines and teaching materials – was developed and is being put into practice in Brazil, Côte d'Ivoire, Guatemala, Indonesia and Kenya.

In September, UNESCO and the UN Alliance of Civilizations (AOC) signed a Memorandum of Understanding, renewing their collaboration for another two years. The two organizations recommitted to pursuing joint efforts to improve relations between peoples of different cultures, religions and traditions. Over the next two years, the two bodies will work on programmes promoting youth empowerment, civic engagement and media literacy. This renewed agreement is one step of many that will be taken as part of the International Decade for the Rapprochement of Cultures (2012–22), for which UNESCO is the lead agency.

UNESCO established the International Coalition of Cities against Racism and Discrimination in 2004 and continued to work in 2013 to expand its reach. One example was the launch on 12 September of the US Coalition of Cities against Racism and Discrimination. Initiated in Birmingham, Alabama (USA) during Empowerment Week activities commemorating the 50th anniversary of Birmingham's civil rights movement for racial equality, the Coalition launch involved fifty US mayors, UNESCO, officials from the US Department of State and local community leaders. The mayors signed a ten-point Plan of Action committing

to creative and multi-level responses to issues of social inclusion, discrimination and poverty, with many more mayors participating in the weeks that followed.

On 16 November, UNESCO Director-General Irina Bokova called on international stakeholders to take up the fight against intolerance, on the occasion of the International Day for Tolerance. Three days later, UNESCO held a regional forum on 'Dialogue as a Way to Understanding' in Moscow (Russia). The conference was a multilateral dialogue, including the media, which aimed at promoting mutual understanding in multicultural societies through social inclusion policies. The event was organized by the Etnosfera Centre for Cross-Cultural Education and the UNESCO Chair on International Education and Integration of Migrant Children in School of the Moscow Institute of Open Education, with the support of the UNESCO Office in Moscow. It was attended by representatives from Russia's nineteen regions in addition to experts from Belarus, Kazakhstan, Moldova, Georgia and Italy. Discussion focused on the role of media in promoting inclusive education systems, as well as policies and best practices.

### 11th edition of the UNESCO-Sharjah Prize for Arab Culture

The academic and essayist Mustapha Cherif (Algeria) and the Arab British Centre (United Kingdom of Great Britain and Northern Ireland) received the 2012–13 UNESCO-Sharjah Prize for Arab Culture on 25 April. The laureates were chosen for their work in creating spaces for dialogue, exchange and mutual understanding in the fight against ignorance and prejudice.



© Flickr/Lamidaae

## ■ A permanent UN memorial to honour the victims of slavery

The UN General Assembly decided to build a Permanent Memorial to and Remembrance of the Victims of Slavery and the Transatlantic Slave Trade, at the UN Headquarters in New York. This decision recognized slave trade and slavery as a universal tragedy concerning all of humanity. UNESCO's expertise, developed through the Slave Route Project and its vast network of partners, was requested for the effective implementation of this project. UNESCO

was entrusted with organizing Phase One of the project, which consisted of publicizing the international design competition worldwide and selecting sixteen semi-finalists from contestants representing 83 nationalities, five continents and four generations. Mr Rodney Leon, an American of Haitian descent, was selected as the winner for his design entitled 'The Ark of Return', which was unveiled by the UN Secretary-General at a ceremony at UN Headquarters in September 2013 with the participation of the UNESCO Director-General. The Memorial is expected to be completed in autumn 2014.

*Following UNESCO's research on the degree of inclusiveness in public policies of the rights of women and young migrants in China, a policy dialogue with governmental officials was organized by the Organization in June 2013 in the city of Kunming.*

## ■ Fighting for inclusive societies

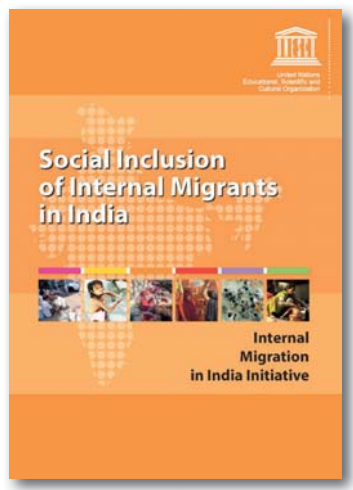
UNESCO launched several initiatives in 2013 for the promotion of inclusive societies where all minorities can exercise their rights and participate in the decisions that affect them. In particular, the Organization undertook various actions for the respect of the rights of persons living with disabilities and migrants.

Organized within the framework of UNESCO's MOST programme, a workshop of experts on the measurement and assessment of social inclusion policies was held in March at UNESCO Headquarters, with the aim of assisting the work of the Organization's Secretariat in the study and mapping of available indexes and methodologies to measure the social inclusion of young women and men living with disabilities, and of assessing the level of inclusiveness of public policies.

Following this workshop, a series of national studies were conducted by UNESCO between April and October this year, in Jordan, Lebanon, Morocco, El Salvador, Guatemala, Honduras, Burkina Faso, Niger and Senegal. In El Salvador, the Organization held a regional consultation in May in preparation for the UN High-level Meeting on Disability and Development which took place in New York later in the year, and in which UNESCO participated. In other countries such as Indonesia, UNESCO steered a UN project for the elaboration of a legal framework which would include disabled persons.

## Assessing internal migration in India

Internal migration in India involves over 309 million, 70 per cent of whom are women who are deprived of the most basic rights. In 2013, the UNESCO Office in New Delhi released the publication *Social Inclusion of Internal Migrants in India* to increase visibility of this phenomenon and assist government officials and relevant stakeholders in facilitating the social inclusion of migrants.



UNESCO also fought in 2013 for the respect and promotion of migrants' rights and continued to work with the Global Migration Group ahead of the UN High-level Dialogue on International Migration and Development 'Making Migration Work' held early in October at the UN Headquarters. Member States unanimously adopted a Declaration that calls for the respect of human rights and international labour standards, while reiterating the commitment to fight human trafficking and strongly condemning manifestations of racism and intolerance.

On the occasion of the 2013 International Day for the Eradication of Poverty (17 October), the UNESCO Office in New Delhi and UNICEF jointly organized a media launch for the publication of *Social Inclusion of Internal Migrants in India*, supported by the Sir Dorabji Tata Trust. The document is an overview of existing innovative practices that increase the inclusion of internal migrants in society, which should inspire and assist government officials in their attempts to facilitate the social inclusion of migrants in India.

In China, UNESCO performed comparative research studies to assess the degree of inclusiveness in public policies of the rights of women and young migrants, in conformity with the Chinese Five-Year Plan (2011-15).

In Kyrgyzstan, the Organization partnered with the Organization for Security and Cooperation in Europe (OSCE) and UN Women to organize a regional conference and training on emerging policy challenges related to the social integration of migrants in Central Asian countries. With a growing concern on water scarcity in Central Asia and the long-term consequences of the Aral Sea disaster strongly affecting the southern part of the region, the need for policies to address environmental migration at the local and regional levels is increasing. The feminization of migration in Central Asian countries and the vulnerability of women and girl migrants was the main focus of discussion, which included policy-makers and experts from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Towards the end of the year, the World Human Rights Forum was held in Brasilia (Brazil). Organized by the Secretariat for Human Rights of the Brazilian Presidency,

in partnership with civil society, government agencies and international organizations, including UNESCO, this Forum was a space for international debate on the main achievements and challenges related to human rights. The UNESCO Office in Brasilia launched a series of twelve books on the status of human rights in Brazil entitled *Por uma Cultura de Direitos Humanos* ('Towards a Culture of Human Rights'), produced in partnership with the Brazilian Human Rights Secretariat.

## ■ Promoting global citizenship

An international forum held in Bangkok (Thailand) in December provided an opportunity for UNESCO to prepare learners for the challenges of the 21st century. The UNESCO Forum on Global Citizenship Education was designed in support of the Global Education First Initiative, and in follow-up to a technical consultation on global citizenship education held in Seoul (Republic of Korea) in September.

The Forum was jointly organized by UNESCO, the UNESCO Office in Bangkok, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, and the Asia-Pacific Centre of Education for International Understanding. Bringing together stakeholders from all around the world, the session participants shared experiences on promoting global citizenship education, and identified concrete actions to be taken at different levels. An outcome document entitled *Global Citizenship Education: An Emerging Perspective* was made available after the Forum.



*Welterweight boxing champion Serik Sapliyev from Kazakhstan became UNESCO Goodwill Ambassador for Sport on 24 August, in recognition of his commitment to promoting education and sport programmes for young people in his country and his charitable activities.*

A significant event in 2013 was the 60th anniversary of the UNESCO Associated Schools (ASPnet). This global network, which was created in 1953 with the participation of thirty-three schools from fifteen Member States, comprises today more than 9,700 educational institutions in 180 countries.

To celebrate the anniversary, an international forum was organized in the Republic of Korea in September by the Korean National Commission for UNESCO and the Gyeonggi Provincial Office of Education in collaboration with UNESCO and the Korean Ministry of Education. ASPnet representatives from around the world discussed the Network's key achievements at the school, national, regional and international levels over the last 60 years, as well as its future. In the Forum, representatives highlighted ASPnet's

continued importance in supporting UNESCO priorities and in contributing to the promotion of global citizenship.

### ■ Preserving the integrity of sport

Another area of concentration for UNESCO's work in promoting health in the context of building capacity for peace, is sports and physical education. The 5th International Conference of Sport Ministers and Senior Officials Responsible for Sport and Physical Education (MINEPS V) took place in Berlin (Germany) in May 2013. Co-organized by UNESCO and the German Federal Ministry of the Interior, with support from the International Council of Sport Science and Physical Education (ICSSPE), the conference brought together 500 representatives from the sports sector,

including sports ministers, to draw up recommendations for international policy.

Integrity in sports was a special focus for UNESCO during 2013, specifically within the framework of the International Convention against Doping in Sport. In September, 100 UNESCO Member States adopted measures to reinforce the clampdown on doping in sports. With this commitment, the cooperation between UNESCO, the World Anti-Doping Agency and the Council of Europe was strengthened significantly. In addition, the Member States approved the allocation of funds to twenty-seven projects to fight doping. UNESCO has now funded 120 initiatives with its Fund for the Elimination of Doping in Sport. The Conference furthermore allocated funds for an eighteen-month project to help six countries, as yet to be selected, develop national legal frameworks to fight doping.



The Pages of Testimony Collection, Yad Vashem Jerusalem (1954-2004), presented by Israel, is one of the 56 new documentary heritage inscriptions made to the Memory of the World Register in 2013. Comprised of invaluable personal hand-signed testimonies, this large-scale collective memorial to Holocaust victims is unique in the world.

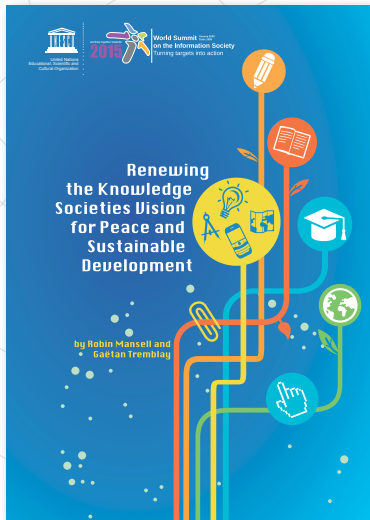
## CHAPTER 5

# Building Knowledge Societies



# Building Knowledge Societies

*Information and knowledge are vital to the development of sustainable societies in today's complex and interconnected world. UNESCO's focus on the use of information and communication technologies and on open access to information and knowledge aims at empowering communities and accelerating their move towards more sustainable systems and practices. In 2013 the Organization hosted global debates on knowledge societies, supported countries' efforts to strengthen open access policies and engaged in local, national and regional activities that help build human capacities, create policies and locally relevant content and knowledge.*



*The UNESCO publication **Renewing the Knowledge Societies Vision for Peace and Sustainable Development** was issued for dissemination during the WSIS+10 Review Event. It highlights lessons learned since the first WSIS meeting in 2003, and sets out ideas for renewing UNESCO's vision of inclusive knowledge societies.*

## ■ Reinforcing UNESCO's leadership in building inclusive knowledge societies

During 2013, UNESCO continued its work to create inclusive knowledge societies and empower local communities through freedom of expression, universal access to information and knowledge, respect for cultural and linguistic diversity, and quality education for all.

As the UN agency at the heart of international thinking about the impact of new technologies on sustainable development, UNESCO was asked by Member States to host the first World Summit on the Information Society (WSIS)+10 Review Event, in preparation of the overall WSIS+10 review by the United Nations General Assembly in 2015. Co-organized by UNESCO, UNDP, ITU and UNCTAD, the meeting was entitled 'Towards Knowledge Societies for Peace and Sustainable Development'.

The event took place in February and was attended by 1,450 participants from 130 countries from all regions and a further 800 remote participants, representing all stakeholder groups, including intergovernmental and international organizations, governments, private

sector businesses, media, the academic, technical and professional communities and civil society organizations. This first review session looked at the WSIS Action Lines' achievements, and analysed recent developments as well as forecasts. Recommendations were also made for the post-2015 process. High-level dialogues and plenary discussions on critical issues alongside 83 sessions, workshops and thematic fora concluded in the Final Statement *Information and Knowledge for All: An Expanded Vision and a Renewed Commitment*, formally adopted by consensus at the 2013 WSIS+10 Multi-stakeholder Review Event and endorsed by Member States at the 37th session of UNESCO's General Conference.

Within the framework of the WSIS+10 Review Session, UNESCO also hosted a Future Forum on 'Exploring the Dynamics of Knowledge Societies: Using the Future to Shape Transformative Policies'. The UNESCO Future Forums series fosters reflection on emerging issues in the key areas of the Organization. Each session brings together leading scientists, intellectuals, artists and decision-makers from all parts of the world in a spirit of forward-looking interdisciplinary enquiry. This particular session aimed to produce updated images of the future





Poster entitled 'No age boundaries for knowledge' designed by Addie Goddie, featuring two Indonesian women with a laptop. The poster was one of the finalists of the competition 'Freedom and Capacity of Knowledge' organized by UNESCO to mark the 10th anniversary of the adoption of the WSIS Plan of Action in 2013.

Organized by UNESCO and the Government of Latvia, the Riga Global Meeting of Experts on the Ethical Aspects of Information Society held in October concluded with the adoption of a set of guidelines on ethics for information societies.



© Latvian Ministry of Foreign Affairs

of knowledge societies. In particular, discussions focused on the relationship between new forms and processes for generating content.

In May, UNESCO co-organized the WSIS Forum 2013 in Geneva (Switzerland). The forum attracted more than 1,800 stakeholders from more than 140 countries. More than 150 sessions were held in the form of high-level dialogues, workshops, World Café-style workshops, interactive sessions and facilitation sessions. A meeting with thirty-three ministers and the plenary WSIS+10 Visioning session with former UN Secretary-General Kofi Annan were an excellent opportunity for UNESCO to promote the results of the WSIS+10 Review event and to discuss future developments.

Also during this May forum, the United Nations Group on the Information Society (UNGIS), chaired by UNESCO, adopted a *Joint Statement on the Post-2015 Development Agenda* for a better use of technologies for the post-2015 future. In keeping with its mandate to promote policy coherence and programme coordination within the UN system, as well as to provide guidance on issues related to information and communications technologies (ICTs)

in support of internationally agreed development goals, the Group submitted a Statement to the UN Secretary-General and the UN Task Team, in a unified effort to harness interagency expertise and experience to support deliberations on post-2015 priorities.

### ■ A call for ethics in information societies

The Riga Global Meeting of Experts on the Ethical Aspects of Information Society in October concluded with the adoption of a set of guidelines on ethics in the information society. The meeting brought together global experts to address the complexities of infoethics which are increasingly intertwined with our daily lives. This international event was organized by UNESCO's Intergovernmental Information for All Programme (IFAP), in cooperation with the Government of Latvia through its Ministry of Foreign Affairs, the Ministry of Environmental Protection and Regional Development and the Latvian National Commission for UNESCO.

The guidelines adopted by the meeting reflect the growing consensus that has emerged from numerous regional and

international fora on ethical dimensions of the information society. The meeting also served to refine the *Handbook on Information Ethics for Policy-makers*. This resource is being developed to enable policy-makers to respond in a more timely and informed manner to technological innovations and their social impacts. It is expected that the guidelines and handbook will help to translate the societal values of the information age into principles and practices that can guide Internet users through the diverse challenges they are facing.

Throughout the year, UNESCO organized and participated in several meetings to advance discussion on the ethical principles in cyberspace. UNESCO also highlighted the ethical dimensions of inclusive knowledge societies during the 8th Internet Governance Forum (IGF), which took place in Bali (Indonesia), from 22 to 25 October. This year's theme was 'Building Bridges: Enhancing Multi-stakeholder Cooperation for Growth and Sustainable Development', and the Organization took the opportunity to present an overview of its work on freedom of expression and the safety of journalists, access to information, multilingualism and ethical dimensions of inclusive knowledge societies.

### ■ Supporting global media and information literacy

Since the rapid advancements in ICTs, the growing influence of media and new challenges at individual, professional and societal levels, traditional notions of literacy have struggled to keep up with modern literacy demands. Media and information literacy (MIL), as proposed

## UNESCO supports media and information literacy training in Africa

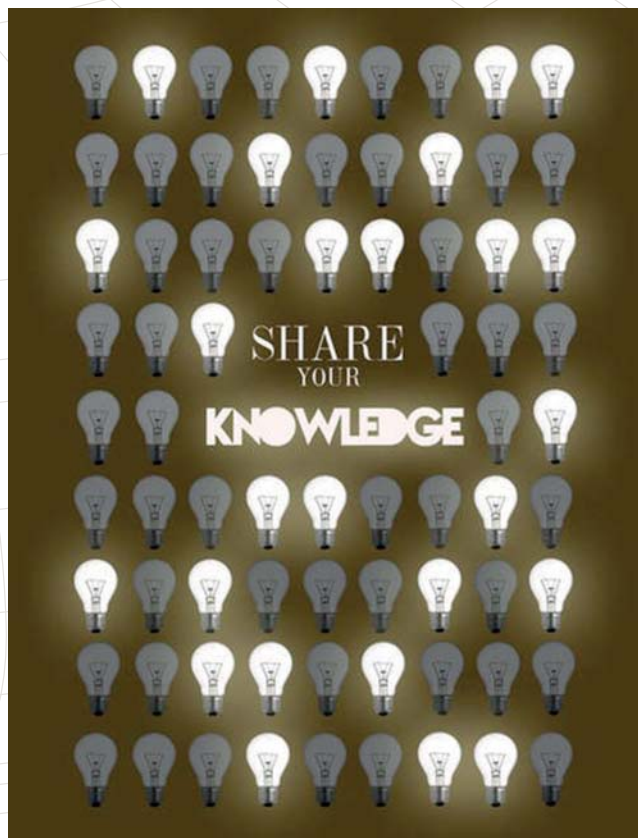
Approximately 400 young men and women in Burkina Faso, Mali and Niger participated in a series of training sessions throughout 2013 to build the media and information literacy capacity of national youth networks and youth leaders. In particular, the training improved their ability to use social media platforms, ICT tools and networks to access, create and adapt content in order to address development challenges facing young people and other sectors in their countries. The training was organized in two phases. The twenty most gifted participants in the first group of 94 trainees participated in a supplementary period of training to deepen their skills and develop their ability to become trainers themselves. In the second phase, these twenty participants were supported in training an additional 270 young persons, creating a self-perpetuating cycle of developing knowledge.

by UNESCO, represents a composite set of knowledge, attitudes and skills necessary to access, analyse, evaluate, use, produce and communicate information, media content and knowledge through a range of tools, including ICTs, in creative, responsible and ethical ways, to participate and engage in personal, professional and societal activities.

In 2013, UNESCO launched the Global Media and Information Literacy Assessment Framework, a tool to assist Member States in measuring their readiness to create an enabling environment and assess citizens' competencies on MIL, particularly teachers in service and training, for appropriate policy planning and implementation.

The Framework was prepared by UNESCO in close collaboration with UIS and with support of the Japanese Government. This evidence-based information will subsequently help Member States to monitor the effectiveness of education, information, media and ICT policies in developing 21st-century capacities as these are implemented; and help to design new strategies and action-oriented plans that fit best within country-specific contexts and conditions.

The Framework presents an overall assessment structure composed of two levels: country readiness and assessment of competencies. It also includes a plan for national adaptation as well as concrete suggestions for data collection, analysis and application. It is intended as a living document to be further tested, adjusted and readapted to national needs and circumstances by its intended users – policy- and decision-makers, teachers and local professional communities in information, media and education.



*Poster designed by Exodus (Indonesia), one of the finalists of the UNESCO 'Freedom and Capacity of Knowledge' competition for the celebration in 2013 of the 10th anniversary of the adoption of the WSIS Plan of Action.*

© Exodus

## UNESCO becomes the first United Nations agency to adopt an Open Access policy for its publications



In December 2013 UNESCO launched its Open Access Repository (OAR) making more than 300 online books, reports and articles, in more than twelve languages, including major UNESCO reports and key research publications, available free of use. The OAR operates under a new open licensing system developed by the Creative Commons organization specifically for intergovernmental agencies. UNESCO will continue to enrich its database with selected past publications and all new works.

The launch followed the decision taken in April by UNESCO's Executive Board to implement the new UNESCO Open Access Policy whereby its digital publications are made available without the usual restrictions of copyright, and without cost, to millions of people around the world. This should lead to a significant increase in the circulation of UNESCO's publications and help raise public awareness of the Organization and its work. Through this Policy, UNESCO grants from now on an irrevocable right of access to copy, use, distribute, transmit and make derivative works in any format within certain constraints. Printed copies of the publications are also openly licensed and can be photocopied and transcribed, for example.

By championing open access for its publications, UNESCO reinforces a fundamental goal of an intergovernmental organization – to ensure that all the knowledge it creates is made available to the widest possible audience. From now onwards, each new publication produced by the Organization will be released with one of the intergovernmental Creative Commons licences and be integrated into the Repository.

## ■ Fostering Open Access to information

During 2013, UNESCO continued to act on its belief that universal access to information and knowledge is key to building peace, sustainable social and economic development, and intercultural dialogue. To this end, the Organization participated in a range of projects that enhanced open access to information.

The Organization made a huge step forward in 2013 by implementing the UNESCO Open Access Policy for its publications, as approved by the Executive Board at its 191st session (see box). UNESCO consequently aligned its own practices to its advocacy work in favour of Open Access and strengthened its commitment to the principle of universal access to information and knowledge.

In addition, UNESCO continued to support open access initiatives in several regions around the world over the course of 2013, as well as other actions aimed at promoting the use of open source resources and improving online access to scientific information.

### *Latin America and the Caribbean*

In March 2013, UNESCO organized a workshop in Kingston (Jamaica), in collaboration with the Government of Jamaica, the University of the West Indies and the UNESCO National Commission for Jamaica. The workshop, entitled 'The Regional Latin American and Caribbean Consultation on Open Access to Scientific Information and Research', brought together more than fifty experts and policy specialists from twenty-five different countries from

Latin America and the Caribbean to share how unrestricted access can increase the impact of research and benefit society as a whole. This Consultation, organized within the framework of UNESCO's Information for All programme, examined how the context of open access in the region could add to the productivity, visibility and accessibility of research and research outcomes. Participants also deliberated on modalities for developing mechanisms, mandates and policy frameworks around open access.

A few months later, in July, UNESCO's IFAP led a seventeen-country study in the Caribbean to assess the use of free and open source software, open data and open source, and make recommendations on how to better integrate them into the existing information strategies, frameworks and development programmes. At a regional workshop organized in Castries (Saint Lucia), countries examined and validated the study's findings, and began efforts to roll out national policy implementation pilots.

In September, UNESCO was invited to Mexico to provide expertise at a workshop related to the analysis of legislation on open access and access to scientific information. Following this invitation, and through its Open Access Strategy, UNESCO will backstop the efforts being spearheaded by the Mexican Senate Committee on Science and Technology, while the National Council of Science and Technology (CONACYT) will provide policy development, policy implementation, capacity building and monitoring and evaluation support. UNESCO will be supporting open access policy development efforts in Mexico to

allow easier sharing and flow of scientific knowledge by increasing accessibility. In turn, this should spur innovation and socio-economic development.

### India

There is an enormous opportunity and scope for open access in India. While the country's scientific research productivity is expected to match that of most G8 nations by 2017, open access publishing could be the critical factor that ensures a corresponding level of access and visibility for Indian research.

During Open Access Week (October 2013), the UNESCO New Delhi Office organized the national conference 'Opening up by Closing the Circle: Strengthening Open Access in India' to strengthen open access, in partnership with Jawaharlal Nehru University and the Commonwealth Educational Media Centre for Asia. The Conference brought together experts from the fields of library administration, research, academia, publishing, technology and public policy to critically review India's present open access environment, and to design a roadmap for the country. Recognizing that the absence of an open access policy is the principal barrier to its widespread adoption in India, the Conference included a policy round table for key stakeholders to make recommendations for its formulation on a national level.

### Egypt

As one example of intercultural cooperation in support of building knowledge societies, the UNESCO Office in Cairo launched a project to assist the biggest specialized library

in Cairo to develop a renewed online public access catalogue, which contains 155,000 volumes in the fields of Arab, Egyptian and Islamic heritage. The catalogue receives an average of 2,800 visits per day, with about 73,800 pages requested. It will now be accessible in a new way so as to display the historical and editorial context of each document in answering user queries. The project is currently in its fourth phase, whereby a module available

on the internet is being developed to allow any researcher anywhere to enrich the catalogue.

### Europe and North America

In the same vein, UNESCO co-organized with the German and the Netherlands National Commissions for UNESCO a Regional Consultation for Europe and North America on 'Open Access to Scientific Information and Research: Concept and Policies' in November 2013.

*UNESCO is the first UN Agency to make its publications available under an open access licence. Home page of the multilingual UNESCO Open Access Repository launched in December 2013.*



Following consultations in Eastern and Central Europe and the Baltic States (2012) as well as in Latin American and the Caribbean (2013), this meeting in Berlin convened high-ranking policy experts and government representatives who assessed the implementation of the UNESCO Open Access Strategy and discussed next steps. Participants also exchanged information on open access implementation in their respective countries, identifying current barriers, sharing best practices and reviewing the Global Open Access Portal (GOAP).

### ■ Accelerating progress towards universal Education for All through Open Educational Resources

With a generous grant from the William and Flora Hewlett Foundation (USA), the UNESCO Open Educational Resources (OER) Programme embarked on a wide-ranging series of activities to implement the Paris OER Declaration in 2013 adopted at the World OER Congress 2012, as well as to build teachers' capacities to utilize ICTs which may help use, develop, share and promote OERs.

Several projects were started by the Organization, within the overall 'OER Declaration Follow up: Support for Advocacy, Policy and the ICT-Competency Framework for Teachers', consisting of strategic partnerships with ministries of education, the private sector and UNESCO Chairs, as well as workshops for the development of a national implementation strategy in Kenya, Indonesia and Oman. The key focus of the workshops was to link the project objectives to national educational goals for building inclusive knowledge societies, and to build

consensus for the finalization of the national implementation strategies.

The UNESCO-China Funds-in-Trust (CFIT) project on 'Enhancing Teacher Education for Bridging the Education Quality Gap in Africa' was launched at the close of the 2012 Global Education for All Meeting (GEM). Through the project, UNESCO and China joined hands to enhance teacher education and professional development in Africa. Project activities have been launched in Ethiopia, Namibia, Côte d'Ivoire, Democratic Republic of the Congo, Congo, Liberia, Uganda and Tanzania. This initiative aims at boosting the capacities of Ministries and key teacher training institutes in the area of continuous teacher training and development through the use of ICTs, mobile learning, and knowledge production and sharing. In 2013, with the technical support of UNESCO, Ethiopia, Namibia and Côte d'Ivoire have identified their needs and started their teacher education improvement programme. The Democratic Republic of the Congo, Congo, Liberia, Uganda and Tanzania have also started assessing their needs.

### ■ Moving forward with the General History of Africa

Thirty-three years after UNESCO published the first volume of the General History of Africa series, the Organization held a regional conference to discuss the potential role the eight-volume publication might play in higher education. The conference, which was held in October 2013 in Accra (Ghana), attracted university deans, heads of history departments, teacher trainers and professors to examine





*On the occasion of Open Access Week 2013, Mr Nhakura and Mr Mambume from the library team of the Institute of Technology in Harare (Zimbabwe) presented the benefits of open access to students, librarians, academic staff and administrators, as a first step before advocating for the initiative to become a national strategy.*

the current situation of history education at the university level and to discuss ways and means to better harmonize and integrate the General History of Africa into appropriate courses at different levels.

In November 2013, the Director-General designated an International Scientific Committee for the Drafting of Volume IX, composed of seventeen members from different regions of the world. The Committee held its first meeting in Salvador (Brazil) where it defined the structure of the new volume, the themes to be addressed and criteria for the identification of contributors. While Volume VIII covered the period from 1935 to the end of the 20th century, Volume IX will update the series with recent developments as seen from a cross-disciplinary perspective, including African expansion, presence and influence in the world. The Governments of Angola, Brazil and Burkina Faso provided major support in 2013 to this project.

### ■ The Women in African History online project

The new UNESCO Women in African History project launched in 2013 showcases African women or women of African descent who have distinguished themselves in the history of the continent in areas as diverse as politics, resistance against colonization, defence of women's rights and environmental protection. Through this project, funded by the Government of Bulgaria, UNESCO strives to promote gender equality and women's empowerment while calling for continued research on the role of women in African history. Content is featured in an online platform, and it can be freely used,

promoted and distributed. Each of the figures has a dedicated module which includes a biography, a comic strip and a soundtrack (to be either stream read or downloaded), a pedagogical unit, a quiz and other complementary resources. Work on the expansion of this platform will continue throughout the following year.

### ■ Preserving documentary heritage: Memory of the World

Fifty-six new additions to the Memory of the World Register were approved by UNESCO Director-General Irina Bokova at the International Consultative Committee for the Memory of the World programme, which met in Gwangju (Republic of Korea) in June. The Memory of the World Register now includes a total of 300 documents and document collections from the five continents, safeguarded on various supports from stone to celluloid and parchment to sound recordings.

At the meeting, the Committee also announced that the 2013 UNESCO/Jikji Memory of the World Prize would be awarded to ADABI (Apoyo al Desarrollo de Archivos y Bibliotecas), a Mexican non-profit association, in recognition of its innovative approach to conservation, digitization and accessibility of archives, as well as its education and training programmes.

Finally, a Keynote Conference on the Memory of the World was held in the Dominican Republic. Organized by the UNESCO Regional Office for Latin America and the Caribbean in partnership with the National Commission of the Dominican Republic, the keynote conference brought together stakeholders to discuss evaluation criteria, funds and collections preserved by organizations and other institutions.

*The Nebra Sky Disc features the oldest concrete depiction of cosmic phenomena worldwide. It was ritually buried ca. 3,600 years ago near Nebra (Saxony-Anhalt, Germany), and was recommended for inclusion in the Memory of the World Register in June 2013.*



© State Museum of Prehistory Halle, Nebra Sky Disc. Recto





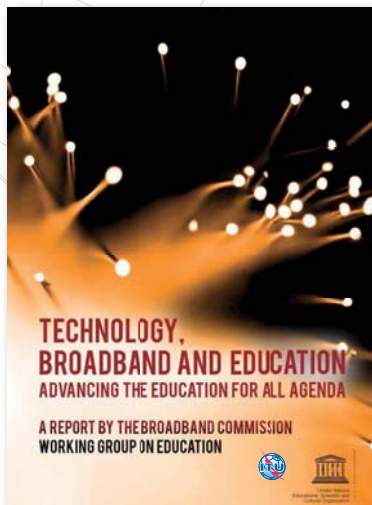
Sample web pages of the new UNESCO Women in African History online project, launched in 2013 to promote gender equality and women's empowerment by featuring the stories of African women or women of African descent who have distinguished themselves in the history of the continent.



## ■ World Day for Audiovisual Heritage

The world's audiovisual heritage of sound recordings and moving images is extremely vulnerable as a result of factors ranging from neglect and natural decay to technological obsolescence as well as deliberate destruction. UNESCO has consequently made it part of its mission to raise public consciousness of the importance of preservation of these recordings by adopting 27 October as the World Day for Audiovisual Heritage, in cooperation with the Co-ordinating Council of Audiovisual Archives Associations (CCAAA) and other institutions

'Saving Our Heritage for the Next Generation' was the slogan of the 2013 celebration of the World Day for Audiovisual Heritage (27 October). The Day was celebrated in several countries with special contests and photo exhibitions.



*In February 2013, the UN Broadband Commission for Digital Development released Technology, Broadband and Education, a new report coordinated by UNESCO which emphasizes the importance of deployment of broadband as a means of accelerating progress towards the Millennium Development Goals.*

## ■ Investing in sustainable and innovative technology solutions

Following the UN Secretary-General Ban Ki-moon's call to step up efforts to meet the Millennium Development Goals (MDGs), the International Telecommunication Union (ITU) and UNESCO set up the UN Broadband Commission for Digital Development in May 2010. The Commission aims to boost the importance of broadband on the international policy agenda and defines practical ways in which countries – at all stages of development – can expand broadband access, in cooperation with the private sector.

This was a major priority in 2013 for UN agencies involved in technological innovation. In February, the UN Broadband Commission for Digital Development released at the UNESCO hosted WSIS+10 Event the new report coordinated by UNESCO, which emphasizes the importance of deployment of broadband as a means of accelerating progress towards the specific MDGs of Universal Primary Education and EFA. The report, which includes policy recommendations, highlights strategies for leveraging high-speed networks to achieve these goals. The report also features case studies from both developed and developing countries, including Literacy Promotion through Mobile Phones in Pakistan and the Harmonizer Programme in Northern Uganda which educates youth in conflict resolution, ICT and social media skills, both supported by UNESCO.

The Broadband Commission set an ambitious new target to spur women's access to ICTs at its 7th meeting, held in Mexico in March. The new advocacy target, which is to ensure gender equality in broadband access by 2020, was set as, according to data presented at the meeting, the average difference in the use of the internet between men and women around the world is about twenty-five per cent – reaching up to forty-five per cent in Sub-Saharan Africa.

This year, and as part of an ongoing effort to promote digital innovation worldwide, UNESCO also organized the Netexplo Forum 2013 in partnership with the Netexplorateur Observatory and under the patronage of the French Senate and Ministry of Industry, Energy and Digital Economy. The Forum brought together over 1,000 political, business and media executives to discover global innovators in digital technologies that impact on education, communication, information, solidarity and management around the world. Of note at the 2013 Forum was the significant role played by e-health. A joint publication between UNESCO and Netexplo was published later in the year featuring twenty-five innovations that are changing our lives around the world.

## ■ Increasing knowledge to mitigate risk

One of UNESCO's great concerns is to build knowledge that can help avert, or reduce, the damage caused by disasters. In 2013, UNESCO launched an innovative 'World Map of UNESCO's Points of Interest' project to contribute to a web-based free and openly licensed



© UNICEF/Naser Siddique

*Through a rights-based approach, UNESCO promotes inclusive education policies, programmes and practices to ensure equal education opportunities for persons with disabilities. Children at play in a Bangladeshi school.*

## ■ Promoting access to ICTs by persons living with disabilities

UNESCO's promotion of the rights of persons with disabilities to access information and knowledge using ICTs was central to its activities in 2013. The Organization published the global report *Opening new avenues for empowerment: ICTs to access information and knowledge for persons with disabilities* which includes recommendations to all stakeholders – from decision-makers to educators, civil society and industry – on how to concretely advance the rights of people living with disabilities. These recommendations draw on extensive research and consultations.

Moreover, UNESCO hosted the 8th meeting of the United Nations Inter-Agency Support Group (IASG) for the implementation of the UN Convention on the Rights of Persons with Disabilities at its Headquarters in Paris in November. During the meeting, joint actions required to mainstream disability issues within the sustainable development agenda were elaborated, particularly with regard to the implementation of the Outcome Document of the High Level Meeting of the United Nations General Assembly on the Realization of the Millennium Development Goals for Persons with Disabilities, which took place during the UN General Assembly meeting in September. The IASG meeting was thus instrumental in carving out the vital role that disability-inclusive development will play in the Post-2015 Development Agenda.

world map of educational, cultural and scientifically relevant installations, such as schools, water resources, public services – through citizens' participation. The objective is to strengthen both the resilience of local communities and the response of UNESCO and global organizations in post-crisis situations through an openly licensed GIS data infrastructure. The project was featured in the annual *World Disasters Report* of the International Federation of Red Cross and Red Crescent Societies (IFRC), which focused on the impact of technological innovations on humanitarian action and resilience against disasters.

In celebrating the International Day for Disaster Reduction on 13 October 2013, UNESCO has been carrying out a pilot 'World Map' project in Kenya aimed at preparing communities to undertake disaster risk reduction measures to make their countries more resilient in post-conflict and post-disaster situations. Under the framework of the UNESCO Intersectoral Platform to Support Climate Change Mitigation and Adaptation, and based

on free and open source tools, such as Ushahidi and OpenStreetMap, the UNESCO pilot project in Kenya helps promote community engagement in decision-making processes concerning natural resource management in disaster-prone areas like the Mathare slums in Nairobi.

The Kenya project has been able to promote public accountability and ownership, combined with elements of social activism and geospatial information that enable people to submit reports of activities in their areas using their mobile phones. The key points of interest (POI) in UNESCO's project include: primary schools, secondary schools, colleges, universities, special schools and early childhood development centres.

Other four pilots of the 'World Map of UNESCO Points of Interest' were started in 2013 in Namibia, Indonesia, India and El Salvador. These pilot projects seek to harness the potential of open-mapping in UNESCO's different domains, targeting especially adolescent girls and boys from developing countries, through a bottom-up participatory, community and capacity-building approach.

*UNESCO's Intergovernmental Oceanographic Commission is one of the main partners of the Tara Oceans Polar Circle expedition. On 7 December 2013, Tara returned home to Lorient (France) after a seven-month, 25,000 km journey around the North Pole to collect 5,000 samples of plankton in the Arctic.*



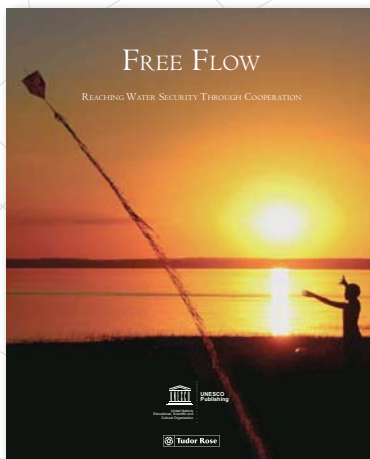
A large white sailboat with crew members on deck sailing on a blue ocean. The boat is moving from left to right, creating a white wake. The crew members are wearing red jackets. The name 'tara' is visible on the side of the boat. The sky is blue with some light clouds.

# CHAPTER 6

# One Planet, One Ocean

# One Planet, One Ocean

*Conserving the diversity of life on Earth and ocean health is critical to global human welfare, yet essential resources are at risk from the direct results of unsustainable practices. As lead agency for the International Year on Water Cooperation and the UN Decade of Education for Sustainable Development 2005-14, UNESCO was instrumental in 2013 in organizing, supporting and promoting activities around the world to raise awareness of the pressing issues affecting the planet's biodiversity and sustainability.*



*Jointly published by UNESCO and Tudor Rose, Free Flow: Reaching Water Security through Cooperation was published for World Water Week 2013 and launched at the Budapest Summit. Over 100 authors share their work in water management and draw upon experiences from around the world to show how people are cooperating and gradually changing their interactions with water.*

## ■ Leading the International Year on Water Cooperation

More than 780 million people still do not have access to improved water, and two and a half billion people have no access to improved sanitation services. The importance of cooperation in managing limited water sources in a world where demand is rapidly growing cannot be underestimated: some 145 countries share a major river basin with at least one other nation. The good news is that, contrary to widely held belief, cooperation is more frequent than confrontation over water. This is illustrated by programmes such as the Nile Basin Initiative's Socio-Economic Benefits Sharing Project; the agreement between Argentina, Brazil, Paraguay and Uruguay over the conservation and environmental protection of the Guarani Aquifer; the Mekong River Basin management programme; and the recent treaty between Moldova and the Ukraine for the Conservation and Sustainable Development of the Dniester Basin.

The UN General Assembly declared 2013 as the International Year of Water Cooperation, following a proposal by Tajikistan. UNESCO, in cooperation with





*The International Year of Water Cooperation 2013 aimed at mobilizing people around the world to creatively promote cooperation in the water domain. Young members of the Oratorio di Orbassano (Piedmont, Italy) promote the Year of Water Cooperation during the town's carnival on 9 February.*

© UN-Water World Water Day

*International water cooperation is key in a world where 276 river basins cross country borders. Infographic for the promotion of the International Year of Water Cooperation through UNESCO social media.*

the UN Economic Commission for Europe (UNECE) and the UN Department of Economic and Social Affairs (UNDESA), was appointed by UN-Water to coordinate both the Year and World Water Day, which is celebrated annually on 22 March. The official slogan of the Year, selected from over 12,000 proposals sent from 180 countries, was revealed at the opening ceremony on 11 February: 'Water, water everywhere, only if we share'.

The Year was officially launched by the Chairperson of UN-Water Michel

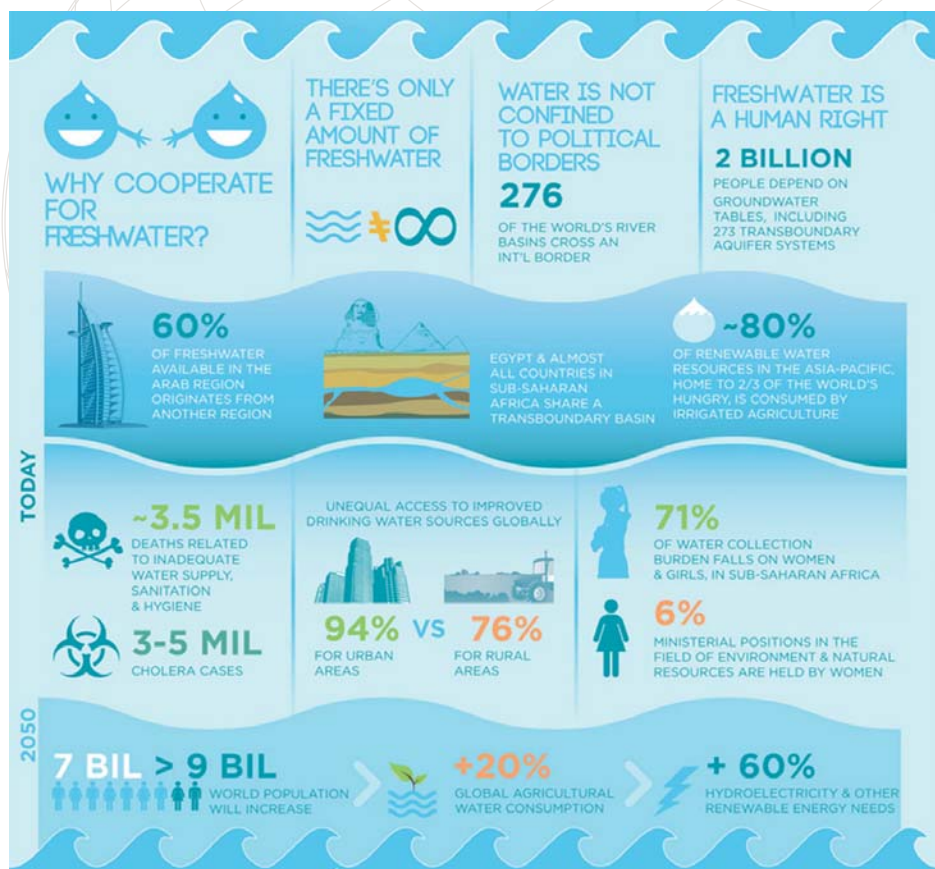
Jarraud and UNESCO Director-General Irina Bokova at a high-level meeting at UNESCO Headquarters. A youth meeting was held in parallel to finalize a Youth Declaration on water cooperation.

As a contribution to the Year celebrations, UNESCO launched the Transboundary Waters Assessment Programme (TWAP) in March. TWAP focuses on groundwater, lakes and reservoirs, river basins, large marine ecosystems and open ocean systems, and aims, among other things,

to foster partnerships among water-related organizations. A meeting was organized by UNESCO and the UN World Water Assessment Programme (WWAP) to formally initiate the programme, which had been announced late 2012. The UNESCO Intergovernmental Oceanographic Commission (IOC) has been charged with implementing the TWAP programme for open oceans and Large Marine Ecosystems (LMEs). The aim is to provide a baseline assessment to identify and evaluate changes in these water systems caused by human activities and natural processes, and the likely consequences on human populations.

World Water Day 2013 was held under the same theme as the Year. During the 2013 Water Cooperation Campaign, efforts around the world at local, national and international levels raised awareness on the potential and challenges for water cooperation. World Water Day celebrations were hosted by the Government of the Netherlands in The Hague, presenting an opportunity for a best practice exchange between people both within and outside the 'water box'. The Day's events centred on raising the profile of water cooperation on the agendas of policy and decision-makers, and on follow-up in the context of a Post-2015 Development Agenda for which water and sanitation are key elements.

In August, a high-level international conference on water cooperation took place in Dushanbe (Tajikistan), organized by the Government of Tajikistan and the United Nations. Director-General Irina Bokova opened the meeting, which featured discussions on the economic benefits of water cooperation, as well as on ecosystems and gender equality. UNESCO hosted a panel discussion on water cooperation across





borders, and collaborated in a special event on water interdependencies and achieving water security for all.

Later in the year UNESCO worked with the Stockholm International Water Institute (SIWI) to organize World Water Week in Stockholm (Sweden), which was launched on 2 September. This annual event brought together more than 200 organizations to focus on the world's freshwater issues and developments. Organized in 2013 around the theme of water cooperation, the Week featured a number of activities, including a puzzle – conceived by UNESCO and UN-Water – symbolizing the essence of cooperation and the need for all to join forces in achieving a common goal. The Organization participated in several seminars and side events, and presented information on UNESCO's work throughout the week.

Also in September, UNESCO organized a Strategic and High-level Meeting on Water Security and Cooperation in Nairobi (Kenya), with the support of the Government of Kenya. The event brought together water experts and stakeholders in high-level panels on water cooperation and security in Africa; discussions on an implementation plan for UNESCO's International Hydrological Programme (IHP) on water security; and sessions aiming to strengthen cooperation among members of the UNESCO water family.

The Budapest Water Summit held in October was another milestone event of the International Year of Water Cooperation. UNESCO both participated in and contributed to the event, dedicated to the role of water and sanitation in the global sustainable development agenda. UNESCO and the UNESCO Institute of Water Education (UNESCO-IHE)

## On board with the *Tara* Expedition!

From May to December 2013, the *Tara* research schooner sailed on its way North for a new scientific adventure. The mission covered 25,000 km and traversed both the North-East and North-West passages in a single season to research plankton biodiversity in the Arctic. By circumnavigating the Arctic Ocean, the expedition collected 5,000 samples of plankton under extreme conditions from 55 scientific sampling stations. Since 2009, these expeditions not only help further our understanding of how oceans are reacting to climate change, but they also contribute to assessing mercury levels and concentration of plastic particles in the sea.

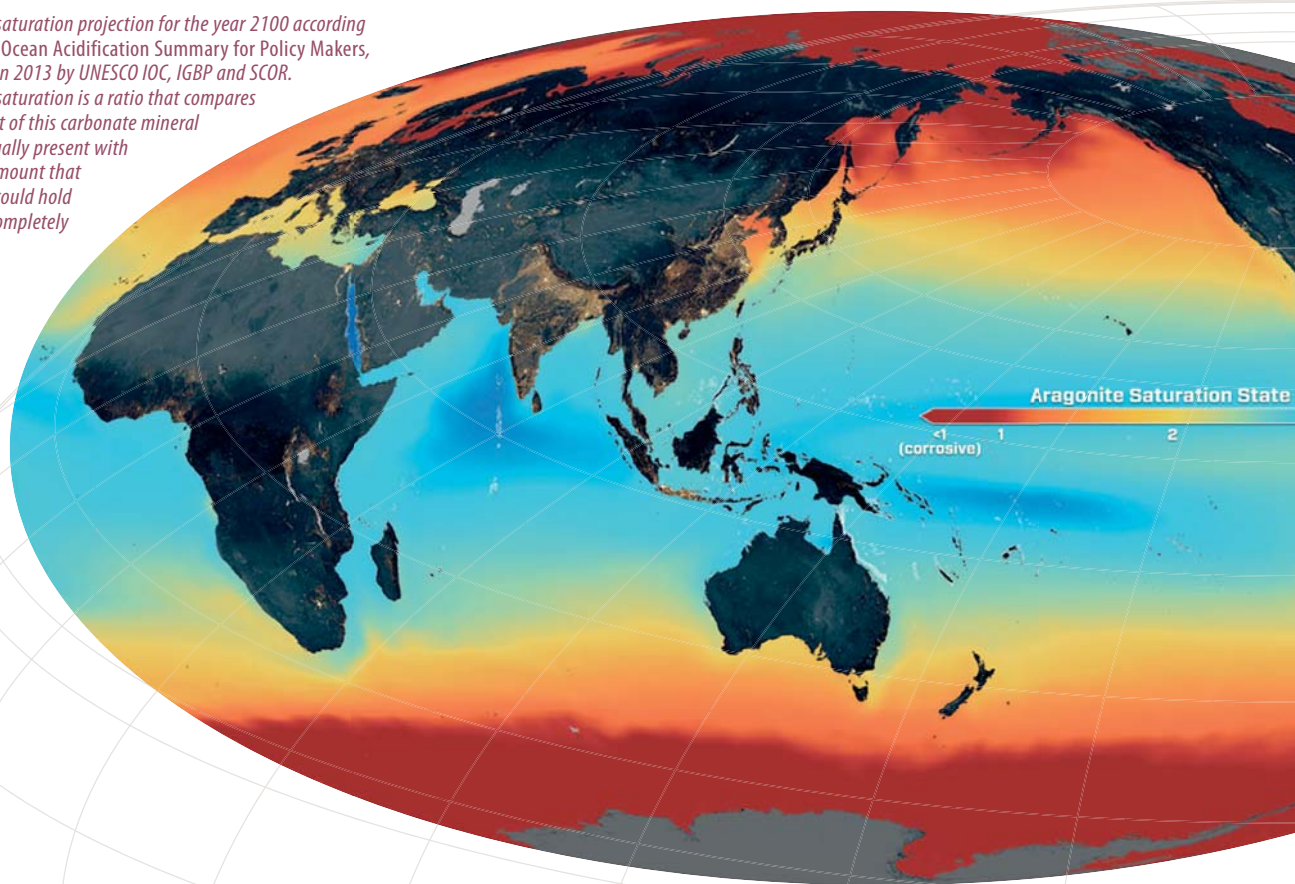
Since June 2013, UNESCO and Tara Expeditions signed an agreement for the two organizations to carry out common projects to contribute to scientific research, international cooperation, sharing data and raising public awareness. The crew of the *Tara* research vessel participated in the signing event from the Arctic via a live audio link. The signing also marked the opening of an exhibition at UNESCO Headquarters entitled 'Ocean, source of life: Understanding the impact of environmental issues on the ocean', jointly organized by Tara Ocean Expeditions and UNESCO IOC.

**Plankton Phronima Amphipoda, a species of zooplankton identified by the *Tara* expedition. It will take years to analyse all the samples collected, but raw data is already available online to the scientific community.**



*Aragonite saturation projection for the year 2100 according to the new Ocean Acidification Summary for Policy Makers, published in 2013 by UNESCO IOC, IGBP and SCOR.*

*Aragonite saturation is a ratio that compares the amount of this carbonate mineral that is actually present with the total amount that the water could hold if it were completely saturated.*



participated in a joint exhibition booth as well as in several side events organized with the UNESCO water family of affiliated centres, chairs and programmes, and a keynote speech in the Science Forum by the Secretary of UNESCO-IHP.

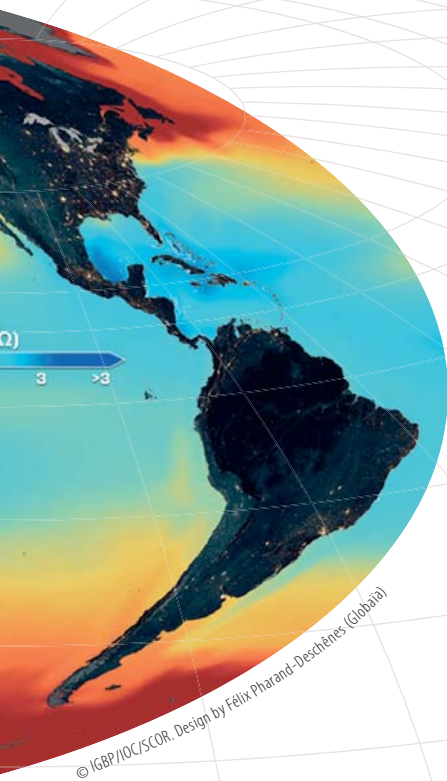
In November, UNESCO organized a high-level panel session in Paris on 'Climate Change Impacts on Water Resources and Adaptation Policies in Mountainous Regions'. Ministers, policy-makers and experts shared experiences and recommendations on coping with climate change impacts on water resources in mountainous areas, and on

the development of adaptation strategies and policies. To accompany the high-level panel session, UNESCO-IHP organized an exhibition highlighting specific cases of climate change impact in mountainous regions worldwide.

The closing ceremony of the International Year of Water Cooperation took place in Mexico City (Mexico) in December. The event, jointly organized by UNESCO and the Government of Mexico, was an opportunity to take stock of the achievements made during the year, and plan the continued fostering of water cooperation.

## ■ Preserving and monitoring the ocean

We depend on the ocean for our well-being, yet its importance is not matched by our knowledge. The formulation of sustainable, ecosystem-based policies and measures for ocean and coastal needs is especially crucial at a time when the world's ocean, coasts and marine ecosystems are undergoing great changes caused by increasing greenhouse gases, coastal pollution, overfishing, coastal development and increasing population pressure. In order to improve the ways in



it was announced that a global network of regional training centres would be opened in different areas of the globe. This new system, which began in Mombasa (Kenya) in early October, is expected to continue throughout 2014. It will greatly facilitate regional, local and remote participation, enhancing the ability of students to engage in quality education in support of sustainable management of the world's ocean and coastal areas.

In June, UNESCO IOC published the reference document *A Framework for Ocean Observing*. Its objective is to use lessons learned from the successes of existing ocean observation efforts and offer a framework that will guide the ocean observing community as a whole towards an integrated and sustained global observing system.

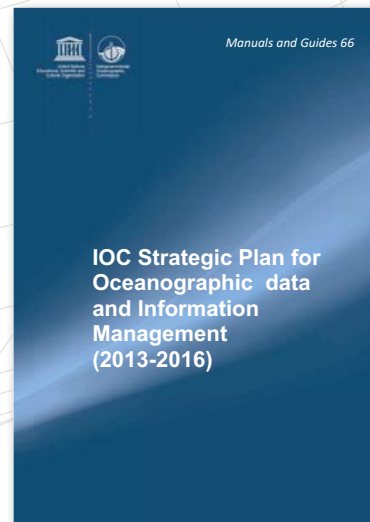
During Rio+20, UN Secretary-General Ban Ki-moon announced his decision to set up a Scientific Advisory Board bringing together eminent international specialists from natural sciences, social and human sciences, and engineering. The Secretary-General requested that UNESCO take the lead in creating the Board and provide its secretariat, so UN agencies can obtain comprehensive advice on science, technology and innovation for sustainable development. UNESCO was also designated as the lead agency for the organization of the UN International Year of Water Cooperation 2013.

UNESCO IOC's efforts to promote scientific advances in ocean monitoring continued with the participation in the Global Ocean Acidification Observing Network (GOA-ON), an international partnership for observing

ocean acidification. The overarching mandate of the GOA-ON is to establish a coordinated approach to provide an understanding of global ocean acidification conditions and ecosystem response, and to acquire and exchange data to optimize model projections, thus addressing the requirements of nations affected by this emerging environmental problem. In November 2013 at the COP19 in Warsaw, the side event 'Ocean Acidification – The Other CO<sub>2</sub> Problem', coordinated by UNESCO IOC in partnership with the International Atomic Energy Agency (IAEA), the Scientific Committee on Oceanic Research (SCOR), the World Meteorological Organization (WMO), the Plymouth Marine Laboratory (PML), the International Maritime Organization (IMO) and the Geosphere-Biosphere Programme (IGBP), highlighted initiatives to address the challenges

which the ocean is being monitored and preserved, UNESCO engaged in major actions and partnerships in 2013.

A significant event of 2013 was the decision to take a UNESCO-IOC project 'global'. The OceanTeacher programme, which originated in 2005 in Oostende (Belgium), is a web-based training system for students, marine researchers, librarians and staff of oceanographic institutions who want to learn about information and data management. Recognizing the difficulties for many of the participants in making their way to the training academy in Oostende,

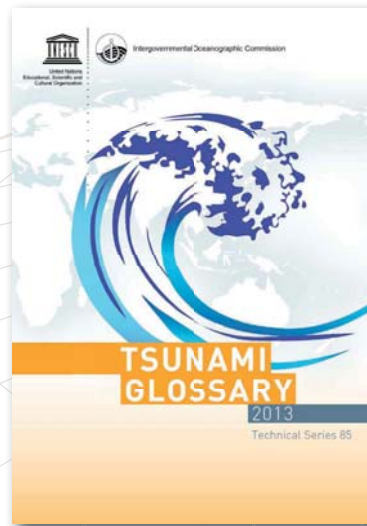


*UNESCO IOC decided to review its own strategy for capacity development in 2013 in order to better meet new challenges. Out of this review came the IOC Strategic Plan for Oceanographic Data and Information Management (2013-2016), which will guide UNESCO IOC for the coming years.*

associated with ocean acidification, recognized now as one of the most alarming phenomena generated by climate change. The event included the presentation of the summary of the Third Symposium on the Ocean in a High CO<sub>2</sub> World (Monterey, USA, September 2012) comprising the conclusions of 540 experts from thirty-seven countries reflecting the latest research on the subject. The summary was published by IGBP, UNESCO IOC and SCOR.

In October, the launch of the first edition of the Water and Sea Workshops in Barcelona (Spain) by the PlanetWorkshops in cooperation with UNESCO IOC brought together over 300 actors to reflect on the main issues of managing water and marine ecosystems today. Conceived as an inclusive, open space for dialogue and exchange, the workshop succeeded in attracting participants from diverse backgrounds with an interest in improving their practices. This first cooperation between UNESCO IOC, UNESCO IHP, PlanetWorkshops and other partners to create an extensive and varied programme for the occasion was a success. The second edition of the Water and Sea Workshops will take place in the context of the 2nd International Ocean Research Scientific Conference organized by UNESCO IOC, the Oceanography Society and the Fundació Navegació Oceànica Barcelona (organizer of the Barcelona World Race) in March 2014.

Several major partnership agreements were signed and implemented by UNESCO and UNESCO IOC throughout 2013 towards a better monitoring and preservation of the ocean.



*Another tool developed by UNESCO in 2013 was the Tsunami Glossary, which includes definitions of technical tsunami terms, as well as information on the establishment of global intergovernmental coordination groups for tsunami warning and mitigation. The glossary was made available in English, French, Spanish and Bahasa.*

UNESCO IOC received strong support in 2013 through a donation from The Great Explorers to IOC's Ocean Biogeographic Information System (OBIS). OBIS is an open-access, freely available marine biogeographic online database, tailored towards global awareness of the ocean and global contribution to its knowledge. With its evolving database repository, users can identify biodiversity hotspots and large-scale ecological patterns, analyse dispersions of species over time and space, and plot species' locations with temperature, salinity and depth. The grant will fund further research, while ensuring the continuing joint commitment to knowledge-building by the two organizations.

UNESCO IOC also partnered in 2003 with the Observing Programmes Support

Centre of the Joint Technical Commission of the WMO, among other organizations, for the launch of the *Atlantic Odyssey*. This 3,000-mile journey from Lanzarote Island to Martinique involved twenty-three vessels from eleven countries in a non-competitive event; participants contributed to several scientific programmes by sharing meteorological data, deploying oceanographic equipment and being trained in the use of these tools. Such scientific programmes enable sailors taking part in the *Odyssey* rallies to contribute meaningfully to marine and weather research, as well as raising awareness of the threats facing ocean ecosystems today.

An agreement signed in July between UNESCO IOC and Océanopolis Brest paved the way for a strengthened collaboration between the two bodies. Océanopolis, an aquarium and theme park in Brest (France), shares the natural history of the ocean with the general public, combined with a scientific approach.

## ■ Raising tsunami awareness for disaster reduction

In recent years, tsunamis have come to the forefront of world news and popular consciousness, due to a number of terrible disasters in different regions of the world. UNESCO's focus has been on coordinating the development of systems that allow countries and regions to better prepare to minimize risks associated with tsunamis and other ocean hazards.

In 2013, the Organization continued to prepare for the deployment of new tsunami forecasting products for the Pacific Ocean.



*Immediately after the typhoon Haiyan/Yolanda struck the Philippines on 8 November, UNESCO sent a team of experts to assess damage. It also established an antenna office in Manila, supported by technical missions from its Headquarters and the UNESCO Offices in Jakarta and Bangkok, which will work on response projects throughout 2014.*

The products, which have been under development since 2011, include tsunami wave forecasts that will allow countries to improve their response capability thanks to a more precise tsunami warning system. The new products were successfully tested in May 2013, in the Pacific Wave 13 exercise, which involved thirty-nine nation states, territories and commonwealths.

A full-scale test was also conducted in the Caribbean in March 2013, involving thirty-two countries, and a Tsunami Early Warning and Mitigation System for the North-East Atlantic, the Mediterranean and connected seas was promoted in 2013 as one of four such warning systems coordinated by UNESCO IOC. A number of educational materials and activities were prepared for that region as well, which were made available on the North-East Atlantic and Mediterranean Tsunami Information Centre website.

## ■ UNESCO's response to the Haiyan/Yolanda Typhoon in the Philippines

In the early hours of 8 November 2013 the super typhoon Haiyan/Yolanda, a maximum category-five storm, struck the Philippines, bringing wind gusts of 275 km/h which caused a storm surge that whipped up waves of 5 to 6 metres. The storm caused massive devastation, and the Government confirmed by the end of the month the deaths of more than 5,200 people, with 1,613 reported missing, 23,501 injured, and widespread damage to property.

Immediately UNESCO sent to Manila and Tacloban a team of experts from its Headquarters and the UNESCO Office in Jakarta to coordinate and work with the UN System there to support the country. This mission was also an opportunity to meet with key government representatives and to give assurances

that UNESCO would support in its areas of expertise the people of the Philippines to recover from this disaster.

In line with its mandate, UNESCO identified several areas of priority to support the recovery process in the field of water management, cultural heritage safeguarding, early warning and public education, and in the recovery of the education activities and programmes. In order to fully coordinate the assessment and response projects, UNESCO established a project antenna office in Manila, supported by technical expert missions from the Organization's Headquarters and the UNESCO Offices in Jakarta and Bangkok. UNESCO will also continue in 2014 the regional workshops 'Integrating Local and Indigenous Knowledge related to Hydro-meteorological Hazards and Climate Change Adaptation with Scientific Knowledge: Lessons Learned', which it had already started in April 2013, seven months before the typhoon struck.

## ■ Spreading the word on earthquakes

As the secretary of the International Platform for Reducing Earthquake Disaster (IPRED), UNESCO holds each year a number of conferences and workshops to raise awareness and building safety against earthquakes.

In 2013, UNESCO joined forces with national and regional centres and institutes for this purpose. The 6th Session of the IPRED and UNESCO-IPRED International Memorial Symposium on 'Preparing Ourselves for Future Earthquakes' took place in Lima (Peru) in June. This workshop examined the outcomes of recent major earthquakes in Japan (2011), Chile and Haiti (2010), focusing on community, public structure and housing safety.

Two other workshops were organized by UNESCO in Kathmandu (Nepal) and Malaga (Spain), to review, respectively, the earthquake hazards in the South and

Central Asia Regions, and to improve and share knowledge on the health and safety of the millions of people living in the extended Mediterranean region. Having Member States agree on exchanging real time data adds yet another stone to the foundation of building peace in the aforementioned regions.

Following the Ya'an earthquake in April 2013, which inflicted severe damage to the Sichuan Giant Panda Sanctuaries World Heritage site (China), the UNESCO Office in Beijing and Mercedes-Benz activated a post-earthquake intervention for the rehabilitation and sustainable development of the site, focusing on disaster risk management, post-disaster management and eco-sustainable recovery. This initiative is part of the Mercedes-Benz Star Fund/UNESCO project, which has been supporting and improving the conservation, management and sustainable development of six Chinese World Heritage sites since 2007. The project has contributed to

formulating a national management planning framework and monitoring standards for natural World Heritage sites, and to building capacities of site staff and stakeholders, including youth, in heritage protection. Two major fora were organized under this project in 2013: the Lushan Forum on Cultural Landscapes (October), the first of its kind in East Asia bringing together academia and site managers to develop guiding principles for the conservation and management of World Heritage Cultural Landscapes in the region; and the Ya'an Forum (November), which focused on post-earthquake reconstruction, eco-civilization and sustainable development.

## ■ Educating for a sustainable future

Education for sustainable development (ESD) is about enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies. As the lead agency for the UN Decade of Education for Sustainable Development (2005-14), UNESCO continued in 2013 its worldwide efforts to build awareness, create knowledge and foster understanding of the ethical implications of sustainability and climate change for present and future generations.

*Experts have estimated a relative convergence of 25 mm per year between the Indo-Australian and Asian plates of the Himalayan range, resulting in high risks of earthquakes along the entire Himalayan arc. In 2013 UNESCO continued to support workshops in South and Central Asia to discuss regional cooperation in seismology and earthquake engineering.*



© J.M. Gassend/ UNESCO Sagarmatha National Park, Nepal

The UNESCO Office in Apia carried out the capacity-building phase of its SPARCK (Sharing Perceptions of Adaptation Resilience and Climate Knowledge) project in September, in collaboration with Apidae Development Innovations, the University of Melbourne and the Samoan Ministry of Education, Sports and Culture. High school teachers and community members from Falease'ela worked together to find exciting and interactive ways for students to learn about the science and solutions of climate change in Samoa. This training was a direct response to the need to increase education and understanding of climate change based on the priorities identified by Samoan teachers and communities in the first phase of the SPARCK project conducted in March 2013.

In all, three countries of the Pacific region, Samoa, Vanuatu and Fiji, benefited from the SPARCK project trainings. A final multi-country report with key recommendations was delivered in November for longer-term capacity-building activities involving all SPARCK stakeholders.

The UNESCO Office in Jakarta implemented in Banjarmasin (Indonesia) a 'Green Schools Action' pilot project between March and September, with support from the Korea International Cooperation Agency (KOICA). The project targeted science teachers and 500 students from twenty schools at all levels. Teachers were provided with training, funding and technical support to implement collaborative action projects with their students on locally relevant environmental themes such as water, forests, waste, energy



and biodiversity. Project activities included waste sorting and composting, biodiversity laboratories, reusable container campaigns and plant nurseries.

The project was designed as a response to the environmental context of Banjarmasin, which embodies many of the environmental issues facing Indonesia at large. The city's waterways previously provided the

economic and cultural backbone of the community; but with pollution destroying much of the area's fishing industry and with increased sea levels causing the forced migration of communities away from tidal areas, the local economy has become dependent on the rubber, coal and logging industries that are destroying the region's environment.

*Students from Karang Mekar 1 elementary school in Banjarmasin (Indonesia) implement activities to increase awareness on energy consumption, within the framework of the Green Schools Action pilot project launched by the UNESCO Office in Jakarta.*

## Two new oceanographic centres in India and the Russian Federation

In July 2013, the Indian National Centre for Ocean Information Services (INCOIS) and UNESCO IOC signed an agreement for the setting-up of the International Training Centre for Operational Oceanography in Hyderabad (India). ITCOcean will contribute to UNESCO IOC's training and capacity development requirements for programmes focusing on tsunami warning and mitigation, ocean monitoring and data exchange, with special attention to Member States in the Indian Ocean rim and islands region as well as Africa.

In September, UNESCO IOC and the International Oceanographic Data and Information Exchange (IODE) established the Partnership Centre for the IODE Ocean Data Portal (ODP) in Obninsk (Russian Federation). The Centre will be hosted and funded by the Federal Service for Hydrometeorology and Environmental Monitoring of the Russian Federation, and will provide access to collections and inventories of marine data.

At the close of its implementation, the project had successfully increased participants' environmental awareness when compared to students who had not participated in the project. It also promoted a successful model for climate change education, produced a comprehensive teachers' guide and gained the commitment and support from local authorities to expand the model from a pilot to a city-wide programme. Next steps for UNESCO will be to expand the model into additional Indonesian educational contexts, through both formal schooling and non-formal education via community learning centres.

The UNESCO Office in Jakarta has also been assisting the Indonesian authorities in implementing a number of significant conservation actions for the preservation of the Borobudur Temple Compounds World Heritage site with the generous support of Germany, following the eruption of Mount Merapi that struck the Yogyakarta and Central Java area in 2010. The eruption also exposed some wider underlying issues around the lack of sustainable benefits for the local community. UNESCO thus developed the project 'Revitalization of Community Livelihoods through Creative Industries and Heritage Tourism', funded by Australia, which aims at supporting the creation of innovative and unique products based on Borobudur's rich history, character and cultural and natural resources. Already the project has supported training for a number of women and youth from Borobudur in ceramic and jam industries that build on local knowledge and utilize local resources. The project has linked community groups with innovative, experienced and creative businesses within Indonesia.

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*In 2013, the UNESCO Office in Jakarta implemented a 'Green Schools Action' project in Indonesia with support from the Korea International Cooperation Agency. The project provides science teachers with funding and technical support for collaborative action projects on locally relevant environmental themes. Students from the SMKN 3 school in Banjarmasin (Indonesia) work on a project to generate sustainable forest products.*



© UNESCO

*Through creative industries and sustainable heritage tourism, the UNESCO Office in Jakarta has trained women and youth in 2012 and 2013 to help preserve the Borobudur Temple following the eruption of Mount Merapi in 2010, and to solve the underlying issues which it unveiled around the lack of sustainable benefits for the local community.*

A community-run gallery and training centre have been installed where the newly created ceramic and jam products can be sold to visitors to the area.

Teaching about climate change is a challenge for many teachers. To help educators discuss the subject in and outside the classroom, UNESCO developed a four-day training course for African countries. The first training was held in October in Grahamstown (South Africa) for some thirty educators from Southern

and Eastern Africa. A second training for educators from Western and Central Africa took place in Cape Verde in November.

On 15 March 2013, the Ministry of Education and Training of Viet Nam (MOET), UNESCO and Samsung held a launching ceremony for an ESD initiative to be implemented in Viet Nam. The initiative is part of a global agreement between UNESCO and Samsung that aims to enhance education system responses to contemporary challenges to sustainable development. Viet Nam is the first country to benefit from the agreement. The initial phase of the project targets primary schools in Hue, a World Heritage city situated in a coastal region particularly

affected by the adverse effects of climate change. Materials developed will be made available to 133 teacher-training institutions and 63 provincial departments of education and training in the country.

Finally, the new UNESCO Regional Centre for Climate Change and Decision Making was established in Montevideo (Uruguay) to train managers and decision makers from the public and private sectors of Argentina, Brazil, Chile, Paraguay and Uruguay. The centre's training programme focuses on issues related to climate change, particularly those concerning decision-making, negotiation and its economic and social impact.

## ■ Fostering sustainable development in Biosphere Reserves

Throughout 2013 UNESCO continued to develop its Man and the Biosphere (MAB) Programme for the rational and sustainable use and conservation of the resources of the biosphere and for the improvement of the overall relationship between people and their environment.

In March, the UNESCO Venice Office released the publication *Education for Sustainable Development in Biosphere Reserves and other Designated Areas: A Resource Book for Educators in South-Eastern Europe and the Mediterranean*, which aims to effectively promote ESD in Biosphere Reserves and other designated areas.

At the 25th session of the International Coordinating Council of the MAB Programme (MAB-ICC) at the end of May, twelve sites in China, Ecuador, France, India, Italy, Kazakhstan, Pakistan, the

Republic of Korea and Spain were added to the World Network of Biosphere Reserves. The additions brought the total number of Biosphere Reserves to 621, spread across 117 countries.

In June 2013 the Sustainable Management of Drylands project (SUMAMAD) came to an end: ten years of battle against desertification in nine countries: Bolivia, Burkina Faso, China, Egypt, India, Iran, Jordan, Pakistan and Tunisia. Through this project, scientists were able to share information and their experiences of working in drylands.

Also in June, the Korean International Cooperation Agency and UNESCO concluded an agreement relating to the 'Green Economy in Biosphere Reserves' project in three African Biosphere Reserves in Ghana, Tanzania and Nigeria respectively.

The Trifinio-Fraternidad Biosphere Reserve, the first tri-national Biosphere Reserve in Latin America between El Salvador, Guatemala and Honduras, is considered as an example of cooperation between national authorities. The Permanent Delegations of El Salvador, Guatemala, Honduras, Germany and the MAB Secretariat organized in September a conference on the Trifinio-Fraternidad Biosphere Reserve, as a regional model for a green economy, to inform Member States of the creation and success of the transboundary reserve, of its management, natural resources, biodiversity and the important role played by local communities. Germany announced that it will invest €11 million in this reserve to support biodiversity conservation and life quality improvement programmes. This represents a significant contribution for around 200,000 inhabitants over an area of 500,000 km<sup>2</sup>.

## ■ Expanding the Global Geoparks Network

The Global Geoparks Network now covers nine new members, with the addition of sites in Austria, China, Italy, Japan, the Netherlands, Portugal, Slovenia, Turkey and Uruguay. Inscriptions were made during the 3rd Asia-Pacific Geoparks Network which took place on Jeju Island (Republic of Korea) in September. The new sites bring

the total number of Geoparks to 100, located in thirty countries. The Geopark label is given to sites which possess an effective management structure and clearly defined boundaries. They should cover a sufficiently large area to permit significant sustainable economic development, primarily through tourism. UNESCO offers support to sites that are part of the Network on an ad-hoc basis following requests from UNESCO Member States.

## Haiti's first UNESCO Biosphere Reserve

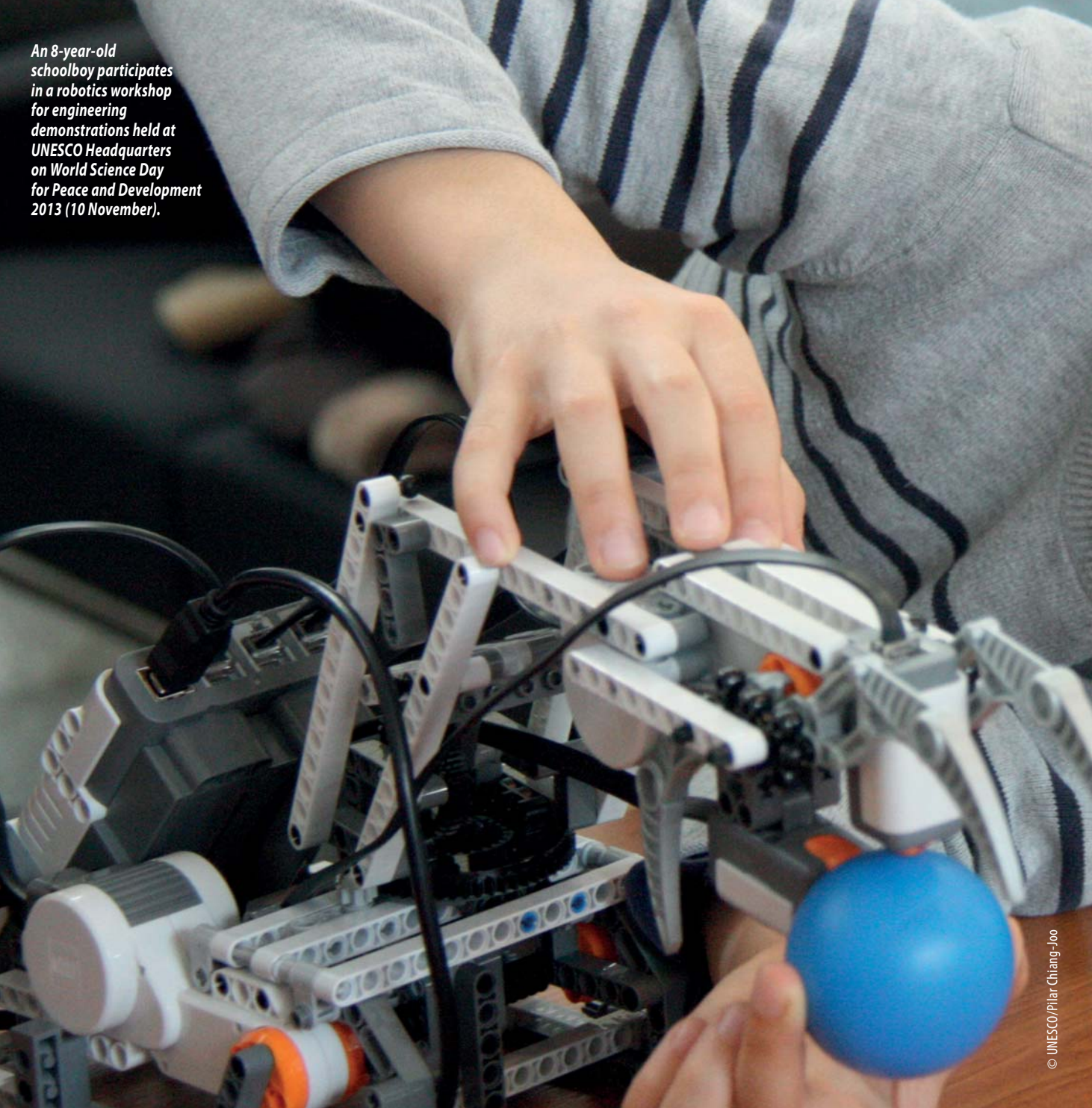
UNESCO Director-General Irina Bokova, accompanied by UNESCO Special Envoy for Haiti, the Right Honourable Michaëlle Jean, and Haiti's Minister of the Environment, visited in September the National Park in the Massif de La Selle, the country's first UNESCO Biosphere Reserve, inscribed on the list in 2012. The reserve is located in the ecological continuum of the Jaragua-Bahoruco-Enrique Biosphere Reserve of the Dominican Republic and contributes to the Caribbean Biological Corridor, an example of collaboration between countries. The challenges

of preservation are immense and include fighting against deforestation and erosion, protecting the cultures and habitats, and ensuring the harmonious development of human activities and the environment. During her visit, the Director-General commended the President's commitment, affirming UNESCO's readiness to accompany the authorities in their ambitions to reconcile biodiversity conservation with improving the life of the inhabitants, through training, education and increased international cooperation.



UNESCO Director-General, Irina Bokova, with the President of the Republic of Haiti, HE Mr Michel Martelly, and UNESCO Special Envoy for Haiti, the Right Honourable Michaëlle Jean.

*An 8-year-old schoolboy participates in a robotics workshop for engineering demonstrations held at UNESCO Headquarters on World Science Day for Peace and Development 2013 (10 November).*



A young boy with dark hair is looking intently at a laptop screen. The screen displays a diagram of a robot with the word 'Robotic' visible. The boy is wearing a grey sweater with dark stripes on the sleeves. The laptop is on a wooden desk, and a black cable is visible in the foreground.

## CHAPTER 7

# Science for a Sustainable Future

# Science for a Sustainable Future

*In 2013, UNESCO programmes and activities have supported the development of inclusive and effective national science, technology and innovation (STI) policies, notably in Africa, least developed countries (LDCs) and small island developing states (SIDS). Efforts focused on priorities such as fostering science and engineering education, empowering women to study and pursue careers in science and engineering, and working to keep water security a top priority on the global agenda. To promote transdisciplinary science programmes at the global and regional levels, several debates were organized to underline the importance of sustainability science and to emphasize the role that social sciences and ethics can play in providing solutions for today's development challenges. The science-policy-society interface has also been a major component in UNESCO's work in promoting science diplomacy and science for peace.*

## Innovative ideas for a more sustainable aviation

The 3rd edition of the student contest 'Fly Your Ideas', a partnership with Airbus, invited students worldwide to develop innovative ideas for a more sustainable aviation industry of the future. Within the overarching theme of innovation, six themes were identified as priorities by Airbus in 2013 for its future development: energy, efficiency, affordable growth, traffic growth, passenger experience and community friendliness. Over 6,000 students from 82 countries participated this year. A Brazilian team won the global competition for its idea of a luggage loading and unloading system for airplane cargo compartments. This project proposes to reduce the workload of airport baggage handlers with an air cushion solution inspired by air hockey tables.



© AIRBUS S.A.S 2013

## ■ Fostering worldwide innovation in science and technology

Investment in STI is essential for economic development and social progress. Over 2013, the Organization spearheaded efforts to keep STI on the global agenda, while fostering innovation in countries and regions where there has been very little research in science and technology in the past. Although the former dominance in science by a few countries has given way to a globalized and interconnected world, disparities in the ability to produce and enjoy the benefits of innovation in science and technology remain persistent between countries and within them.

Collaboration between countries is essential to tackle STI global disparity, and South-South cooperation is playing today a vital role in this sense. In May 2013, scientists and policy-makers from forty-two countries assembled in Kuala

Lumpur (Malaysia) to celebrate the 5th anniversary of the International Centre for South-South Cooperation for Science, Technology and Innovation (ISTIC), a category 2 centre under the auspices of UNESCO.

To promote a culture of innovation in 2013, UNESCO organized several training workshops on the governance of science parks and technology business incubators. The workshops have upgraded the knowledge of more than 150 managers of science parks and civil servants from Asia, Africa, the Arab States, Eastern Europe, and Latin America and the Caribbean on managing knowledge-based enterprises. UNESCO has also provided technical assistance in the development of science park and technology business incubators in Colombia, Gambia, Mongolia, Nigeria, Indonesia and the Czech Republic. Along with technical assistance, the countries have also benefited from technical advice in the development of national and regional innovation policies.



## ■ Breaking the gender barrier in science and engineering

Tackling the world's science and engineering disparity is also about breaking the gender barrier and empowering women to contribute to and benefit from research and innovation in science and engineering. The L'Oréal-UNESCO Awards for Women in Science entered their 15th year in 2013 with five outstanding women scientists being honoured in March for their contributions

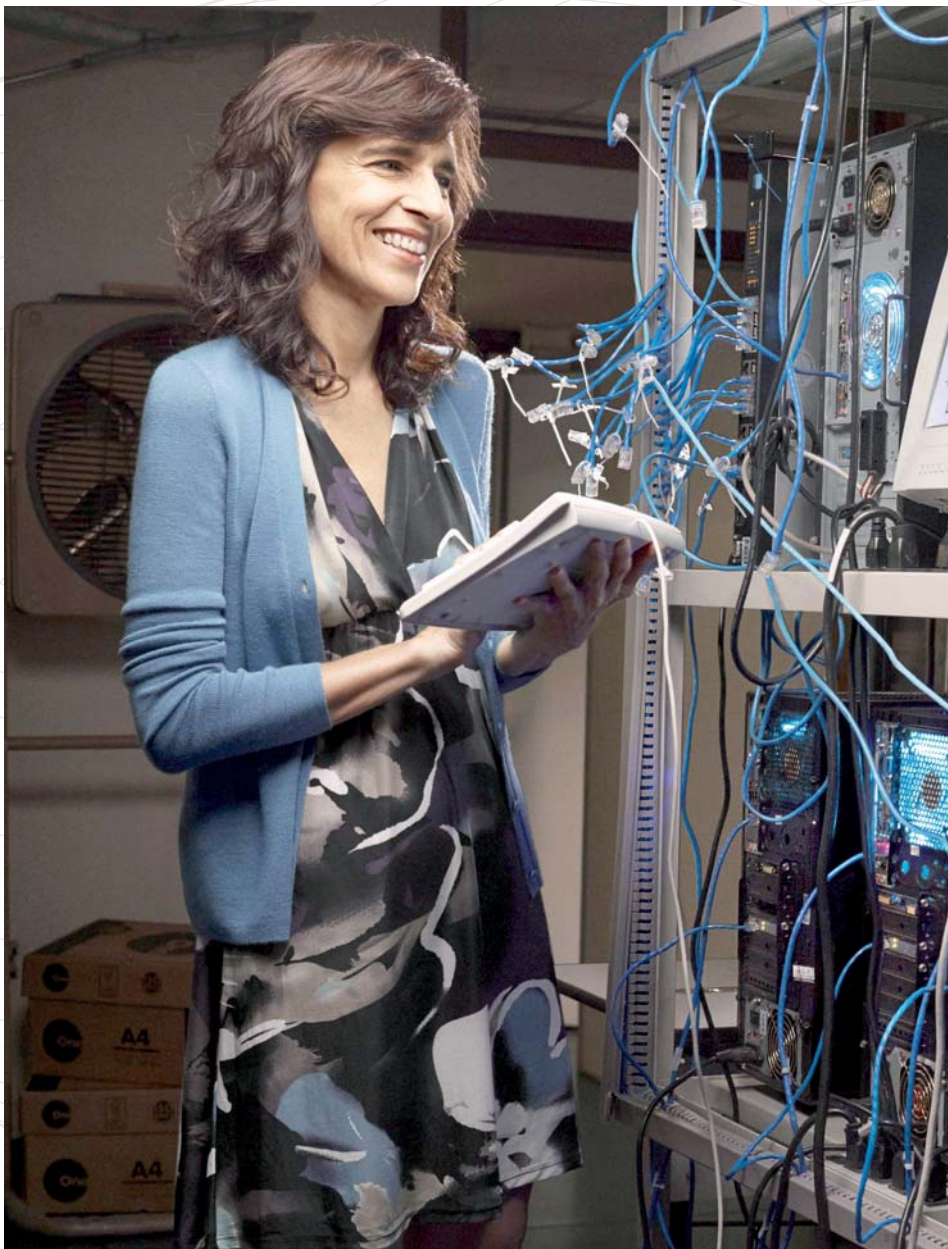
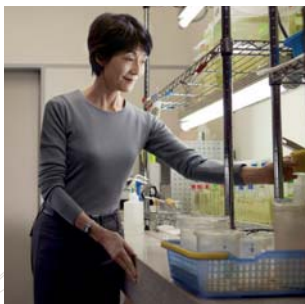
to research and their commitment to social development. The 2013 Laureates demonstrated exceptionally original approaches to fundamental research in the physical sciences, from contributing to better understanding of climate change and advancing research on neurodegenerative diseases, to potentially uncovering new energy sources. The 2013 awards were presented to Professor Francisca Nneka Okeke (Nigeria); Professor Reiko Kuroda (Japan); Professor Pratibha Gai (United Kingdom); Professor Marcia Barbosa (Brazil); and Professor Deborah Jin (United States of America).

The five scientists (one from each region) received each US\$100,000 in recognition of their accomplishments.

In addition to the yearly awards, which also include fifteen international fellowships and about 200 national ones in forty-seven countries, UNESCO and L'Oréal have developed a partnership for the past four years to increase participation of African women in high-level scientific research. This year, ten women from Cameroon, Ghana, Mozambique, Nigeria, South Africa, Tanzania, Uganda and Zimbabwe were recognized by an international jury

*In 2013, UNESCO worked to tackle the low rates of enrolment in basic sciences careers in developing countries. Schoolgirl from the rural community of Chinchila (Cuba) during a workshop developed in 2013 by the UNESCO Office in Havana on education for sustainable development.*

The winners of the 2013 L'Oréal-UNESCO For Women in Science Awards are (from top to bottom): Professor Reiko Kuroda (Japan); Professor Pratibha Gai (United Kingdom); Professor Deborah Jin (United States of America); Professor Francisca Nneka Okeke (Nigeria); and (main photo) Professor Marcia Barbosa (Brazil).



© L'Oréal-UNESCO For Women in Science





for their outstanding scholarly work in science, engineering and mathematics, and received US\$20,000 each for the completion of their Ph.D. research.

While young women only represent 7 to 12 per cent of engineering students in Africa, their percentage in North Africa and the Middle East is comparable to, and in some cases higher than, Europe and North America. In some Arab States, women account for more than half of the engineering student population. Yet the number of female engineering graduates who go on to work in engineering professions in the region is much lower. In other instances, women are effectively playing the role of engineers in their communities, as holders of informal local knowledge of environmental sustainability and recycling, but their expertise has yet to be recognized.

In order to better understand the obstacles keeping women in Africa and the Arab States from either taking an interest in engineering or pursuing a career in engineering, women engineers, policy-makers and professionals participated in a workshop at UNESCO Headquarters in December, co-hosted with the International Gas Union (IGU). A round table on women in engineering in Africa examined science, technology, engineering and mathematics educational policies, curricula, teacher training and female participation. Another round table on women in engineering in the Arab States discussed the factors preventing women from entering the workforce in greater numbers despite the fact that a large percentage of engineering students are women.

*In June 2013, around 3,000 secondary school students, including 1,500 girls, participated in a week-long engineering and science event organized by UNESCO, the International Centre for Theoretical Physics (ICTP) and the University of Nigeria, among other partners, at the University's Headquarters in Nsukka (Nigeria).*



© UNESCO/John Emrys Morgan

## ■ Building capacity in science and engineering in developing countries

Science and engineering hold important answers to key questions on climate change and sustainable development that we must address today. Yet in many countries not enough youth are studying engineering and science to maintain the needed workforce. In order to attract young minds to engineering, especially in the developing world,

UNESCO undertook several regional and local actions.

In June 2013, around 3,000 secondary school students, including 1,500 girls, participated in a week-long engineering and science event at the University of Nigeria, in Nsukka (Nigeria). A number of UNESCO's partners were involved in this event, such as the International Centre for Theoretical Physics (ICTP), Deyrolles, Engineers Without Borders-UK (EWB-UK), the Institute of Electrical and Electronics Engineers, Intel, Microsoft and Nokia.

The event offered students the opportunity to learn about science and engineering by examining water, shelter, transportation, infrastructure and hydroelectric issues. Through various hands-on activities, students had the opportunity to identify innovative solutions to contemporary development problems. After participating in the hydroelectric power module, one student managed to improve the operation of a micro-hydroelectric turbine by substituting cork with rubber from a shoe. This action

highlights the ability of these students to find innovative ways of using available materials in engineering projects. In addition, 120 undergraduates and teachers were taught how to implement these hands-on activities in the classroom to ensure the continued interactive learning of young students.

For the past few years, promoting science education has been a major focus of cooperation between UNESCO and Gabon. Although the country has a very high enrolment rate (about 94 per cent), it faces an alarming deficit in science graduates. In this context, UNESCO organized in September a training workshop on the Global Microscience Experiments project in Libreville. Fifty educators, including school inspectors and science teachers, took part, half of whom were women. Participants discussed the teaching materials and performed many experiments in the fields of biology and chemistry, including on the electrolysis of water and electrical circuits. At the end of the training, participants focused on the development and adaptation of methodology forms for the training of trainers. One highlight of the workshop was the development of a microscience textbook by the National Pedagogical Institute (IPN), with UNESCO's support.

The 5th Regional Conference of Vice Chancellors and Deans of Science and Technology (COVIDSET 2013), organized by UNESCO in partnership with the German Academic Exchange Service (DAAD), the African Network of Scientific and Technological Institutions (ANSTI) and hosted by the University of Botswana, took place in November in Gaborone (Botswana). It brought together over 130 participants

from twenty-four African and non-African countries. Scientists and engineers, policy-makers, academics and private practitioners discussed the challenges facing African countries and identified opportunities for the continent. Ministers of Education and STI provided concrete action plans for engaging national stakeholders in making STI relevant to the development needs of Africa. Ministers additionally pledged to enhance South-South corporation in training, research and skills development.

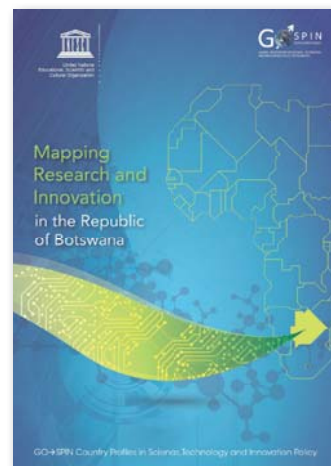
The basic sciences are the main source of innovation for technological development. UNESCO promotes basic sciences research, training and popularization, with the aim of their use by nations to create technological progress and achieve sustainable development. In 2013 the UNESCO International Basic Sciences Programme (IBSP) focused on promoting the use of the basic sciences for innovation and development. A conference on the 60th anniversary of the discovery of DNA, organized in June in partnership with the Human Variome Project, was a milestone for research in genetics and genomics, as a prerequisite to innovation in modern medical diagnosis and therapy. With the creation of two category 2 UNESCO centres in the basic sciences in Bucharest (Romania) and in Lisbon (Portugal), the IBSP took a major step forward to promote the physical sciences in Member States, with new advanced training programmes. In 2013 the UNESCO-Niels Bohr Gold Medals were awarded to CERN, to the inventor of Wikipedia Jimmy Wales, and to the French physicist Professor Alain Aspect.

## GO→SPIN publishes its first country profile on research and innovation

At the end of 2013, UNESCO published the profile *Mapping Research and Innovation in the Republic of Botswana*.

The study reveals that Botswana has one of the highest levels of income and scientific productivity per capita in sub-Saharan Africa, yet excessive dependence on its mining industry, the need to improve both intellectual property protection and the commercialization of products derived from research and development are some of the country's greatest challenges.

The publication is the first in a series of country profiles produced by UNESCO's Global Science Policy Information Network (GO→SPIN), a web-based information system presenting up-to-date and comprehensive information on STI policies and best practices.



*In order to continue to support the Iraqi government in overcoming the devastating impact of water shortage, UNESCO and the European Union launched in 2013 the second phase of a pioneering initiative that aims to improve national capacities in the exploration and integrated management of groundwater resources. Girl filling a container from a traditional canal built to extract underground water in Kunafusa (Northern Iraq).*

© UNESCO Office in Iraq/Sebastian Meyer



## ■ Keeping water security a priority

During 2013, the Organization strived to keep water security a priority in the global agenda.

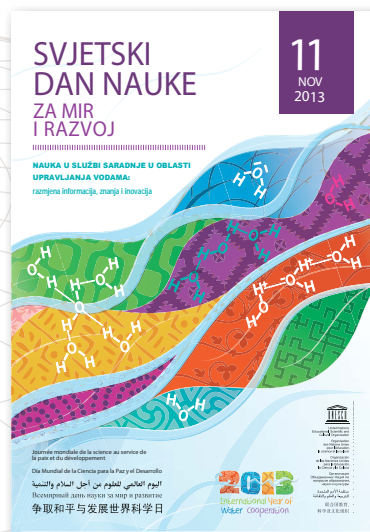
The 2013 World Science Day for Peace and Development (10 November) was celebrated under the theme ‘Science for Water Cooperation: Sharing Data, Knowledge and Innovations’, in conjunction with the UN International Year of Water Cooperation 2013. The official celebration held at UNESCO Headquarters included the microscience kits and robotics workshop for engineering demonstrations; the launch of audiovisual science teachers’ training modules in physics produced by UNESCO and CERN; and display of posters from Deyrolles Pour l’Avenir in different languages.

A large number of diversified activities marked the celebration of the World Science Day 2013 worldwide. They included: a round table on science for water cooperation in Montenegro organized in cooperation with the UNESCO Venice Office; a science exhibition, and a drawing and writing competition for children in Iran; a trip to Science and Technology City, lectures about water purification and green chemistry in Egypt; the launching of the project ‘Girls in Science’ in Quito (Ecuador); popular science lectures, exhibitions and student competitions in India; and public lectures organized by young scientists associations in Pakistan.

UNESCO signed this year several partnerships for the promotion of water education and water security.

The Government of the Netherlands and UNESCO signed two complementary agreements to extend their longstanding cooperation on the UNESCO-IHE Institute for Water Education, and as further contribution to UNESCO's International Hydrological Programme (UNESCO-IHP), following significant international support for the Institute in its strong contribution to water education and capacity-building in water management. The Government of the Netherlands will contribute to the UNESCO-IHE Institute for Water Education in Delft for a further three years with annual funding of over €10 million.

As part of the overall effort to support the Iraqi government in overcoming the devastating impact of water shortage, UNESCO and the European Union launched phase II of the 'Advanced Survey of Hydrogeological Resources in Iraq'. This pioneering initiative, channelled through the UNESCO Office for Iraq, aims at improving national capacities to explore and integrate management of groundwater resources, and enhancing both the efficiency and effectiveness of public planning and policy-making in the national water sector.



Montenegro celebrated for the first time the UNESCO World Science Day for Peace and Development on 11 November 2013. The Ministry of Science of Montenegro, the UNESCO Office in Venice and the National Parks of Montenegro organized three round tables and an exhibition for children about the ocean. Poster in Montenegro to promote World Science Day 2013 in the country.

## ■ Linking science, policy and society

UNESCO continues to strengthen efforts to improve the interface between science, policy and society. Public understanding and engagement with science, and citizen participation including through the popularization of science, are essential to equip citizens to make informed personal and professional choices. Governments also need to make informed decisions based on quality scientific information and the latest scientific knowledge. In 2013, the Organization undertook major actions and led global debates to ensure that scientists and civil society are included in the policy and decision-making process affecting the sustainability of the planet.

In October, UN Secretary-General Ban Ki-moon appointed twenty-six scientists to a new Scientific Advisory Board to provide the United Nations with advice on STI in the framework of sustainable development. The scientists represent all regions, and all disciplines: natural, social and human sciences, as well as engineering. In recognition of UNESCO's role as a leader in these fields, the Secretary-General appointed UNESCO as host for the secretariat of the Board. With the Board's creation, UN bodies will be better able to connect science and policy, all within the context of a Post-2015 Development Agenda and achieving sustainable development at the local, national and regional levels.

In addition, the Italian Parliament ratified a memorandum of understanding which places the Secretariat of the World Water Assessment Programme (WWAP) in Italy on a permanent footing with annual funding of €1.6 million.

Hosted and led by UNESCO, WWAP coordinates the work of twenty-eight UN-Water members and partners around the *World Water Development Report* (WWDR).

## Ecuador celebrates 'Girls in Science'

To celebrate 2013 World Science Day for Peace and Development, the UNESCO Office in Quito and the Interactive Science Museum of Quito (Ecuador) launched in November a series of lectures under the project 'Girls in Science'. For two days, women specialists in sustainable development and science explained to 12-year-old girls their work and research on Ecuadorian geological heritage, sustainable architecture, local and traditional knowledge, sustainable energies and physics applied to medicine. The project also included the creation of a science club for girls, along with workshops in media-audiovisual training and others specifically oriented to teachers. This project, which will continue through 2014, aims to motivate girls to pursue scientific careers through non-formal education strategies.



© UNESCO/Pilar Chiang-foo

*Deputy Director-General Engda Getachew gives a speech on the occasion of the celebration of the 60th anniversary of the discovery of the double helix of DNA at UNESCO Headquarters on 10 June.*

As UNESCO Director-General Irina Bokova said on the occasion of the announcement, 'the creation of the Scientific Advisory Board follows on a wide-ranging consultation work entrusted to UNESCO by the UN Secretary-General Ban Ki-moon. It brings together scientists of international stature, and will serve as a global reference point to improve links between science and public policies'. The Board will meet for the first time in 2014.

In December the second plenary of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) invited UNESCO to sign a collaborative partnership arrangement between IPBES, UNESCO (including IOC), UNEP, FAO and UNDP to formalize UNESCO's past and planned contributions to the Platform.

During 2013, the Organization spearheaded efforts to keep STI on the global agenda, through its participation in the ECOSOC Annual Ministerial Review (AMR), the World Summit on the Information Society (WSIS) +20 Review process, the General Assembly Open Working Group on Sustainable Development Goals (SDGs) and the organization of the World Science Forum (WSF). These global efforts presented concrete ways in which the production and sharing of policy-relevant knowledge can advance the current international development agenda by informing the design, monitoring and implementation of the ongoing discussions on the Sustainable Development Goals (SDGs) and the Post 2015 Development Agenda. They also complemented the organization's ongoing efforts to provide advice on STI policy issues, strengthen and review STI policy and encourage the good governance of science, while fostering innovation in countries and regions where there has been very little or no research in science and technology in the past.

The role of STI in achieving the Millennium Development Goals was discussed during the High-level Segment of the UN Economic and Social Council (ECOSOC) held in July in Geneva. UNESCO chaired two ministerial round tables. One, entitled 'Culture and Innovation in the Post-2015 Development Agenda', enabled political leaders and experts to discuss ways of improving policy and using innovation, creativity and culture to expand opportunities for inclusive economic growth, job creation, social cohesion and partnerships among a wide range of actors. The second round table, co-organized with the International Social Science Council (ISSC), was entitled 'Science, Technology and Innovation for Global Sustainability' and highlighted the crucial role of science diplomacy and international collaboration in research as key aspects for moving towards more sustainable paths. UNESCO and ISSC mobilized collective action to support UNESCO's efforts in strengthening the interface between science policy and society, and to reinforce international scientific collaboration for the promotion of peace and sustainable development.

The 6th World Science Forum (WSF) was co organized by UNESCO and was held for the first time outside of Europe, in Rio de Janeiro, in November. It brought together many outstanding and young scientists, business leaders and representatives of civil society who committed, through its declaration, to advancing the use of science for global sustainable development. The Forum contributed to UNESCO's follow-up on the outcomes of the Rio+20 process by strengthening the science, policy

## Promoting 'green chemistry' projects worldwide

Green chemistry has become a target for cutting-edge research into sustainable modern technologies. Research in green chemistry and its allied areas in biochemistry, biotechnology and healthcare gives young scientists ample opportunity to demonstrate their inventiveness and provide important input to sustainable development. In this context, UNESCO and the Russian company PhosAgro signed in March a partnership agreement that seeks to harness the talent of young scientists for promoting 'green chemistry' in response to societal needs. The agreement outlines the framework for the joint Green Chemistry for Life project. Established initially for five years, the project will provide grants to scientists working on the application of advanced chemistry technologies. Research projects will be chosen in May 2014 and monitored by an international scientific jury.

and society interface and connecting scientists, policy-makers, representatives of the private sector and civil society to the issues, discussions and activities involved in the ongoing discussions on the SDGs and the design of the Post 2015 Development Agenda.

The plenary discussions of the forum explored issues concerning inequalities as barriers to global sustainability, science policy and science governance, scientific integrity, science education, the role of science in innovation, and science for natural resources. A number of parallel sessions were also organized focusing on

issues such as science diplomacy, higher education, disaster risk reduction, ocean sciences, the Future Earth programme, and challenges and opportunities facing young scientists and researchers. The Forum ended with a parliamentary session to strengthen the role of parliaments in the governance of science by ensuring their linkage to national and global sustainability processes. Two UNESCO awards were presented during WSF 2013. The 2013 Sultan Qaboos Prize for Environment Preservation was awarded to the State Forests National Forest Holding of Poland and to South Africa's Endangered Wildlife

Trust. Chinese scientist Xiangyi Li was awarded 2013 UNESCO Kalinga Prize for the Popularization of Science. Professor Li is one of the founders and directors of the China Science and Technology Museum.

In partnership with ICSU, UNESCO organized a side event during the General Assembly's Open Working Group on SDGs Sixth Session, to look at the challenges and opportunities of linking knowledge and knowledge systems to policy processes and the benefits of strengthening the science-policy-society interface and global partnerships in science for the SDGs.



*Chinese scientist Xiangyi Li was awarded the 2013 UNESCO Kalinga Prize for the Popularization of Science. He is one of the founders of the China Science and Technology Museum. The main hall of the museum featuring a fossil of a Chuanjiesaurus sauropod dinosaur.*

© Jason Quinn



### **New edition of the *World Social Science Report***

UNESCO, the ISSC and the Organisation for Economic Co-operation and Development (OECD) released in November the *World Social Science Report 2013: Changing Global Environments*. This 3rd edition of the Report assembles the contributions of 150 authors from all over the world. It issues an urgent call to action to the international social science community to collaborate more effectively with colleagues from other fields of science and with research users to deliver solutions-oriented knowledge on today's most pressing environmental problems.

## ■ **The social sciences in a changing world**

UNESCO has supported the peaceful development of societies by contributing to the construction and consolidation of democracy, and the development of democratic institutions, especially in times of transition. The 2013 World Social Science Forum held in Montreal (Canada) in October was an opportunity for UNESCO to call upon social scientists to work together for social transformation worldwide. The Forum was organized by the ISSC and a consortium of Canadian institutions, headed by the secretariat of the Political Science Association, under the patronage of UNESCO. On this occasion, UNESCO organized the special panel presentation 'Civil Society, Sciences and Policy Makers: Digital Technologies and Platforms for Sustainable Development'. The Forum brought together around 1,000 delegates and scholars from 80 countries and from a diverse range of disciplines, to learn about and discuss the impact of technologies on social transformations.

With a similar focus, World Philosophy Day 2013 was held on 21 November, under the theme 'Inclusive Societies, Sustainable Planet'. The celebration was a unique opportunity to organize, on all continents, various events to share a multitude of views and experiences. At UNESCO Headquarters, the Day was marked by the organization of a round table on the topic of the Day, which welcomed distinguished philosophers and scholars of international repute. Participants discussed the concepts of social justice, solidarity, exclusion and

inclusion in different societies, as well as issues related to the vulnerability of various groups and the interfaces between these issues and sustainable development. Over two days of the following week, UNESCO Headquarters also hosted a series of events which echoed the main theme of the 2013 Day, including workshops, round tables, conferences and exhibitions.

## ■ **Leading the debate on the social impact of environmental change**

Throughout the year, UNESCO led regional debates on how global environmental changes are affecting people's lives around the world. Within the framework of the Organization's Management of Social Transformations (MOST) Programme, UNESCO invited voices from West Africa, small island developing states, the Caribbean and South-East Asia to be heard and participate in the making of decisive and inclusive policies on the sustainability of their future.

### *West Africa*

UNESCO participated in December in the 3rd Regional Forum of Ministers for Social Development of the Economic Community of West African States (ECOWAS). Celebrated under the theme 'Societal Vulnerability: The Social Inclusion Challenges of Environmental Change', the forum was organized by UNESCO and the Government of Ghana. This ministerial forum gathered representatives of the fifteen ECOWAS Member States, as well as many social scientists and regional research institutions. As a platform



enabling the exchange of experiences and successful practices in national policies, this event enabled the sharing of the results of two UNESCO research studies on the impact that global environmental change has on the rights of migrants in Côte d'Ivoire, Ghana and Senegal, three ECOWAS Member States. These studies led to a series of policy recommendations which were endorsed by the participating decision-makers. By relating processes of environmental change in West African societies (including climate change, biodiversity loss and freshwater scarcity) to the patterns of social inclusion and exclusion that they reflect and transform, this 3rd Forum contributed to the knowledge base for socially inclusive environmental adaptation policies, which constitute a recognized development priority for ECOWAS Member States.

### *Small Island Developing States*

In July 2013, UNESCO, UNICEF and UNFPA joined forces to ensure that young people from the 52 SIDS contribute their vision for the future of small islands ahead of the 2014 Global SIDS Conference which will be held in Apia (Samoa) in September 2014. This conference will be a significant event in 2014, designated as International Year of Small Island Developing States. In 2013, three workshops took place in Jamaica, the Fiji Islands and the Seychelles. Young people between the ages of 12 and 30 came together to discuss the future of their small island homes. Key issues identified by young people in all three regions were education, health and climate change. Pacific delegates called for an affordable and holistic education, whereby young people are provided with

the tools to become critical thinkers, active learners, innovators and strong leaders. The Atlantic, Indian Ocean, Mediterranean and South China Sea (AIMS) delegates proposed that this be achieved through improving 'sustainability literacy' so that every young person from SIDS understands this concept and is empowered to act on it. Young people from the Caribbean expressed their wish for a future that offers an education which includes the arts, technical studies, entrepreneurship and community development, in addition to quality, accessible and free basic healthcare and proper sexual education.

Climate change has become a very public concern in many SIDS, which are low-lying and are thus particularly exposed to its dangers. In response to this, delegates in the AIMS region are promoting the reduction of reliance on fossil fuels and developing technology for renewable energy sources such as marine energy as their prime source of energy. Caribbean and Pacific delegates noted the need for this to be grounded on strong awareness raising, capacity-development and green jobs. The role of youth through partnerships, volunteering and activism was strongly highlighted, along with individual commitments from all delegates to become champions of SIDS in their countries and to continue to build and develop the concepts from these workshops.

### *The Caribbean*

Organized in May by UNESCO and the government of Saint Kitts and Nevis, the Sub-regional Meeting on Environmental Policy Formulation and Planning in the Caribbean provided an occasion for policy-makers, international

## **A voyage to the origins of the Universe at UNESCO**

What do particle physics, astrophysics and space research have in common? All three address fundamental questions linked to the origin of matter and the Universe. The researchers involved in some of the most recent scientific breakthroughs shared their passion with the public during an event held simultaneously at the Organization's Headquarters, at CERN in Geneva (Switzerland) and Bologna (Italy) on 27 September.

The Origins project, co-funded by the European Union, was chosen to celebrate Researchers' Night in 2013. A webcast brought cosmologists and particle physicists together for some 'speed dating' with the public, to embark on a journey answering questions about the origin of matter and the origin of the universe. More than 1,200 people attended the Origins show at UNESCO Headquarters, with students on stage putting questions to twenty outstanding scientists about their discoveries. The evening was a huge success, shedding light on the importance of science education, science communication and the international cooperation in science.



© Peter Ginter

*Image of CERN's large hadron collider (LHC) which allowed the discovery of the Higgs boson in 2012.*

and regional experts, NGOs and local communities to discuss how to enhance and implement environmental policies which incorporate the social dimension of environmental change and evidence-based knowledge. The meeting brought together government officials, representatives of Member States of the Caribbean Community (CARICOM) and the Organization of Eastern Caribbean States (OECS).

Participants discussed how to increase the capacity of states to produce and analyse social data on environmental change, and how this data can be used in policy formulation and planning in the Caribbean. The final session consisted of a ministerial round table, which drew conclusions from the discussions and mapped out options for action at national, regional and international levels.

### *South-East Asia*

Leaders from the Association of South-East Asian Nations (ASEAN) have issued declarations and statements related to environmental challenges, and have expressed their common aspirations towards achieving an ASEAN community resilient to climate change through national and regional actions. While this existing legal framework has been translated into climate change mitigation and adaptation programmes, there is still need to develop policies to address the impact of environmental changes on the social inclusion of communities. In this context, a High-level Forum on Management of Social Transformation of ASEAN countries was organized by the government of Viet Nam in cooperation with the UNESCO Office in Hanoi, with a focus on societal vulnerability

## **Cutting-edge technology opens new dimensions to science education**

Three-dimensional printers – printers that can produce solid objects out of plastic or other materials – are quickly capturing the world's imagination. UNESCO category 1 institute Abdus Salam International Centre for Theoretical Physics (ICTP) inaugurated its 3D Printing Lab on 27 February 2013 with the aim of promoting the use of this new low-cost and open source technology in science education for developing countries.

in ASEAN member countries. The overall purpose was to facilitate policy design and implementation on the basis of rigorous social science knowledge by creating an innovative space for policy-oriented dialogue involving experts as well as high-level decision-makers.

## ■ **Making science and technology a matter of ethics**

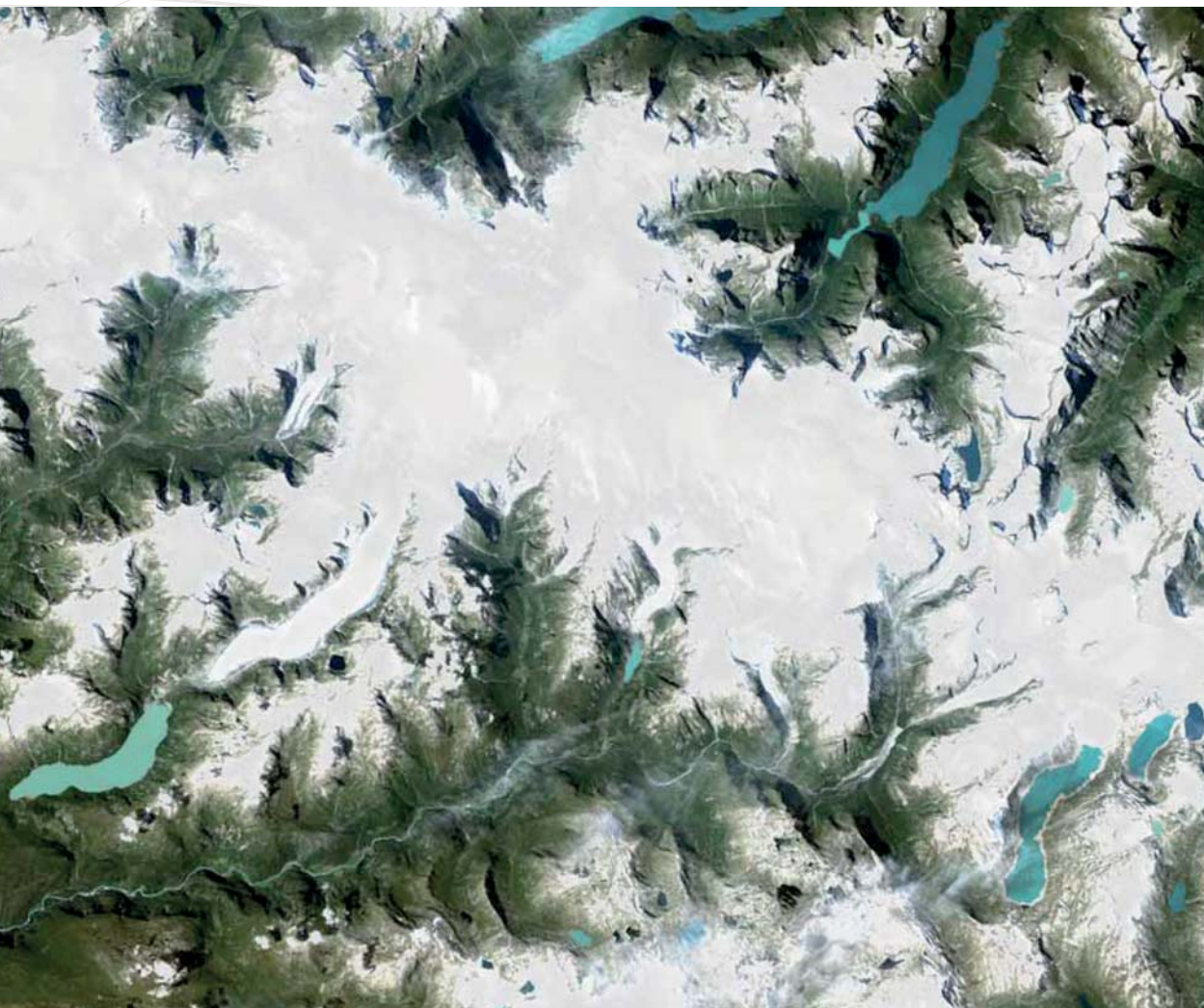
UNESCO continued in 2013 to build and reinforce linkages among ethicists, scientists, policy-makers, judges, journalists and civil society to assist Member States in enacting sound and reasoned policies on ethical issues in science and technology. In 2013, the Organization commemorated the 20th anniversary of UNESCO's bioethics programme and the creation of the International Bioethics Committee (IBC). As at 31 December 2013, UNESCO had supported the establishment of national bioethics committees in seventeen Member States, and eleven UNESCO Chairs in bioethics around the globe. At least two regional bioethics networks had also been established following the Organization's initiative. Ethics teachers' training in bioethics had been provided in ten different locations, and the Organization's Assisting Bioethics Committees Programme had supported the development of national bioethics committees in another ten Member States, at their request.

The Organization celebrated the anniversary with a series of events which aimed at taking stock of the global advancement in bioethics during the past two decades, as well as mapping the road ahead. One was a round table



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at UNESCO Headquarters in September which brought together internationally renowned bioethics specialists to discuss UNESCO's achievements as well as ways to ensure that the Organization's activities in bioethics are both relevant and lead to a lasting impact for the benefit of people within the framework of the Post-2015 Development Agenda.



Switzerland harbours 6 per cent of Europe's freshwater with 60 billion m<sup>3</sup> stored in the glaciers of the Alps. The most glaciated area is Jungfrau-Aletsch-Bietschhorn (left), a UNESCO World Heritage site, which has retreated by about 3.4 km since the mid-19th century. If this trend continues, 75 per cent of the Swiss glaciers are likely to disappear by 2050, resulting in significant consequences for millions of people in Europe. Throughout 2013, UNESCO raised awareness on these issues and fostered international debate on the social impact of climate change.

In addition to this event, the 8th Ordinary Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) was held in May 2013, in Bratislava (Slovakia). The UNESCO reports *Background for a Framework of Ethical Principles and Responsibilities for Climate Change Policies* and *Ethical Issues in Science Governance and the Science-*

*Society Relationship* were finalized to provide analytical background for the discussions. Key topics discussed were ethics in relation to climate change; science ethics; ethics of converging technologies; and ethical approaches to STI for development. COMEST also reviewed activities implemented in 2012 and early 2013, and adopted a

horizon for work in 2014 and beyond. Immediately following the 8th Ordinary Session, COMEST and the Slovak National Commission for UNESCO organized a conference on Emerging Ethical Issues in Science and Technology, in order to reflect on state-of-the-art issues in the field with local experts and international agencies.



*Investiture ceremony  
of Irina Bokova as  
Director-General of UNESCO  
on 18 November 2013.*

# 37th Session of the General Conference





① *Mr Hao Ping, Vice Minister of Education of China and Chairperson of the Chinese National Commission for UNESCO, was elected President of the 37th General Conference on 5 November.*

© UNESCO/E. Urbano



② *HRH Princess Marie of Denmark is greeted at UNESCO on the first day of the 37th session of the General Conference.*

© UNESCO/E. Urbano

③ *HE Mr Moncef Marzouki, President of the Republic of Tunisia, arrives at UNESCO Headquarters on 6 November.*

© UNESCO/E. Urbano



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④ *President of Chad, HE Mr Idriss Déby Itno, during his speech while presenting to UNESCO a cast of the Toumai fossil cranium, the oldest hominine remains found to date.*

© UNESCO/Nora Hougenade

⑤ *Ambassador and Permanent Delegate of Egypt to UNESCO Mohamed Sameh Amr was elected Chairperson of the Executive Board on 22 November.*

© UNESCO/Fabrice Gentile

⑥ *HE Mr Algirdas Butkevicius, Prime Minister of Lithuania, was one of the keynote speakers of the Leaders' Forum on UNESCO's contribution to the Post-2015 Development Agenda.*

© UNESCO/F. Gentile

⑦ *HE Mr Mohammad Javad Zarif, Minister of Foreign Affairs of the Islamic Republic of Iran, meets Director-General Irina Bokova during his visit to UNESCO to attend the Leaders' Forum.*

© UNESCO/E. Urbano



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① *The UNESCO General Conference elects Irina Bokova for a second term as Director-General on 12 November 2013.*

© UNESCO/E. Urbano

② *French tenor Paul Gaugler and Korean singer Hye-Young Stoullig perform together during the closing ceremony of the 37th session of the General Conference.*

© UNESCO/E. Urbano



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③ *HE Ms Laura Chinchilla, President of the Republic of Costa Rica, returns this year to UNESCO.*

© UNESCO/F. Gentile

⑤ *Performance of the UNESCO Choir during the opening ceremony of the 37th session of the General Conference on 5 November.*

© UNESCO/E. Urbano

④ *HE Mr Rafael Correa, President of Ecuador, exhorts the international community to vanquish poverty at the Organization's Headquarters.*

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37<sup>e</sup> session de la Conférence générale  
37<sup>th</sup> session of the General Conference



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*View of the ash wood circular ceiling of the Executive Board room at UNESCO Headquarters, a design by French architect Bernard-Henri Zehrfuss.*

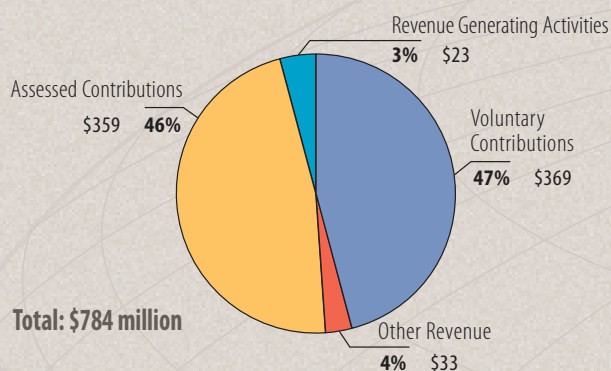




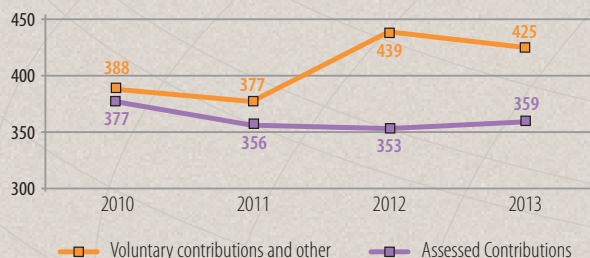
# Annexes

# 1. Financial Information

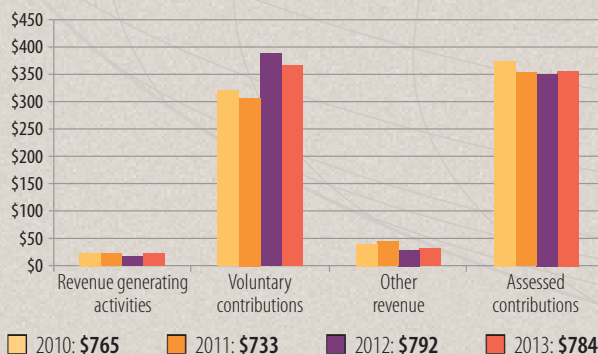
Total revenue by nature, 2013 – in millions of US\$



Revenue trend, 2010-2013 – in millions of US\$



Revenue by nature, 2010-2013 – in millions of US\$



Top 25 donors to extra-budgetary projects and Institutes, 2013 – in thousands of US\$

1	Brazil	43,334
2	Italy	36,707
3	Japan	30,499
4	World Bank/I.B.R.D.	28,963
5	Sweden	20,400
6	European Union (EU)	19,889
7	Netherlands	18,671
8	Norway	12,468
9	Netherlands Organisation for International Cooperation in Higher Education (NUFFIC)	10,216
10	Pakistan	9,645
11	Republic of Korea	7,852
12	United Nations Development Programme (UNDP)	7,340
13	France	5,509
14	Iraq	5,024
15	Belgium	4,812
16	Switzerland	4,369
17	Indonesia	4,090
18	International Atomic Energy Agency (IAEA)	3,875
19	Germany	3,660
20	China	3,523
21	Finland	3,457
22	HHO Qatar	3,450
23	Kuwait	3,392
24	India	3,192
25	Education Above All Foundation	3,043

## Assessed contributions to the regular budget: Top 25 assessments, 2013 – in thousands of US\$

		Scale %	Amount
1	United States of America*	22.000	71,830
2	Japan	10.834	35,373
3	Germany	7.142	23,319
4	France	5.594	18,264
5	United Kingdom	5.179	16,909
6	China	5.148	16,808
7	Italy	4.448	14,523
8	Canada	2.984	9,743
9	Spain	2.973	9,707
10	Brazil	2.934	9,580
11	Russian Federation	2.438	7,960
12	Australia	2.074	6,772
13	Republic of Korea	1.994	6,510
14	Mexico	1.842	6,014
15	Netherlands	1.654	5,400
16	Turkey	1.328	4,336
17	Switzerland	1.047	3,418
18	Belgium	0.998	3,258
19	Sweden	0.960	3,134
20	Poland	0.921	3,007
21	Saudi Arabia	0.864	2,821
22	Norway	0.851	2,779
23	Austria	0.798	2,605
24	Denmark	0.675	2,204
25	India	0.666	2,174

\* The United States of America suspended the payment of its contributions since 2011

## Cash received for programme and programme-related, 2012-2013 – in millions of US\$

	2013		2012	
Education	195	37%	138	27%
Natural sciences	120	22%	104	20%
Social and human sciences	32	6%	29	6%
Culture	54	10%	62	12%
Communication and information	21	4%	23	5%
Emergency Fund	2	-	48	9%
General fund & others	110	21%	109	21%
<b>Total</b>	<b>534</b>		<b>513</b>	

## Expenses by category, 2012-2013 – in millions of US\$

	2013	2012
Employee benefits	393	383
Consultants & missions	52	42
External trainings, grants & transfers	56	61
Consumables & supplies	61	62
Contracted services	129	133
Allowance for unpaid contributions and other	113	125
<b>Total</b>	<b>804</b>	<b>806</b>

Note: Revenue and Expenses are recognized in accordance with International Public Sector Accounting Standards (IPSAS).

## 2. Fellowships

A total of **201** Fellowships were awarded by the Fellowships Section covering the period from 1 January 2013 to December 2013 under both Regular and Extra-budgetary Programmes for a total value of **US\$4,094,014**. The table breakdown by programme and sources of funding is included in the Annex.

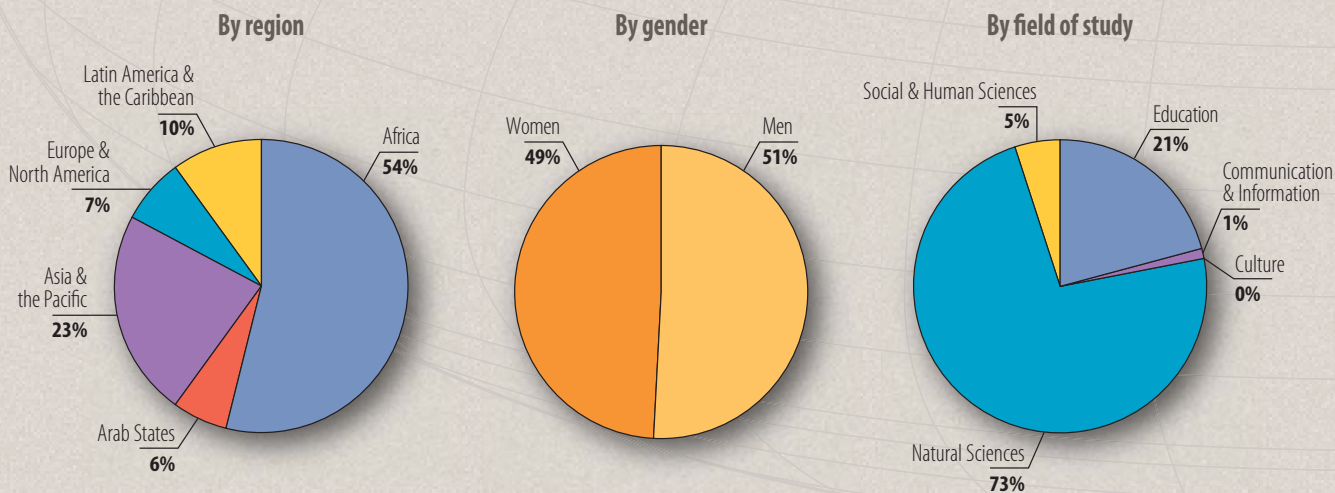
- **UNESCO Regular Budget (RP) + Emergency Funds (EF)** additional budget used to increase the actual budget ceiling in order to respect UNESCO's obligations on cost-sharing agreement with the donors.  
**167** fellowship awards, under the Co-Sponsored Fellowships Scheme with UNESCO seed money (RP) totalling **US\$216,747** and Emergency Funds (EF) totalling **US\$165,851**. The total value of Contributions-in-kind under this Co-Sponsored Scheme is **US\$3,304,000**.

UNESCO/China (The Great Wall)	25 awards
UNESCO/Czech Republic	3 awards
UNESCO/Israel (MASHAV)	52 awards
UNESCO/Poland	35 awards
UNESCO/Republic of Korea	30 awards
UNESCO/ISED - Russian Federation	22 awards

- **Extra-budgetary Funds (FIT)**

A total of **34** fellowships were awarded under the UNESCO/I'Oréal International Fellowships for Young Women in Life Sciences, Extra-budgetary projects (Funds-in-trust) with a total value of **US\$407,416**.

### Distribution of the fellowships





## 3. Prizes

### FÉLIX HOUPHOUËT-BOIGNY PEACE PRIZE

François Hollande, President of the French Republic

### Education

#### UNESCO KING SEJONG LITERACY PRIZE

The National Literacy Mission Authority of the Ministry of Human Resource Development (India), Mother Tongue Literacy in the Guera Region (Chad)

#### CONFUCIUS PRIZE FOR LITERACY

The Directorate of Adult Education of the Ministry of Education (Namibia), Dhaka Ahsania Mission (Bangladesh), 'Savoir Pour Mieux Vivre' (Knowledge for Living Better) (Côte d'Ivoire)

### Culture

#### UNESCO SHARJAH PRIZE FOR ARAB CULTURE

Mustapha Cherif (Algeria), The Arab British Centre (United Kingdom of Great Britain and Northern Ireland)

### Natural Sciences

#### UNESCO-KALINGA PRIZE FOR THE POPULARIZATION OF SCIENCE

Xiangyi Li (China)

#### L'ORÉAL-UNESCO AWARDS FOR WOMEN IN SCIENCE

**Laureates:** Francisca Nneka Okeke (Nigeria), Reiko Kuroda (Japan), Marcia Barbosa (Brazil), Deborah Jin (United States of America), Pratibha Gai (United Kingdom of Great Britain and Northern Ireland)

#### UNESCO-SULTAN QABOOS PRIZE FOR ENVIRONMENTAL PRESERVATION

The State Forests National Forest Holding (Poland), The Endangered Wildlife Trust (South Africa)

### Social and Human Sciences

#### UNESCO-INTERNATIONAL JOSÉ MARTÍ PRIZE

Frei Betto (Brazil)

#### UNESCO-JUAN BOSCH PRIZE FOR THE PROMOTION OF SOCIAL SCIENCE RESEARCH IN LATIN AMERICA AND THE CARIBBEAN

Karen Nathalia Cerón Steevens (Colombia)

### Communication and Information

#### UNESCO-GUILLERMO CANO WORLD PRESS FREEDOM PRIZE

Reeyot Alemu (Ethiopia)

#### UNESCO-JIKJI MEMORY OF THE WORLD PRIZE

ADABI (Apoyo al Desarrollo de Archivos y Bibliotecas), (Mexico)

## 4. World Heritage inscriptions

### INSCRIPTIONS

#### Cultural sites

##### CANADA

- Red Bay Basque Whaling Station

##### CHINA

- Cultural Landscape of Honghe Hani Rice Terraces

##### FIJI

- Levuka Historical Port Town

##### GERMANY

- Bergpark Wilhelmshöhe

##### INDIA

- Hill Forts of Rajasthan

##### IRAN (ISLAMIC REPUBLIC OF)

- Golestan Palace

##### ITALY

- Medici Villas and Gardens in Tuscany

##### JAPAN

- Fujisan, sacred place and source of artistic inspiration

##### KOREA (DEMOCRATIC PEOPLE'S REPUBLIC OF)

- Historic Monuments and Sites in Kaesong

##### NIGER

- Historic Centre of Agadez

##### POLAND, UKRAINE

- Wooden *Tserkvas* of the Carpathian Region

##### PORTUGAL

- University of Coimbra — Alta and Sofia

##### QATAR

- Al Zubarah Archaeological Site

##### UKRAINE

- Ancient City of Tauric Chersonese and its Chora

#### Natural sites

##### CHINA

- Xinjiang Tianshan

##### ITALY

- Mount Etna

##### MEXICO

- El Pinacate and Gran Desierto de Altar Biosphere Reserve

##### NAMIBIA

- Namib Sand Sea

##### TAJKISTAN

- Tajik National Park (Mountains of the Pamirs)

### EXTENSIONS

#### Cultural sites

##### POLAND

- Wieliczka and Bochnia Royal Salt Mines

#### Natural sites

##### KENYA

- Mount Kenya National Park/Natural Forest

#### Mixed sites (both cultural and natural)

##### LESOTHO, SOUTH AFRICA

- Maloti-Drakensberg Park

# 5. Intangible Cultural Heritage inscriptions

## Inscriptions on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding

### AZERBAIJAN

- Chovqan, a traditional Karabakh horse-riding game in the Republic of Azerbaijan

### GUATEMALA

- Paach ceremony

### MONGOLIA

- Mongolian calligraphy

### UGANDA

- Empaako tradition of the Batooro, Banyoro, Batuku, Batagwenda and Banyabindi of western Uganda

## Representative List of the Intangible Cultural Heritage of Humanity

### ALGERIA

- Annual pilgrimage to the mausoleum of Sidi 'Abd el-Qader Ben Mohammed (Sidi Cheikh)

### ALGERIA – MALI – NIGER

- Practices and knowledge linked to the Imzad of the Tuareg communities of Algeria, Mali and Niger

### BANGLADESH

- Traditional art of Jamdani weaving

### BELGIUM

- Shrimp fishing on horseback in Oostduinkerke

### BRAZIL

- Círio de Nazaré (The Taper of Our Lady of Nazareth) in the city of Belém, Pará

### CHINA

- Chinese Zhusuan, knowledge and practices of mathematical calculation through the abacus

### CROATIA – CYPRUS – GREECE – ITALY – MOROCCO – PORTUGAL – SPAIN

- Mediterranean diet

### ETHIOPIA

- Commemoration feast of the finding of the True Holy Cross of Christ

### FORMER YUGOSLAV REPUBLIC OF MACEDONIA

- Feast of the Holy Forty Martyrs in Štip

### FRANCE

- Limousin septennial ostensions

### GEORGIA

- Ancient Georgian traditional Qvevri wine-making method

### INDIA

- Sankirtana, ritual singing, drumming and dancing of Manipur

### ITALY

- Celebrations of big shoulder-borne processional structures

### JAPAN

- Washoku, traditional dietary cultures of the Japanese, notably for the celebration of New Year

### KYRGYZSTAN

- Kyrgyz epic trilogy: Manas, Semetey, Seytek

### MONGOLIA

- Traditional craftsmanship of the Mongol Ger and its associated customs

### PERU

- Knowledge, skills and rituals related to the annual renewal of the Q'eswachaka bridge

### REPUBLIC OF KOREA

- Kimjang, making and sharing kimchi in the Republic of Korea

### REPUBLIC OF MOLDOVA – ROMANIA

- Men's group Colindat, Christmas-time ritual Romania

### SENEGAL

- Xooy, a divination ceremony among the Serer of Senegal

### SLOVAKIA

- Music of Terchová

### TURKEY

- Turkish coffee culture and tradition

### UKRAINE

- Petrykivka decorative painting as a phenomenon of the Ukrainian ornamental folk art

### VENEZUELA (BOLIVARIAN REPUBLIC OF)

- La Parranda de San Pedro de Guarenas y Guatire

### VIET NAM

- Art of Đờn ca tài tử music and song in southern Viet Nam

## Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the principles and objectives of the Convention

### SPAIN

- Methodology for inventorying intangible cultural heritage in biosphere reserves: the experience of Montseny

## 6. New UNESCO Biosphere Reserves

**13** New Biosphere Reserves approved by the International Co-ordinating Council of UNESCO's Man and the Biosphere (MAB) Programme, including one Transboundary Biosphere Reserve.

**CHINA** Snake Island-Laotie Mountain

**ECUADOR** Macizo de Cajas

**FRANCE** Marais Audomarois, Mont-Viso\*

**INDIA** Great Nicobar

**ITALY** Area della Biosfera del Monviso\*

**KAZAKHSTAN** Alakol

**PAKISTAN** Ziarat Juniper Forest

**REPUBLIC OF KOREA** Gochang

**SPAIN** Mariñas Coruñasas e Terras do Mandeo, Real Sitio de San Ildefonso-El Espinar, Terres de l'Ebre, Ordesa-Vinamala (Extension)

*\* Transboundary biosphere reserve by France and Italy: the Italian national part named Area della Biosfera del Monviso and the Mont-Viso Biosphere Reserve for the French national part.*

## 7. New UNESCO-assisted Global Geoparks

**CHINA** Sennongjia Globa Geopark, Yanqing Global Geopark

**ITALY** Sesia - Val Grande Global Geopark

**JAPAN** Oki Islands Global Geopark

**NETHERLANDS** Hondsrug Global Geopark

**PORTUGAL** Azores Global Geopark

**SLOVENIA** Idrija Global Geopark

**SLOVENIA/AUSTRIA** Karawanke/Karawanken Global Geopark

**TURKEY** Kula Volcanic Global Geopark

**URUGUAY** Grutas del Palacio Global Geopark

## 8. Condemnation of the killing of journalists

### BRAZIL

- Eduardo Carvalho
- Valério Luiz de Oliveira
- Décio Sá
- Mario Randolfo Marques Lopes
- Paulo Roberto Cardoso Rodrigues

### CENTRAL AFRICAN REPUBLIC

- Elisabeth Blanche Olofio

### COLOMBIA

- José Darío Arenas
- Édison Alberto Molina
- Jose Gómez Naudin
- Alberto Lázaro del Valle

### DEMOCRATIC REPUBLIC OF THE CONGO

- Guylain Chanjabo

### ECUADOR

- Fausto Valdiviezo Moscoso

### EGYPT

- Tamer Abdel Raouf
- Habiba Abdelaziz
- Mosab Al-Shami
- Ahmed Abdel Gawad
- Ahmed Assem el-Senousy

### FRANCE-BELGIUM

- Yves Debay

### FRANCE

- Ghislaine Dupont
- Claude Verlon
- Olivier Voisin

### GUATEMALA

- Carlos Alberto Orellana Chávez
- Luis de Jesús Lima
- Luis Alberto Lemus
- Jaime Napoleón Jarquín Duarte

### HAITI

- Pierre Richard Alexander

### HONDURAS

- Juan Carlos Argeñal Medina
- Manuel Murillo Varela
- Anibal Barrow

### INDIA

- Sai Reddy
- Israr
- Rajesh Verma
- Rakesh Sharma

### IRAQ

- Nawras Al-Nouaimi
- Kawa Ahmed Germyani
- Adel Mohsen Hussien
- Wahdan Al-Hamdani
- Alaa Edwar
- Bashar al-Nuaimi
- Mohamed Ghanem
- Mohamed Karim al-Badrani
- Muwaffak al-Ani

### LIBYA

- Radwan Gharyani
- Saleh Haifyana
- Azzedine Qusad

### MEXICO

- Alberto López Bello
- Mario Ricardo Chávez Jorge
- Jaime González Domínguez

### NIGERIA

- Ikechukwu Udeno

### PAKISTAN

- Ayub Khan Khattak
- Haji Abdul Razzak
- Ahmed Ali Joiya
- Mehmood Jan Afridi
- Malik Mumtaz
- Imran Shaikh
- Mohammad Iqbal
- Saif-ur-Rehman

### PARAGUAY

- Carlos Artaza
- Marcelino Vázquez

### PERU

- Luis Choy Yin Sandoval

### PHILIPPINES

- Rogelio 'Tata' Butalid
- Michael Diaz Milo
- Joas Dignos
- Vergel Bico
- Fernando Solijon
- Mario Sy
- Bonifacio Loreto
- Richard Kho

### RUSSIAN FEDERATION

- Akhmednabi Akhmednabiyev
- Mikhail Beketov

### SOMALIA

- Mohamed Mohamud
- Ahmed Sharif
- Liban Abdullahi Farah
- Mohamed Ibrahim Rageh
- Rahmo Abdulkadir
- Abdihared Osman Adan

### SYRIA

- Yasser Faysal Al-Joumaili
- Yara Abbas
- Mohamed Al-Massalma
- Suhail Mahmoud Al-Ali

### TANZANIA

- Issa Ngumba

### UGANDA

- Thomas Pere

### UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- Michael Deane

## 9. Ratifications of conventions adopted under the auspices of UNESCO

### Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005

COLOMBIA 19/03/2013 *Accession*  
ANTIGUA AND BARBUDA 25/04/2013 *Accession*  
VENEZUELA (BOLIVARIAN REPUBLIC OF) 28/05/2013 *Acceptance*  
MOROCCO 04/06/2013 *Ratification*  
EL SALVADOR 02/07/2013 *Ratification*  
IRAQ 22/07/2013 *Accession*  
BELGIUM 09/08/2013 *Ratification*  
COMOROS 20/11/2013 *Ratification*

### Convention for the Safeguarding of the Intangible Cultural Heritage 2003

RWANDA 21/01/2013 *Ratification*  
MICRONESIA (FEDERATED STATES OF) 13/02/2013 *Ratification*  
FINLAND 21/02/2013 *Acceptance*  
NAURU 01/03/2013 *Ratification*

GERMANY 10/04/2013 *Acceptance*  
ANTIGUA AND BARBUDA 25/04/2013 *Ratification*  
MALAYSIA 23/07/2013 *Ratification*  
ANDORRA 08/11/2013 *Ratification*  
SAMOA 13/11/2013 *Acceptance*  
COMOROS 20/11/2013 *Ratification*

### Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970

LESOTHO 17/07/2013 *Ratification*  
MYANMAR 05/09/2013 *Ratification*

### 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols

1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict  
The Hague, 14 May 1954

NONE

1954 First Protocol. The Hague, 14 May 1954

NEW ZEALAND 17/10/2013 *Accession*

1999 Second Protocol. The Hague, 26 March 1999

CAMBODIA 17/09/2013 *Ratification*

NEW ZEALAND 23/10/2013 *Accession*

MOROCCO 05/12/2013 *Ratification*

### Convention on the Protection of the Underwater Cultural Heritage 2001

FRANCE 07/02/2013 *Ratification*  
ANTIGUA AND BARBUDA 25/04/2013 *Ratification*  
TOGO 07/06/2013 *Ratification*  
BELGIUM 05/08/2013 *Ratification*

## 10. Permanent Delegates who presented their credentials

### Africa

MOZAMBIQUE HE Mr Alexandre da Conceição Zandamela, Ambassador Extraordinary and Plenipotentiary of Mozambique to France, *Permanent Delegate* (12/02/2013)  
SENEGA HE Ms Mame Fatim Gueye, Ambassador, *Permanent Delegate* (12/02/2013)  
BENIN HE Mr Jean Chabi Orou, Ambassador, *Permanent Delegate* (10/04/2013)

EQUATORIAL GUINEA HE Mr Mariano Ebang Ebang Anguesomo, *Permanent Delegate* (04/06/2013)

KINGDOM OF LESOTHO HE Ms Lineo Khechane-Ntoane, Ambassador Extraordinary and Plenipotentiary of the Kingdom of Lesotho to Germany, *Permanent Delegate* (5/09/2013)

ETHIOPIA HE Mr Nega TSEGAYE, Ambassador, *Permanent Delegate* (25/10/2013)

BURUNDI HE Mr Dieudonné Ndabarushimana, Ambassador Extraordinary and Plenipotentiary of Burundi to France, *Permanent Delegate* (29/10/2013)

UGANDA HE Ms Nimisha Jayant Madhvani, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (4/11/2013)

**SOUTH SUDAN** HE Mr Andrew Akon Akech, Ambassador Extraordinary and Plenipotentiary of South Sudan, *Permanent Delegate* (21/11/13)

## Arab States

**LEBANON** HE Mr Khalil Karam, Ambassador, *Permanent Delegate* (12/02/2013)

**YEMEN** HE Mr Ahmed Sayyad, Ambassador, *Permanent Delegate* (4/09/2013)

**SUDAN** HE Mr Nasreldin Ahmed Wali, Ambassador Extraordinary and plenipotentiary of Sudan in France, *Permanent Delegate* (5/09/2013)

**LIBYA** HE Mr Suleiman Mahmoud Khoja, Ambassador, *Permanent Delegate* (27/09/2013)

**LEAGUE OF ARAB STATES** HE Mr Boutros Assaker, Ambassador, *Permanent Observer* (27/09/2013)

**ALGERIA** HE Mr Amar Bendjama, Ambassador, *Permanent Delegate* (21/11/13)

## Asia and the Pacific

**PAKISTAN** HE Mr Ghalib Iqbal, Ambassador, *Permanent Delegate* (19/03/2013)

**SRI LANKA** HE Mr Karunanatne Hangewatte, Ambassador, *Permanent Delegate* (05/06/2013)

**PALAU** HE Mr Taha Azmi Mikati, Ambassador, *Permanent Delegate* (3/07/2013)

**KINGDOM OF BHUTAN** HE Mr Daw Penjo, Ambassador Extraordinaire and Plenipotentiary, Permanent Representative of the Kingdom of Bhutan to the United Nations Office in Geneva, *Permanent Delegate* (23/07/2013)

**AUSTRALIA** HE Mr George Mina, Ambassador, *Permanent Delegate* (9/09/2013)

**JAPAN** HE Mr Kenjiro Monji, Ambassador, *Permanent Delegate* (29/10/2013)

**KAZAKHSTAN** HE Mr Nurlan Danenov, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (09/11/13)

**THAILAND** HE Mr Apichart Chinwanno, Ambassador Extraordinary and Plenipotentiary of the Kingdom of Thailand to France, *Permanent Delegate* (17/12/13)

## Europe and North America

**TURKEY** HE Mr Gürcan Balik, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (18/01/2013)

**PORTUGAL** HE Mr José Filipe Mendes Moraes Cabral, Ambassador Extraordinary and Plenipotentiary of Portugal to France, *Permanent Delegate* (11/02/2013)

**BELARUS** HE Mr Pavel Latuchka, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (25/02/2013)

**CROATIA** HE Mr Ivo Goldstein, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (28/02/2013)

### SWISS CONFEDERATION

HE Mr Jean-Jacques de Dardel, Ambassador of the Swiss Confederation to France, *Permanent Delegate* (19/03/2013)

HE Mr Jean-Frédéric Jauslin, Ambassador of the Swiss Confederation to France, *Permanent Delegate* (27/9/2013)

**GEORGIA** HE Mrs Ecaterine Siradzé-Delaunay, Ambassador Extraordinary and Plenipotentiary of Georgia to France, *Permanent Delegate* (19/07/2013)

**GREECE** HE Mrs Katherina E. Daskalaki, Ambassador, *Permanent Delegate* (19/07/2013)

**DENMARK** HE Mr Klavs Arnoldi Holm, Ambassador Extraordinary and Plenipotentiary, Permanent Representative of Denmark to OECD, *Permanent Delegate* (4/09/2013)

**CZECH REPUBLIC** HE Ms Marie Chatardova, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (9/09/2013)

**FINLAND** HE Mr Okko Pekka Salmimies, Ambassador, *Permanent Delegate* (4/09/2013)

**ITALY** HE Ms Vincenza Lomonaco, Ambassador, *Permanent Delegate* (27/09/2013)

**KINGDOM OF BELGIUM** HE Mr Yves Haesendonck, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (27/09/2013)

**MALTA** HE Mr Joe Vella Gauci, Ambassador, *Permanent Delegate* (15/10/2013)

**FRANCE** HE Mr Philippe Lalliot, Ambassador, *Permanent Delegate* (16/10/2013)

## Latin America and the Caribbean

**BOLIVIA** HE Mr Sergio Caceres Garcia, Ambassador, *Permanent Delegate* (12/02/2013)

**DOMINICAN REPUBLIC** HE Ms Laura Faxas, Ambassador, *Permanent Delegate* (20/02/2013)

**HAITI** HE Ms Vanessa Matignon, Ambassador of the Republic of Haiti to France, *Permanent Delegate* (11/04/2013)

**GUATEMALA** HE Mr Marco Tulio Chicas Sosa, Ambassador Extraordinary and Plenipotentiary of Guatemala in France, *Permanent Delegate* (4/09/2013)

**BOLIVARIAN REPUBLIC OF VENEZUELA** HE Mr Luis Alberto Crespo, Ambassador, *Permanent Delegate* (4/09/2013)

**TRINIDAD AND TOBAGO** HE Mr John Christostom Edmund Sandy, Ambassador Extraordinary and Plenipotentiary, *Permanent Delegate* (9/09/2013)

**SAINT KITTS AND NEVIS** HE Mr David P. Doyle, Ambassador, *Permanent Delegate* (9/09/2013)

**MEXICO** HE Mr Porfirio Thierry Muñoz-Ledo Chevannier, Ambassador, *Permanent Delegate* (30/09/2013)

**BAHAMAS** HE Mr Elwood L. Donaldson, Ambassador, *Permanent Delegate* (11/11/13)

# 11. Designations of eminent personalities

## UNESCO Goodwill Ambassadors

TAN DUN

China 22/03/13

## UNESCO Artists for Peace

MARCUS MILLER

United States of America 04/07/13

## UNESCO Goodwill Ambassador for Sport

SERIK SAPIYEV

Kazakhstan 24/08/13

# 12. New institutes and centres under the auspices of UNESCO (Category 2)

## ALGERIA

Regional Centre for Safeguarding Intangible Cultural Heritage in Africa, in Algiers

## ARGENTINA

Regional Centre for Arts and Culture, in Villa Ocampo, Buenos Aires

## CHINA

International Knowledge Centre for Engineering Sciences and Technology, in Beijing

## CHINA

International Centre on Global-scale Geochemistry, in Langfang

## DENMARK

The Aalborg Centre for Problem-Based Learning in Engineering Science and Sustainability, in Aalborg

## EGYPT

Regional Centre for Adult Education (ASFEC), in Sirs El-Layyan

## INDIA

Centre for World Natural Heritage Management and Training, in Dehradun

## ISLAMIC REPUBLIC OF IRAN

Regional Educational and Research Centre on Oceanography for Western Asia, in Tehran

## REPUBLIC OF KOREA

International Centre for Water Security and Sustainable Management (i-WSSM), in Daejeon

## REPUBLIC OF KOREA

International Centre of Martial Arts for Youth Development and Engagement, in Chungju

## SAUDI ARABIA

Regional Centre for Quality and Excellence in Education (RCQE), in Riyadh

## SOUTH AFRICA

African Centre for Global Change and Water Resources Research, in Pietermaritzburg

## SPAIN

International Centre on Mediterranean Biosphere Reserves, Two Coastlines United by their Culture and Nature, in Castellet i La Gornal

## SWEDEN

International Centre for Water Cooperation, in Stockholm

## THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

International Institute of Earthquake Engineering and Engineering Seismology (IZIIS), in Skopje

## UNITED STATES OF AMERICA

International Institute for Intercultural Dialogue and Conflict-Sensitive Reporting (IIDCSR), in Oregon

## URUGUAY

Regional Centre for Groundwater Management for Latin America and the Caribbean, in Montevideo

# 13. Highlights of partnerships signed in 2013

## JANUARY

- **The European Union and the UNESCO Office in Amman** launched a project to sustain quality education and promote skills development opportunities for young Syrian refugees and young Jordanians impacted by the humanitarian crisis. (€4.3 million)
- **UNESCO** was designated as supervising entity for a Global Partnership for Education (GPE) grant for the Civil Societies Education Fund (CSEF) project which supports the core work of National Education Coalitions (in 45 countries) towards the EFA goals. (US\$14.5 million)

## MARCH

- **The Government of Japan and UNESCO** launched the project on 'Urgent Support for the Education in the IDPs Camps of Kanyaruchinya, Mungunga III and Green Lake and its surroundings province of North Kivu in DRC', from which 9,000 students will benefit. (US\$1.3 million)
- **The Shaoying Municipality from the People's Republic of China and UNESCO** signed an agreement for strategic cooperation in the areas of cultural heritage conservation and promotion, culture for sustainable development, and creative cities. (US\$530,503)

## APRIL

- **The Government of Malaysia and UNESCO** signed a Funds-in-Trust Agreement which will contribute to enhancing South-South cooperation for capacity building in education, science and culture for the benefit of the Least Developed Countries, Small Island States in Asia and the Pacific and in support of the Priority Africa. (US\$5 million, plus an additional US\$1 million per year)

## MAY

- **The Ministry of Sunni Endowment of Iraq, the Governorate of Salah Al Din and UNESCO** signed three agreements for the preservation of the cultural heritage of the Iraqi city of Samarra. (US\$3.4 million)

## JUNE

- **Panasonic Corporation and UNESCO** renewed their strategic partnership for two more years to continue raising awareness about the conservation of UNESCO World Heritage sites and to promote environmental education. (US\$1 million)
- **The Beijing Zhongkun Investment Group and UNESCO** signed a strategic agreement for safeguarding and protecting World Heritage through sustainable travel and tourism. (US\$1 million)
- **The European Union and UNESCO** partnered to safeguard the antique settlement of Novobërdë/Novo Brdo (Kosovo). (€1 million)
- **The Korea International Cooperation Agency (KOICA) and UNESCO** concluded a funds-in-trust agreement for the support of the project 'Green Economy in Biosphere Reserves' in three African biosphere reserves, in Ghana, Tanzania and Nigeria. (US\$1.8 million)

## JULY

- **The Government of the Republic of Azerbaijan and UNESCO** signed a framework agreement on cooperation between UNESCO and the Republic of Azerbaijan in all of the Organization's fields of competences. (US\$5 million)

## SEPTEMBER

- **The Government of Sweden and UNESCO** concluded an agreement relating to the project 'Strengthening Comprehensive Sexuality Education Programmes for Young People in School Settings in Zambia: 2013-2018'. (US\$3.8 million)
- **Norad (Norway) and UNESCO** have signed an agreement on an 'Emergency plan for the rainforests of Atsinanana World Heritage property, (Madagascar)', between 2013 and 2015. (US\$1 million)
- **The Government of Japan and UNESCO** launched a capacity-building programme for Syrian refugees in Jordan through radio programs. (US\$457,400)
- **The Government of Cameroon and UNESCO** signed an agreement to support local development through community radios. (US\$5.8 million)

## OCTOBER

- **The Ministry of Interior Affairs of Afghanistan, the Government of Japan and UNESCO** launched the second phase of Literacy for Empowering Afghan Police (LEAP). (US\$3 million)
- **The Ministry of Education of Afghanistan, the Government of Japan and UNESCO** launched the next phase of the Programme for Enhancement of Literacy in Afghanistan (ELA 3). (US\$20 million)
- **The French Agency for Development (AFD) and UNESCO's International Institute for Educational Planning (IIEP)** signed an agreement relating to education sector analysis in Africa. (€5 million)



- **The Indonesian Ministry of Education and Culture and UNESCO** signed a funds-in-trust agreement that will support projects in education, science, culture and communications in the country. *(US\$4 million)*
- **The European Union and UNESCO** launched the phase II of the 'Advanced Survey of Hydrogeological Resources in Iraq'. *(€5 million)*
- **The Changqing Investment Group Co. Ltd Beijing and UNESCO** signed an agreement for promoting culture and development in all its forms *(US\$2 million)*

#### NOVEMBER

- **The Government of Norway and UNESCO** signed an amendment to the Programme Cooperation Agreement for 2012-2013 for education activities and related evaluations. *(US\$2.6 million)*
- **The Government of Norway and UNESCO** signed a new funding agreement in favour of the preservation of cultural heritage in Mali. *(US\$170,000)*

- **The Embassy of the Netherlands in Tunis, on behalf of the Dutch Ministry of Foreign Affairs, and UNESCO** signed an agreement to continue supporting the training of the security forces on freedom of expression, press freedom and safety of journalists to promote democratic principles in Tunisia. *(US\$250,000)*
- **Kuwait and UNESCO** signed a framework agreement covering activities in the field of quality education for disabled persons, capacity-building in World Heritage and youth programmes. *(US\$3.4 million)*

#### DECEMBER

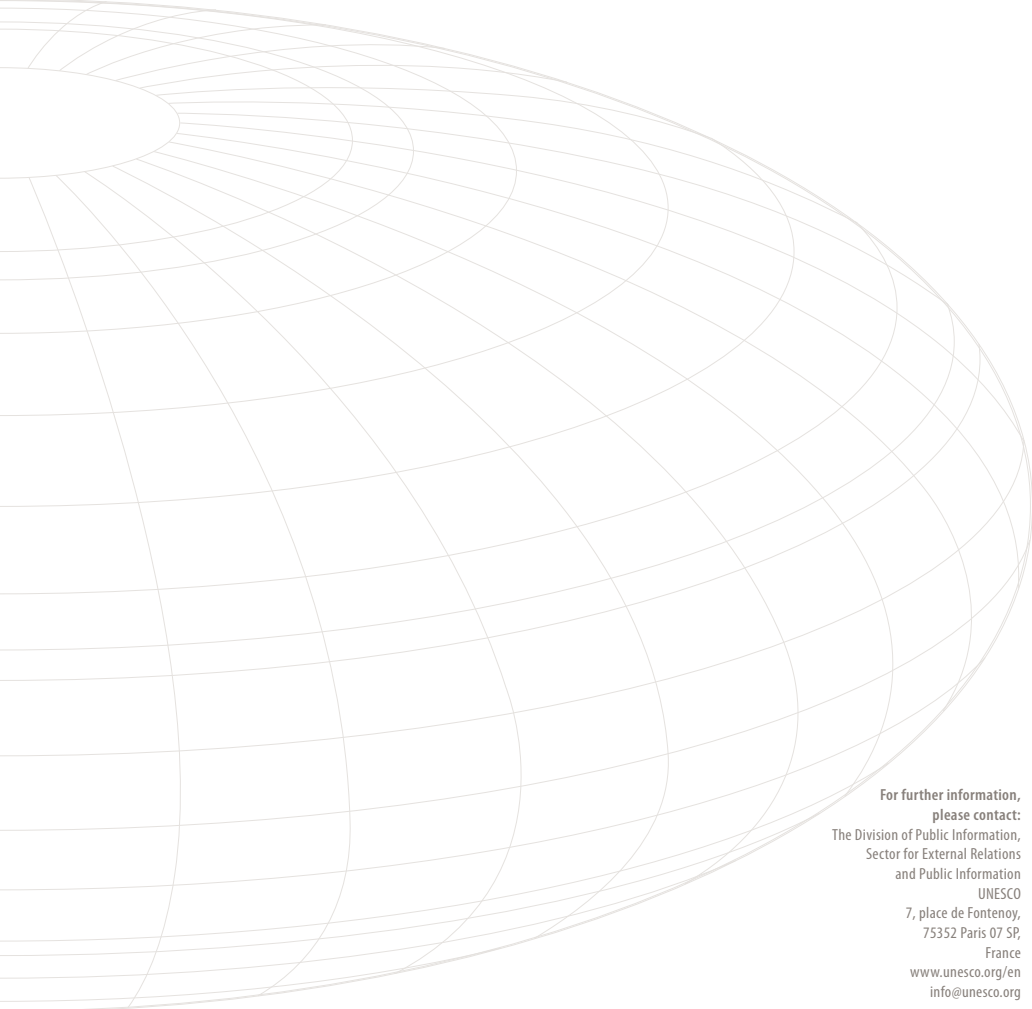
- **The Government of Sweden and UNESCO** signed a new funding agreement aiming at enhancing literacy in Afghanistan. *(US\$9 million)*
- **The Government of the Netherlands and UNESCO** signed two complementary agreements to extend their longstanding cooperation for three years on the UNESCO-IHE Institute for Water Education and as further contribution to the International Hydrological Programme. *(€10 million per year)*

- **The European Union and UNESCO** concluded an agreement for the Emergency Safeguarding of the Syrian Cultural Heritage. *(€2.7 million)*
- **The Republic of Korea and UNESCO** signed an agreement to build a museum and cultural centre at the World Heritage site in Bamiyan in Afghanistan. *(US\$5.4 million)*
- **The European Union and UNESCO** joined efforts on the regional project 'Networks of Mediterranean Youth'. *(€8.8 million)*
- **The European Union and UNESCO** signed an agreement for the project 'Technical assistance to enhance accessibility and use of the Jordanian Ministry of Education's Management Information System for evidence-based policy formulation'. *(€1.97 million)*



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*This image is part of a series that won the UNESCOMMUNITY photo contest 'UNESCO in Action 2013'. The photographs show the inauguration ceremony of the Toubacouta Cultural Centre, as part of the Millennium Development Goals Fund project on Culture and Development in Senegal, led by UNESCO's Regional Office in Dakar. The new centre provides a space to showcase the rich cultural diversity of the region, while promoting ecotourism and creating sustainable decent jobs for young people and women.*



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