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**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

PART I

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

Part I of the report provides a comprehensive and analytical account of programme implementation in terms of the main results achieved during the first twelve months of the 2010-2011 biennium, corresponding to document 35 C/5. It contains three sections: (a) overall assessment of key results for the five major programmes and the UNESCO Institute for Statistics and (b) overall assessment of key results for the Direction, programme-related and support for programme execution and administration services; (c) follow-up on 184 EX/Decision 4 Part I.B regarding measures taken to implement the recommendations of IOS in order to enhance monitoring and reporting for the next C/3 document (37 C/3).

By its very nature, this document does not entail administrative or financial implications.

The reporting nature of the document does not a priori entail decision-making.

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A. Major Programmes and the UNESCO Institute for Statistics

MAJOR PROGRAMME I – EDUCATION

Overall strategic assessment

1. Halfway through the biennium, the Education Sector is making progress towards the achievement of the 14 expected results set out in the approved programme and budget for 2010-2011 as well as contributing to the Organization's global priorities and intersectoral platforms.
2. **Priority areas and target countries:** In line with the focused approach developed for 2010-2011, the four priority areas – literacy, teachers, technical and vocational education and training (TVET), and sector-wide policy and planning – remain the key areas of action in the 20 “target” countries. Over half of the regular programme budget is supporting interventions in these priority areas, while financial support to the 20 target countries alone (both under the regular programme and extrabudgetary) has reached some \$24.7 million. Interventions are well on track in a number of Member States (e.g. Afghanistan and Democratic Republic of the Congo), while activities in some others (e.g. Madagascar and Lesotho) have fallen behind schedule, decreasing the possibility of having a sustainable impact by the end of this biennium.
3. **Visibility of EFA:** UNESCO has also increased the visibility of EFA on the global development agenda. The Organization successfully conveyed UNESCO's message to key events, such as the High-Level Plenary Meeting of the United Nations General Assembly on accelerating progress towards the Millennium Development Goals ((MDG Summit) New York, 20-22 September 2010) and the “1GOAL Education Summit” organized during the World Cup in South Africa (Johannesburg, 11 July 2010). The Sector is also actively involved in a series of preparatory events for the United Nations Economic and Social Council (ECOSOC) 2011 Annual Ministerial Review ((AMR), Geneva, 4-8 July 2011), which this year will give special focus to global progress towards the internationally agreed education-related goals.
4. **Improving the global coordination of EFA and strengthening partnership:** In response to the recommendations of the Ninth Meeting of the High-Level Group (HLG) on EFA (Addis Ababa, 23-25 February 2010) and to the recommendations emanating from the SPO 1-2 evaluation, UNESCO has prepared, through a consultative process, a working paper on “Enhancing the Effectiveness of EFA Coordination”. On the basis of this paper as well as on the outcomes of the Eleventh Meeting of the Working Group on EFA (Paris, 2-3 February 2011), and the tenth meeting of the High-Level Group on EFA (Jomtien, 22-24 March 2011), the Director-General will make recommendations on reform to the Heads of the EFA convening agencies. This follows her strong efforts to enhance coordination with the other four EFA convening agencies – including the convening of a meeting bringing together the Heads of Agencies (New York, 5 November 2010) as well as the organization of biannual meetings between the Education Heads of UNESCO, UNICEF and the World Bank. Stronger collaboration is being forged within specific thematic areas between the different partners. Discussions between UNESCO and the World Health Organization have led to agreement to cooperate in three areas linked to health and education. Furthermore, since 2009, when UNESCO activated the Inter-Agency Group on TVET, the group has become a valuable forum for discussing TVET issues.
5. **Strengthening delivery capacity:** The Education Sector's delivery capacity has been strengthened through adjustments to the structure at Headquarters (HQ). The new structure is designed to ensure the rational use of available resources and facilitate a system-wide approach to education, while enhancing cohesion and team work. In particular, the creation of dedicated teams/sections will allow the Sector to play a stronger role in both driving the global debate on the future of education through the creation of an Education Research and Foresight Team, and scale up its work on education for peace and human rights through the establishment of a dedicated section. The adjustments to the structure have been accompanied by clarification of roles as well

as improved planning for 2011 and the 36 C/5, with a review of the work of each unit having been undertaken.

6. The Sector has also **followed up on most of the recommendations** made by the external evaluation of UNESCO's strategic programme objectives (SPOs) 1 and 2, related to education. Some of these recommendations (e.g. giving greater importance to strategic priority areas) are reflected in MP I of the 35 C/5. Other recommendations (e.g. operationalization of a strategy for capacity development) were implemented during the first year of this biennium, or have been integrated into the design of the adjustments of structure at Headquarters (e.g. the need to strengthen the Sector's role in research). In other cases, an action plan has been developed to respond to the recommendations. On the whole, the recommendations were well received and have been helpful in guiding the reorientation of the Sector.

Challenges and lessons learned:

- Progress in rolling out UNESCO's five-step approach to capacity development in these countries is uneven due to both external and internal factors. As a response to the internal factors, Major Programme I is reinforcing monitoring and addressing challenges such as delays in recruitment more speedily. This will be the top priority for the next six months;
- UNESCO did not succeed in securing a place for education in the discussions of the Group of Twenty (G-20) Summit (Seoul, 11-12 November 2010), demonstrating the difficulties inherent in propelling education to the forefront of the political agenda. However, efforts are being made to explore the possibility of giving more focus on education to the next G20 meeting (France, 3-4 November 2011) and the Group of Eight Summit (France, 26-27 May 2011);
- Improved global coordination must now trickle down to the country level, with education field staff being expected to work closer with United Nations partners and other stakeholders;
- Given the Education Sector's high level of decentralization, improving coordination mechanisms between the different entities remains a challenge, and more measures will be taken over the next six months to complete the reform process initiated at Headquarters and ensure that the Sector operates as a single, cohesive entity.

Main line of action 1: Building blocks for EFA: literacy, teachers and work skills

Expected Result 1: National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade (UNLD)

7. Activities contributing to the realization of this expected result in 2010 fall into three main areas of action: advocacy and international coordination; technical assistance to the preparation and implementation of literacy plans and programmes; and knowledge generation.

Advocacy and international coordination:

- UNESCO has reached out to partners, including the private sector (such as Microsoft, Nokia, and Procter and Gamble), in particular as regards literacy for women and girls.
- As part of the celebrations for International Literacy Day, UNESCO brought together literacy prizewinners, the private sector and professional organizations to share their experience with a wider audience. International Literacy Day was also marked in many

field offices by national and regional fora and events to further strengthen advocacy in literacy. Support was also provided to national advocacy strategies (e.g. Pakistan 2010 National Literacy Year).

- UNESCO is raising the profile of literacy on the global and regional education agendas through preparation of United Nations Economic and Social Council (ECOSOC) meetings and the Eighth E-9 Ministerial Review Meeting on Education for All on the theme of “Literacy for Development” (Abuja, 21-24 June 2010).
- In its role as coordinating agency for the UNLD, UNESCO presented the biennial progress report to the United Nations General Assembly in October 2010.
- Implementation of the UNLD International Strategic Framework for Action was the subject of literacy planning undertaken by the South-East Asia Ministers of Education Organization (SEAMEO) in March 2010, and of a regional literacy meeting in Arab States in October 2010.

Policy review, diagnostic studies and policy formulation:

- As a result of technical support, largely in the context of LIFE and partly funded through the CapEFA programme, some 15 countries, mostly in Africa, worked on new or revised policies on literacy and non-formal education including national implementation frameworks for LIFE.
- In the Arab States, UNESCO facilitated consultations with national partners on literacy, as well as field visits for policy-makers, within and beyond the region in the spirit of South-South cooperation.
- The Asia-Pacific region (particularly Bangladesh, Bhutan, India, Lao People’s Democratic Republic, Nepal, Papua New Guinea, Timor Leste, Viet Nam) benefited from UNESCO support in the development or revision of policy and strategy documents in literacy and non-formal education (NFE), including work on information systems on NFE. In Afghanistan and Pakistan, comprehensive action plans for literacy have been developed. Ten countries further developed plans for equivalency programmes through a regional workshop in September 2010.

Knowledge creation and management:

- Four titles of the new book series Emerging Trends in Literacy, currently under preparation, will provide cross-regional analysis and perspectives.
- Through extrabudgetary funding, UNESCO has been working on a list of criteria to better identify effective literacy practices and programmes that are now being tested at country level.
- Information and communication technologies (ICTs) have played a greater part in advocacy in literacy, especially through the creation of websites, and a new Knowledge and Innovations Network for Literacy, which allows stakeholders to upload and make available research.

8. Follow up to the Sixth International Conference on Adult Education: In line with the Belém Framework for Action adopted at the Sixth International Conference on Adult Education ((CONFINTEA) Belém, Brazil, 1-4 December 2009), UNESCO through its Institute for Lifelong Learning (UIL) has prepared several follow-up actions.

- Preparations to review the Nairobi Recommendation on the Development of Adult Education, adopted by UNESCO’s General Conference in 1976, have been initiated. A

key element of this work will be the report on monitoring the Nairobi Recommendations, which will be presented to the 187th session of UNESCO's Executive Board.

- Consultations were held on the draft Monitoring Matrix and Monitoring Strategy, generating suggestions for amendments to the two documents, which are in the process of being finalized with a set of core indicators.
- One of the main tools in the monitoring process will be national reports on adult learning and education – a data source for the post-CONFINTEA Global Report on Adult Learning and Education (GRALE). The national reports submitted for CONFINTEA VI have been examined to determine the relevance and efficacy of the guidelines in obtaining responses from Member States.
- A joint research project on youth skills is also contributing to a clearer understanding of how youth issues could be integrated into the Belém Framework follow-up.

Challenges and lessons learned:

- The positive results from new partnerships must now be capitalized on to further strengthen multistakeholder partnerships and raise funds.
- The challenge is to provide adequate support to Member States with regard to the growing needs such as data management and national language policy, in a context of limited resources.

Expected Result 2: National capacities strengthened to train and retain quality teachers, particularly through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) in Africa

9. Activities contributing to this expected result are centred on three main areas of action: development of teacher policies and quality assurance mechanisms; capacity development of teacher training institutions; and advocacy for teacher issues.

Teacher policies and quality assurance mechanisms:

- Within the framework of the TTISSA, training was provided to six countries (Benin, Burundi, Guinea, Lesotho, Mali and Uganda) on the use of UNESCO's Methodological Guide for the Analysis of Teacher Issues.¹ Based on this, diagnostics of teacher issues are being supported in five of these countries.
- The International Institute for Capacity-Building in Africa (IICBA) is providing regional support to nine West African countries to harmonize teacher education curricula for primary teachers.
- The findings of the analytical studies conducted with UNESCO support (i.e. comparative study on teacher training in Cuba and Dominican Republic, situation of the teacher workforce in Lebanon, multi-shift teaching, demand and supply of teachers in rural areas and status of female teachers in Mongolia, and review of national standard for classroom teachers in Syria) are informing national policy-making.
- In the Arab States, regional-level quality assurance standards in teacher education programmes are being developed. Key strategic documents aimed at the professionalization of teaching were also finalized with UNESCO support (oPT).

¹ <http://unesdoc.unesco.org/images/0019/001901/190129e.pdf>

Capacity development of teacher training institutions:

- The capacities of 22 teacher education institutions from eight Asia-Pacific countries were developed to integrate concepts of EFA and education for sustainable development (ESD) within their training.
- With support from IBE, an innovative diploma programme on curriculum development with a focus on teachers has been launched in Latin America and sub-Saharan Africa.
- UNESCO is promoting information and communication technologies (ICTs) within teacher training. An ICT Competency Framework for Teachers (ICT-CFT), which will be used to reinforce capacity of Member States for using ICTs in teacher development, has been jointly reviewed by the Education and Communication and Information Sectors.
- IICBA has identified best practices in integration of the use of ICT in Africa and is developing the capacities of teacher training institutions (Ghana, Guinea and Mali), in particular in the use of virtual libraries and laboratories and access to online education resources.
- South-South cooperation and knowledge sharing in this area have been promoted through a study visit from Guinea to learn from Nigeria's experiences in the use of ICT in training and teaching.

Awareness-raising on teacher issues:

- World Teachers Day 2010 was celebrated internationally and nationally, with the theme of "Recovery begins with teachers" to underscore the challenges faced by teachers in crisis contexts.
- The first World Conference on Early Childhood Care and Education ((ECCE) Moscow, 27-29 September 2010) was an opportunity to raise awareness of the urgency of increasing the pool of qualified ECCE teachers and to strengthen partnerships and networks.

Challenges and lessons learned:

- Increasing country demand for UNESCO support to diagnostics of teacher issues based on the Methodological Guide reveals the need for and interest in this tool. UNESCO is seeking to expand its support to additional countries and will develop a training plan for field office to expand outreach.
- UNESCO's hosting of the secretariat for the International Teacher for EFA Task Force is an opportunity for increased cooperation with the Task Force and its members, and must be anchored in clear definition of roles and responsibilities.

Expected Result 3: Technical and vocational education and training (TVET) systems reformed and strengthened and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work

10. The Organization is supporting Member States with a focus on the three core areas identified in UNESCO's TVET strategy: provision of policy advice and capacity development; development of indicators and monitoring; and informing the global debate and acting as a clearinghouse. Progress towards this expected result is facilitated through improved international, regional and subregional coordination on TVET, both between bilateral and multilateral partners and at the level of governments (e.g. Southern African Development Community subregion). UNESCO continues to support the Inter-Agency Working Group on TVET (including the European Training Foundation,

the International Labour Organization, the World Bank, the Asian Development Bank, OECD), as well as the Inter-Agency Task Team for ECOWAS countries created in Africa in 2009.

TVET policy reviews:

- UNESCO has prepared the ground for conducting policy reviews in Bahrain, Benin, Cambodia, Djibouti, Haiti, Lao PDR, Madagascar and Malawi, focusing on curriculum renewal, assistance to teacher training policy, and the building of bridges between TVET and labour market information systems.
- In Haiti, under the Flash Appeal, a needs assessment provided updated information on the national TVET system in the post-earthquake reconstruction period, which fed into the adoption of a new TVET policy by the Haitian Government for which UNESCO will provide technical support. The Organization has also supported Haiti in developing mechanisms linking non-formal education to economic development.
- In Africa, UNESCO has supported the renewal of curriculum to cover entrepreneurship education, guidance and counselling (Malawi and Côte d'Ivoire), the development of non-formal vocational training curricula (Mozambique) and fund mobilization (Democratic Republic of the Congo), and the Organization has also provided other policy advice (Djibouti, Madagascar and Malawi).
- UNESCO also convened the regional economic communities, the African Union and key United Nations partners to discuss capacity development processes and tools, identify synergies between the formal and non-formal sectors, and share experiences of TVET provision to extend the "Abuja Process" for the revitalization of TVET in the countries of the Economic Community of West African States (ECOWAS) to the region as a whole.

Facilitate conceptual clarification and improve the monitoring of TVET:

- UNESCO has updated information on TVET systems in several countries. In Côte d'Ivoire, for example, a diagnostic study of the Education Management Information System (EMIS) was conducted under the guidance of UIS, involving a number of ministries and departments from the education and culture sectors and urban development. As a result, these ministries now have indicators and data collection tools that conform with UNESCO's norms and standards (SISED).
- UIS optimized the EMIS management tools and trained central-level staff to manage the system.

Clearing-house function and informing the global TVET debate:

- The Organization-wide TVET community of practice and strengthening of the UNESCO-UNEVOC Network have, for example, provided the platforms upon which UNESCO's technical expertise and insights on capacity development can be shared with the broader development community and Member States in their efforts to strengthen national TVET systems.
- Preparations have begun on a state-of-the-art publication on world trends and issues on TVET, which will identify and address key questions facing TVET systems today. Meanwhile, reports already emerging from country and regional experiences, such as the Regional Synthesis Report for the Arab Region – including four case studies on Egypt, Jordan, Oman and Tunisia – have been used as input for the preparation of curriculum and teaching initiatives integrating entrepreneurship into the education and training systems in those countries.

Challenges and lessons learned:

- Inclusion of TVET as a joint priority in the United Nations Development Assistance Frameworks ((UNDAF) Barbados and nine Eastern Caribbean Countries 2012-2016) have demonstrated the growing relevance of TVET to national development priorities.
- Establishing viable, low cost mechanisms, procedures and processes for TVET data gathering and processing to improve the availability and comparability of data, and matching TVET data with labour requirements, continues to be a challenge.

Main line of action 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning
Expected Result 4: National capacities strengthened in developing policies for early childhood care and education (ECCE)

11. UNESCO is working towards enhancing political commitment to ECCE, in addition to developing and reviewing policies and guidelines, preparing learning materials, and establishing resource centres.

Heightening political commitment:

- In 2010, 130 countries attending the first World Conference on ECCE (Moscow, 27-29 September 2010) adopted the “Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations”, 2 pledging in particular to mobilize stronger commitment and resources for ECCE, and to reinforce programme delivery.
- The regional conferences held in preparation for the WCECCE provided opportunities to raise awareness and promote policy dialogue on the issue. Six regional reports on the status of and challenges facing ECCE were prepared and shared at the Conference.

Development and review of national policy and guidelines:

- UNESCO has prepared and published:
 - three policy guidelines (on conducting national ECCE policy reviews, the inclusion of Roma children, and mother tongue instruction and multilingual or bilingual education);
 - four policy briefs (e.g. on the implications of understanding young children on policy and programme, and national experiences in the Caribbean).
- UNESCO is supporting policy reviews in Bangladesh and the Dominican Republic; development of an ECCE policy implementation roadmap in Ghana; mapping of ECCE provision in Nigeria; and preparation of a legal framework in Tajikistan.

Collection of learning materials:

- An innovative collection of learning materials for Africa called “Bouba and Zaza”, presented at the WCECCE, is being published to promote young children's learning of important themes such as sharing, HIV/AIDS and protecting the environment. Nine development partners and 26 countries expressed their willingness to support this publication to be used in their curricula.

Establishment of resource centres at the regional and national levels:

- The UNESCO category 2 Regional Centre for ECCE in Damascus, Syria, inaugurated in October 2010, will strengthen efforts at building national and regional capacities for ECCE, as well as respond to the training needs and priorities for the countries of the region on early childhood programme development.
- In Pakistan, UNESCO supported the establishment of national and provincial Early Childhood Education resource centres. The Organization will continue to work on building partnerships at the international and national levels and to mobilize the expertise and resources of local institutions.

Challenges and lessons learned:

- The international, regional and national partnerships built during the process of preparation of the WCECCE have proven useful to maximize synergies. UNESCO should capitalize on the momentum created by the WCECCE to translate political commitment into concrete actions.

Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa

12. Activities contributing to the realization of this expected result are focused on three key areas – policy development, capacity development and advocacy – paying particular attention to inclusive education, girls' and women's education, and Africa.

Policy development:

- UNESCO is engaged in evidence-based policy development with a view to developing and implementing inclusive education (IE) policies (i.e. development of an IE policy framework and minimum standards in Timor Leste, and development and implementation of the IE policy framework action plan in Lao PDR).
- Support has been provided to the implementation of equivalency policies (e.g. Argentina, Chile, Colombia, the Dominican Republic, India, Indonesia, the Philippines and Thailand).
- In Africa, technical support was provided within the framework of the Basic Education in Africa Programme (BEAP) to Burkina Faso, Guinea, Mali, Namibia, Niger and Swaziland.
- Also within the context of the BEAP, UNESCO provided technical assistance to the Democratic Republic of the Congo (DRC) for the development of an action plan for basic education. Free primary education for the first three grades was adopted in DRC in September 2010 and UNESCO accompanied this reform, notably through training of personnel in financial simulation, facilitating the dialogue and coordination among concerned Ministries, and monitoring and evaluating the effects of free primary education on the ground and its impact on education quality.
- In Latin America, UNESCO developed a Regional Education Information System for Students with Disabilities (SIRIED), which was validated in five countries. UNESCO is coordinating the creation of a regional observatory of policies for inclusive education.

Capacity development in curriculum development and inclusive education:

- Technical assistance and training was provided on curriculum development to Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Gambia, Tanzania and Uganda within the framework of the BEAP, and on science, technology and mathematics education to Equatorial Guinea.

- In order to improve the quality of education, UNESCO is currently preparing a General Education Quality Diagnostic/Analysis and Monitoring Framework to reinforce Member States' analytical capacity in identifying and prioritizing their areas of concern.

Advocacy:

- The Organization has been involved in advocating for girls' education at both the international and national levels, including through the United Nations Girls' Education Initiative (UNGEI) and the Inter-Agency Task Force on Adolescent Girls.
- At the national level, UNESCO worked closely with Pakistani federal and provincial governments, for example to raise awareness on barriers to access to quality education and the importance of equality of educational opportunities for all.

Challenges and lessons learned:

- UNESCO needs to continue strengthening the evidence base to better inform policy advice.

Expected Result 6: Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students

13. The Organization is working to support its Member States through evidence-based policy advice and research as well as provision of technical support in key areas such as science, mathematics and human rights education. Particular emphasis has been placed on access, equity and the improvement of quality.

Policy development:

- Support has been provided for the renewal of secondary education systems, including through conducting in-depth analyses on the transition from primary to secondary education (seven countries in four regions), the situation of secondary and vocational education (Ecuador and Mexico), the identification of secondary education priorities (Saudi Arabia and Yemen), the acquisition of skills and competencies, the development of curriculum prototypes to integrate secondary education within vocational education (Brazil), teacher policies and training modules in secondary education (Asia-Pacific, Arab States, Latin America and the Caribbean), access to secondary education (Asia-Pacific), and science and mathematics education.
- Country reviews undertaken in Indonesia³ and Pakistan⁴, analytical studies of the status of secondary education (Bolivia, Colombia, Ecuador, Mexico, Peru and Venezuela), and a booklet on access to secondary education⁵ are among the other efforts made by UNESCO to improve the knowledge base on secondary education policy issues.

Advocacy and awareness-raising:

- The role of education in the promotion of intercultural skills has been highlighted in the UNESCO organized Plenary Meeting on Education for Intercultural Citizenship (Brazil, May 2010).
- At the International Conference on the Prevention of Violence in Schools, organized by UNESCO (Mexico, June 2010), participants decided to adapt the proposed guidelines to the Latin American context and for the upper secondary education level.

³ <http://unesdoc.unesco.org/images/0019/001902/190270e.pdf>

⁴ <http://unesdoc.unesco.org/images/0018/001887/188730e.pdf>

⁵ <http://unesdoc.unesco.org/images/0019/001900/190007e.pdf>

- As part of the evaluation of the first phase of the World Programme on Human Rights Education,⁶ 76 Member States provided national evaluation reports indicating concrete measures taken to integrate human rights education into their school systems. UNESCO worked with the Office of High Commissioner of Human Rights on the analysis of the national reports and the preparation of the evaluation report. In Uruguay, UNESCO is conducting activities to link schools and communities, and on approaches for living together, through the mapping of educational innovation activities.

Building networks and partnerships:

- The UNESCO Associated Schools network (ASPnet) has strengthened its activities at the secondary level, focusing on critical areas such as climate change, education for sustainable development (ESD) and intercultural education, to promote quality and relevant education. Furthermore, strategic cooperation has been developed with a number of partners: e.g. Service Scolaire (SESCO) Inc., the United Nations Environment Programme and the Olympic International Committee.
- Support has been provided to regional networks such as the South-Eastern Mediterranean Project (SEMPEP) for Europe and the Centre of Mathematical and Scientific Education (Argentina) for the Latin America and the Caribbean region.

Challenges and lessons learned:

- ASPnet schools continue to play a strong role in providing policy relevant evidence on quality education, particularly at the secondary education level.
- The challenge for UNESCO is to mobilize the required resources to meet the growing demands of Member States for support in the area of increasing opportunities of access to secondary education of quality.

Expected Result 7: National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance

14. As a follow-up to the outcomes of the 2009 World Conference on Higher Education, UNESCO is providing support to Member States on policy reforms and the promotion of research and quality assurance in higher education. It is doing so through capacity development for policy revision, improvement of pedagogy, support to the harmonization of higher education, and strengthening of the UNESCO Chairs/UNITWIN networks.

Revision of higher education policies:

- UNESCO is building countries' capacities to revise their higher education policies to reflect national needs and priorities (e.g. development of Afghan and Jordan higher education management and information systems; establishment of quality assurance council in Bhutan; Cambodian education research policy, open distance learning policy and teacher development plan; development of quality assurance framework in Viet Nam; transition between different forms of post-secondary education in the Caribbean).
- Reforms are being undertaken in several countries (Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger, Senegal and Togo) with policy advice from UNESCO on issues such as quality assurance (e.g. Arab States); virtual libraries; ICTs for teaching, learning and research; preparation of pedagogical materials; and capacity-building of institutions, faculty and researchers.

⁶ <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement>

- In post-conflict and post-disaster countries such as Haiti, Sierra Leone and Sudan, UNESCO is supporting the development of higher education policies as a necessary pillar for sustainable social and economic development.
- The Organization is supporting pedagogical improvement using different sources such as open education resources (OERs) (e.g. Namibia and South Africa), in particular in key areas such as science education and, where relevant, with partners such as the Commonwealth of Learning. In Mali, training was provided to higher education institutions on the use of OERs to improve the quality of teaching and learning.

Regional harmonization of higher education:

- The revision of the 1983 Asia-Pacific Regional Convention on the recognition of higher education qualifications is progressing as planned, and an International Conference of States will be held in 2011 in Japan.
- UNESCO is also working in close collaboration with the African Union to revise the 1981 Convention on the recognition of qualifications in higher education in Africa.

UNESCO Chairs and UNITWIN networks:

- New UNESCO Chairs and UNITWIN networks have been established, particularly in Africa (e.g. Malawi, Nigeria and Tanzania) in diverse areas such as entrepreneurship and water management.
- The UNITWIN/United Nations University Network of Africa-Asia University Dialogue for Educational Development has been established. Bringing together 17 African and 12 Asian universities, it will work with UNESCO and IICBA to reinforce national capacities in research on key education issues, and in particular teachers.
- A review of the existing Chairs and networks is being undertaken in Latin America and the Caribbean to revitalize and strengthen linkages and partnerships with regional universities.

Follow-up to the 2nd World Conference on Higher Education:

- To address the specific needs of Africa, a map of actions for the follow-up to the WCHE was established at the Sixth Meeting of the UNESCO-Association for the Development of Education in Africa (ADEA) Task Force on Higher Education in March 2010. The Task Force is coordinating actions by members and other major partners; improving complementarities and synergy; encouraging cooperation among countries and institutions to enhance efficiency; initiating flagship activities in priority areas (e.g. research studies on doctoral and post-doctoral education in Congo, Gambia and Niger); and exploring new ways to increase financing of joint initiatives.
- UNESCO is also supporting policy development in areas such as reform, innovation and quality assurance, advancing the debate on issues such as the diversification of provision and funding of higher education, and promoting the use of quality open educational resources.

Challenges and lessons learned:

- The project on OERs in Africa is a showcase of a positive experience of a multi-stakeholder partnership, in which UNESCO capitalized on a seed grant from a bilateral donor to scale up the project through establishing a partnership with an international organization to create real impact.

- In monitoring normative instruments in higher education, the challenge is to set up a mechanism to collect timely information.

Main line of action 3: Sector-wide frameworks: helping governments to plan and manage the education sector

Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations

15. Three broad types of action – preparation of education policy reviews and analyses; support to national education policy-making and planning; and development of thematic studies on key emerging issues in education – contribute to the realization of this expected result.

Support to national education policy-making and planning:

- Education sector policy reviews and analyses have been conducted in Sudan (sector policy review) and Libya (review of national strategy for education and scientific research). Collaboration is ongoing with national authorities of Malaysia to prepare a policy review of its education system.
- Capacity development in specific areas of policy and planning based on country needs (e.g. Bahrain, Democratic Republic of the Congo, Guatemala, Jordan, Lebanon, Nepal, Nigeria, Oman, occupied Palestinian Territory, Sudan, United Arab Emirates, Zimbabwe, and countries in the Pacific subregion and Central Asia).
- Piloting of a new methodology developed by UNESCO and UNDP for capacity needs assessment (CAPNAM) in educational planning and management (e.g. Armenia and Democratic Republic of the Congo).
- Support to the planning and costing of MDG 2 (e.g. Guyana and Somalia); assessment and review of national strategic plans (e.g. Egypt and Libya).
- Support for the establishment of comprehensive education management information systems (EMIS), including using OpenEMIS software and indicator systems (e.g. Brazil, Mongolia, Haiti and in Latin America and the Caribbean to monitor progress towards the objectives of the Summit of the Americas).
- Awareness-raising of policy-makers on critical issues related to education development (e.g. Afghanistan, China, and countries in the Pacific Subregion and Central Asia).

Thematic studies:

- Studies are being developed on critical issues related to the future of education, including the impact of the global financial crisis on education in 12 countries, through the Rapid Impact and Vulnerability Analysis Fund (coordinated by the United Nations Global Pulse Group).
- It is expected that the study, which involves development of research methodology, development and field testing of surveys, data collection and administration, will be finalized by the second half of the year.
- The relevance of UNESS is being improved and the UNESS preparation process, which focuses more on the method rather than on the end-product document, has been launched in nine Eastern Caribbean States and Barbados.

Follow up to the 48th International Conference on Education:

- As a follow-up to the 48th International Conference on Education, UNESCO through the International Bureau of Education (IBE) has advocated for and supported the revision of policy and curricula frameworks in line with a broadened concept of inclusive education. Requests for tailored guidance have been met successfully.
- Contributions have been made to policy agendas and high-level agreements, such as the European Council's Conclusions on the Social Dimension of Education and Training 2010 and the Educational Goals 2021 agreed by the Iberoamerican Ministers of Education; materials and resources have been made available online and a platform for sharing country examples created; guidelines and learning tools to promote inclusive curricula have been developed (e.g. interregional module on inclusive education; and Toolkit for Inclusion in the Arab States); and capacity development workshops organized (e.g. Morocco and Panama).

Challenges and lessons learned:

- Challenges remain to fully utilize UNESS as a framework for planning and an advocacy tool for funds mobilization and partnership building.
- Greater efforts can still be deployed to position UNESCO more strongly in the United Nations common country programming processes.

Expected Result 9: National capacities developed to integrate the principles, values and practices of sustainable development into education sector policies and plans as part of global efforts to strengthen ESD

16. As a follow-up to the Bonn Declaration from the World Conference on Education for Sustainable Development, UNESCO is providing policy advice; developing materials and tools; and supporting curriculum development and teacher training.

Policy advice:

- Support was provided to the development of national strategies for ESD (e.g. Lesotho and Namibia) and the integration of ESD into existing sector policies (e.g. Swaziland) and statistics (e.g. Viet Nam).
- UNESCO is providing specific support according to country needs, for example establishment of an ESD task force (e.g. Angola) and conduct of a situational analysis of ESD capacity (e.g. Samoa).

Development and dissemination of materials, guidelines and tools:

17. The following materials aim to expand the knowledge base and facilitate the mainstreaming of ESD into educational policies, plans and activities:

- The “ESD Lens” tool⁷ has been finalized and translated into six languages.
- Good practices continue to be collected, with five national studies (Chile, Indonesia, Kenya, Oman and the Netherlands) undertaken to document how Member States have integrated ESD into their programmes.

⁷

See publication at: <http://unesdoc.unesco.org/images/0019/001908/190898e.pdf>

- A third collection of Associated Schools Project Network (ASPnet) Good Practices in ESD on intercultural dialogue is being prepared following the publication of the second collection of Associated Schools Project Network (ASPnet) Good Practices in ESD.⁸
- Innovative practices in ESD are being collected and shared through an online platform⁹ that enables decision-makers, practitioners and researchers from Latin America and the Caribbean to share their experiences.
- Guidelines on the knowledge, skills and attitudes leading to ESD competencies for secondary-level students are currently being prepared based on a study conducted.

Development of curriculum and support to teacher training:

- Curriculum was developed and support to teacher training provided to improve delivery of ESD (e.g. Benin, Cameroon, Chad, Samoa, Sierra Leone).
- In the countries of the South African Development Community, UNESCO's Education Sector is working together with its Science Sector on re-orienting science education through teacher education in order to address issues of sustainability.
- In Latin America and the Caribbean, networks have been developed to conduct regional studies and for knowledge sharing. Particular emphasis is being placed on critical areas of ESD such as climate change and education (e.g. Maldives, Viet Nam, Central and South-East Asia), and disaster risk reduction (e.g. small island states such as those in the Caribbean and Asia-Pacific, China, Myanmar, Nepal, Viet Nam), according to country needs.
- The International Research and Training Centre for Rural Education (INRULED), a UNESCO category 2 centre, is actively engaged in disaster risk reduction work.

Challenges and lessons learned:

- The challenge remains to have concrete impact while at the same time responding to the wide range of issues under the banner of ESD.
- Major Programme I will address this challenge in part through bringing increased focus to climate change. UNESCO has developed a new initiative – the Climate Change Education (CCE) for Sustainable Development programme – to enable the Organization to make a more visible and concrete educational contribution to the international response to climate change.
- The programme aims to help young people understand and address the impact of global warming, while also encouraging changes in attitudes and behaviour needed to put the world on a more sustainable development path. CCE for sustainable development should further help children and young people adapt to the changes that climate change will bring.

Expected Result 10: National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts

Policy support:

- UNESCO is supporting countries to integrate the education sector in national AIDS responses (e.g. Burkina Faso, the Eastern Caribbean States, Georgia, Lao People's

⁸ See publication at: <http://unesdoc.unesco.org/images/0018/001812/181270e.pdf>
⁹ www.redinnovemos.org

Democratic Republic, Mauritania, Mauritius, Myanmar, Namibia, Saint Lucia, Sudan, Switzerland and Zambia).

- The Organization is reviewing and developing HIV-responsive education sector policies and plans to ensure better alignment between general education sector policies and specific sector HIV policies (e.g. Angola, Cambodia, Cape Verde, Guinea-Bissau, Lesotho, South Africa, Swaziland and Sao Tomé and Príncipe).
- Sector situation and response analyses have been completed (e.g. Afghanistan, Brazil, Brunei Darussalam, Burundi, Comoros, Kenya, Kiribati, Lesotho, Malaysia, Mauritius, Mongolia, Pakistan, Philippines, Seychelles, Solomon Islands, Swaziland, Tanzania, Timor-Leste, Trinidad and Tobago, Vanuatu and Zanzibar).
- Revised education sector policies (e.g. Lesotho, Swaziland, Trinidad and Tobago), and increased visibility for HIV interventions for higher education and TVET (e.g. Tanzania).
- Workplace policies and programmes for education personnel have been implemented (e.g. Angola, Ghana, Lesotho, Namibia, Senegal and Swaziland), including through the strengthening of networks of teachers affected by HIV and AIDS.

Capacity development of teachers:

- UNESCO is strengthening the capacity of education professionals to deliver HIV and sexual and reproductive health (SRH) education, including for pre- and in-service teacher training (e.g. Angola, Botswana, China, Cuba, Ethiopia, Kazakhstan, Kyrgyzstan, Lebanon, Lesotho, Malawi, Namibia, Nigeria, Pakistan, Tajikistan, Tanzania, Uganda, Uzbekistan, Zambia and Zimbabwe), and through the development of culturally-relevant, gender-sensitive and rights-based curricula and materials.
- Outcomes include the integration of modules on HIV and sexual and reproductive health education in teacher training curricula in Lesotho, and inclusion of life skills education in a new teacher training curriculum in Namibia.

Expanding the knowledge base on HIV and Education:

- UNESCO is expanding the knowledge base on HIV and education, including through research on sexuality education in Latin America and the Caribbean, and completion of the research phase of a ground-breaking study on the cost and cost-effectiveness of sexuality education (e.g. Estonia, India, Indonesia, Kenya, the Netherlands and Nigeria), which will provide data on costs per learner and costs in relation to health outcomes.
- UNESCO is collaborating with partners to develop guidance to strengthen the education sector response to the needs of HIV-positive learners.
- Activities to monitor trends and support countries to use data include ongoing development of a global monitoring and evaluation framework for education sector responses to HIV, draft regional and national sector monitoring and evaluation (M&E) frameworks (the Caribbean, Viet Nam), and guidance and materials for an HIV and AIDS Knowledge Monitoring Programme across Africa to strengthen national capacities to monitor the effectiveness of HIV education programmes and evaluate pupil knowledge. UNESCO continues to provide knowledge-sharing by fortnightly updating of the UNESCO HIV and AIDS Education Clearinghouse.¹⁰

¹⁰ <http://hivaidsclearinghouse.unesco.org/>

Advocacy and education outreach:

- In Thailand, UNESCO has promoted healthy sexuality and HIV education to adolescents through an innovative, year-long exhibition at the National Science Museum that has attracted 2,000-5,000 visitors per day since August 2010.
- Work with key populations includes targeted peer outreach education for men who have sex with men in the Asia-Pacific region and HIV and drug prevention education in Afghanistan, including integration of HIV and drug issues in non-formal literacy programmes.

Challenges and lessons learned:

- The development of UNESCO Country Programming Documents (UCPD), participation in the preparation of UNDAFs and work with government counterparts have enabled the promotion of EDUCAIDS and advanced UNESCO's visibility as an active partner in HIV prevention.
- The challenge remains to create ownership among Member States, including by allocating their own human and financial resources.

Main line of action 4: Leading the education agenda, including education for sustainable development (ESD) and tracking trends

Expected Result 11: Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA partners and continued support to the regional initiatives/networks that serve as policy platforms¹¹

Promotion of education at the highest political level:

- The outcome of the High-Level Plenary Meeting on the Millennium Development Goals ((MDG Summit) New York, 20-22 September 2010) reflected UNESCO's sustained efforts to promote education as key to achieving all the MDGs. Side events including an exhibition and round tables enabled UNESCO to convey its messages in a visible manner.
- UNESCO also worked with the authorities of the Group of Twenty ((G20), 11-12 November 2010, Seoul) to stress the importance of education in human resource development.

Revision of the EFA coordination architecture:

- At the global level, UNESCO has taken steps to review the architecture of EFA coordination as a follow-up to the recommendation of the Ninth Meeting of the High-Level Group on EFA (Addis Ababa, February 2010).
- A working paper entitled "Enhancing the Effectiveness of EFA Coordination", prepared for the International Advisory Panel on EFA meeting, served as the basis for consultation with stakeholders.
- Two preliminary proposals emerged: (i) undertaking of a major reform to the format of the HLG meeting into smaller and higher level fora, focusing on the mobilization of political will and resources, and (ii) transformation of the working group on EFA into an annual

¹¹ See also document 186 EX/6 for further information.

technical review meeting to inform the HLG and foster policy dialogue, information sharing and monitoring.

- These preliminary recommendations provided the basis for the preparations of the eleventh meeting of the working group on EFA (Paris, 2-3 February 2011) and the tenth meeting of the HLG on EFA (Jomtien, 22-24 March, 2011).

Innovative approaches to education financing:

- As a member of the Task Force on Innovative Financing for Education under the Leading Group on Innovative Financing for Development, UNESCO continues to advocate for increased financial commitment to education and seeks innovative approaches to education financing.
- Through its Advisory Panel of Experts on Debt Swaps and Innovative Approaches to Education Financing, UNESCO is contributing to knowledge sharing on issues such as debt swaps in education, and conducting studies on key issues (e.g. the mapping of creditor and debtor policies and the debt situation worldwide, and creating synergies between debt swaps and other financial instruments).

Challenges and lessons learned:

- The experience from the G-20 Summit in Seoul shows that more strategic efforts are required to engage political commitment at the highest level.
- More efforts are required to create stronger linkages between EFA coordination mechanisms at the global, regional and national levels.

Expected result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report

Global Monitoring Report:

- The 2010 EFA Global Monitoring Report (GMR) on “Reaching the marginalized” was launched in January at United Nations Headquarters in New York by UNESCO’s Director-General and, for the first time, the Secretary-General of the United Nations. Following the launch of the English version, versions in the five other United Nations languages were completed, distributed and promoted through more than 50 regional and national launches.
- The findings of the report were also presented in a wide range of fora – from the EFA High-Level Group and the Collective Consultation of Non-Governmental Organizations (CCNGO) meetings to the Forum of Latin American and Caribbean Parliamentarians for Education (Santiago, May 2010), as well as dozens of national launches, seminars and expert meetings.
- Preparations were made for the 2011 GMR, which focuses on armed conflict and education and was launched simultaneously around the world on 1 March 2011.
- The 2012 GMR will highlight skills development, the third EFA goal. Preparations for the Report began with a meeting in Bonn in early November organized by the German Ministry for Economic Cooperation and Development (BMZ), the German Agency for Technical Cooperation (GTZ) and the GMR Team.

Research:

- Research was undertaken in a wide range of areas (e.g. International Institute for Educational Planning (IIEP) publications series including on education in fragile states and capacity development). IIEP's research programmes are progressing as planned.
- Research findings on decentralization have been disseminated in Kenya, Lesotho and Uganda. Similarly, preparations have been initiated for the dissemination of findings on education financing (covering economic barriers to education; fee abolition; and public-private partnerships) in Burkina Faso, Ethiopia, Lesotho and Tanzania.

Challenges and lessons learned:

- An external evaluation of the GMR found that the publication was relevant and effective, but noted that greater efforts must be made to ensure that the findings reach decision-makers in least developed countries and that fundraising was necessary for the publication's sustainability. UNESCO has been able to secure funding for these purposes.

Expected result 13: International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development (DESD) strengthened and the Bonn Declaration of the UNESCO World Conference on Education for Sustainable Development followed up

18. In addition to embedding sustainability in education sector policies and practices (see information reported under MLA 3), UNESCO coordinates the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). It does so within the framework of the Bonn Declaration on ESD adopted at the UNESCO World Conference on Education for Sustainable Development.

Raising the visibility and strengthening partnership:

- Organization of a side event to launch the UNESCO publication "Tomorrow Today" during the 2010 UNGA session at which the mid-term review report on the DESD was submitted.
- Visibility of the DESD has increased, as demonstrated by increased website visits, with high interest in the Monitoring and Evaluation process and the Strategy for the Second Half of the DESD.
- In Asia-Pacific, discussions with a global frontrunner in sustainable business models (Interface, Inc.) have been held, leading to joint advocacy work and laying the foundation for further work on the issue.
- UNESCO contributed to the United Nations Inter-Agency Committee (IAC) for the DESD, whose annual meeting (Barcelona, 23-25 November 2010) included a public symposium on monitoring and evaluation for ESD. The IAC brochure "Building a more sustainable world through education: DESD and the IAC" was launched on that occasion.
- UNESCO also participated in and contributed to the United Nations Climate Change Conference ((COP-16) Cancun, 29 November-10 December 2010).

Monitoring and evaluation:

- The DESD Monitoring and Evaluation Expert Group (MEEG) reviewed progress achieved towards the six components of the Global Monitoring and Evaluation Framework for

Phase II. The group also discussed the implementation of the Phase II components as well as capacity-building for DESD M&E workshops.

- In Latin America and the Caribbean, regional capacity development workshops enabled representatives of Ministries of Education and the Environment, as well as of NGOs, to improve their understanding of monitoring and evaluation of progress within the framework of the DESD.

Technical assistance to support implementation of the Decade:

- In Asia and the Pacific, the Regional Bureau for Education provided direct support to Member States on the basis of requests. A publication on processes/guidelines for national ESD coordination, which will enable more generalized support to all Member States, has been prepared.
- UNESCO actively participated in agenda-setting discussions on integrating Disaster Risk Reduction into Education with key development partners, including UNICEF, Save the Children, Plan International, the United Nations International Strategy for Disaster Reduction and the Asian Disaster Preparedness Centre.
- UNESCO has initiated discussions in topical fields for the ESD agenda: the private sector's role and leadership in sustainability, and the interconnections between health and sustainability.
- Regional support has been extended to India to establish the UNESCO category 1 institute on Education for Peace and Sustainable Development established by the 35th session of the General Conference.
- The Philippines has been supported in its efforts to establish a subregional category 2 centre on the theme of Lifelong Learning and Sustainable Development, also established by Member States at the last General Conference.

Challenges and lessons learned:

- In Asia and the Pacific, opportunities for creating sustainable business models and collaboration with the private sector have shown promising results in working towards this expected result.
- The challenge is to set up an agreed set of indicators with the various stakeholders to implement systematic monitoring and evaluation of the DESD.

Expected result 14: Member States aware of the normative instruments in education and actively reporting on their implementation

19. UNESCO is working actively to ensure that the international normative instruments in education are translated into national legislation and practice. In this regard, campaigns to increase ratification of the Conventions are accompanied by support to Member States to improve the monitoring of the Conventions' implementation – which remains a continuing challenge – including through the publication of practical examples. The following provides examples of activities undertaken to promote the implementation and/or the ratification of three of these instruments:

Convention against Discrimination in Education (1960) and Recommendation against Discrimination in Education (1960):

- The celebration of the 50th anniversary of this Convention and Recommendation provided an opportunity to raise awareness of the instruments and the importance of giving effect to their provisions. A ratification campaign is being conducted to encourage

States that are not yet party to it to take necessary measures for acceding to it. In cooperation with the NGO-UNESCO Liaison Committee, a special Day was organized and dedicated to the right to education for all children.

- Draft guidelines for the preparation of reports by Member States for the eighth consultation were prepared and submitted to the Executive Board at its 185th session, with Executive Board members being invited to submit comments on them. UNESCO has also carried out preparations for the establishment of a global database on the implementation of the right to education. Within the framework of the follow up to the seventh Consultation on the Convention and Recommendation, a publication on practical examples in the field of non-discrimination and the right to education for information-sharing and advocacy was also published.

Recommendation concerning the Status of Teachers (1966) and Recommendation concerning the Status of Higher-Education Teaching Personnel (1997):

- Joint International Labour Organization (ILO)/UNESCO research studies have been undertaken on a series of issues (e.g. social dialogue good practices; good practices in teacher policies). The use of the recommendations was promoted and their utility explained in relation to research, teacher professionalism, recognition and status, teaching standards, qualifications and their harmonization and teacher migration, for example in Palestine through high-level discussion with senior policy-makers and information sessions among higher education institutions and teachers' unions, and in South Africa.
- World Teachers' Day (5 October) commemorates the signing at UNESCO of the 1966 Recommendation concerning the Status of Teachers. An original series of posters showing teachers at work in post-crisis situations around the world, in line with the topic of WTD 2010 – "Recovery Begins with Teachers" – was displayed in Paris, as well as on UNESCO's website in an online gallery. The exhibit was greatly appreciated, both in its content and in its ability to bring the issues facing teachers to life.

Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974):

- Practical guidelines on competencies related to education for sustainable development and core values such as human rights, peace and tolerance are being developed. As part of the Associated Schools Project, the third Collection of "Good Practices for Quality Education – 2010: Intercultural Dialogue" is being prepared.
- After the analysis of the country responses to the fourth consultation of the 1974 Recommendation, UNESCO has initiated work on a brochure presenting the Recommendation and explaining its linkages with more recent frameworks and instruments (e.g. culture of peace, EFA goal 6, DESD, the World Programme on Human Rights Education, and the United Nations Declaration on Human Rights Education and Training).

Challenges and lessons learned:

- The follow up to the 1974 Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms showed that collaboration with United Nations agencies is an efficient way to approach Member States.
- The challenge is to raise awareness and provide technical support to Member States for reporting on obligations to be met in a meaningful manner.

Global priority gender equality

20. In line with the Gender Equality Action Plan (2008-2013), the Education Sector mainstreams gender and addresses the needs of girls and women in education in a holistic manner by addressing the issue from multiple fronts: advocating for girls' education and gender equality; providing technical assistance to gender-sensitive policy and programme development; and supporting the provision of education services (such as teacher training and the development of learning materials) that promote gender equality.

- UNESCO is building new multistakeholder partnerships to jointly work towards girls' and women's education, in particular with the private sector (e.g. Procter & Gamble, Packard Foundation). It continues to be an active member in global initiatives such as the United Nations Girls' Education Initiative (UNGEI) and the United Nations Inter-Agency Task Force on Adolescent Girls.
- In the field of literacy, among other activities, UNESCO is promoting gender-sensitive approaches to literacy research through the newly created Knowledge and Innovations Network for Literacy.
- In the area of teacher education, Lebanon, for example, has developed a teachers' manual on gender-sensitive teaching and learning approaches to support classroom instruction, with UNESCO support. It has also developed a framework for reviewing gender stereotypes in school textbooks. The review is expected to begin in February 2011, along with relevant training of textbook writers.
- In reviewing TVET policies, UNESCO is paying special attention to gender-related issues and in particular access of girls to national TVET programmes such as entrepreneurship education in a number of countries, and, for example, inclusion of guidance and counselling in TVET programmes in Côte d'Ivoire.
- In the area of sector-wide policy and planning, technical support is being provided to Member States (e.g. Viet Nam) to build their capacities in sector-wide gender mainstreaming and policy analysis.
- As part of UNESCO's action in the monitoring of the right to education, a review of national education legal and policy frameworks is currently ongoing in the Arab region, with a particular focus on gender equality and human rights.
- UNESCO's revised strategy for HIV and AIDS includes a renewed focus on gender issues, building on new initiatives and partnerships. UNESCO supports comprehensive sexuality education that addresses gender inequalities and inequities; gender-sensitive monitoring and evaluation of the education sector response to HIV and AIDS; policies and programmes for schools to address gender-based violence; and the implementation of culturally appropriate and gender-responsive HIV programming.

Global priority Africa

21. The Education Sector continues to place high priority on Africa, decentralizing 32% of its activities to the continent. Twelve of the 20 "target" countries are in Africa.

- UNESCO is working towards aligning the implementation of the Plan of Action of the African Union's Second Decade for Education with that of other United Nations agencies and organizations, especially within the context of the United Nations Regional Coordination Mechanism (RCM) for the African Union and its New Partnership for Africa's

Development (NEPAD) programme to jointly plan, implement, fund, monitor and evaluate activities.

- Within the framework of the implementation of the Education and Human Resource Development (EHRSC) 2011 business plan of the RCM, UNESCO is supporting the African Union Commission to address teacher challenges in Africa. In the area of higher education, the AU and UNESCO are working together on the revision of the 1981 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the African States.
- The work on TVET in the West African subregion, in cooperation with the Economic Community of West African States (ECOWAS) is being expanded and consultations are under way with other United Nations agencies and organizations, especially within the framework of the RCM, to establish a similar structure in East and Southern Africa.
- An increasing number of countries are requesting UNESCO's support to introduce uninterrupted basic education of 9 to 10 years and enhance the quality of learning in the framework of BEAP. To create innate regional dynamics and sustained capacities, UNESCO is advocating for BEAP within the framework of the right to education and has set up a training programme on curricula development on BEAP. Several countries' studies are conducted to provide evidence based on the policy implications of BEAP, regarding the challenges and sustainability.
- In the East African Community (EAC), focus has been put on the Basic Education in Africa Programme (BEAP), in particular in Ethiopia and Rwanda. UNESCO's cooperation in the area of education with the EAC is the weakest of all the RECs, and more efforts will be made to strengthen the cooperation.
- The commitment of UNESCO to support AU's implementation of the teacher development chapter in the context of the Second Decade of Education for Africa is concretely achieved through Teacher Training Initiative in Sub-Saharan Africa (TTISSA) country and regional teacher-related activities. UNESCO is working in partnership with institutions such as ADEA Working Group on the Teaching Profession, the International Labour Organization and Education International, with technical and financial support from various multilateral and bilateral partners.

Intersectoral platforms

22. The Education Sector is leading the **Intersectoral Platform on HIV and AIDS**, which has strengthened national capacities in approximately 80 Member States to assess, design and implement rights-based education, and provides communication and information on universal access to HIV prevention, treatment, care and support. In 2010, UNESCO has recruited, trained and supported national staff with high interdisciplinary profile, which has significantly increased UNESCO's capacity to identify and respond to country needs. Member States are being supported to develop evidence-based policies and implement best practices using multidisciplinary and intersectoral approaches. Access to good-quality HIV and AIDS learning opportunities is being expanded in at least 28 countries through strengthening the capacity of education professionals to deliver HIV prevention education and supporting the roll-out of sexuality education. UNESCO has supported 39 countries to address HIV-related stigma and discrimination, particularly for marginalized and excluded populations, including migrants, ethnic minorities and most-at-risk young people. With a renewed focus on gender issues in its revised strategy for HIV and AIDS, and building on new initiatives and partnerships (e.g. Interagency Working Group on Gender Equality and HIV), UNESCO works to ensure that the needs of women and girls in relation to HIV are addressed in national responses, particularly in the education sector response. UNESCO took the lead in producing fact sheets and statements on Women, Girls, Education and HIV for the

Commission on the Status of Women 2011. Through these initiatives, UNESCO engages with partners in ensuring that responses to HIV and AIDS are gender-sensitive and transformative.

23. The Sector is also leading the **Intersectoral Platform on Education for Sustainable Development (ESD)**. A first draft of the multi-perspective learning tool in ESD with a focus on water, a joint activity with the Islamic Educational, Scientific, and Cultural Organization (ISESCO), was designed by the intersectoral working group, and will soon be field tested. UNESCO developed capacities on climate change education for sustainable development in several Member States (in particular Viet Nam and the Maldives), and participated and contributed to the International Climate Change Summit in Cancun, Mexico (COP 16), thus bringing ESD to the agenda of this important event. The Organization also co-organized and participated in several side events related to Article 6 (education, training and public awareness). The International Year of Biodiversity and the preparations for UNESCO's participation in education-related issues linked to the Conference of Parties of the Convention of Biological Diversity (COP 10) (Nagoya, Japan, 27-29 October 2010) provided many opportunities to further cooperation with Associated Schools Project network (ASPnet), the UNESCO ESD Chairs network, the World Network of Biosphere Reserves and the Man and the Biosphere (MAB) programme.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall strategic assessment

24. In the first year of the 2010-2011 biennium, the most significant feature of MP II was the strengthening of international partnerships, with special emphasis on the two global priorities: Africa and gender equality organization, and with high-profile, high-visibility activities. The Programme reflected the implementation of the recommendations of the Overall Review of Major Programmes II and III.

25. The launch of the International Year of Biodiversity 2010 (IYB) in January at UNESCO Headquarters, followed by a UNESCO International Conference on Biodiversity Science and Policy, was organized in cooperation with UNEP, the Convention on Biological Diversity (CBD), the Global Environment Facility (GEF) and other scientific organizations. It resulted in a statement and recommendations on key areas of science and policy that need to be addressed to achieve a significant slowing of the current rate of biodiversity loss. A series of other events related to the Year were coordinated by UNESCO and held around the world throughout 2010, in order to raise awareness about biodiversity issues and the need for conservation, especially among young people. The first international conference on Biological Diversity and Cultural Diversity was held jointly by UNESCO and the CBD in June, establishing unequivocally the cultural factors that are key to biodiversity conservation. As a follow-up to the activities of the Year which culminated in Nagoya, Japan in October 2010, the Director-General announced a UNESCO Biodiversity Initiative which would draw together all of UNESCO's fields of competence in a coordinated global biodiversity conservation effort.

26. UNESCO was at the forefront of the negotiations among United Nations Member States for the establishment of an Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). These discussions resulted in the adoption at the United Nations General Assembly of a resolution to establish an IPBES. UNESCO's fruitful involvement in biodiversity activities, particularly those connected with the IYB, have gained for the Organization the recognition that it would be a key partner in the IPBES, when it is established.

27. On World Oceans Day, 8 June, the Intergovernmental Oceanographic Commission (IOC) celebrated its fiftieth anniversary. As part of the anniversary ceremony at UNESCO Headquarters, an "Ocean Call" was presented, appealing for greater priority for coastal and ocean management programmes, ocean sciences and ocean technologies, as well as "A Message to the Peoples and Nations of the World on behalf of the Ocean". The Global Ocean Observing System (GOOS)

managed by UNESCO-IOC was recognized and honoured by the UNFCCC COP 16 (Cancun, Mexico) for its major role in providing global data underpinning the climate change negotiations and the IPCC reports.

28. World Science Day for Peace and Development was celebrated on 10 November 2010. Its theme was “Science for the rapprochement of peoples and cultures”, bringing into focus the potential roles of science for diplomacy and in promoting understanding between cultures. As part of these celebrations, the exhibition “Les sciences arabes” was held at UNESCO Headquarters in cooperation with the Institut du Monde Arabe.

29. The *UNESCO Science Report 2010* was launched on the Day, at UNESCO Headquarters and many field offices simultaneously. The launch at Headquarters took place in the presence of an international gathering and a significant media presence. The Science Report, which was acclaimed in prestigious international news journals, takes stock of the state of science around the world and highlights the increasing scientific capability in countries with emerging economies, reflecting a shift in the balance of investment in science and hence scientific capability, away from North America, Europe and Japan. The Science Report is designed as a resource for policy-makers engaged in mobilizing science for sustainable development.

30. The first international report on engineering was also published by UNESCO in conjunction with the World Federation of Engineering Organizations and other partners. The Report, “Engineering: Issues, Challenges and Opportunities for Development”, which targets a broad readership from policy-makers to students, is a comprehensive resource on engineering applications to address poverty, sustainable development and climate change. The Engineering Report, which was launched at the 185th session of the Executive Board, is available in hard copy and online versions and has received a very positive response.

31. UNESCO, as the coordinator of the United Nations Science and Technology Cluster of 13 United Nations agencies supporting the African Union’s Consolidated Plan of Action for Science and Technology, held in Rwanda under the “Delivering as One” United Nations umbrella, the first national workshop on science and technology for attaining the MDGs. This workshop, held in cooperation with the Bureau of Strategic Planning, brought together all the United Nations agencies in the country as well as the Rwanda Ministry for Education, Science and Technology. This workshop symbolized the approach adopted by MP II in the “Delivering as One” pilot countries to use the leverage of integrated science, technology and innovation policies to attain the internationally agreed development goals as well as sustainable development.

32. Following the United Nations General Assembly Resolution on the Law of Transboundary Aquifers, specific policy recommendations were developed for its implementation by all the major scientists and policy-makers involved at the International Conference on Transboundary Aquifers: New Challenges and Directions, a landmark event held in Paris in December.

33. Following the major earthquake in Haiti and the epic floods in Pakistan and Benin, major technical and scientific assistance in areas including seismological monitoring, building code enforcement, water policy, provision of drinking water in emergencies, and landslide prevention were provided to these nations in cooperation with a suite of UNESCO partners such as UNESCO-IHE and category 2 centres addressing disaster reduction, hydrology and geosciences.

Challenges and lessons learned:

- While the work of the Sector, including in oceans, freshwater, ecology, geosciences, science policy, basic sciences and engineering is appreciated by Member States, two major challenges need to be addressed. We need to attain greater strategic focus, and we need to achieve more effective cooperation among the existing units in the Sector. In 2010 we made considerable progress on both objectives, as a by-product of our preparation of documents for the draft 36 C/5. We have identified two overarching

umbrellas under which existing efforts are logically clustered, and we identified cross-cutting themes which span multiple existing units. This new vision for organizing our work enables us to create new interdivisional team-based approaches to programming. Refining these new approaches will continue to be a major focus of the activities of the Sector in this biennium and the next.

- A more effective communication strategy is much needed in the Sector; even within UNESCO the awareness of the depth, breadth and quality of our efforts is limited, and the situation with the outside world is even weaker. While we have made some progress in recent months, improving our communications strategy will be a major focus in the coming months and years.
- The scope in the Sector for strengthening external partnerships is significant, particularly with the private sector. Our approach to improving the situation will be to increase dedicated staff time, and to involve potential partners earlier in the stages of programme design and planning.
- The Sector gained significant experience in 2010, through work in support of the Pakistan flood recovery processes, in the pragmatics of providing timely technical and scientific support in natural disaster recovery. We cooperated effectively with other United Nations agencies, and were successful in gaining recognition for the importance of science, including in the flash appeals and subsequent coordinated activities. The challenge is to build on these lessons to design a more comprehensive approach for the future, one that is scalable, and that is appropriately linked to disaster preparation activities. As frequency and intensity of natural disasters increase, it is imperative that UNESCO Natural Sciences develop a comprehensive approach.

Main line of action 1: Enhancing the leverage of science through an integrated science, technology and innovation (STI) policy

Expected result 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs

- Following UNESCO's recommendations, the Government of Nigeria released a special grant to six selected universities for reform and upgrading to world-class level. The recommendation to establish a Nigerian National Science Foundation has been included in the country's Economic Transformation Blueprint, Vision 2020, and UNESCO has been selected as collaborating agency for its implementation.
- In order to ensure the sustainability of the Tanzania science reform programme coordinated by UNESCO through the One United Nations Programme, the Organization began a project, "Strengthening Capacities for the Reform of the Science and Innovation System of Tanzania". UNESCO co-organized the Conference "Science with Africa II" (Addis Ababa, June), with a focus on innovation as well as the side event on the "Role of Science Academies in the socio-economic development of Africa".
- In the UNISPAR Programme, UNESCO provided Azerbaijan, Malaysia, Indonesia, Sri Lanka and the Gambia with technical assistance on science park and technology business incubator development.
- The organization has also conducted an international training workshop in Daejeon, Republic of Korea and a regional workshop on science park governance for Latin America and the Caribbean in San José, Costa Rica.
- A regional centre for the development of science parks and technology business incubators was established in Isfahan, Islamic Republic of Iran.

Expected result 2: Regional STI strategies developed and existing strategies effectively promoted

- UNESCO promoted international cooperation on science policy and contributed on STI for dialogue, mutual understanding, peace and reconciliation. Two regional policy forums were held, in the Mediterranean and in the South-South East Asian regions, attended by over 20 parliamentarians and over 30 scientists. These led to the creation of a regional network of parliamentarians, scientists and other stakeholders.
- On 10 November 2010 UNESCO celebrated World Science Day for Peace and Development with the theme, “Science for the rapprochement of peoples and cultures”, which represents the basis for mutual understanding and thus to peace. Technical support was provided to the Israeli Palestinian Science Organization (IPSO) for the meeting of their International Scientific Council (Paris, December).
- UNESCO organized the International Conference on Chinese History of Science and its interaction with other civilizations as a contribution to the celebration of the International Year for the Rapprochement of Cultures. UNESCO supported a training workshop on STI policy formulation for middle managers (Kuala Lumpur, June), training on research and development management for high-level decision-makers (Cairo, November), and provided Mongolia with technical assistance for their national STI policy review.

Expected result 3: Science policy database improved and knowledge exchange enhanced

- The *UNESCO Science Report 2010* was launched on World Science Day for Peace and Development at UNESCO headquarters and simultaneously in a number of field offices.
- UNESCO organized a national seminar workshop on research and development management and evaluation in Kathmandu (Nepal) and a Subregional Consultation Meeting on STI statistics and indicators in Tashkent.

Expected result 4: Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaptation as well as recognition and promotion of local and indigenous knowledge

- The dedicated UNESCO SIDS website, which reports on UNESCO-wide activities and events in support of the Mauritius Strategy, was completely revised, redesigned, launched, and promoted United Nations-wide.
- Under the Sandwatch project on coastal monitoring and climate change adaptation, a regional training and networking workshop for Indian Ocean SIDS was organized in October, with participation from seven SIDS worldwide. A Sandwatch workshop (Grenada, April) was held to include Sandwatch in a new national education curriculum. Under the Climate Frontlines project four field projects were initiated in SIDS. Seven proposals were selected for funding following the call by the Youth Visioning for Island Living initiative for project proposals focused on HIV and AIDS prevention and human rights.
- A book on indigenous knowledge of the aquatic environment possessed by the Mayangna people living in the BOSAWAS Biosphere Reserve (Nicaragua) was published in Spanish and Mayangna and launched to celebrate the 2010 International Year of Biodiversity.
- The Climate Frontlines multilingual online forum supported 28 field projects worldwide that reinforce understanding of indigenous knowledge of climate change impacts and adaptation.

- A side event on indigenous knowledge and climate change was held during CBD COP 10 (Nagoya, November).
- The French language edition of *Climate Change and Arctic Sustainable Development: Scientific, Social, Cultural and Educational Challenges* was published and launched.
- In Solomon Islands, workshops were held involving teachers and local communities in Marovo Lagoon. A locally accessible and Wiki-based online educational resource was developed in the Marovo language, based on UNESCO's *Reef and Rainforest* encyclopaedia of indigenous knowledge.

Challenges and lessons learned:

- STI policy interventions require the constant mobilization of key actors, increased capacity for policy formulation and implementation and financial commitment. It is important to demonstrate the impact of STI policies and programmes on development during the design phase in order to guarantee political commitment at the highest level and to bring together all stakeholders.
- Sustaining STI capacity-building efforts at the national and regional levels is a challenge that UNESCO has learned to address by increasing the number of partners, as well as including the involvement of parliamentarians. To ensure this effort, UNESCO needs to help create national and regional capacity, in particular in universities.
- The success of the STI policy reform within the One United Nations effort in Tanzania should be replicated in other One United Nations pilot countries, using the umbrella of STI policy to address all areas of science.
- The main challenge in studying and reporting on trends in STI is its complexity and the fast pace of change. UNESCO needs to develop a strong research base in collaboration with research centres worldwide to ensure comprehensive analyses.
- Collaboration with ministries of education to integrate programmes and activities of local relevance into national curricula is an ongoing challenge with qualified success in some countries and major hurdles in others. Collaboration on issues of indigenous knowledge and biodiversity management has proven considerably more difficult.
- There has been increasing recognition of the need to bring local understanding and concerns into international decision-making on climate change adaptation. However, existing modalities for such an exchange are largely inadequate. Inter-agency collaboration that pools efforts to bridge this gap between the local and the global is creating opportunities within the framework of UNFCCC and IPCC and UNESCO is poised to use these opportunities.
- The *UNESCO Science Report 2010* has been hailed as a significant contribution to science policy debates, including in the area of STI for sustainable development. Additional partnerships with research centres will be sought in order to maintain the high quality required for the Report to be an important resource. The independence of the contributing authors needs to be flagged more visibly in future editions so that Member States realize that the Report does not represent the official views of the Organization.

Main line of action 2: Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa

Expected result 5: Science education at various levels strengthened through IBSP and its action in promoting the use of satellites for innovative science education; science education policies promoted and quality of science teaching improved, with special focus on Africa and on the participation of girls and women

- The pilot testing of a theoretical and practical course on molecular biology for secondary school teachers of biology in Latin America advanced through a workshop held in Chile in cooperation with regional partners.
- The organization of workshops on Active Learning in Optics and Photonics was supported in Algeria (May), in the Philippines (November) and in Colombia (December).
- Support was given to promote international cooperation and strengthen collaboration in the field of mathematics and physics, in particular between the UNESCO Chair in Mathematics and Theoretical Physics in Palestine, ICTP, and the International Centre for Pure and Applied Mathematics (CIMPA). The first CIMPA school on applied mathematics and engineering was conducted in Uruguay as a key step to building a community in applied mathematics in the country, organized in collaboration with other specialized partners.
- Support was provided through Microscience workshops and consultative meetings in Chile, Kuwait and Sudan for hands-on learning/teaching methodologies in chemistry and biology.
- Active follow-up with Sudan has included adaptation of materials to the Sudanese curriculum and planning for implementation within pilot schools.
- UNESCO contributed to the establishment of a Palestinian Science Festival and learning materials in science education methodologies were made available in Arabic.

Expected result 6: Human and institutional capacity-building in the basic sciences strengthened to foster applications for societal needs and encourage careers in science, with emphasis on Africa and on gender equality

- The UNESCO-IBSP/CERN partnership organized the second International School on Open Access in Rabat (Morocco). CERN trainers provided training for specialists from Africa and the Arab States in the principles and opportunities of Open Access, and training in the setting up and operating of a national/institutional e-repository.
- Support was provided for the free distribution of peer-reviewed journals and reference materials in biotechnology for institutions in the developing countries.
- The first phase of the ICGEB-TWAS-UNESCO/IBSP Joint Project in Basic Molecular Biology was consolidated through provision of further support.
- The International Centre for Synchrotron-light for Experimental Science and Applications in the Middle East (SESAME) provided expertise required for a SESAME Strategic Plan for 2010-2014. In May, the U.S. National Commission for UNESCO endorsed SESAME, while Switzerland became an Observer of SESAME in July. Scientists and research students from Egypt, Iran, Israel, Jordan, Palestinian Authority and Turkey benefited from training given by lecturers from Japan and the SESAME region at the SESAME/JSPS/Sabancı University School (March, Antalya, Turkey). The feasibility study was undertaken for the International Centre for Advanced Training of Scientists from Portuguese-Speaking

Countries in Areas of Basic Sciences in Lisbon as a category 2 centre under the auspices of UNESCO.

- An advanced summer school was held in South Africa, “Training Course on the Molecular Mechanism of Viral Infection and Propagation” in March. Priority was given to young African scientists with 50 participants trained.
- Five neurosciences training workshops were organized in Africa. The third Human Variome Project meeting was co-organized by UNESCO (Paris, May).

Expected result 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies

- The Engineering Programme published the UNESCO Report *Engineering: Issues, Challenges and Opportunities for Development* – the first ever international report on engineering, in conjunction with the World Federation of Engineering Organizations, International Council of Academies of Engineering and Technological Sciences and International Federation of Consulting Engineers.
- Two projects, “Engineering Needs and Numbers for Africa” and “Innovation Needs and Numbers for Africa”, on engineering capacity-building, innovation and associated indicators for development in the Southern African Development Community region have begun.
- A UNESCO expert meeting on “Geoengineering, the way forward?” was organized jointly by the UNESCO-IOC and divisions in SC.

Expected result 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa

- The expert meeting on “Geoengineering, the way forward?”, was organized with particular reference to South-South and North-South-South cooperation. Networking and partnerships were supported, for example in conjunction with the African Network of Scientific and Technological Institutions and Conference of Vice Chancellors and Deans of Science, Engineering and Technology.

Challenges and lessons learned:

- Member States, particularly in Africa, have demonstrated very strong interest and support for capacity-building efforts in science and engineering. The response of the broader scientific and engineering community to contribute to our efforts has also been very encouraging. A key challenge is to more effectively coordinate the contributions of allies, and to integrate capacity-building efforts within the framework of our efforts in STI policy development.
- Monitoring, analysis and benchmarking in engineering is complicated by the shortage of indicators on engineering, especially in the development context. The development of such indicators should be a priority for future work, in partnership with other organizations.
- The worldwide engineering community is keenly interested in contributing to sustainable development issues. The Engineering Report needs to be more analytical and provide prescriptive guidance to Member States.

- In science education efforts, the heavy demand for the production of sufficient Microscience kits for distribution to all schools in a given Member State presents a challenge to regular programme resources.
- The strong commitment from UNESCO partners to pursue advanced training, advocacy and popularizing of the basic sciences is very encouraging. We need to enhance our efforts in creating multistakeholder partnerships and in raising extrabudgetary funds. Scaling up pilot efforts that have proved successful is a challenge.
- The freeze on all activities financed from extrabudgetary funds provided by Libya has created immense programme and staffing difficulties.

Main line of action 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity

Expected result 9: Knowledge base of the processes of the hydrological cycle, including river basins, aquifer systems and ecosystems strengthened

- Water quality challenges were addressed in a seminar Emerging Pollutants in Water Resources – A New Challenge to Water Quality. A workshop on Origins, Pathways and Accumulation of Pollutants – An Urban Perspective and the UN-Water seminar on the World Water Day 2010 Water and Urbanization, raised urban water issues at the Stockholm World Water Week.
- IHP produced a short film, “Water in Cities”, illustrating present and future urban water challenges and promoting sustainable approaches to urban water management for World Exposition Shanghai 2010, A Better City – A Better Life.
- *Advanced Simulation and Modelling for Urban Groundwater management – UGROW* was published in the UNESCO-IHP Urban Water Series.
- A workshop on Coastal Aquifers Management in SIDS in the Caribbean was jointly organized, in addition to the seventh gathering of experts on Management of Aquifer Recharge.

Expected result 10: Member States supported in strengthening policies for water governance and management in river basins, urban systems, arid and semi-arid zones, including groundwater and shared waters

- Dozens of conferences, training courses and workshops were held, including the International Symposium on Groundwater as a key for adaptation to changing climate and society (Kyoto, November), preceded by a UNESCO-IHP training course organized by GRAPHIC in collaboration with partners.
- The G-WADI Geoserver underwent several key upgrades to enhance resolution and user interface and was used to analyse severe precipitation events during the recent catastrophic floods in Pakistan. G-WADI organized a second summer school with partners in China, attended by more than 400 participants from Asian countries, to help researchers obtain latest information and techniques in land surface studies and data assimilation.
- A course was held for South Asian participants on Climate Change, Hydrological Drought and Flood.

- *Catalogue of flood estimation methods* was published by the Asia-Pacific FRIEND project. The Hydrology Conference 2010: the Changing Physical and Social Environment: Hydrologic Impacts and Feedbacks (San Diego, October).
- The International Conference on Transboundary Aquifers: New Challenges and Directions took place in December. IHP and WWAP through their PCCP programme held training on Water Conflict Management for trainers coming from English-speaking African countries in September.
- The Masters specialization on water conflict management started, under the umbrella of PCCP by UNESCO IHE in conjunction with the UNESCO HELP category 2 centre in Dundee.
- The Ecohydrology Programme launched over 30 demonstration projects, focused on an integrated understanding of biological and hydrological processes at catchment scale.
- A comprehensive set of Integrated Water Resources Management (IWRM) Guidelines at River Basin Level plus an instruction manual were developed.

Expected result 11: Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming

- TVET with Chinese partners held a training course on Integrated Water Resources Management and Adaptation for Climate Change, for all the River Commissions in China.
- In September an Erasmus Mundus Master Course on Ecohydrology was launched. The capacities of over 1,500 teachers were enhanced in eight countries in LAC since the inception of the IHP/WET Foundation project on Water and Education.
- A water ethics summer programme was launched for students in Egypt including an e-learning water kit.
- UNESCO's programmes on water education were disseminated at events in Angola in September, Uruguay in November and Brazil in December.
- Media workshops were held in Zimbabwe and Botswana. Nine e-newsletters were issued and distributed to a total of 24,150 aggregated subscribers.

Expected result 12: Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity

- The MAB and IGCP Programmes collaborated to develop a project on "Biosphere Reserves and earth resources". Collaboration between networks and partners in the Brazilian Amazon, Democratic Republic of the Congo (ERAIFT) and Indonesia has resulted in a three-year (2011-2013) work plan for South-South cooperation for integrated management of tropical forest land and resources.
- Geosciences expertise was mobilized for disaster mitigation in flood ravaged Pakistan.
- EES and its partner networks were mobilized to support several international initiatives during the International Year of Biodiversity (2010) and resulted in a CBD-UNESCO initiative on Biological and Cultural Diversity and ensured a UNESCO niche in the work of the Intergovernmental Platform of Biodiversity and Ecosystem Services that is currently being set up.

Expected result 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR

- The first IberoAmerican Congress transmitted a message to UNFCCC COP 16 in Cancun, Mexico, on the role of biosphere reserves as learning places for sustainable development in the context of climate change.
- A bio-carbon forum was organized in Brazzaville, Republic of the Congo, to promote awareness of the Congo Basin Biosphere Reserves' role in climate change mitigation and adaptation.
- Partnership projects between South Africa and Germany highlighted the use of biocultural protocols in addressing Access and Benefit Sharing schemes for which the CBD COP 10 in Nagoya, Japan adopted a special protocol to be ratified in 2012.
- The EuroMAB network undertook many activities for knowledge sharing using a web-based community platform for biosphere reserve practitioners.
- Twelve young scientists were awarded MAB research grants for biosphere reserve research.

Expected result 14: Geosciences capacities for Earth systems observations and monitoring, with particular emphasis on geosystems, geohazard prediction and climate change adaptation strengthened, with a special focus on Africa

- A new Earth Sciences Education initiative in Africa was launched and plans for the further development of the project have been drawn through consultations in five subregions of Africa.
- The Geological Map of the World and One Geology initiative activities provided information to about half of LDCs on future sustainable use of their natural resources.
- The World Geoparks Network now has 77 sites in 25 countries, an increase from 2009 of 13 and six respectively, many of which provide significant educational opportunities for climate change.

Expected result 15: Capacities built for mitigation of natural disasters, with particular attention to gender parity and youth, through networking, partnerships and policy support

- UNESCO supported knowledge sharing among earthquake and landslide risk specialists and capacity-building for earthquake risk reduction through specialized workshops in the Mediterranean region as well as through the International Platform for Reducing Earthquake Disasters and the International Consortium on Landslides.
- The feasibility study on “Early Warning System for Volcanic Eruption and Related Seismic Activities” raised attention among volcanologists and civil society on volcano risk reduction and the need for international assistance from UNESCO.
- The Organization played a prominent role within the ISDR system in encouraging advocacy for the integration of disaster risk reduction (DRR) into educational programmes, through support given to the “Million Safe Schools and Hospitals” ISDR campaign, as well as emphasizing DRR in the UNESCO strategy for the second half of the DESD. A DRR training kit was produced and launched in Cairo. By co-sponsoring the International Disaster and Risk Conference in Davos, UNESCO played a visible part in this global event. An active exchange of information and advice was conducted on the necessity of a seismic building code for the reconstruction in Haiti.

Expected result 16: Member States supported in policies for renewable and alternative sources of energy and related capacity-building

- Global policy dialogue and knowledge sharing was promoted through regional expert meetings, the definition of energy policy materials and publications including a policy tool on *Enhancing energy efficiency to secure energy supply* that was finalized by the Sustainable Energy Development Centre (ISED) in Moscow for the Commonwealth of Independent States.
- To address capacity development regional training activities were organized in Bamako, Mali (30 experts); Kuala Lumpur, Malaysia (26 experts) and Almaty, Kazakhstan (20 experts) and support provided to five major international conferences including the 25th International Photovoltaic Solar Energy conference and exhibition.
- Nine fellowships were provided by the ISED to representatives from developing countries for a training programme.
- Overall, training activities benefited 180 participants at different levels from 33 developing countries.

Challenges and lessons learned:

- Close cooperation between headquarters, relevant category 2 centres, field offices, and other United Nations agencies, led by the ADG, resulted in a strong post-flood assistance effort in Pakistan. From these efforts, it is clear that UNESCO does have valuable roles to play in the rapid application of science in the domain of natural disaster response. However, more work needs to be done to develop overarching strategies for quickly mobilizing resources and for assuring sustained follow-up activities.
- Member States and the international scientific community rely increasingly on UNESCO assistance, including through IHP, UNESCO-IHE, IGCP and IOC, in developing the environmental science base needed for decision-making for sustainable development and hazard management that take climate change into consideration. In general, these bodies are effective in securing participation of the scientific communities in Member States and in providing practical assistance in addressing shared global challenges. However, much more can be done to enhance coordination and communication in and among these international scientific organizations; to make the general public more aware of their efforts; and to streamline administrative processes. A key challenge is to mobilize increased funding to these ends.
- The MAB Programme, and its network of 559 biosphere reserves worldwide offers an incredible resource for education, research and economic development. Much more work needs to be done, however, to fully realize the potential of biosphere reserves as “living laboratories for sustainable development”. The upcoming MAB/ICC is expected to be instrumental.
- UNESCO’s category 2 centres in the fields of sustainable development, water sciences, geosciences, earth observation and hazard mitigation are an enormous asset to the organization. Experience in mobilizing their contributions in support of Pakistan flood relief indicates the sincere interest and capacity of these distributed centres of excellence to work together. More needs to be done in support of coordination of their activities to fully take advantage of this dynamic resource, both to meet time-sensitive short-term challenges as well as to strengthen South-South and North-South cooperation. Existing mechanisms such as the IGCP Scientific Board and the IHP Council can be useful in this regard, but as many challenges cross disciplinary boundaries, an overarching coordination and communication mechanism also needs to be developed.

- UNESCO's expertise to strengthen geosciences in Africa is being solicited in the framework of European Union and African Union partnerships. The creation of a UNESCO office for EU cooperation in Brussels should facilitate this cooperation, provided the science capacity of this office is strengthened.

Main line of action 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones

Expected result 17: Ocean observing systems and data exchange standards enhanced

- The implementation level of the Global Ocean Observing System (GOOS) has been successfully sustained above 60%, as planned.
- At year end the overall system completion rate stands at 62% while the Global Drifting Buoy, Argo Float and Volunteer ship measurement component arrays were being successfully maintained at 100%.
- To enhance national engagement of GOOS, status reports were provided to the Parties to the CBD (Nagoya, October), UNFCCC (Cancun, December) and the Group on Earth Observations Ministerial (Beijing, November).
- Continued guidance by Member States was facilitated through hosting statutory meetings of the JCOMM Management Committee (Paris, November) and I-GOOS Board (Paris, December).
- Continued engagement of the scientific community was facilitated through support for the post OceanObs09 task team.

Expected result 18: Enhanced coordination of research on ocean ecosystems, marine habitats and biodiversity, and best practices promoted in the management of marine and coastal ecosystems

- Marine Spatial Planning (MSP) Guidelines published last year have been widely distributed and are now being translated by Member States into Chinese, Russian, Spanish and Vietnamese.
- An MSP manual will be prepared to respond to the need of WHC marine sites. At least two provinces/states in North America have developed their own MSP plans based on IOC Guidelines. Korea has translated the Coastal Hazards Mitigation Guidelines. These have been disseminated through WMO Member States who co-sponsored the initiative.
- The Intergovernmental Harmful Algae Bloom (HAB) Programme is implementing a number of medium- to long-term activities, such as the IOC-SCOR Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB).
- Three international training workshops were held, and statistics on participants demonstrate that HABs occur as a problem primarily in economies with a developing aquaculture industry. HAB and GEOHAB have edited several major publications. The GEOHAB Core Research Project was launched. The Guide to Best Practices in Ocean Acidification Research and Data Reporting was released in May, and its Summary for Policy-Makers was translated into French and Spanish.

Expected result 19: Risks from tsunami and other ocean and coastal-related hazards reduced, with special emphasis on particularly vulnerable regions in Africa, LDCs and SIDS

- Overall intergovernmental coordination improved for all four regional tsunami early warning systems.
- IOC participated in two inter-agency assessment missions to evaluate disaster risk reduction measures in the Dominican Republic (May) and Chile (October). These government-requested missions included review of national early warning systems. The results were delivered at cabinet level.
- Several training sessions and workshops for over 1,000 participants from more than 40 countries were organized by IOC to improve regional and national tsunami warning systems. Community preparedness programmes reached more than 50,000 people with tsunami awareness and preparedness materials.

Expected result 20: Member State requests for policy and capacity development responded to by integrating knowledge and experience available from all relevant IOC programmes, with special attention given to particularly vulnerable regions in Africa, LDCs and SIDS

- The UNGA Ad Hoc Working group (AHWG) for the Regular Process (RP) recommended a course of action for establishing the RP. The recommendations of the UNGA AHWG were translated and adopted through UNGA resolution 65/37. Modalities for launching the RP have been agreed through United Nations resolution. IOC's role will be a technical and supporting one instead of a technical secretariat.
- An exhibition highlighting the importance of protecting marine biodiversity in the high seas was prepared and displayed on the occasion of the World Ocean Day, 8 June. The exhibition explains the scientific criteria to select ecologically and biologically significant areas in the open ocean and high seas which are in need of protection.
- An assessment of capacities available in marine institutions in WIO region, funded jointly by UNESCO/ODINAFRICA and UNDP/ASCLME commenced with the island states of Comoros, Madagascar, Mauritius, and Seychelles covered in June.

Challenges and lessons learned:

- IOC is challenged to meet the expectations of Member States and partner organizations to deliver on a wide and growing range of activities within the constraints of limited regular programme resources.
- Enhanced communication between IOC and Permanent Delegations to UNESCO is contributing to better knowledge of the services offered by IOC to Member States and engagement in and support to the work of the Organization.

Global Priority Africa

Expected result 1: Science and technology policies and planning capacities of selected African Member States, including SIDS, strengthened

- Science policy reforms and reviews continued in countries where such reforms are ongoing, including Nigeria, Republic of the Congo and Tanzania, as well as in countries starting reforms, such as the Central African Republic and Democratic Republic of the Congo. Technical advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia and Zimbabwe.

Expected result 2: UNESCO Action Plan, addressing the AU CPA on Science and Technology, focused on the implementation of its flagship projects

- UNESCO co-organized training workshops for the 15 ECOWAS countries. Over 80 policy-makers were trained in evidence-based policy-making. A workshop on science and technology in One United Nations led to the establishment of the Rwanda National Innovation Endowment Fund.
- United Nations agencies contributed to the Seventh African Development Forum “Acting on Climate Change for Sustainable Development in Africa”. Education officials and teacher trainers from Comoros, Mauritius and the Seychelles were trained in coastal monitoring and climate change adaptation through the Sandwatch programme.

The major challenge is securing extrabudgetary resources to complement the regular budget, in particular for the African Virtual Campus flagship. Changes in governments and personnel have delayed the continuity of the policy review process.

Expected result 3: Education and networking strengthened in basic and applied sciences

- The Global Microscience Experiments Project held a workshop and consultation in Sudan with active follow-up. Science teachers from African countries were trained at the International Teacher School held at CERN in Geneva in February.
- An initiative was launched to establish one or more e-educational centres at higher learning institutions in Rwanda.
- ANSTI awarded post-graduate training fellowships and supported staff members of African Universities to undertake short-term visiting professorships; UNESCO pursued activities to develop a database of existing scientists in the Diaspora; and travel grants were awarded to African researchers enabling them to participate in African international conferences.
- In preparation for the International Year of Chemistry 2011, UNESCO held a regional conference in Bamako.

Expected result 4: Knowledge base and capacities in formulating national energy policies strengthened

- The second annual African summer school solar energy for rural electrification was organized in Bamako, Mali and attended by 30 representatives from Benin, Burkina Faso, Guinea Bissau, Guinea, Côte d'Ivoire, Mali, Niger, Senegal and Togo.
- Technical support and advisory services in the formulation of energy policies in Africa was provided through an active partnership with the Community of Sahel-Saharan States.

Expected result 5: Knowledge base and capacities for national and regional freshwater management strengthened

- Feasibility studies for the UNESCO category 2 centres on groundwater in Kenya and Integrated River Basin Management in Kaduna, Nigeria were conducted. Scientists in UNESCO-IHP networks in sub-Saharan Africa were supported at international conferences and workshops, including the G-WADI workshop (Dakar, April), the FRIEND conference (Fez, October), the Third Africa Water Week (Addis Ababa, November), the water and cultural diversity workshop (Nairobi, November) and ISARM International Conference in Paris.

- A meeting was held in Paris in December at which the sub-Saharan Africa G-WADI network was formally created with its Secretariat to be hosted by AGRHYMET in Niamey, Niger. The activities of the drought monitor in Africa were launched in December.
- Following massive floods in Benin, concrete actions to adapt to recurrent floods in the country were prepared and integrated into the revised Emergency Humanitarian Action Plan for Benin.

Expected result 6: University-level Earth sciences education revitalized

- UNESCO supported the implementation of the Earth Science Education Initiative in Africa and organized the Regional Meeting of the African Network of Biosphere Reserves in Nairobi, Kenya in September.
- The theme “Sustainable Financing of Biosphere Reserves” drew participants from 22 African countries.

Expected result 7: Adaptation strategies to manage coastal changes in West Africa provided

- Implementation continued on ODINAFRICA (Phase IV), the Adaptation to Climate and Coastal Change in West Africa (ACCC), and GOOS-Africa.
- The IOC subregional subsidiary bodies were revived, including a meeting of the IOC Regional Committee for the Central and Eastern Atlantic held after a 10-year gap. The post of IOC Africa Coordinator was created in the Nairobi Office to coordinate all IOC activities in Africa.
- The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa; and the IOC Chairs in Mozambique and Tanzania were supported.

Global Priority Gender Equality

Expected result 1: Professional education of women from developing countries in various natural sciences and engineering enhanced and promoted

- The UNESCO-L'Oréal Partnership for Women in Science organized the week for Women in Science 2010 in March. Fifteen international fellowships were awarded to students and five outstanding Laureates from Egypt, France, Mexico, Philippines and the United States of America received the award from the Director-General of UNESCO and the President of L'OREAL Foundation, in the presence of Professor Ahmed Zewail, Nobel Prize in Chemistry 1999, and President of the international Jury.
- A Masters degree on “Environment, Water and Health” was launched at the University of Lomé in Togo by the UNESCO Chair “Women, Science and Sustainable Water Management in Africa”.
- Professional education of women from countries in transition and developing countries in the field of water sciences has been enhanced by IHP through a scholarship grant programme for postgraduate studies.

Expected result 2: Participation by women in UNESCO-sponsored scientific networks and activities increased

- IHP has provided technical contribution and expert participation to the event on Women, Water and Sustainable Development in Africa, organized jointly by UNESCO (Paris, November). The participation of UNESCO Chairs on water and gender was ensured.
- The Association of African Women Geoscientists (AAWG), originally created with UNESCO's support, held its fifth conference in April at Grand Bassam, Côte d'Ivoire on Women and Geosciences for Peace.
- The 43rd IOC Executive Council in June set a higher target of 25% for participation of women in its activities in the period 2008-2013, and Member States were urged to take gender equality into consideration when nominating participants in IOC activities.

Expected result 3: Inclusion of women in STI policy decision-making increased, and the reasons for their inclusion understood by policy-makers

- The transformative role of women in science and science policy in connection with society was highlighted on World Science Day for Peace and Development by an international conference co-organized by UNESCO on Gender Equity Policies: A prospective view; new scenarios, actors and articulations in November in Buenos Aires, Argentina. The Conference covered topics such as "Women, Science and Equitable Development, Gender Equality in Constructing the Knowledge Society: Inclusion and Innovation Strategies" and "Challenges to Building an Inter-Cultural Dialogue through Science: Women's Voices and Initiatives". An activity on Women in Science was organized in March in Johannesburg, South Africa.

Expected result 4: The gender dimension of biodiversity conservation highlighted internationally

- The importance of the role of women and gender balanced approaches in biodiversity conservation and sustainable use was promoted in the International Year of Biodiversity (IYB) 2010.
- A special event on "Gender Dimensions of Biodiversity" was organized at the UNESCO IYB Science-Policy Conference (Paris, January). The proceedings of the event including recommendations for future action were published and distributed at CBD COP 10 (Nagoya, November).
- In the LINKS programme, the book *Savoirs féminins liés à la nature, plantes médicinales et médecine traditionnelle dans les Mascareignes*, was sent to press. It describes the medical knowledge practiced by women on these islands. It analyses how this medical tradition has been developed by successive waves of immigrant women who brought with them knowledge of different medical traditions.

Category 1 institutes

UNESCO-IHE Institute for Water Education

Expected result 1: Sustainable development enhanced through water education and training, primarily in developing countries

- UNESCO-IHE continued to implement its Global Partnership for Water Education and Research. Four accredited 18-month M.Sc. programmes were implemented. Fourteen joint specializations were offered in cooperation with partner universities, most of which

are located in the South, including two in collaboration with water-related centres under the auspices of UNESCO. The Institute delivered 16 online courses in 2010.

- A total of 180 M.Sc. students graduated in 2010, and seven Ph.D. fellows were promoted. Six hundred professionals were trained in short courses. A quality impulse was given by the launch of a “university teaching qualification” staff-training programme in which 40% of UNESCO-IHE’s staff are currently enrolled.

Expected result 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries

- For the first time over 100 Ph.D. candidates registered.
- Water and Climate Adaptation is a priority area, with two interdisciplinary projects that started last year: one in the Mekong Delta, the other in the Nile basin. Other scientific fields that received special attention include Water Governance, Integrated Urban Water Management and Pro-poor Sanitation. The number of scientific publications in peer-reviewed journals steadily increased to over 110 papers.

Expected result 3: Capacities of local water-related organizations built and increased

- Capacity development efforts largely focused on strengthening institutions through the development of education and research programmes in Asia, Africa and Latin America. Important institutional development projects included support to the water supply and sanitation sector of the Islamic Republic of Iran (over 1,000 professionals trained) and the development of tertiary water education in Latin American and African countries.

Expected result 4: Knowledge and information developed and shared through partnerships and joint activities in education, research and capacity-building

- UNESCO-IHE pursued a capacity development programme with the category 2 centre HIDROEX, in Brazil. The Institute participated in UNESCO’s relief effort following the Pakistan floods.
- Comprehensive research on water sector capacity development needs was initiated.

Challenges and lessons learned:

- A major challenge for UNESCO-IHE is how to meet the increasing demand for water education worldwide. The Institute generated 10 times as many applications for its courses than it can actually accommodate. The bottleneck is funding of candidates from developing countries. In times of financial crisis, the Institute puts unprecedented efforts in mobilizing commitments from Member States to provide fellowship support to students. It also remains a major challenge to use SISTER and results-based management, and to respond to administrative and management requests from Headquarters.

Abdus Salam International Centre for Theoretical Physics (ICTP)

Expected result 1: Advanced research training of scientists, especially women and young scientists, and university teaching staff in physics and mathematics enhanced

- ICTP held 48 conferences and workshops in Trieste, attracting 4,830 visitors of which 21% were women, with 128 nations represented. ICTP organized 14 regional training activities (seven in Africa, two in Asia, three in Latin America, and two in Europe). The participants to ICTP’s regular activities came from: LDCs 6%, developing countries 43%, transition economies in South-Eastern Europe 1%, CIS 4%, and developed countries 46%.

- Five hundred and thirty-seven Associate Members were appointed, 18% of whom were women. By year end, ICTP had 114 Federation Arrangements in 33 countries. During the 2009-2010 study term of the Diploma programme, 47 students (27% women) from 23 countries attended, including nine young physicists from sub-Saharan Africa. The total number of TRIL fellows present in Italian laboratories was 98, while 52 new grants and 37 extensions to existing grants were awarded.

Expected result 2: South-South cooperation and activities in Africa strengthened

- ICTP supported six Affiliated Centres; four in Africa, one in Latin America, and one in Eastern Europe. In 2010, there were 12 active projects, of which six were in Africa, four in Asia, one in Eastern Europe and one in Latin America. ICTP supported 10 networks in various fields of physics and mathematics; five in Africa, two in Asia and three in Latin America and the Caribbean. ICTP supported 64 scientific meetings.
- In the second half of the year, ICTP signed four new MOUs, two with Brazil, and one each with Argentina and Mexico.

Expected result 3: Synergies with other organizational units contributing to Major Programme II enhanced

- From 8 to 10 November, ICTP celebrated its anniversary with “ICTP After 45: Science and Development for a Changing World”. Over 175 influential scientists and policy makers, including ADG/SC, discussed the implications of global change on science and education in the developing world. Nobel Prize winners, government ministers, and leaders of development agencies joined in an international dialogue to determine new, effective strategies for scientific research and education. As part of the event, ICTP celebrated the 25th anniversary of its Dirac Medal. On 10 November the Centre hosted a day-long series of lectures by past and present Medallists, covering a vast range of topics in theoretical physics.

The use of SISTER and results-based programming remain a challenge for ICTP, given that UNESCO is only one of three bodies to which they must report.

Intersectoral Platforms

Intersectoral Platform UNESCO Action to Address Climate Change

- This Platform oversees the implementation of UNESCO’s Strategy for Action on Climate Change and the associated UNESCO Climate Change Initiative. The major achievement is that following the deliberations of the internal Thematic Working Group on Climate Change, the UNESCO Climate Change Initiative is now articulated around four core programmes: a science-based UNESCO Climate Change Adaptation Forum; the Climate Change Education for Sustainable Development Programme; the Global Climate Change Field Observatory of UNESCO Sites; and a research Programme on the Social, Human, Ethical and Gender Dimensions of Climate Change. Concrete achievements include information and data generated through the UNESCO-IOC sponsored World Climate Research Program (WCRP) and the Global Ocean Observing System (GOOS). GOOS was recognized by the UNFCCC COP 16 (Cancun, Mexico) for its role in providing global data underpinning the climate negotiations and the IPCC reports. The joint WMO-UNESCO COP 16 side event on climate knowledge further advanced the establishment of the Global Framework for Climate Services. The UNESCO exhibit “Satellites and World Heritage Sites, Partners to Understand Climate Change” during COP 16 illustrated the use of earth observation from space to assess the effects of climate change on World Heritage sites. UNESCO launched a web portal dedicated to climate change education designed to support education professionals, ministries of education, the development

community and other partners. Several international climate change seminars and workshops were organized, including on ground water dynamics, climate change adaptation and on bio-carbon sequestration and REDD+ in biosphere reserves in the Congo Basin.

Challenges and lessons learned:

- The budget requirement for the successful implementation of the UNESCO Climate Change Initiative for the period 2010-2013 is in the order of US \$9-12 million, most of which would have to be secured from extrabudgetary sources. UNESCO's commitment to its own climate-neutrality continued to be resources on an unsustainable ad hoc basis.

Contribution to the implementation of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

- The SIDS Platform advanced implementation of activities across four expected results to provide targeted contributions towards implementing the Mauritius Strategy. Also at COP 16, UNESCO launched the revised manual "Sandwatch: Adapting to Climate Change and Educating for Sustainable Development". Using this new resource, capacity-building events were held involving all SIDS regions. Pilot activities under UNESCO's climate change education programme included a subregional workshop organized in the Maldives, while new biodiversity education materials were developed in São Tomé and Príncipe. Several new SIDS sites were added to the World Heritage list, including the Phoenix Islands marine protected area in Kiribati and the Bikini Atoll nuclear test site in the Marshall Islands. Fiji, Jamaica, Trinidad and Tobago, Tonga and Vanuatu ratified the Convention for the Safeguarding of the Intangible Cultural Heritage, while in the Pacific, national consultation meetings were organized in Cook Islands, Palau and the Solomon Islands. In the Caribbean, the First Forum of Ministers Responsible for Social and Sustainable Development updated their design of policy frameworks for social development of youth in Caribbean SIDS, while the YouthPATH programme disseminated best practices on youth poverty alleviation at the World Youth Conference held in Mexico in August 2010. In the context of the UNAIDS UBW programme, the Youth Visioning for Island Living programme awarded grants to seven new youth-led projects on HIV/AIDS awareness distributed across all SIDS regions.

Challenges and lessons learned:

- Due to the geographical dispersal of SIDS and their associated field offices, direct interaction with all Platform contributors – for example through teleconference facilities – is very difficult to organize. As an alternative, email correspondence with all contributors is extensively utilized. Encouraging and sustaining new and genuinely intersectoral activities in a sectoral budgeting and programming environment remains a challenge.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall strategic assessment

34. During this first year of the biennium, the Social and Human Science Sector has placed considerable emphasis on strengthening the impact of the Sector's work on policy development, whether as a technical adviser, by catalysing awareness over an issue or by trying to influence policy through dialogues that target key constituencies that are either integral to the policy development process or who would not otherwise participate. At the same time, there has been increasing awareness of the corollary, namely, the need to translate this policy work into capacity-building initiatives. This resonates with greater emphasis on and commitment to finding ways to

have more impact, hence in 2010 a reprogramming exercise was undertaken using a results-based management approach.

35. Another important trend throughout 2010 has been the recognition that social and human sciences are by definition transdisciplinary and therefore require more integrated approaches. This has resulted in progress on two fronts: greater outreach externally to find new partners and to strengthen existing partnerships of high potential; and, major effort to work intersectorally and to find opportunities for transversal cooperation across UNESCO and within the United Nations system.

36. Regarding the two global priorities, in 2010 **Africa** continued to receive priority attention in the work of the Sector. In particular several new initiatives have been identified to progress this priority, such as on the development of youth employability skills and social entrepreneurship. The Sector has reshaped its work on **gender equality**, with a reorientation towards exploring the challenges to women's and girls' enjoyment of human rights in the context of conflict and post-conflict. It was decided to place particular emphasis on the prevention of violence against women and girls. In all other issues, the gender work has been mainstreamed across the Sector, with specific activities to reflect the gender dimension of the issues being addressed by the Sector.

37. A major achievement in 2010 was the co-production of the **World Social Science Report 2010 Knowledge Divides**, launched on 25 June by the Director-General and the President of the International Social Science Council (ISSC). Well received, this Report contains key policy guidance for all actors in the social sciences and emphasizes the significance of social sciences' multidisciplinary and transdisciplinary approaches to comprehending the complexity of contemporary challenges. Its findings call for long-term investment in social science capacity-building and point to disparities in research capacities in the world and set a new global agenda to promote social sciences as an invaluable tool for the advancement of all Internationally Agreed Development Goals, including the Millennium Development Goals (MDGs).

38. The Sector's **progress on influencing policy development** can be illustrated in a number of ways. For example, the Sector's work on environmental ethics is now very much oriented towards the policy community. In the course of consultations with key constituencies (Member States, United Nations and academia) around the desirability of preparing a draft universal declaration of ethical principles in relation to climate change, it became clear that significant work is needed on the upstream clarification of basic ethical principles, including but not limited to climate change issues, along with downstream development of practical policy tools.

39. Through its role as co-chair of the United Nations Interagency Network on Youth Development, **UNESCO has capitalized on the opportunity of the International Year of Youth** to strengthen advocacy and strategic partnerships on youth at all levels. Available knowledge for policy and programme design on youth has increased, whereas awareness of the positive role of youth in national development and peace has been strengthened.

40. **Philosophical reflection** catalysed by events such as World Philosophy Day 2010 can and do influence policy as was evidenced by the announcement of the French Minister of Education, to introduce philosophy teaching at secondary level. There were many events to mark the Day as a means of stimulating awareness on the importance of supporting critical thinking.

41. **Policy development work on emerging social issues and priorities** such as international migration, urbanization and integration has translated at the practical level into the collection of policies on regional migration agreements as part of the economic and political integration process. This encourages regional economic communities to consider placing a policy for intra-regional movement of people on their agenda to strengthen regional integration. A partnership with UNU has been established to further develop this activity through joint UNESCO/UNU Chair network, involving policy-makers from several economic regional communities in Africa and later in other regions.

42. UNESCO reached the **milestone of 150 States Parties to the International Convention against Doping in Sport** in November 2010. Since coming into force on 1 February 2007, this Convention has been ratified by more than 80% of countries, making it one of UNESCO's most widely and rapidly implemented treaties. Measures to monitor compliance have been put in place, with the corresponding Fund available to help build country capacities whether at the national policy level or in the education sphere.

43. Throughout its policy work, **the Sector has looked to strengthen its relationship with key partners**. A notable example is the Agreement with the ISSC which in 2010 was renegotiated to lay the foundations for a significant work stream on the critical issue of social and human dimensions of global environmental change. This planning has since broadened to integrate a number of other partners and important networks who bring valuable expertise. The Sector is placing greater importance on exploiting the expertise and commitment of the UNESCO Chairs, as having invaluable knowledge and often research capacity. There was also significant progress made in promoting coherence among those United Nations agencies that have a shared interest in a common issue. For example, UNESCO has a strong cooperation with UN-Habitat on urbanization policies. The work on Human rights is being further enhanced through increasing cooperation with OHCHR. Through its participation in the Global Migration Group, UNESCO has been able to track and identify synergies on migration work. In the context of the Fora of Ministers of Social Development, UNESCO has been proactive involving other agencies (UNICEF and ILO) on addressing policy development for social protection.

44. A key conclusion of the WSSR is the **need for more attention on building capacities in social sciences**. This has provided extra impetus to collaboration between the two science sectors with joint activities on national reviews of science policies and research systems. As a result of the evaluation of SPO7, and a greater emphasis on RBM, the Sector is being more proactive in looking for capacity-building opportunities. As mentioned above, the work on ethical principles pertaining to climate change includes the development of practical policy tools. Similarly, a tool kit was produced and evaluated to promote policies on integration and social inclusion of migrants in cities. Training materials have been developed to support the work on human rights based approach. A manual on Arab-Muslim Civilization from a philosophical perspective has been developed and distributed as a pedagogical aid. The Secretariat has been actively working with States to implement anti-doping education, policy and prevention programmes.

45. There has been progress in respect of the Regional Research and Documentation Centre for Women, Gender and Peace-building for the Great Lakes region in Kinshasa, DRC. At the Third Forum of Ministers of women and gender affairs of the region held in Arusha, Tanzania, in December 2010, the Ministers endorsed the legal documents governing the Centre and adopted an Action Plan for 2011 for the launch and first activities of the centre, including the creation of a virtual network of associated national centres.

Challenges and lessons learned:

- In the last quarter of the year, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This **reprogramming exercise** resulted in a more coherent approach, rationalized the nature and volume of activities and has served to emphasize the need for continued monitoring.
- This review process coincided with the finalization or internalization of various **evaluations** impacting right across the sector, namely on SPO4, SPO6 and SPO7. The evaluation findings on SPO6 (concerning the ethics programmes on science and technologies) has been beneficial and stimulating for both the IBC and the Secretariat and has been the subject of discussion on how to increase effectiveness, visibility and impact. In respect of the evaluation concluded in 2010 on SPO7 (enhancing research-policy linkages on social transformations), the findings were an important consideration in the reprogramming exercise concluded at the end of 2010. The implications for the

MOST programme – in particular, the call for more demonstrable impact – were referred to the MOST IGC Bureau and Scientific Advisory Committee, and placed on the agenda of the 2011 IGC MOST meeting.

- The need to articulate appropriate expected results in a social science context, involving long time frames and many variables in the social science processes – this is being addressed through **RBM** training. For example, it is very difficult to discern which inputs or interventions act on the policy-making process. Sometimes these processes are cumulative effects which extend well beyond the two-year programme cycle.
- Designing adequate **monitoring and impact** assessment measures remains a work-in-progress. The push for demonstrable impact is a welcome development but can be difficult to reconcile with ambitious projects that are large in scope, involve many actors, rely on influencing research and policy relationships, and are of long duration.
- A recurring challenge, which is also a very promising new field in the social science community, is the recognition that **increasingly complex problems require integrated research or transdisciplinary approaches for their resolution**. This is a key conclusion of the WSSR. Given UNESCO's linear structures, there are significant logistical, operational and structural challenges to the SHS Sector being able to draw comprehensively on a range of social science disciplines and knowledge residing in other sectors. This challenge goes beyond the issue of intersectorality (to which the Sector is committed); it is about **how to facilitate the Sector working with “new knowledge”**, drawn from all the disparate threads that make up UNESCO. This is an institutional challenge which, given the nature of social sciences, has a profound effect on the potential of the Sector.

Main line of action 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

Expected result 1: Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and disseminated

46. UNESCO has contributed to the collection and design of training material in the framework of the new human rights mainstreaming mechanism of the UNDG to increase the effectiveness of the intervention of UNESCO at country level through the human rights approach to programming (HRBA), especially in its intervention in UNDAFs. The Organization has been looking for greater synergy with key actors. In particular, the cooperation with the Office of the High Commissioner for Human Rights (OHCHR) has been intensified with the development of an optional protocol to the Memorandum of Understanding between UNESCO and OHCHR.

47. Research work of regional gender research networks and programmes have been reoriented towards exploring the challenges to women's and girls' enjoyment of human rights in the context of conflict and post-conflict, with particular emphasis on the prevention of violence against women and girls. Significant advances have been made in the Great Lakes Region following the approval by the 184th session of the Executive Board of the category 2 status of the Regional Research and Documentation Centre for Women, Gender and Peace-Building for the Great Lakes region in Kinshasa, Democratic Republic of the Congo. At the Third Forum of Ministers of women and gender affairs of the region (Arusha, United Republic of Tanzania, December 2010), the Ministers endorsed the legal documents governing the Centre and adopted an Action Plan for 2011 for the launch and first activities of the centre, including the creation of a virtual network of associated national centres. A research programme on the theme of violence against women in the Region was launched.

48. In the framework of the Coalition of Cities against Racism and Discrimination major advances were made through a study that clarifies legal aspects with regard to the collection of “ethnic data” and proposes a methodological framework for common indicator development. This work is now being used for a shared methodology in reporting on municipalities’ policies and action to fight discrimination. As part of UNESCO’s mandate to raise awareness of the need to fight discrimination, the International Day for the Elimination of Racial Discrimination (21 March) was successfully commemorated both at Headquarters and with partners in the field. Particular emphasis was put on the active involvement of young people. The partnership with the Football Club Barcelona raised UNESCO’s visibility with the wider public. A model contract of a professional soccer player has been developed containing the UNESCO sponsored anti-racism clause and was adopted with the first signing in May 2010.

49. Still on awareness-raising, on Human Rights Day (10 December 2010), the Director-General awarded the UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights to Ms Asma Jahangir from Pakistan, honouring her commitment and important contribution to fostering interreligious and intercultural dialogue, tolerance, mutual understanding and cooperation for peace.

50. The four volumes of UNESCO’s pioneer collection on freedom from poverty as a human right that offers a multidimensional analysis of poverty was successfully launched during the fourteenth session of the United Nations Human Rights Council, in May, in Geneva, with the participation of the United Nations High Commissioner for Human Rights and the United Nations Independent Expert on the question of extreme poverty and human rights. The master of the Manual on “Empowering the Poor through Human Rights Litigation”, in view of reinforcing advocacy, capacity-building and policy-oriented action of NGOs was presented during the session of the Human Rights Council in Geneva in June 2010 and at a training seminar on the justiciability of human rights for African stakeholders in Senegal in May 2010.

Expected Result 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace

51. Philosophical reflection was further fostered and widely disseminated on the occasion of the World Philosophy Day which was successfully held on 18 November 2010, in the framework of the international year of the rapprochement of cultures. Launched by the Director-General and Luc Chatel, the French Minister of National Education, Youth and NGOs, the event gathered a large audience of over 1,500 students, teachers, youth, experts, philosophers, in particular women philosophers, etc. The Day was widely celebrated internationally, reportedly in over 50 countries by different institutions from all regions in the world.

52. The key event of the Day was the International Forum on “Philosophy, Cultural Diversity and Rapprochement of Cultures” which gathered high-level philosophers and politicians, moderated by journalist Jean-François Coulomb. Other activities included 10 symposia, exhibitions, philosophy workshops with children, philosophy cafés, a book fair and a concert.

53. The French Minister seized the opportunity of the Day to announce the French education reform which aims at introducing philosophy teaching in the education system starting from tenth grade in high school. This announcement was widely reported in the French media and gave increased visibility to the World Philosophy Day in France in addition to the international coverage. Visibility was further improved through the use of social networks such as Facebook and Twitter.

54. As an illustration, the consultation of the webpage of the Day had a peak in November, with

- 7,779 consultations against 947 in October 2010 for the English-language page;
- 4,014 consultations against 477 in October 2010 for the French-language page.

The celebration of the Day was organized with significant intersectoral cooperation and in partnership with a number of academic and civil society actors.

55. On that same day, a conference of the **International Network of Women Philosophers** took place on the theme “Women Philosophers and ‘Political Correctness’”, with the participation of more than 80 women philosophers from all regions. The pertinence of the conference and its theme stems from the international scope of the Network which provides a space to discuss issues related to the diversity of approaches and academic standards in the work of the women philosophers. The discussions shed light on the significance of achieving equal participation of women philosophers in the production of knowledge at international level as well as for their greater visibility. The preparation of issue No. 1 of the online Women Philosophers’ Journal, to be published in March 2011, is well advanced.

56. The manual **Arab-Muslim Civilization in the Mirror of the Universal: Philosophical Perspectives** was published in English and French, financed by Spanish funds in the framework of the Intersectoral platform “Contribution to the dialogue among civilizations and cultures and to a culture of peace”. It was launched at World Philosophy Day 2010 at UNESCO Headquarters, on the occasion of a conference-debate with the participation of the authors and pedagogues that contributed to the different pedagogical sheets. A wide distribution of the manual was also made among professors, teachers, pedagogues, media and Permanent Delegations to UNESCO.

57. In terms of **Dialogue in Civil Societies**, UNESCO has continued to collaborate with the **Greater Horn Horizon Forum** and IGAD. In view of a meeting held on 1 May 2010 entitled “Youth in the Horn of Africa”, a concept paper entitled “Towards a Youth Focused Development Agenda in the Horn of Africa” was elaborated. As a follow-up, a Conference of Youth Ministers of the Horn of Africa countries was organized by the GHF on 21 and 22 December 2010, in Djibouti, to examine available research and identify policy recommendations that each Member State should then implement at country level.

58. Moreover, a gender-balanced Joint (Israeli-Palestinian) Academic Committee was set up, composed of members from different universities, research institutes and think tanks in Israel and Palestine, ready to work together towards the attainment and the promotion of dialogue and academic cooperation within and between Israelis and Palestinians. A first meeting of the Joint Academic Committee was organized on 7 October 2010 around “Academic Freedom in a context of political conflicts”, and others are already scheduled.

Challenges and lessons learned:

- It is difficult to address the major social and emerging issues through activities related to **human rights**, the fight against **discrimination**, **gender equality**, **democracy and philosophy**, given the complexity of their academic and political contexts. Some activities are more contentious than others and this needs to be factored into the planning scenarios.

Main line of action 2: Enhancing research policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

Expected result 3: Member States supported in the development of policies in fields related to social transformations, such as regional integration, migration, SIDS, urban development and youth

59. The work to promote policy development that is informed by research has pursued two methods. The first has been to create opportunities under the MOST programme to bring the research and the policy communities together around a regionally topical issue. The Fora of Ministers of Social Development has operated as a platform for these dialogues. The second method has been to catalyse policy thinking working through a select number of very significant social transformation themes, namely migration, urbanization and youth.

60. During 2010, UNESCO capitalized on the growing interest in social protection by using the opportunity of the Ministerial Fora to pursue the UN/CEB agenda of encouraging social protection as a response to the financial and economic crisis under the Social Protection Floor Initiative. These events had a strong outreach to other United Nations agencies with active participation of ILO and UNICEF. The Forum for the Caribbean region in Kingston, January 2010, explored the policy challenges for youth in the context of the crisis and produced a series of recommendations to form the basis of youth policy development in the region that were endorsed by the CARICOM Summit on Youth Development held immediately after. In preparing for 2011 Forum of Ministers of Social Development for South Asia (hosted by Sri Lanka), considerable emphasis was put on the preparatory phase of the research by establishing a network of researchers on social protection and in cooperation with the Indian Council for Social Science Research, organizing a research meeting in India in March 2010.

61. The methodology for these initiatives has been reshaped with much stronger emphasis on the quality of the research inputs, and on introducing other stakeholders into the policy debate (i.e. civil society and others affected by the policies under discussion). One of the major challenges of trying to transfer research knowledge to a policy community through Ministerial Fora is that the process requires considerable preparatory work to ensure appropriate analysis of policy gaps, recommendations and mechanisms for follow-up. There are also many variables in the circumstances surrounding a Forum that make it difficult to ensure that the ministry officials will either adopt or implement recommendations. Consequently, the reprogramming exercise sought a more focused approach to the Fora to improve their effectiveness.

62. The work to develop policies in the field of social transformation focused on migration and urbanization, with a major work having been published on the migration of the particular vulnerable group of unaccompanied children. The work is in support of the development of policies to implement human rights of vulnerable migrant populations, and follows up on earlier work of UNESCO on migration and human rights. A research project has been initiated with a network of experts in all regions to address the social impacts of climate change, in particular on migration, displacement and resettlement. A first set of studies on actual displacements of populations due to environmental issues was started in Asia-Pacific and Africa, and a first publication on the impact of climate change on migration was prepared to serve as background material for an agenda-setting exercise within the United Nations to draw attention to this theme for future policies. In this light, preparations have been started for UNESCO to chair the Global Migration Group in the second half of 2011. The Group, which brings together heads of some 16 United Nations agencies and IOM to promote more coherence within the international community on migration policies, will be stimulated to address the impact of climate change and environmental degradation on migration, displacement and resettlement policies.

63. A partnership was established with the United Nations University for a world survey of regional organizations' attitudes toward migration and migration agreements at the regional level. An informal network of experts was created on this topic, as well as a UNESCO-UNU Chair in regional integration, migration and the free movement of people in Bruges, Belgium, with a partnership in Southern Africa (University of Pretoria). The Chair is expected to further develop the work of UNESCO on this topic, thus leading to the sustainability of this field of activity and extending the Chair network into other regions.

64. On the important issue of integration of migrants, practical work has been concluded with the development of the tool kit for local authorities on "Social and spatial inclusion of migrants and youth: urban practices and policies". This activity provided strong visibility for UNESCO's work on the integration of migrants in urban settings at the World Urban Forum in Rio de Janeiro on the theme "The Right to the City – Bridging the Urban Divide". The Sector led an intersectoral delegation and organized discussions on issues such as rights, responsibilities and citizenship, excluded groups in the city, and on cultural diversity in cities. The concepts that underpinned this work were shaped by UNESCO's innovative thinking on inclusive cities and the research provided by several UNESCO Chairs in partnership with UN-HABITAT.

65. A close cooperation has been established with a number of UNESCO Chairs and the association of United Cities and Local Governments (UCLG), which resulted in an extension of a tool kit for local authorities and a guide for urban actors to increase migrant's inclusion in urban settings, providing a state-of-the-art practical set of tools to be made available to the many cities around the world that are committed to promote social inclusion of their diverse populations.

66. Building on the opportunity of the International Year of Youth, progress has been made in raising awareness of youth development issues and of the role of youth in supporting national development and peace. In this regard, inter-agency synergies have been promoted through UNESCO's active role as co-Chair of the Interagency Network on Youth Development. Highlights include the adoption and implementation of a United Nations framework approach for the celebration of the International Year of Youth, the joint statement of the Head of United Nations Entities for the International Year of Youth and the joint United Nations input to the World Youth Conference (Mexico, August 2010). The role of youth in promoting intercultural understanding has been stressed in conjuncture with the International Year for the Rapprochement of Cultures. Through partnerships with the sport movement, UNESCO has raised awareness of the importance of sport in youth development and community action. The 7th IOC-UNESCO World Conference on Sport, Education and Culture: "Giving a Voice to Youth" (Durban, South Africa, December 2010) recommended that youth "should be involved in actions related to the implementation of policies and programmes that concern them, at all levels". Research in LAC and the CIS has provided a body of knowledge available to Member States for the elaboration of policies and programmes on youth, including on prevention of youth violence. Knowledge products aiming at strengthening the capacities of Member States to design policies and programmes on youth are under way in the other regions and at global level. Policy advice for the development of realistic and achievable action-oriented policy documents on youth has been provided in SIDS in the Pacific.

Challenges and lessons learned:

- Despite its many successes, **MOST** programme of work on enhancing research-policy linkages needs to **further focus and increase impact performance**, to include: concentration on research-policy nexus mechanism seen as too abstract; insufficient transdisciplinary approach; too many delivery mechanisms (outputs) with insufficient demonstrated impact; the need to upscale capacity-building action in line with WSSR conclusions; the need to balance regional approaches with global outreach; and the need to strengthen strategic partnerships.
- The second group of challenges also concerns methodology and impact. A **Ministerial Forum** can be a very powerful medium, but there are a number of conditions for success. Accordingly, in 2010, the methodology for the Fora of Ministers of Social Development was re-vamped to try and improve their impact. This involved more attention to the preparatory phase concerning the quality of the research inputs, encouraging dynamic interaction during the Forum, and dedicated follow-up so as to facilitate a policy-development outcome. One of the difficult issues in identifying results is that while the encounter between the research and policy communities may be unique or highly valuable, it may not be possible to track how this interaction actually influences policy development or decision-making.
- In terms of the challenges facing the youth programme, the Sector has been able to engage very proactively in the international system, but this in turn has raised the demand and expectations putting enormous pressure on current capacities.

Expected result 4: Research policies and capacities in the social and human sciences in Member States supported

67. In the context of the programme on Managing Social Transformations, the launch of the World Social Science Report 2010 *Knowledge Divides* is a major achievement within UNESCO's

function to bring new ideas and disseminate social science knowledge. Produced by the International Social Science Council and co-published with UNESCO under the framework agreement between ISSC and UNESCO, the report presents state-of-the-art of social science research in the world based on input from more than 80 specialist authors from all regions. Based on regional data, it describes the challenges of building social science capacities and illustrates the relevance of social science disciplines to find solutions to global crises. Following the launch, several events were organized by National Commissions, ISSC, research or other institutions to foster debates on its findings. During 2010, these included European Social Science Foundation, Human Sciences Research Council, South Africa, the UK Economic and Social Research Council and the British Academy, SIDA, Royal Netherlands Academy of Arts and Sciences and the Netherlands Scientific Organization, OECD Directorate for Science, Technology and Industry, New Zealand and Swedish National Commissions. Planning commenced for further debates scheduled for 2011 including during the Commission for Social Development, United Nations, New York and in Africa. These events have advocated for the need for investment in social science capacity-building, and thus for appropriate policies. The Report has been well received in the professional social science communities and within the United Nations system.

68. In order to increase understanding of the interdependency between research and policy-making, MOST has been analysing the methodology for social science research to be optimally inserted in policy-making processes. Crucial success factors in evidence-based policy-making include the need for policy-making processes to integrate a genuinely participatory approach that includes those who are impacted by the policy. To this end, three manuscripts for core publications on these issues were peer-reviewed by MOST Scientific Advisory Committee Members and finalized in 2010.

69. Given that the conclusions of the 2010 World Social Sciences Report discuss about the need for working across language boundaries to compare social science materials and public policy options, the MOST Online Policy Research Tool made an effort to keep up with state-of-the-art technology. Therefore, in November 2010, the MOST Online Tool was invited to partner with the Knowledge Media Institute of the Open University (UK) in order to make available social science research results across disciplines and language boundaries to interested users from the policy advocacy and civil society communities. A funding proposal was jointly developed with the Open University and three other consortium partners and submitted to the European Commission for funding under the 7th Framework Agreement. Results will be known by end of June 2011.

70. A key entry point for building the capacities of the social sciences is through the national reviews on science policies and national research systems. Therefore, the Social and Human Sciences Sector and the Natural Sciences Sector have formed a collaboration to ensure that joint SC/SHS science policy reviews and their methodologies fully integrate the social sciences. This is critical because the disciplines within the social sciences are those which are of fundamental importance to enable countries to address their development needs. A project for the United Republic of Tanzania, partnering with OECD, forms part of this work.

71. The methodologies of all science technology and innovation (STI) reviews are put into question by this challenging work, because reports to date have not been able to properly describe needs in the social sciences. UNESCO has potential to lead in this area, if it can corral all the needed partners, although the first joint reviews to handle the social sciences will tell us more about the best approaches in going forward.

72. Capacity-building can be at the systemic, institutional or individual level; the guidelines for MOST National Committees have been reoriented to emphasize their potential role in capacity-building efforts at the national level. Other initiatives were carried forward, such as social science summer schools to focus on developing capacities among public officials, decision-makers, students and trainers.

Challenges and lessons learned:

- WSSR findings illustrate **huge knowledge divides in social science capacity and production**, and thus the need to invest and bridge this gap.
 - A key entry point for building the capacities of the social sciences is through the collaboration with the Natural Sciences Sector on national reviews of science policies and research systems. There are other partners in this work so the timetable is subject to many constraints.
- The **lack of accurate reliable data in social science production**, and a real need to strengthen capacities even to collect and monitor this kind of data remains. Social science production and its contribution to boosting innovation and development may be formidable if aided and channelled.
- **WSSR has made an impact within the social science community**, enhancing the credibility of the work of the Sector. A key lesson is that producing a World Report is a very complex undertaking and yet the quasi outsourcing model adopted by the Sector worked extremely well, with each partner doing what it does best. The final product must be seen as a collaboration in terms of branding, but it avoids certain risks in trying to manage in-house major tasks such as fundraising and technical, editorial production.
- The **challenge of sourcing additional funding support** also applies to other activities, namely the development and management of the MOST Online Tool. This is beyond the Sector's technical and financial capacity, hence the partnership with Open University (which has the technology) and the funding proposal to the European Commission.

Main line of action 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport

Expected result 5: Member States supported in the development of policies for physical education and sports and in the implementation of the International Convention against Doping in Sport

73. In the field of sport (which includes physical education), progress has been made in the initiation and consolidation of strategic partnerships with key stakeholders in sport to shape the development of national, regional and international policy. Action has focused on communication, capacity-building, promotion and visibility activities and the organization of events that emphasize the transversal potential of sport across the fields of education, culture, sustainable social development and peace processes. There has been a major focus on the role of youth in sport for community development. It has provided a vehicle for informal education, social inclusion and the fight against racism and discrimination. Progress has been made in the reform of CIGEPS and its associated advisory body, the Permanent Consultative Committee, in accordance with the recommendations of the 35th session of the UNESCO General Conference.

74. The year 2010 saw a shift in orientation to lay the foundations for a programme that has the potential to generate extrabudgetary funding, to be a vehicle for UNESCO's messages and values, and to serve the wider mandate of UNESCO by promoting the objectives of other sectors.

75. To pursue the fight against doping in sport, UNESCO has provided technical guidance to Member States, exceeding the benchmark of 150 States Parties to the International Convention against Doping in Sport. The programmed benchmark with respect to the Fund for the Elimination of Doping in Sport will also be exceeded during the biennium. Twenty-four new projects were approved in 2010, including preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or

low-income countries. Several new project proposals are under development. The programmed benchmark for compliance with the International Convention against Doping in Sport (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.

Lessons learned:

- As many United Nations agencies are now discovering, **sports activities can be a powerful medium to communicate UNESCO's messages** and deliver developmental programmes (such as social cohesion, informal education). There is therefore real potential to generate extrabudgetary funding in the field of sport to serve UNESCO's objectives, however the challenge is to exploit this potential within existing capacities, sufficient to seed initiatives.
- The programmed **benchmark for compliance with the International Convention against Doping in Sport** (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.

Main line of action 4: Supporting Member States in developing policies in the ethics of science and technology, especially bioethics and disseminating the existing declarations in the field of bioethics

Expected Result 6: Policy advice provided and bioethics programmes strengthened

76. The two meetings held in October (17th ordinary session of International Bioethics Committee (IBC) and a joint session of IBC and Intergovernmental Bioethics Committees) exemplified a collaborative approach between an independent expert body and an intergovernmental committee leading to mutually beneficial synergies. Both Committees have expressed a strong intention to further harmonize their work, and to transform IGBC into an active and effective instrument for UNESCO's action in the field. The Secretariat is committed to facilitating the accomplishment of these objectives. The brainstorming discussion launched further to the recommendations of the internal evaluation of SPO6 revealed to be beneficial and stimulating for both IBC and the Secretariat, which are continuing to reflect and consider practical modalities to increase the effectiveness, visibility and impact of their action.

77. IBC was able to discuss three draft reports prepared by its working groups and IGBC had the opportunity to provide its input on the ongoing work. At this stage of the implementation, it is foreseeable that IBC will be able to finalize at least one report during the biennium. However, as far as the issue of traditional medicine is concerned, it became obvious that more time will be needed to further clarify the issue and proceed with additional hearings with involved stakeholders.

Challenges and lessons learned:

- Clearly, **more collaborative work** is going on between the committees with a key role being played by the chairpersons.
- A need remains to **better understand the challenges related to improving the dissemination and implementation of the normative instruments** in Member States, despite the individual efforts of IBC or IGBC members, as well as the collective work of the IBC in producing reports.
- National Commissions of UNESCO, as well as other key local **stakeholders, play an important role** in this regard. However, this should be further explored.

Expected result 7: Ethics infrastructures in Member States developed and reinforced

78. A number of different types of ethics infrastructures have been established or strengthened. The implementation of the Assisting Bioethics Committees (ABC) project has progressed well. Eight countries have already established national bioethics committees in the framework of ABC, and several more are expected to join the project in 2011.

79. In September 2010, El Salvador established a committee, joined the ABC project, and received the initial technical training on the working methods of NBCs. Moreover, Kenya and Côte d'Ivoire, which had joined the project a year earlier, received the second training, based on the principles contained in the Declaration. As a result, the Committees have been empowered to take initial steps towards becoming well-functioning, effective bodies. The second training in Jamaica originally scheduled for November 2010 had to be postponed to April 2011 due to a hurricane. Negotiations are ongoing with the newly established Committees from Colombia, Oman and Malaysia to move towards the signing of a MoU and the launch of capacity-building assistance. The process of establishing of a committee is currently under way in Namibia, Nigeria and Comoros. As part of the ABC project's aim to foster partnerships between experienced and newly established bioethics committees, an agreement was reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo.

80. A regional ethics teachers meeting was held in the Latin America and the Caribbean region, and another meeting is planned in South Africa to collect data from the Southern and Eastern African countries. Moreover, an Ethics Teacher Training Course was held in June 2010 in Dubrovnik, Croatia. Similar courses are scheduled for 2011 in Nairobi, Kenya; Windhoek, Namibia; Belgrade, Serbia, and Pittsburgh, United States of America. A meeting of UNESCO Chairs for Bioethics was also held in May 2010 to work on creating a network of UNESCO Chairs for ethics education. A preliminary agreement was reached in terms of an informal MOU, but there are still financial obstacles expressed by the Chairs with regard to a formalized UNITWIN Network.

81. With regard to testing the UNESCO Bioethics Core Curriculum, one MOU was signed with a university in Latin America and the Caribbean region, five MOUs with universities in the Europe and North America region, and six MOUs with universities in the Asia and the Pacific region. Additional universities are being sought for the Africa and Arab States regions.

Challenges and lessons learned:

- Experience in **establishing bioethics committees** has demonstrated that UNESCO needs to work with the concerned Member States to explain clearly the significance and benefits of having a well-functioning bioethics committee and ensure an adequate support and enabling environment.

Expected result 8: Overarching framework for an ethical approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed

82. Implementation has continued along the three tracks set in the first half of 2010 corresponding to the three components of the grouping "ethics of science and technology" and validated at the extraordinary session of COMEST in June 2010.

83. With respect to science ethics, preparation of monitoring of the implementation of the 1974 Recommendation on the Status of Scientific Researchers has been taken forward with the objective of conducting a survey of Member States in early 2011. In addition, ongoing cooperation with the OECD, the European Science Foundation, the European Commission and relevant bodies at national level has proceeded with an emphasis primarily on scientific misconduct and integrity.

84. With respect to environmental ethics, taking account of the preliminary conclusions reached with regard to the desirability of preparing a declaration of ethical principles in relation to climate change, as adopted by the Executive Board at its 185th session, emphasis has shifted to clarifying (upstream) the nature of the ethical principles, including but not limited to climate change issues, along with downstream development of practical policy tools. The former was the focus of a major international conference organized in Monaco in December 2010, looking at environmental ethics in terms of climate change and biodiversity, which produced a series of conclusions and recommendations that will shape subsequent work, pointing in particular to the need for better ethical understanding of issues related to biodiversity, including the ethical status of animals, territorialization and the significance of an “earth systems” approach.

85. With respect to nanotechnologies, the decisions of COMEST on “converging technologies” have been implemented by preparation of an international workshop, planned for April 2011, that will systematically review the main ethical issues and produce a detailed work programme, especially in terms of the possible policy and governance implications of identifiable ethical challenges.

Global Priority Africa

Expected results

African Member States assisted in the development of policies through dialogues at various levels in fields related to social transformations, including in human rights, poverty eradication, the fight against racism and discrimination, gender equality, youth empowerment, migration and regional integration

National research systems and ethics infrastructures in African countries developed and reinforced

86. Efforts concentrated on assisting the establishment of the West Africa Institute in Praia, Cape Verde, for international research on regional integration and social transformation and of the Regional Research and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa, these centres to become operational and to develop their plan of action. In the context, UNESCO’s partnership with ECOWAS, UNESCO has contributed technical support on the development of a Regional Framework on Social Solidarity and Development.

87. The implementation of UNESCO’s Strategy on African Youth is the subject of ongoing close cooperation with the Member States of the Africa Group. UNESCO has taken opportunities to publicize the strategy, for example, presenting it to the third ordinary session of the Conference of AU Ministers in charge of Youth, in April, in Zimbabwe. Through the active role of the UNESCO Chair in Children, Youth and Civic Engagement of the University of Galway, capacity-building and research on youth civic engagement has advanced in Zambia focusing on the development of a model for a youth centre using integrated sports, training and civic engagement interventions for youth.

88. Policy dialogue on the situation of youth in the Horn of Africa has been strengthened in 2010, through the Greater Horn Horizon Forum. In view of a meeting held on 1 May 2010 entitled “Youth in the Horn of Africa”, a concept paper entitled “Towards a Youth Focused Development Agenda in the Horn of Africa” was elaborated. As a follow-up, a Conference of Youth Ministers of the Horn of Africa countries was organized by the GHHF on 21 and 22 December 2010, in Djibouti, to examine available research and identify policy recommendations that each Member State should then implement at country level.

89. The role of sport in promoting peace and development was highlighted in a major event co-organized with UNESCO’s partner IOC. The event was held in Durban and showcased the potential of sport to reach youth as a vehicle for inclusion and informal education. Six African

countries (Cameroon, Eritrea, Mali, Mauritius, Somalia and Uganda) have received financial assistance through UNESCO's Fund for the Elimination of Doping in sport for the development of education and awareness-raising projects aiming to sensitize youth to the values of sport and the health and ethical consequences of doping.

Global Priority Gender Equality

Expected results

Gender-specific information included in all policy briefs

Strengthening of institutional capacities for policy-oriented research and better understanding of the impact of contemporary challenges on women's rights and gender equality

Evidence-based policies developed supporting women's empowerment and women's full participation in society, especially in developing countries

Incorporation of gender equality issues in ethical frameworks for science and technology improved

90. With a view to promoting women's rights and gender equality, the Sector has developed its activities on women in post-conflict and post-disaster situations, and on preventing violence against women. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on the theme of "Men's Role in Preventing Violence against Women". Papers selected from this call will be presented at a scientific meeting in Kinshasa on 29 and 30 March 2011. Projects on violence against women have also been developed in the Democratic Republic of the Congo (project on socio-cultural approaches to gender-based violence), China (project on preventing domestic violence), Russia ("Conducting socio-economic empowerment/Gender studies on women's political participation and elaborating respective policy recommendations in the Caucasus"). With a view to supporting women in post-conflict situations, assistance in establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa, Democratic Republic of the Congo is being provided by UNESCO. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the Democratic Republic of the Congo concerning the establishment of this Centre. Continued support is being provided for fund-raising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy. Projects on gendered analysis of post-disaster situations and women's participation in post-disaster reconstruction are being developed through the Asia Pacific Gender Studies Network (conference held in Bangkok in March 2011), and through a project developed on women's contribution to reconstruction in post-disaster Haiti.

91. As a result of the reprogramming exercise, the Sector is mainstreaming gender in other activities, including the development of projects on the protection of the rights of female migrants and gender and climate change induced migration. Further mainstreaming efforts are currently being undertaken to ensure that the programmes on youth, sport and ethics also employ gender-sensitive and gender-transformative approaches to programming.

92. An important contribution to the reflection on contemporary challenges is ensured by the International Network of Women Philosophers which, during World Philosophy Day, organized a conference to discuss issues related to the diversity of approaches and academic standards in the work of the women philosophers. The discussions allowed shedding more light on the stakes for

achieving equal participation of women philosophers in the production of knowledge at international level as well as for their greater visibility.

Intersectoral platform on strengthening of national research systems

93. On the basis of the outcomes of the World Social Science Report, published in 2010, the work of the Intersectoral Platform on Strengthening National Research Systems has been reoriented to strengthen the cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop a common methodology, terms of reference and planning for undertaking national research system reviews that cover all the science disciplines. Other sectors and especially field offices are included in the planning of activities in countries or regions that request reviews of their science system.

MAJOR PROGRAMME IV – CULTURE

Overall strategic assessment

94. The period under consideration was significant for the international debate on the central role of culture for development and in the attainment of the Millennium Development Goals (MDGs). During 2010, UNESCO managed, through a series of targeted initiatives, to reposition culture at the heart of the international development debate. In the context of the MDG Review Summit held in New York in September 2010, UNESCO organized a High-Level Round Table on Culture for development in cooperation with the European Union and the African Union, which affirmed the place of culture at the core of human and socio-economic development. The Outcome Document adopted by the MDG Review Summit emphasized the contribution of culture to the achievement of the MDGs, and encouraged international cooperation in the cultural field. More recently, in December 2010, the United Nations General Assembly adopted a resolution (A/RES/65/166) on culture and development that reaffirmed the role of culture in development and called for its integration in global development policies.

95. These results represent an important shift in the international development paradigm in that the inclusion of culture as a lever for economic, social and environmental sustainability can now be integrated into the preparation of the United Nations Conference on Sustainable Development, to take place in Rio de Janeiro, Brazil, in 2012 (Rio+20). At the same time, UNESCO's ability to advocate for the integration of culture into common country programming exercises has also been strengthened.

96. At the field level, operational activities have demonstrated the impact of culture-based projects and approaches to poverty alleviation, notably through the implementation of the 18 inter-agency MDG-Fund programmes under the Culture and Development Thematic Window. With a view to strengthening strategic institutional cooperation with key international development partners and organizations, mutually benefiting strategic partnerships have been initiated with, for example, the World Bank and the European Commission. These initiatives will enable UNESCO to further advocate for its vision relating to culture and development and to mainstream culture into policies of such institutions.

97. With regard to emergency relief work in Haiti, the International Coordination Committee for the Safeguarding of Haitian Cultural Heritage held its first meeting in July 2010, setting priority actions in the various fields of culture. These were further elaborated into proposed activities by thematic subgroups. With regard to post-natural disaster situations, the creation of a specific culture cluster was approved in the context of the Post Disaster Needs Assessment exercise (PDNA) undertaken by the United Nations system, the World Bank and the European Commission, thus acknowledging the role of culture for reconstruction, recovery and peace-building.

98. Five statutory meetings¹² were held as part of the Organization's standard-setting functions and responsibilities. Efforts to strengthen UNESCO's position in the normative domain were undertaken through the mobilization of the media. UNESCO also continued to provide support to Member States with regard to the ratification of the main standard-setting instruments in the field of culture, while at the same time strengthening related capacity-building. In these efforts, particular attention was given to Global Priority Africa.

Challenges and lessons learned:

- The successes of 2010 in terms of re-positioning the role of culture in the international development debate need to be built on through an enlarged network of institutional partnerships and strengthened, evidence based advocacy based on operational actions. Lessons learned from the implementation of the 18 MDG-Fund joint projects, currently being captured through a specific knowledge management system, will provide clear pointers for future action in this domain, as well as for UNESCO's participation in United Nations common country processes.
- The experiences of 2010 in relation to post-conflict and post-natural disasters situations have demonstrated the need to work with Member States in developing risk preparedness measures, as well as to scale up efforts to have culture recognized as an important sector for reconstruction and nation building, worthy of consideration in its own right in the context of United Nations joint initiatives such as flash appeals.
- The relatively modest resources available through the regular programme for managing the Culture Conventions continues to affect the Secretariat's capacity to meet State Parties' expectations, not only in terms of fulfilling statutory obligations but also the Organization's capacity-building and conservation actions which are overwhelmingly dependent on fluctuating extrabudgetary resources. While the redeployment of staff within the Sector and a clearer delineation of tasks between Headquarters and the field can go some way towards filling the gaps, this implies the need for greater concentration in other areas of the programme, in the absence of increased voluntary contributions from Member States.

Main line of action 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

Expected result 1: Implementation of the World Heritage Convention strengthened through the effective functioning of its governing bodies

99. The World Heritage Committee met in Paris in June 2010 (9th extraordinary session) and in Brasilia in August 2010 (34th session). The representativeness of the World Heritage List was improved by the inclusion of three sites from non-represented countries; four from under-represented regions and four under-represented categories. As of early 2010, 36 revised Tentative Lists and one new Tentative List were submitted to UNESCO. In March 2010, Equatorial Guinea ratified the Convention, thus becoming its 187th State Party.

¹² 34th session of the World Heritage Committee, Brasilia, August 2010; Fifth session of the intergovernmental Committee for the safeguarding of the intangible cultural heritage, Kenya, 15-19 November 2010; 16th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation, Paris, September 2010; First session of the advisory body (2001 Convention), Cartagena, June 2010; Fourth ordinary session of the Intergovernmental Committee of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Paris, 29 November-3 December 2010.

Expected result 2: World Heritage properties more effectively protected against new global challenges and threats

100. Urban heritage conservation planning was promoted in all regions through various projects implemented in several World Heritage cities. At the request of the World Heritage Committee, a new tourism programme focusing on policy advice and capacity-building is currently under preparation and will be submitted for consideration by the Committee at its 35th session (Bahrain, June 2011).

Expected result 3: Conservation for sustainable development strengthened, notably through capacity-building and training activities

101. Around 400 people were trained in all regions in the various areas linked to World Heritage conservation processes; 37% of the trainees were women. The first coordination meeting of the six World Heritage category 2 centres (Bahrain, December 2010) also focused on capacity-building for World Heritage conservation. Operational activities were pursued in post-conflict countries and post-disaster situations as well as at World Heritage properties in Danger. While one property was removed from the World Heritage List in Danger, another four were added to the List. The high level meeting for World Heritage sites in danger in the Democratic Republic of the Congo, requested by the Committee at its 31st session, took place in mid-January 2011.

Expected result 4: World Heritage education, communication and knowledge management tools developed and network of partners expanded

102. During 2010, the visits to the WHC website increased by 22.4% as compared to the previous year. Three youth forums were held (Spain, June 2010; Brazil, July 2010; Japan, October 2010), allowing young participants to reflect on challenges for World Heritage and to create networks for exchange and actions. Finally, 11 partnerships have been concluded, mostly with partners from the private sector; another 27 partnerships are currently at different stages of exploration.

Achievements and challenges:

- The number of sites on the World Heritage List is increasing by more than 20 sites per year with no parallel financial increase in the World Heritage Fund or in the regular programme; hence most conservation projects undertaken at World Heritage sites are covered by extrabudgetary funding.
- The World Heritage Committee has requested that voluntary pilot projects providing ongoing support to nominations be undertaken on an experimental basis; consultations with States Parties have been initiated for this purpose.
- The conclusions of a workshop on decision-making and working methods of the statutory organs of the World Heritage Convention will be considered by the World Heritage Committee at its 35th session (June 2011).
- The need for risk-preparedness strategies at World Heritage sites has been highlighted by several natural disasters in Member States. The absence of security and different institutional changes has resulted in delays in the implementation of certain activities.

Main line of action 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Expected result 5: Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage ensured through the effective functioning of its governing bodies

103. With 13 new ratifications in 2010 alone (bringing the number of States Parties to 133), interest in the Convention remains strong, although its effective implementation varies widely between States Parties. At its fifth session, the Committee inscribed 53 new elements on the lists of the Convention (four on the Urgent Safeguarding List and 47 on the Representative List), bringing to 232 the total number of elements inscribed on the lists to date. The Operational Directives, first adopted in June 2008, were revised by the General Assembly at its third session in June 2010 in order to streamline the mechanisms and the timetable for inscriptions. In particular, a Consultative Body of 12 members (independent experts and accredited NGOs) was established to examine nominations to the Urgent Safeguarding List, proposals for best safeguarding practices and requests for international assistance over \$25,000.

Expected result 6: Member States' capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened

104. A large-scale capacity-building programme was launched with special emphasis on Africa. Detailed training material was developed on four priority areas – ratification, the implementation of the Convention at the national level, community-based inventorying and the preparation of nominations to the Urgent Safeguarding List. Sixty experts, including 20 from Africa, were selected to be trained in 2011 in the use of these materials. They will conduct the many training activities planned in the years to come under both the Regular Programme and the Complementary Additional Programme, over one-third of which will be organized in Africa.

Expected result 7: Awareness of the importance of safeguarding intangible cultural heritage increased

105. The website set up for the Convention, now available in four languages, reached a record number of visits in the history of the Organization during the fifth session of the Committee. This contributes, together with the extensive media coverage on this occasion, to raising awareness of the importance of intangible cultural heritage.

Achievements and challenges:

- The Intangible Heritage Convention is generating much enthusiasm and interest, but also challenging expectations from State Parties, as evidenced by the increasing number of files submitted by them at an accelerating rate. This threatens to divert the Convention from its ultimate objective – the safeguarding and transmission of intangible cultural heritage – and could raise questions on UNESCO's technical mandate and affect its credibility.
- A related risk lies in the imbalance between the two lists established under the Convention, with the interest of State Parties focused primarily on the Representative List, while the Urgent Safeguarding List, which is designed to help mobilize international cooperation and assistance to undertake safeguarding measures, tends to be neglected.

Main line of action 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums

Expected result 8: Reconciliation, social cohesion and international cooperation promoted through the effective implementation of the 1954 Hague Convention and its two Protocols, and of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

106. International cooperation was strengthened by the first entries of the three Cypriot cultural sites (Choirokoitia, Paphos, and the Painted Churches of the Troodos Region) and one Italian cultural site (Castel del Monte) in the list of Cultural Property under Enhanced Protection, as established by the Second Protocol to the Hague Convention. Three States deposited their instruments of ratification and accession to the Second Protocol.

107. Two Member States (Haiti and Equatorial Guinea) became party to the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Effective implementation of the Convention was ensured essentially through the organization of workshops (i.e. for Latin America in April 2010, in Democratic People's Republic of Korea, in Mongolia in May and September 2010, for Gulf States and for Belgium in November 2010) and awareness-raising activities in the form of publications and TV/radio interviews. A film (in six languages) and two video-clips (on Africa and Latin America) have been produced on the fight against illicit trafficking of cultural objects.

108. In addition to the proceedings of the thirtieth anniversary, the sixteenth session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation was held in September 2010. During this session, the Rules of Procedure on Mediation and Conciliation were officially adopted. UNESCO also assisted in efforts aimed at the restitution of a Makonde Mask to the United Republic of Tanzania (May 2010).

Expected result 9: Implementation of measures necessary to safeguard and preserve cultural heritage in countries in conflict situations, particularly in occupied territories

109. In the Occupied Palestinian Territory, support was provided to the Samaritan Museum on Mount Gerizim in Nablus, which was upgraded and included in the National Museum List supervised by the Ministry of Tourism and Antiquities. Progress was also made on the renovation of the container of the Riwaya Museum in Bethlehem. A training course on "Museum Exhibition Development and Curatorial Practices" was conducted in Ramallah between 8-13 November 2010, bringing together 33 young creative professionals from Palestinian authorities' institutions, civil society organizations and academic institutions from different geographical locations. The Islamic Manuscripts Centre on the Haram in Jerusalem was upgraded and staff was trained (extrabudgetary funding).

110. In Iraq, a fact finding mission to Erbil and Sulaymanyia was undertaken to prepare action for the upgrading of the Sulaymanyia Museum. The first part of the project has been implemented (\$350,000 from the Iraq Multinational Trust Fund) as of October 2010.

Expected result 10: Implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage and international cooperation for the preservation of underwater cultural heritage strengthened

111. Seven new States Parties adhered to the Convention, one from Africa, as well as one territory (Palestine), bringing their total number to 37. The second session of the Meeting of States Parties and the first meeting of its Advisory Body were held. Two regional meetings were

organized, one in South Africa and one in Turkey. Furthermore, four regional training courses were arranged. A new website and an E-learning has been established.

Expected result 11: Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts

112. Ongoing capacity-building activities are being undertaken in museums to support the preparation of inventories and ensure the protection of collections in danger. Two training sessions on collection management focusing on inventories were held at the Fouban and Babungo community museums in Cameroon. New pedagogical tools in preventive conservation of museum collections were produced in different languages for Asia and the Pacific and Europe; assistance for capacity-building in various museum management fields has been accomplished in 20 countries, notably in LDCs in Asia.

Achievements and challenges:

- The results achieved, in particular the ratifications of the 1954, 1970 and 2001 Conventions as well as the awareness raising and capacity-building activities, are beyond expectation. In order to maintain the high standard and to ensure sustainability it would be very important to assign adequate resources to these programmes. The commitment of beneficiary governments to employing local staff is also a prerequisite to achieving positive results.

Main line of action 4: Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries

Expected result 12: The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Universal Copyright Convention implemented and related operational mechanisms strengthened

113. The fourth Intergovernmental Committee meeting held in December 2010 resulted in major achievements, such as: approval by the Committee of the first projects to be funded under the International Fund for Cultural Diversity. Thirty-one projects from 24 developing countries were approved, and the total funding amounted to \$1.5 million. A framework was adopted for quadrennial reporting that requests States Parties to report on measures taken to promote the diversity of cultural expressions as well as the integration of culture as a strategic element in their development policies and assistance programmes at all levels – local, national, regional and international. A technical assistance project funded by the European Union was launched with the aim of strengthening the system of governance for culture in developing countries.

Expected result 13: The contribution of cultural and creative industries to development strengthened and highlighted, *inter alia* by holding the Forum on Culture and Cultural Industries, with the help of public-private partnerships

114. The contribution of cultural and creative industries to development was strengthened through the production of tools (guides and websites), training programmes and a symposium entitled “Funding Culture, Managing the Risk”, and enhanced by follow-up action. The Creative Cities Network grew from 19 to 27 members, who held their annual meeting and an international conference on synergies between new media, new technologies and creative cities, in Shenzhen (China) in December 2010. The Arts Education Agenda, outcome of the Second World Conference on Arts Education (Seoul, May 2010), was printed in English, Spanish and French and published online in the six languages.

Expected result 14: Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet

115. Book promotion activities included the new draft model law on book and reading promotion prepared by CERLALC, in cooperation with UNESCO, and approved on 19 December 2010. In 2010, 126,000 new bibliographical records were produced for the Index Translationum, on which feedback is provided each year by an ever-rising number of Member States.

Expected result 15: The creative, productive and managerial capacities of craftspeople and designers supported

116. The Award of Excellence in Crafts was pursued in Asia, Latin America (extended to the Andean countries) and Africa, while cooperation continued with international craft exhibition fairs. UNESCO participated in meetings in Spain, Egypt and Qatar on the inclusion of crafts in development policies. A craft professionalization project involving North-South exchanges was launched in conjunction with the *Culture et Diversité* Foundation). Support for the DREAM Centre in Haiti was strengthened while another three were opened, in the Philippines, China and Lebanon. Applications for the four online competitions held under the Design 21 programme were received from more than 100 countries.

Expected result 16: Member States supported in promoting and protecting endangered and indigenous languages

117. In 2010, the three language versions (English, French and Spanish) of the Atlas of the World's Languages in Danger of Disappearing were published and posted online, and have since been expanded by contributions from users (see also Intersectoral Platform on Languages and Multilingualism).

Achievements and challenges:

- The strategy designed to encourage ratifications of the 2005 Convention was developed and projects were financed from the International Fund for Cultural Diversity (IFCD).
- The Creative Cities Network expanded, and a stronger cooperation strategy between cities was put in place.
- DREAM Centres are increasingly emerging as a suitable formula in some circumstances, particularly post-conflict situations.

Main line of action 5: Integrating intercultural dialogue and cultural diversity into national policies

Expected result 17: Culture mainstreamed in national development policy frameworks and common country programming exercises in the context of United Nations country teams

118. In order to integrate the principles of cultural diversity into national policies and programmes, a “toolbox for cultural policy-making” containing a framework document “A New Cultural Policy Agenda for Development and Mutual Understanding” together with a set of pedagogical texts has been developed in close cooperation with relevant experts. This material has been used for training 13 facilitators from different regions and for designing five pilot projects. Substantial and technical requirements for the creation of an electronic knowledge-sharing platform and a “community of practice” around these tools (notably the *New Cultural Policy Agenda* and the *Cultural Diversity Lens*) were mapped through a user-survey, working sessions and a feasibility study. Training sessions for UNCTs on cultural diversity programming took place in Viet Nam and Mozambique under the label of “Delivering as One”.

119. Innovative action was also pursued to introduce cultural diversity and intercultural dialogue principles in United Nations priorities relating to indigenous issues, HIV and AIDS, and Education for Sustainable Development.

120. The implementation of the 18 MDG-Fund inter-agency programmes under the “Culture and Development” window was pursued. A mid-term review meeting on this initiative was held at UNESCO Headquarters in June 2010 and allowed for the analysis of administrative and institutional operational challenges faced by the Organization in this regard. In order to capitalize on the results of the inter-agency programmes and concretely demonstrate the contribution of culture to development, a knowledge management system project has been initiated under the MDG-Fund.

Achievements and challenges:

- Responding to the challenge of increasing demand for tools and training in policy-making for culture and development, a large number of facilitators, government officials and civil society representatives in African and Latin American countries have been trained during the period under consideration. Funds for the extension of this initiative have been secured thanks to support from the Spanish Government. Collaboration with different UNCTs has also been successfully consolidated with a view to integrating gender, cultural diversity, and human rights into UNDAFs.

121. The links between the UNESCO Conventions in the field of Culture and the United Nations Declaration on the Rights of Indigenous Peoples and information on policies for engaging with indigenous peoples has been consolidated through in-house consultations, collaboration with the UNPFII and the wider research community. Dialogues with indigenous peoples’ organizations have been intensified through participation in the Indigenous Fellowship Programme.

- During the implementation phase of the MDG-F Joint Programmes, certain difficulties and challenges have been encountered relating to the role of the Resident Coordinator, the “firewall” principle, and UNESCO’s country-presence. Responses to these challenges have consisted in the provision of appropriate assistance to the field in the form of consultancies, secondments and ad hoc missions, as well as reinforcement of resources at Headquarters.

Expected result 18: Knowledge of African history and of the tragedy of the slave trade and its various routes in different regions of the world reinforced and disseminated and the Slave Route project reinforced

122. Meetings of experts and the formation of drafting groups facilitated progress on the development of common content and guides for history teachers. The implementation of and participation in specific activities at the interregional, regional and national levels, and the expansion of partnerships were all turned to good account in order to promote better knowledge of the *General History of Africa*, particularly in the African Diaspora. The Portuguese edition of the eight volumes of the *General History of Africa* (translation, printing and free distribution of hard copy and electronic formats) has been published and was officially presented in Brazil in December 2010. Furthermore, UNESCO organized the celebration of the International Day of Remembrance of the Slave Trade and its Abolition on 23 August and participated in the commemoration of the International Day for the Elimination of Racial Discrimination on 21 March and the International Day for the Abolition of Slavery on 2 December. Moreover, UNESCO produced and released (on DVD and online) in English, Spanish and French the documentary “Slave Route: A Global Vision”, in particular through UNESCO’s Associated Schools Project Network, and produced and disseminated in English, Spanish, French and Portuguese the booklet, *The Slave Route – Reconciling the duty to remember and historical truth*.

123. Under the Slave Route project, efforts to raise awareness of the many dimensions of the slave trade and slavery in the different regions were continued through the holding of or participation in events, the launch of research materials and the production of educational tools. The intersectoral approach to the project continued to be ensured through cooperation with the World Heritage Centre, the Education Sector and the Sector of Social and Human Sciences, in particular. UNESCO held an international consultation through which new approaches to teaching about the slave trade and slavery and the history of the African Diaspora (Toronto, Canada, November 2010) were defined.

Achievements and challenges:

- The strengthening of the interdisciplinary and intersectoral nature of the Slave Route project and the project on educational use of the *General History of Africa* remains a particular challenge. Budget constraints will significantly impede the future development of activities.

Expected result 19: Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at local, national and regional levels

124. Cooperation with the Alliance of Civilizations (AoC) was broadened when the cooperation agreement was renewed as signed at the Third United Nations Alliance of Civilizations Forum in Rio de Janeiro in May 2010. Regular exchanges, particularly during UNESCO's participation in all AoC international and regional meetings, and the implementation of activities were continued. The celebration of the International Year for the Rapprochement of Cultures (2010) provided a favourable environment for strengthening conditions, capacities and arrangements for intercultural dialogue through the holding of and participation in many meetings and events and the dissemination of information material. UNESCO organized training, awareness-raising and information meetings at Headquarters and in the field to promote cultural diversity and intercultural dialogue, including interfaith dialogue.

125. Partnerships with the UNESCO Chairs, universities and agencies concerned were increased with a view to encouraging young people and women to participate in public discourse and action relating to interfaith dialogue. Two UNESCO Chairs, were established "Intercultural Dialogue and Peace" (New Delhi, India) and "Interreligious Understanding and Relations" (Wellington, New Zealand), were established. Studies conducted in the five regions and around one hundred good practices compiled in a database were used to gain insights into the processes entailed in acquiring intercultural skills that promote dialogue in culturally diverse societies. UNESCO produced information and awareness-raising material in English and French or in the six languages (including the Action Plan, logo, booklet, posters and the official list of activities) and organized a ceremonial day at Headquarters for the official launch of the Year in the presence of the High Panel on Peace and Dialogue among Cultures and many prominent personalities.

Achievements and challenges:

- The signature of the Memorandum of Understanding with the Alliance of Civilizations (Rio, May 2010) has consolidated the cooperation between UNESCO and AoC.
- The launch of the International Year for the Rapprochement of Cultures which took place at UNESCO Headquarters on 18 February 2010, and which was also the occasion of the first meeting of the High Panel on Peace and Dialogue among Cultures, marked the beginning of international mobilization in this area (see relevant 186 EX documents).

Global priority gender equality

Women's active and visible participation in cultural and creative industries increased

126. Skills training courses and introductions to management and marketing techniques have been part of the capacity-building efforts, and young women students in crafts and design have gained professional experience through internships with professional artisans and designers (Latin America, Asia). Through the participation in international trade fairs (SIAO, *Foire de Paris*, *Maison et Objet*), craftswomen have strengthened their professional networks and experience in marketing their items internationally.

States Parties to the 1972 Convention encouraged an increase in women's active participation in World heritage Committees and related management and conservation initiatives for World Heritage

127. In the 47 World Heritage-related workshops organized in 2010, 37% of the participants were women. This is an average figure, as there are some disparities between regions (around 25% in Africa and Asia, 49% in Latin America, 52% in Arab States and 55% in Europe; for international workshops, the figure is 42%). Moreover, community members living in and around the sites, and especially women, have been involved in heritage conservation activities.

Gender equality integrated into the development and implementation of capacity-building activities for museums

128. As a pilot initiative, UNESCO completed a comprehensive study on the means of promoting gender equality through and in museums, in Viet Nam. The research results and recommendations will be integrated into the policy-making process with regard to museum staffing, exhibit mounting, and other important fields of museum management.

Opportunities increased for women to gain managerial experience in museums

129. A number of capacity-building activities have been undertaken in Member States, notably in developing countries and Least Developed Countries (LDCs), and systematically involving women staff in managerial training with a view to strengthening of capacities and positioning within their institutions.

Understanding among UNESCO stakeholders of the gender dimensions of intangible cultural heritage improved

130. Gender equality has been addressed in the training materials developed to reinforce national capacities for the effective safeguarding of intangible cultural heritage.

Global priority Africa

(see also expected result 18)

New challenges of cultural diversity and intercultural dialogue addressed in cultural policies in Africa, in collaboration with the African Union

131. Assistance to address new challenges linked to cultural diversity and intercultural dialogue in cultural policies in Africa were strengthened through the organization of capacity-building workshops (Cultural Ministries of five central African countries trained on UNESCO tools for cultural policy-making in Yaoundé, 4-7 October 2010) and policy advice (Mauritania, Burkina Faso and Togo). Sociocultural approaches to HIV and AIDS prevention and care were in focus at a regional working meeting held in Maputo in May 2010, with 40 participating representatives from

Botswana, Lesotho, Mozambique and Zambia, leading to enhanced cooperation with SADC in the area of Culture, HIV and AIDS.

Culture mainstreamed in national development policies in Africa, notably through common country programming exercises in the context of UNCTs

132. An integrated programming approach to mainstream gender, cultural diversity and human rights was designed jointly with the UNCT of Mozambique in the framework of the “Delivering as One” approach at the country level. Forty high-level UNCT representatives, government and NGOs were trained (Maputo, August 2010) as part of this inter-agency initiative.

Conservation of World Heritage properties in Africa strengthened, notably through capacity-building and training in cooperation with the African World Heritage Fund

133. Capacity-building in Africa was intensified through the organization of focused training sessions on the preparation of nomination files and retrospective Statements of Outstanding Universal Value, and through the launch of the second cycle of the Periodic Reporting Exercise (three subregional meetings – 200 people). In addition, various conservation projects have been undertaken in relation to urban conservation planning (Mozambique, Mali) and to sites on the List of World Heritage in Danger (Democratic Republic of the Congo and United Republic of Tanzania). The high-level meeting requested by the World Heritage Committee (Christchurch, 2007) on the state of conservation of the five World Heritage sites in Danger of the Democratic Republic of the Congo was held on 14 January 2011 in Kinshasa.

134. Africa is particularly targeted by the capacity-building programme for the effective safeguarding of the intangible cultural heritage. More than 24% of States Parties to the 2005 Convention were African States and 19 of the 31 projects financed from the International Fund for Cultural Diversity were from African countries.

Knowledge on Africa and on the tragedy of the slave trade reinforced (see expected result 18 above)

Promotion of African languages through publishing and translation

135. A booklet “Why and How Africa Should Invest in African Languages and Multilingual Education. An evidence and practice-based policy advocacy brief” was published, addressing the achievement of quality education through cultural diversity and cultural self-awareness as well as the principles of “learning to live together”. The Atlas of Endangered Languages has been updated and published in English, French and Spanish. The Atlas contains an important section on Africa and is the most successful UNESCO publication at the moment.

136. Building on UNESCO’s partnership with Google, training was launched at AFRICOM for mapping museums in Africa to be featured on Google and Africom websites. A Partnership was launched with the International Council of African Museums to reinforce their communications tools and networking among African museums.

Promotion of African regional integration through the staging of cultural events

137. Several of the many creativity capacity-building activities were in the fields of music (in particular, under Global Alliance for Cultural Diversity projects and support for the Brazzaville Pan-African Festival), Black Art (Festival held in Senegal), crafts (Ouagadougou International Arts and Crafts Fair), film (Pan-African Film and Television Festival of Ouagadougou), cooperation with the African Network of the Promoters and Cultural Entrepreneurs (RAPEC) and the training of statisticians (workshop in West Africa).

Strengthening of local African music and crafts markets

138. In the framework of the *Global Alliance for cultural diversity* and in cooperation with the African Music Export Office (BEMA), 60 West African producers in artist management and marketing skills were trained, and the participation of ten producers was facilitated in the 2010 edition of the world's leading world music fair WOMEX. In addition, the visibility of African productions was strengthened on the international scene in the context of the conference "BEMA: A New Tool for African Artists", which attracted over 150 international professionals. A music CD was produced by BEMA in Africa, and the "Amazons of Guinea" selected from among 200 applicants to launch their new album on a European tour with a major concert. National music exhibitions were hosted in four countries of the subregion with, among others, concerts and award ceremonies.

Intersectoral Platforms

Intersectoral Platform for languages and multilingualism (IPLM)

Implementation of policies based on UNESCO publications facilitated and measured

139. The main results achieved by the Intersectoral Platform during the period under consideration include the publication of the English, French and Spanish languages version of the printed UNESCO Atlas of the World's Languages in Danger, as well as the update of the online interactive version. The eleventh edition of International Mother Language Day (IMLD – 21 February 2010), was celebrated at UNESCO Headquarters with an international symposium on translation and cultural mediation (proceedings published online) with the participation of scholars and experts from all regions, and organized in the framework of the International Year for the Rapprochement of Cultures.

Formulation and implementation of language policies in favour of multilingualism improved

140. In the field of communication and information, UNESCO and ICANN signed a Letter of Intent (16 September 2010) focusing on research and consultancies with regard to the use of the Cyrillic script in the Internet, and as a follow up of the agreement signed in December 2009.

Awareness raised on the importance of multilingual approaches in all domains of language use

141. Elaboration of a document on the indicators of linguistic diversity (in cooperation with the World Network for Linguistic Diversity – MAAYA), the draft of the second consolidated report on the measures taken by Member States to implement the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace, a study on Public Service Broadcasting and languages and an in-house literature review and survey on multilingualism as a first step to the production of a toolkit on multilingualism.

Intersectoral Platform "Contributing to the Dialogue among Civilizations and a Culture of Peace"

Promotion and exploitation of the regional histories

142. To promote general and regional histories, their digitization and online access continued; CD-ROMS/DVDs on the *General History of Africa* and the *History of the Civilizations of Central Asia* were produced and distributed; the websites of these histories is being modernized. Under the project on the use of the *General History of Africa* in education, the first regional conference was held in Tripoli (10-16 June 2010). Some 115 representatives from 46 African countries and the Diaspora participated in the conference and identified the themes that should form the basis for developing common educational content based on the General History of Africa, for use in African primary and secondary schools. The Scientific Committee for the project selected three teams to draft such common content when it met Addis-Ababa from 24 to 28 October 2010.

Development of intercultural skills and a culture of peace

143. With regard to the five “Vademecum” projects funded from extrabudgetary sources (Spain), about 20 renowned experts in the fields of history, philosophy, literature, science and art, led by a steering committee, produced the scientific content of the *Scientific, Philosophical, Literary and Artistic Anthology of the Arab-Islamic World and its Contribution to the Renewal of Western Thought and Culture*, in order to raise the general public’s awareness of the Arab-Islamic civilization’s contribution to these fields. This activity took place against the backdrop of the 2010 International Year for the Rapprochement of Cultures and the partnership with the Alliance of Civilizations. The Vademecum project was officially presented at the celebration of Philosophy Day at UNESCO Headquarters.

144. Another project, which undertakes a philosophical reading of the Arab-Muslim civilization “Arab-Muslim civilization in the mirror of the universal: philosophical perspectives” has resulted in the publication of 34 thematic and pedagogical worksheets in English and French. The publication was equally launched on World Philosophy Day during a conference-debate with the participation of the philosophers and pedagogues behind the worksheets. The publication has been widely distributed and requests for translations are currently being examined.

145. Pilot exhibition projects with strong capacity-building components are currently being finalized in the Syrian Arab Republic and in Egypt. The two exhibitions enables the museum professionals to conduct research and implement new museographical and scenographical approaches to the renewal of narratives on the collections, which are being interpreted from the point of view of intercultural and intercivilizational exchange. A UNESCO virtual museum is under construction to host the digital data on the two exhibits.

Engaging new voices in interfaith dialogue

146. On the occasion of the meeting of the World Parliament of Religions in Melbourne, Australia (December 2009), UNESCO organized a workshop “Reinforcing Youth Contribution to Interreligious Dialogue”. A youth workshop on interfaith dialogue was also organized as a side event during the Third Annual Forum of the United Nations Alliance of Civilisations, held in Rio de Janeiro, Brazil (May 2010). The aim of both events was to promote interreligious dialogue among youth worldwide, and to strengthen related networks. A database has also been designed to build a special network of women faith-based associations/organizations in the field of interreligious dialogue and to enhance their exchange of methodologies, practices and tools.

147. The publication *Stopping Violence in Schools: A Guide for Teachers – with particular attention to stereotyping and discrimination* (available in English, French, Spanish and Arabic) proposes 10 action areas followed by corresponding practical examples that teachers can adapt to address and prevent violence in classrooms and schools. Action No.10 deals with violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities. The publication has been widely diffused among Member States, ASPnet schools, etc. through UNESCO’s formal channels.

The media and the fostering of a dialogue and mutual understanding

148. The Power of Peace Network (PPN) has provided support to projects in different countries and regions through readily accessible online social media as well as cutting-edge communication technologies such as live mobile audio-broadcasting. Youth from various countries participated in the project “Connecting Cultures”, broadcasting live audio documentary of their journey and exchanges on conflict and peace (Oman). Photo reportage workshops on photographic skills were conducted for young reporters, culminating in a national photo festival based on the theme of peace (Myanmar). Youth from Palestine and United Kingdom, trained in video production skills, jointly produced an online debate programme “Our everyday lives” on issues related to peace. Through the “I am Africa. This is My Story...” contest (Zambia), young people continue to submit

short stories on their lives and uploading onto video-sharing websites such as YouTube. The PPN also provided support to the “Conflict Sensitive Reporting (CSR) Curriculum” and CSR Training Workshop Series in cooperation with Rhodes University in South Africa.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall strategic assessment

149. The progress made towards the achievement of expected results under Major Programme V largely correspond to the milestones set for the first year of the biennium.

Policy advice and policy dialogue (including normative work)

150. The promotion of freedom of expression and freedom of the press was a major element of the programme execution during the first 12 months of the current biennium (35 C/5). UNESCO established itself as a key institution for the provision of technical support and internationally recognized standards for the formulation and adaptation of legislation regarding the media, press freedom and freedom of information.

151. Advances in technological progress have introduced new perspectives for UNESCO’s programme in communication and information, underlining the increasing relevance of the Organization’s mandate in this domain. Accordingly, UNESCO played an active role in the 2010 Internet governance debates, contributing to seven events at the Fifth Internet Governance Forum (Vilnius, September 2010), in particular the UNESCO Open Forum, and workshops relating to freedom of expression on the Internet, privacy and security, multilingualism and social networking.

152. Two key partnerships promise notable development in this area. A letter of intent was signed with the Internet Corporation for Assigned Names and Numbers (ICANN), agreeing to work together to further strengthen multilingualism in cyberspace and to facilitate the successful implementation of internationalized country code top-level domains. The Organization also launched the Broadband Commission for Digital Development in partnership with the ITU, to emphasize the importance of key elements that go hand-in-hand with the infrastructure and connectivity dimension of broadband roll-out: the production and dissemination of local content and linguistic and cultural diversity in cyberspace. The Commission’s Final Report and Declaration were presented to United Nations Secretary-General Ban Ki-moon on the eve of the 2010 MDG Review Summit. A background report entitled “Broadband: a Platform for Progress” currently under preparation will offer more detailed examples, evidence, technical choices and strategies for extending broadband networks within the reach of all.

153. The application of the IPDC-endorsed Media Development Indicators (MDIs) has shown them to be a valuable and effective diagnostic tool for multistakeholder media development assessments, leading to important policy advice with evidence-based recommendations. Comprehensive multistakeholder assessments were completed in six countries and new assessments launched in a further six. The MDIs have also proved useful for the provision of policy advice to the community media sector (e.g. in India), for broadcasting regulatory mechanisms (e.g. in Brazil), and for the expansion of public service broadcasting media (e.g. in Mongolia).

154. Promoting the innovative use of ICTs for meeting internationally agreed development goals remains an action of key importance, both in view of UNESCO’s role as facilitator of WSIS Action Line C7: “E-Learning”, and in advocating the importance of Open Access (OA) to scientific information, and Free and Open Source Software (FOSS). Close intersectoral cooperation in 2010 has proved to be fruitful, and promises significant achievements in working towards the Organization’s overarching goals.

Challenges and lessons learned:

- UNESCO's principal instrument for policy advice and analysis on knowledge societies is the Information for All Programme (IFAP), which has proven to be a useful intergovernmental mechanism for promoting the established five priorities and for regional and inter-regional sharing of best practices and experiences. The lack of tangible impact at national level will be mitigated by a recent decision to establish new National IFAP Committees and to strengthen existing ones. The low level of extrabudgetary contributions by Member States to the Programme continues, however, to be a very serious challenge.
- Strong cooperation with both Member States and key partners, including NGOs, CSOs and international organizations, is increasingly proving crucial for the promotion of freedom of expression and freedom (e.g. Council of Europe, the Organization for Security and Co-operation in Europe, the European Broadcasting Union and the Organization of American States).
- Facilitating and participating in the WSIS follow-up process has been a challenge due to limited resources and the multistakeholder nature of the task, but UNESCO has been able to maximize the Organization's impact and visibility by carefully setting and following priorities, by ensuring intersectoral cooperation and by mobilizing external partners.
- There is a need for UNESCO to further deepen its engagement in the debate on Internet governance, in the fields of its competence.
- Particular attention has been paid to the monitoring of the implementation of the recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace in view of the preparation of the second consolidated report to the General Conference. Concrete efforts were undertaken to strengthen the intersectoral linkages in this area, particularly through the intersectoral platform on languages and multilingualism.
- There is a need to promote further the work of the Broadband Commission for Digital Development in partnership with the ITU, emphasizing in particular the importance of issues of content and capacity development.
- The Media Development Indicators (MDIs) have proven their operational relevance as an analytical tool at country-level. This gives encouragement for further scaling-up.
- The ongoing work in cooperation with the Education Sector with regard to use of ICTs for education deserves to be pursued.

Capacity development

155. The Organization has continued key capacity-building actions that underline the instrumental role that media plays in dialogue, democracy and development processes and for the protection of human rights. The capacities of media professionals were strengthened in journalism safety, conflict-sensitive reporting and elections reporting. The International Programme for the Development of Communication (IPDC) attracted additional contributions, increasing the Programme's impact and visibility as UNESCO's flagship programme for catalysing international cooperation for media development in developing countries: contributions to the IPDC special account increased by 23% as compared to 2009, reflecting the success of this Programme. Focus continues to be placed on the empowerment of marginalized groups through community multimedia, and on journalism education (with a particular focus on Africa), highlighting the need to increase media content on issues that contribute to people's understanding and engagement in sustainable development processes. UNESCO spearheads efforts to strengthen journalism

education worldwide, and the Organization's work in the upgrade of journalism education institutions in Africa was publicly commended at the second World Journalism Education Congress in South Africa (July 2010). The production and application of the UNESCO training module *Media as Partners in Education for Sustainable Development* continues to be an important media capacity-building tool.

156. The use of media and ICTs for promoting peace has taken on new dimensions with the expansion of the Power of Peace Network (PPN). The online component has surpassed 1,000 registered members since its creation in late 2009, the long-term aim being to create a network of networks of peace builders able to tap into each other's resources at a national, regional or global level.

157. The UNESCO media and information literacy (MIL) strategy, which aims to foster a media-literate generation of teachers, was further discussed and the proposed curricula was fine-tuned through three regional consultations in 2010. The importance of MIL is noted as a key instrument for narrowing both the digital and knowledge divides, and increased importance is being placed on MIL by both developed and developing countries.

158. Major activities for the development of knowledge societies are under way, including the preparations for the launch at the end of 2011 of Open Educational Resources Platform (OER) offering UNESCO publications free of charge online.

Challenges and lessons learned:

- The instrumental role of the media in the spread of vital information in the post-disaster context was underscored by the Organization's comprehensive interventions in Haiti. Assistance was consistent through all stages of the disaster, responding to the resulting social disorder, the elections period and the cholera outbreak. The readiness and ability of the Organization to respond in a timely manner is of utmost importance here.
- The analyses of ongoing debates in several countries regarding the changing role of public service broadcasters in the globally evolving media and information environment will inform the programme of MPV, in particular as regards the promotion of editorially independent public service broadcasting.
- The IPDC-funded activities have established strong credibility with UNESCO partners. The momentum should be sustained.
- Monitoring and evaluation activities concerning MIL were delayed due to an extended period of consultation which was necessary for the finalization of the curricula for teacher trainees. However, a growing interest on the issue of MIL among an increasing number of Member States and at United Nations agency level (e.g. Alliance of Civilization initiative) creates new spaces and increased opportunities for awareness-raising on the pivotal and fundamental human right of freedom of expression.
- Substantial analysis and benchmarking activity was undertaken at Headquarters during the period under review on ICTs as a necessary prerequisite to several of the targeted activities. This has not, however, led to any delays in programme implementation in the field, and full implementation of the biennial programme is expected. There has also been invigorated intersectoral impetus, furthering the impact and visibility of the Organization's key activities in this area.
- The need to place further emphasis in MPV on Priority Gender in terms of the gender gap in access to ICTs is recognized, and research has been initiated with a view to formulating concrete recommendations on how to reduce this gap, including gender-

sensitive policies in the development and implementation of FOSS, and woman-to-woman mentoring and training programmes.

- In spite of the overall challenges faced due to limited resources, activities under MLA 3 have worked to promote capacity-building through the training of trainers, policy empowerment, the sharing of experience and best practices, and the dissemination of guidelines.

Main line of action 1: Promoting Freedom of Expression and Access to Information

Expected result 1: Freedom of expression more broadly respected and related internationally recognized legal, safety, ethical and professional standards applied, including those related to the safety of media professionals

- Awareness of freedom of expression and access to information was increased through several activities in 2010. World Press Freedom Day 2010 (WPDF) focused on the theme “Freedom of Information: The Right to Know”. Participants at the WPDF international conference in Australia adopted the Brisbane Declaration, calling on governments to adopt Freedom of Information laws, and highlighting the importance of independent and pluralistic media as fundamental elements of good governance and human rights-based development. WPDF was celebrated in at least 100 countries alongside the main celebration, receiving international press coverage. The UNESCO/Guillermo Cano Prize was presented to Mónica González Mujica, in recognition of her investigative journalism during the dictatorship in Chile.
- Support has been given to IGOs and NGOs working in the field of freedom of expression, in particular with regard to combating the impunity of crimes and violence against journalists. UNESCO has continued to provide support to the International Freedom of Expression Exchange (IFEX) network, in particular for groups in developing and transition countries to promote better protection of press freedom and the rights of journalists. Indeed, the promotion of the safety of media professionals was a critical concern in 2010, the UNESCO Director-General publicly condemning the killings of a total of 62 journalists. A research study was also launched in this context to address the existing knowledge gap on the impact of continuous danger on the mental health of media professionals. The IPDC Council unanimously adopted the Decision on the Safety of Journalists and the Issue of Impunity in March 2010, calling on governments to report to the UNESCO Director-General on their investigations into the killings of journalists.
- Professional and ethical standards have been reinforced by the Organization and self-regulation-based systems supported to promote the dissemination of fair and accurate information to the public in general, and the transparency and accountability of national authorities and other institutions. Among other action, the comprehensive 30-month programme to align the media sector of eight countries in South-Eastern Europe and Turkey to European standards was concluded in the first half of the biennium, supporting the development of self-regulation instruments and mechanisms, and the adoption of media accountability best practices.

Expected result 2: Member States supported in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations

- MPV activities in conflict and post-conflict areas aiming to foster effective cooperation and mutual tolerance and understanding were continued by bringing journalists from hostile environments together, and facilitating their networks. Assistance to media in open and post-conflict was provided in Afghanistan, Iraq, Sudan, the Democratic Republic of the Congo, Nepal, Central African Republic, occupied Palestinian Territory, Uganda, Rwanda and Liberia. Continued support was provided for Israeli-Palestinian

Media cooperation, aimed at bringing together Palestinian and Israeli journalists to study means of cooperation that foster a culture of peace.

- In Haiti, UNESCO supported media recovery in the aftermath of the earthquake. This included training for Haitian journalists to cope with post-traumatic effects, the establishment of a Media House, the reinforcement of media associations and the launching of a Mobile Multimedia Unit for 1,500 internally displaced youth in six refugee camps. In response to the cholera outbreak, training and information sessions were given to media professionals, and short animation clips were created to alert youth to basic prevention methods.

Expected result 3: Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered

- The UNESCO Power of Peace Network (PPN) has directly engaged youth for the innovative use of ICTs and media to promote peace and dialogue among different groups. Four high impact projects were implemented in 2010, in line with its goals. In the Middle East, the “Partnership for Peace Programme” received major extrabudgetary funding from the European Commission within the framework of United Nations common programming. Support was also given to the Eurovision Regional News Exchange to strengthen peace and democracy in South-East European countries, reinforcing the regional network that enables public television stations to shoot, send and receive news material according to specific regional needs.

Challenges and lessons learned:

- Unstable environments can hinder the Organization in supporting independent media in areas of tension and violent conflict. Many of the activities for Israeli-Palestinian Media cooperation have been suspended due to the ongoing events in these regions.
- The clear recognition of the importance of engaging fully with government authorities for awareness-building to end the impunity of crimes against journalists.

Main line of action 2: Strengthening free, independent and pluralistic media and communication for sustainable development

Expected result 4: Member States supported in the development of free, independent and pluralistic media based on IPDC media development indicators

- Member States were assisted in the development of free, independent and pluralistic media through support from the IPDC for the launch of 83 projects in 61 developing countries. The Mexican community radio station *La voz de los campesinos* and the Egyptian journalist Amr Mamdouh Ellissy were the joint laureates of the UNESCO-IPDC Prize for Rural Communication in 2010.
- UNESCO continued to promote community radio and community multimedia centres (CMCs) with introduction of community radio projects in 19 countries. Fifty best community radio practices were identified in the areas of management, sustainability, programming and community involvement, and support was provided to the World Association of Community Broadcasters to develop a common code of practice for community radio operators. The community radio policy review in India supported by UNESCO resulted in a recommendation to create a national public fund to support community media development.
- Recommendations based on national media development assessments through the application of the UNESCO Media Development Indicators (MDIs) were completed for

Bhutan, Croatia, Ecuador, the Maldives, Mauritania and Mozambique, while new MDI assessments were launched in Brazil, East Timor, Nepal and Uruguay. The MDIs have also served as a basis for providing policy advice to Member States, e.g. reviewing the current community radio policy of India, expanding public service broadcasting mission in Mongolia and formulation of the independent broadcasting regulatory system in Brazil.

Expected result 5: Capacities of media training and journalism education institutions increased to reach the established criteria of excellence in training, including the pursuit of gender equality

- The capacities of media training and journalism education institutions were strengthened according to the UNESCO criteria of excellence in journalism training, with 63 journalism training institutions in 51 countries adapting the *UNESCO Model Curricula for Journalism Education*. A total of 7,131 downloads of the *UNESCO Model Curricula for Journalism Education* were also recorded in 172 countries during the period under review. The Model Curricula now takes into account the necessity of enhancing capacities to report on increasingly complex issues (e.g. climate change, gender equality perspectives, science communication, etc.). Nine subregional and in-country consultations supported by UNESCO addressed the issues of localization of the curricula which is now available in 10 languages. Eight of the potential centres of excellence of journalism education identified in Africa were supported for the training of 25 faculty members, and for teaching equipment and reference materials. In parallel, mapping exercises were launched to identify potential centres of excellence in journalism education in Latin America and in South Asia.
- In order to enhance capacity-building opportunities for media professionals to increase quality media content on issues related to sustainable development, UNESCO has continued to widely disseminate the media resource and toolkit, *Media as Partners in Education for Sustainable Development* and has successfully ensured the participation of 317 media professionals in regional activities implemented by the Almaty, Beirut, Bamako, Dakar, Jordan and Windhoek cluster offices, covering 56 countries in total. Recent examples can be drawn from journalistic networks that have formed as a result of the collaboration between the International Union for Conservation of Nature (IUCN) and the Jordan cluster, the UNCT and UNESCO in Lesotho, and media professionals and institutions in West Africa and the Dakar and Bamako Offices. The UNESCO Network of Young TV Producers on HIV and AIDS expanded its outreach to more than 300 participants covering over 70 countries worldwide in collaboration with major regional broadcasting organizations, who have also been actively involved in the follow-up to the 2009 Paris Declaration on Broadcast Media and Climate Change.

Expected result 6: Media and information literacy increased to foster informed decision-making

- UNESCO has finalized its teacher training curricula on media and information literacy (MIL) on the basis of feedback collected during three regional consultations (Africa, Asia and Latin America and the Caribbean) with 45 teacher training institutions from 20 countries. The curricula will be piloted in teacher-training institutions in 15 countries, and it is hoped that MIL will become a wide civic education movement. An international expert group meeting in Bangkok (4-6 November 2010) furthered the development of a global framework of MIL indicators. The *UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy* were translated into Spanish and piloted in the Asia-Pacific in cooperation with the Asia Pacific Broadcasting Union (ABU) and the Iberoamerican Association of Educational and Cultural Televisions (ATEI).

Challenges and lessons learned:

- The existence of gaps in available data at the national level posed obstacles for the application of the MDIs. The CI Sector is therefore collaborating with UIS for the development of a new set of media survey instruments that take the MDIs as a starting point.
- Obtaining a regionally unified approach for the application of criteria in excellence by journalism education institutions.
- The lack of vernacular language material which could be used as reference material by community media professionals to understand and explain sciences of sustainable development is a key challenge.
- It is important to underline UNESCO's strategy to harmonize both elements of media and information literacy that highlights a blended approach for MIL policies. As more countries take up MIL, many stakeholders are looking to UNESCO as a lead player in this area and UNESCO must therefore be decisive and swift in its actions.

Main line of action 3: Fostering universal access to information and knowledge and the development of infostructures

Expected result 7: Member States supported in the development, adoption and implementation of inclusive policy frameworks for universal access to, and dissemination of, information based on the Strategic Plan for the Information for All Programme (IFAP)

- The sixth session of the Intergovernmental Council for the Information for All Programme (Paris, 29-30 March 2010) saw the approval of guidelines for the establishment of IFAP National Committees, and initiated reflection on reform of the working procedures of the Council through amendment of the Statutes. IFAP supported the fifth session of the Asia-Pacific Information Network (Manila, 22-26 November 2010) which focused on improving access to information and promoting media and information literacy – two of the five priorities of IFAP.
- UNESCO organized the WSIS Forum 2010 (Geneva, 10-14 May) in collaboration with ITU, UNCTAD and UNDP. In addition to the high-level debates and facilitation meetings for six WSIS Action Lines (C3: "Access", C7: "E-learning" and "E-science", C8: "Cultural and Linguistic Diversity", C9: "Media" and C10: "Information ethics"), UNESCO held thematic workshops on Gender and ICTs, and on Indigenous People in the Information Society. The publication, *Towards Inclusive Knowledge Societies: a Review of UNESCO's Action in Implementing the WSIS Outcomes* was also launched at this event. Under its role as Chair of the United Nations Group on the Information Society (UNGIS), UNESCO also advanced joint initiatives in the area of open access to scientific information. Work was initiated on a joint UNGIS five-year strategy to facilitate the implementation of WSIS outcomes. Overall, UNESCO was able to maximize the impact and visibility of the Organization in the WSIS process through strong intersectoral cooperation, particularly in the WSIS Forum 2010 and in preparing for the WSIS Forum 2011.
- New partnerships were established with public and private sector organizations with the aim of strengthening information accessibility for disadvantaged and minority groups, notably for research to identify good practices in the Asia-Pacific region in ICTs in education for persons with disabilities. In response to Member States' needs, UNESCO initiated a number of studies and reference documents in the area of multilingualism (measurement of multilingual content on the Internet, language in public service broadcasting, and cooperation with ICANN on the development of the reference table of

country codes in Cyrillic). Member States have been invited to report on the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace in accordance with 33 C/Resolution 54.

Expected result 8: Preservation of documentary heritage reinforced in Member States

- Advocacy work for the Memory of the World (MoW) programme was validated with 85 countries submitting nominations for inscription on the international register (up from 55 in the previous biennium). Numerous requests were submitted under the Participation Programme, and there was strong national representation at meetings of the MoW governing bodies. The World Day for Audiovisual Heritage 2010 was commemorated with the creation of a dedicated website.

Expected result 9: Infostructures for sustainable development and good governance in Member States promoted

- UNESCO's support has been important in the process of the institutionalization of the World Digital Library (WDL), in particular in the establishment of its Executive Council. The WDL has been expanded, now including works from 100 institutions in 60 countries, with over 10 million users worldwide. Following the earthquake in Haiti, emergency assistance was provided to the National Library and National Archives, which was acknowledged by the national authorities to be the only assistance received for info-structure rehabilitation.

Expected result 10: Member States supported in developing strategies for using ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge

- Within its role as facilitator for WSIS Action Line C7, UNESCO promoted broad discussion at the C7 E-Learning Interactive Facilitation Meeting (Geneva, 11 May 2010) on the role of ICTs in the meeting of educational policy goals. The meeting also explored how new methods of learning with online social networks, web 2.0 technologies such as Facebook, YouTube University, iTunes University, learning via mobile phone, and Open Educational Resources (OERs) affect the structures of traditional education.
- The development of the **Open Educational Resources (OER) Platform** is under way, with extrabudgetary support from the United States of America, and an improved interactive structure is being developed for UNESCO's **Open Training Platform (OTP)**. Case studies on two large-scale deployments of **Free and Open Source Software (FOSS)** in education have been completed (Andalucía, Spain, and Kerala, India) for presentation on the UNESCO FOSS Portal. Work on a global **Open Access Portal** was initiated with support from Colombia, Norway and the United States of America. Planning has been completed for an international forum on open learning centres in the framework of a Regular Programme contribution by Korea Polytechnic University. A programme of support for global **Open Access** sensitization has been initiated.

Challenges and lessons learned:

- Sessions organized at the WSIS Forum and the IGF were built on a volunteer and cooperative basis, thereby cutting organizational costs to a minimum, without compromising the quality of speakers, workshops and UNESCO's visibility.
- Close intersectoral cooperation for ICTs in education, science and culture has proved to be fruitful, and promises significant achievements in working towards the Organization's overarching goals.

- There is recognition by Member States of the importance of IFAP in implementing programmes to bridge the digital divide, but the low level of financial and human resources challenges its delivery.

Global Priority Africa

Member States actively fostering a diverse mix of public, private and community media benefitting democratic development

159. The IPDC approved 33 media development projects in Africa, with community multipurpose centres defining key scale-up interventions in Mali, Mozambique and Senegal.

Laws and regulatory frameworks for freedom of expression, freedom of the press and freedom of information established or revised according to internationally recognized standards, especially in PCPD countries

160. UNESCO has initiated dialogue with several stakeholders towards the achievement of this result (e.g. Gabon, Nigeria, Sierra Leone, Côte d'Ivoire, Liberia and the Mano River States).

Excluded groups, particularly in rural areas and linguistic minorities enabled to access information

161. Open source tools to support education and information access needs of persons with visual disabilities created and disseminated in Ethiopia and Djibouti. While further support is needed for the development of open source tools in Africa, there are challenges with implementation of ICT-based activities (e.g. power failures/overall lack of infrastructure in schools). Work to promote the involvement of African women's organizations in processes leading to the drafting, adoption and effective implementation of freedom of information legislation has continued in the context of a three-year project. As part of this activity, UNESCO hosted a round-table discussion (Paris, 16 March 2010) to highlight the relevance of freedom of information as a tool for advancing women's rights and empowerment in Africa on International Women's Day 2010, and the resource book published by the African Women's Development and Communication Network (FEMNET) with support from UNESCO was launched.

Quality training opportunities for media professionals offered by media training and journalism education institutes

162. Key focus was placed on the upgrade of the 20 identified potential centres of excellence and reference in journalism training in Africa who received support for equipment and resource materials for adapting the *UNESCO Model Curricula in Journalism Education*. As part of an agreement with the Knight Center for Journalism in the Americas, the online course *Teaching Online Journalism* was completed by 23 professors from nine countries.¹³ Training on conflict-sensitive reporting was provided to 12 East-African journalists through a workshop developed and run by the UNESCO-supported Centre for Conflict Sensitive Reporting (17-21 May 2010) at Rhodes University.

Capacities of African media and information professionals strengthened

163. Collaboration with the African Union Commission to popularize science journalism provided the rationale for the launch of UNESCO-supported research to conduct a survey of science journalism on the continent. A series of workshops were also organized for media professionals in Lesotho on media for sustainable development. In order to highlight Africa's voice at the United Nations Climate Change Conference in Cancun, UNESCO cooperated with Inter Press Service

¹³ Cameroon, Ghana, Kenya, Madagascar, Namibia, Nigeria, South Africa, Uganda and Zimbabwe.

(IPS) Africa selecting two IPS fellows to produce print and radio stories that placed Africa's needs and positions at the centre of deliberations for distribution to newsrooms across the continent.

164. Three training courses were also sponsored in the areas of info-ethics and of empowerment of youth in the application of ICT towards peace and reconciliation and in democratic processes.

Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training

165. Training courses were sponsored in three West African countries in the areas of info-ethics and the empowerment of youth in the application of ICT towards peace, reconciliation and democratic processes. Two training courses for teachers in the township of Zithobeni, South Africa, were undertaken within the framework of a new initiative in collaboration with the University of Pretoria aimed at testing UNESCO's ICT Competency Framework for Teachers and draft Media and Information Literacy (MIL) Curriculum for Teachers. The benefits of Open Access for research dissemination, usage, visibility and impact were promoted through a workshop organized in association with the Academy of Science of South Africa (ASSAf) and EIF (Pretoria, 22-23 November 2010). The UNESCO OER Platform is being developed in cooperation with the Africa Virtual Open Initiatives and Resources (AVOIR) and will be tested by three Namibian universities using the *UNESCO Model Curriculum for Journalism Education* (MCJE).

Importance of African documentary heritage for building national identity recognized

166. A subregional digital preservation training workshop was organized in partnership with the Polytechnic of Namibia and the Utah Valley State University (20-22 July 2010) for archivists from Lesotho, Namibia, South Africa and Swaziland. This collaboration contributed to the extension of archive material from the Kunene region in Namibia.

Challenges and lessons learned:

- National broadcast media licensing regimes are a key challenge, as they do not always allow for diversity of ownership, particularly for community media.
- Socio-political climates and election processes have hindered the progress of several programme activities in the region, and the Organization must be aware of this when considering the implementation strategy.
- The challenge for journalism education continues to be the extent to which governments can make this an integral part of the common country programming process, as a way of elevating its role in the national development process. The process of procuring equipment and text books also proved to be very slow.

Global priority gender equality

Gender perspectives in media content promoted through UNESCO-supported media training

167. Gender equality perspectives have been promoted in the first half of the biennium through initiatives to empower women through access to information and knowledge with special emphasis on freedom of expression, the safety of female journalists, and the representation of women in community radio. In line with the IPDC-endorsed media development indicators, assistance in journalism education and initiatives in media and information literacy were implemented bearing in mind gender equality perspectives.

UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women

168. All CI training workshops aimed at a minimum of 50% female participation. Specific training programmes targeted female producers and grassroots women leaders to promote gender-sensitive governance and women's concerns through community media.

Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women

169. In line with UNESCO's Gender Equality Action Plan, strong emphasis was placed on fostering gender perspectives in media content and on reducing gender stereotyping, while at the same time advocating for equal opportunities in decision-making positions for women in the media.

Member States supported in the application of gender-sensitive media development indicators

170. UNESCO joined forces with key international and regional media organizations (e.g. the International Federation of Journalists, the Asia Media information and Communication Centre, the Asia Pacific Institute, COPEAM and URTI) to launch the annual Women Make the News (WMN) initiative under the theme *Towards Gender Sensitive Indicators for Media: Best Practices for Gender Perspective in Media and in Media Content*. To mark the occasion, UNESCO invited editors-in-chief of newspapers, radio and television to produce special programmes on the topic, and to entrust women journalists and reporters with chief editorial responsibilities in the newsroom for a limited period over the duration of the WMN campaign.

National information policies formulated and implemented in a gender-inclusive manner

171. A three-year regional programme is under way in Africa to promote the involvement of African women's organizations in eleven beneficiary countries in processes leading to the drafting, adoption and effective implementation of freedom of information legislation.

Gender-specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs

172. In cooperation with the Division for Gender Equality, a report on Women and Free Open Source Software (FOSS) was prepared, and planning has been initiated for a comprehensive overview of the current gender divide in the FOSS world to be undertaken in collaboration with well-established women's FOSS support-groups in Africa, Latin America, Asia and North America.

Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information

173. A photo exhibition was organized in cooperation with Voices on the Rise (Paris, 22-26 November 2010) for the International Day for the Elimination of Violence against Women. This aimed to draw attention to the lives of Afghan women who face societal barriers and cultural restrictions as women, hindering their work and participation in the public life.

Challenges and lessons learned:

- There is a general lack of data in terms of gender and baseline figures in the area of communication and information. Further research in these areas would give MP V more direction, particularly on women's use of ICTs for development.

Intersectoral platform “Fostering ICT-enhanced Learning”

174. This platform has provided the institutional framework for an enhanced internal cooperation in the rapidly growing field of ICTs and learning, enabling UNESCO to leverage the technical and information science capacities of CI with distinct programming capabilities in education, the sciences and culture. Notably CI and ED have established strong cross-sectoral cooperation including regular planning meetings and joint implementation of ICT in education activities, allowing UNESCO to improve the implementation of current initiatives such as ICT-CFT and Open Educational Resources, as well as to develop new cross-sectoral fields such as on mobile learning.

Capacity of ministries and quality of teacher training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards

175. A key activity in this area has been the ICT Competency Framework for Teachers (ICT-CFT) developed with private sector partners. In August 2010 the Director-General set up an intersectoral Working Group to ensure effective coordination, completion and impact for this priority project. A workshop to complete the second ICT-CFT syllabus on “Knowledge Deepening” was successfully implemented through close CI-ED-Cairo office cooperation, laying the basis for publication of revised and expanded ICT-CFT products in 2011. Meanwhile, the basic framework for the “Technology Literacy” strand was successfully tested in Libya and Rwanda, as well as applied by the Commonwealth of Learning in the Caribbean.

Access to education and learning in Member States expanded through ICT tools

176. Online training was provided for community radio practitioners in Latin America and the Caribbean and ICT training for young indigenous communicators in Bolivia.

Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres

177. In Mali, projects were initiated to promote Open Access to educational resources in CMCs, to build capacities of CMC managers, and to provide access to information in CMCs in rural areas without Internet connectivity. In Mozambique extensions to the CMC support project, funded by the Swedish and Swiss development assistance agencies and by UNDP, were successful in consolidating results through capacity development, content production and partnership building.

Education/training “communities of practice” formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information

178. UNESCO reached an agreement with the Commonwealth of Learning (COL) to develop recommendations to policy-makers on the use of radio for community-based open learning.

Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning

179. The activity, “Taking OER beyond the OER Community: Policy and Capacity”, has been pursued to develop the capacity of senior officials and institutional leaders to understand OER, focusing on higher education institutions in Africa and in Asia and the Pacific.

Role of ICTs in support of the six EFA goals reinforced

180. To enhance the Organization’s outreach and visibility in this area, a new ICT in Education website has been set up. The site includes all intersectoral projects as well as individual Sector-based ICT in Education projects.

Challenges and lessons learned:

- Although substantial progress has been made in attaining the objectives of this intersectoral platform, the lack of a specific budget has reduced possibilities to coordinate and facilitate the attainment of the expected results.
- The expected result of applying ICTs to promote the achievement of EFA goals is proving difficult to quantify, given that until now ICT has not generally been given a major place in EFA planning at the national level.
- In the present biennium it may prove difficult to go beyond the sensitization of Member States to the potential role of ICT in this context and collecting statistics on the use of ICT in education. As the target dates for attainment of EFA goals approach, it may well become more opportune to undertake specific analyses to correlate EFA progress with ICT use.
- Although significant for UNESCO's promotion of intersectoral cooperation in the growing field of ICTs applied within the fields of the Organization's mandate, this platform is currently proposed to be discontinued in the 36 C/5.

UNESCO INSTITUTE FOR STATISTICS (UIS)

181. UIS continues to reinforce efforts to improve data quality at the international and national levels, through different initiatives including: the preparation of "data plans" with national statisticians to facilitate international reporting; the implementation of a data quality monitoring framework; regional and national training workshops for statisticians; and the regular review and refinement of survey instruments and indicator frameworks.

182. UIS is the main education data source for international reports, such as the EFA Global Monitoring Report, the United Nations MDG Report and the Human Development Report. In addition to providing statistical tables and analysis, UIS takes a leading role in maintaining and improving education monitoring frameworks and indicators for the MDGs and EFA.

183. The 2010 Global Education Digest was released in September for the Millennium Summit in New York. The analytic chapter focuses on gender and education across all education levels. The Digest has been disseminated widely.

184. In 2010, UIS released its education data three times as planned with the October release, including indicators for the 2008 school year for 60 to 70 countries, which is seven months earlier than such data could be available in the past.

185. UIS has expanded its capacity-building project to improve the quality and coverage of education finance data for sub-Saharan Africa. With the collaboration of the World Bank and Pole de Dakar, the project now includes five new countries in Southern and Eastern Africa: the Gambia, Ghana, Kenya, Malawi and Rwanda.

186. UIS has completed an exercise to translate finance data collected through national education sector reviews into indicators that follow definitions and coverage for integration in the UIS database. This has contributed to improvements in the coverage and quality of 25% of indicators for sub-Saharan Africa between 1999 and 2007.

187. UIS has completed its proposals for a revision of the International Standard Classification of Education (ISCED) based on results of the global consultations and expert meetings held throughout the year. The final text will be presented to Member States for approval during the 36th session of the UNESCO General Conference.

188. In 2010, UIS increased the coverage of literacy data to 146 countries compared to 121 in 2009; and from 91 to 119 countries in 2009 for educational attainment data. An imputation method to generate estimates of the adult literacy rate from survey data with partial population coverage was developed and data were produced for a new indicator on the literacy rate of the elderly population (65+ years).

189. UIS has started the main survey of its Literacy Assessment and Monitoring Programme (LAMP) in Mongolia, Jordan, Occupied Palestinian Territory, Paraguay and Viet Nam. Financial and institutional restrictions have led to delays in El Salvador, Niger and Morocco.

190. The S&T dataset was updated in August 2010, based on new statistics collected from the OECD, Eurostat and RICYT (Network for Science and Technology Indicators). The 2010 S&T survey was sent out to respondents in early June. Over the past year, UIS has doubled the amount of S&T data available to the public in the Data Centre.

191. The production of internationally comparable statistics on innovation technology is a major new priority for UIS. UIS is developing a pilot survey, which will be launched in June 2011 and will involve about 20 countries. In addition, UIS is undertaking an inventory of innovation surveys undertaken by developing countries over the past 15 years. Cooperation agreements have been set up with key partners.

192. The 2010 cinema survey questionnaire was launched in August 2010 and data processing is close to completion. UIS is actively researching potential subjects for a new international cultural survey to be launched in 2013. The Institute has commissioned four feasibility studies on data collection and measurement issues concerning crafts, cultural employment, festivals and books.

193. The pilot of UIS media survey was launched in November 2010. The results will be released by November 2011 and will serve as the basis for the main data collection.

194. The first External Audit Report in September 2010 was extremely positive, especially concerning financial management. In particular, UIS overhead costs have remained stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead was reduced from 24% to 15% between 2005 and 2010.

Challenges and lessons learned:

- UIS faces considerable pressure from global and regional data users to increase the collection of new data. However, new data collections can imply an unsustainable burden on the part of national statisticians who respond to UIS questionnaires. UIS must therefore develop mechanisms to balance the respective needs and capacities of data users and providers.
- There is a growing demand for statistics on the use of ICT in education. However, it is important to recognize that new data collections can represent a considerable burden for national statisticians. To address these constraints, the Institute organized a consultation in March with key stakeholders. In follow-up, UIS launched a pilot survey in Latin America, given the region's strong demand for data.
- The main success factor in LAMP implementation appears to be the constitution of a proper national team as shown by Jordan and Paraguay. This ensures steady progress and long-term sustainability.

B. Direction, Programme-related and support for programme execution and administration services

INTERNATIONAL STANDARDS AND LEGAL AFFAIRS

Expected result 1: Quality legal advice provided to the Organization and its governing bodies

- Check on the conformity of documents drafted for the 184th and 185th sessions of the Board and preparation of the working documents of the Committee on Conventions and Recommendations (CR).
- Provision of immediate legal advice at meetings of the Bureau, plenaries and meetings of the committees and commissions at the 184th and 185th sessions of the Board.
- Secretariat of the CR Committee provided by the Office at the 184th and 185th session of the Board.

Expected result 2: Organization's rights effectively protected

- Initiatives regarding reminders about privileges and immunities in response to legal proceedings notified to the Organization, including those notified to the field offices.
- Contribution to the protection of the name and logo of UNESCO when concluding draft agreements, in particular with private partners in the framework of sponsorship or extrabudgetary funding arrangements.
- Improvement in the drafting of a wide range of agreements concluded by the Organization with the Member States, intergovernmental organizations and private partners in the context of the award of contracts.
- Representation of the Organization before the Administrative Tribunal of the International Labour Organization in defence of its interests in disputes with staff members and provision of legal advice to assist the Director-General in settling current litigation before the UNESCO Appeals Board.
- Representation of the Organization to defend its interests in disputes arising from contracts or other disputes under private law in which UNESCO is involved.
- Verification of the strict application of internal rules and procedures concerning the Organization's activities and staff, by providing extensive legal advice to central services such as the Sector for Administration (ADM) and the Bureau of Human Resources Management (HRM).

Expected result 3: Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization

- Active participation and provision of legal advice to the central services during the revision of Volumes I and II of the Administrative Manual.
- Ongoing assistance to HRM to improve the wording of administrative circulars.

Expected result 4: Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies

- Ongoing legal assistance:
 - at the ninth extraordinary session of the World Heritage Committee and at the 34th ordinary session of the Committee;
 - at the third session of the General Assembly of States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage and the fifth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage;
 - at the third ordinary session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions;
 - at the first meeting of the Scientific and Technical Advisory Body of the Convention on the Protection of the Underwater Cultural Heritage;
 - at the sixteenth session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation.

Expected result 5: Monitoring of the Organization's standard-setting instruments coordinated

- Improved harmonization of legal advice on the preparation of working documents for the sessions of the institutional bodies that monitor the various conventions, in particular the 1972, 2001, 2003 and 2005 Conventions.
- Verification strengthened to ascertain that each programme sector or institute concerned complies with the new procedures adopted by the Executive Board at its 177th session on the monitoring of the implementation of the three conventions (of 1960, 1970 and 1989) and the recommendations for which no specific institutional monitoring mechanism is provided, and report thereon to the Executive Board at its 184th and 185th sessions.

Challenges and lessons learned:

- LA must continue to provide quality services, while meeting a growing demand therefor.

COORDINATION AND MONITORING OF ACTION TO BENEFIT AFRICA

Overall strategic assessment

195. In the last twelve months, the Africa Department continued and reinforced its watch and encouragement missions under Global Priority Africa and its implementation by the programme sectors, field offices and institutes in order to meet the objectives set in document 35 C/4 and the expected results set in document 35 C/5 concerning Africa. In this connection, the Department's strategy consisted in (i) assisting the programme sectors in correctly appraising and identifying national and regional primary development needs; (ii) to provide the information, policy and diplomatic support required for the execution of their activities; and (iii) promote the coordinated and coherent implementation of those activities in order to optimize their impact.

196. The benchmarks for the Africa Department's action strategy were not only the Organization's statutory policy frameworks, but also such international objectives as the Millennium Development Goals (MDGs), Education for All (EFA) and the plans and policy frameworks adopted by Member

States and the African regional organizations in UNESCO's fields of competence. The strategy was designed to direct, focus and drive the Organization's collective efforts towards a number of promising lines of action for Africa's development, such as science education, culture for development, the culture of peace, post-conflict rehabilitation, biodiversity preservation and the holistic promotion of education and training.

Expected result 1: Development of relations with African Member States strengthened, in particular through their Permanent Delegations and National Commissions, groups of African Member States within UNESCO, the United Nations and the African Union, and joint commissions involving the Commission of the African Union, Regional Economic Communities (RECs) and regional integration organizations (RIOs)

- During the period under consideration, the Director-General's five official visits to Africa (Mali, Ethiopia, Kenya, Uganda, the Federal Republic of Nigeria and South Africa) and numerous visits to Headquarters (Prime Minister of Djibouti, First Lady of the Congo, around 60 Ministers, Permanent Delegates and other African dignitaries) contributed to the strengthening of Member States' support for and participation in activities led by UNESCO.
- UNESCO continued the strategy of aligning its activities with the priorities set by the African Union and its Member States in the summit decisions, action plans and other policy frameworks in the fields of culture, youth and ICTs. Thus, the decisions adopted at the 14th summit on "Information and Communication Technologies in Africa – Challenges and perspectives for development", in which the Organization participated, identified Africa's priorities in this field clearly and consolidated UNESCO's position in its activities in these matters, in particular, in the implementation of the action plan of the World Summit on the Information Society (WSIS).
- The Director-General's official visit to the African Union Commission (21-23 February 2010), the bilateral meeting with the Chairperson of the African Union Commission (AUC) and the meeting with the commissioners in charge of UNESCO's fields of competence provided the opportunity to appraise and consider ways and means of strengthening the AUC/UNESCO partnership.
- UNESCO also participated in the third meeting of African Union (AU) Ministers of Culture (25-29 October 2010, Abuja). Furthermore, it engaged in advocacy with the AU on African development matters and issues. It was against that backdrop that the Director-General, with Mr Jean Ping, Chairperson of the African Union Commission, co-chaired the EFA High-Level Group meeting in Addis Ababa, in February 2010, and the Culture for Development Round Table held as a side event at the Conference on the Millennium Development Goals (20-22 September 2010 in New York).
- In regard to projects, the project document on the Pan-African University was finalized, as part of the implementation of the Second Decade of Education for Africa (2006-2015), and implementation of Africa's Science and Technology Consolidated Plan of Action continued. The project on the extension of the African Virtual Campus in Science and Technology to all ECOWAS countries falls within this framework. A mission was conducted in July 2010 to evaluate its extension to seven IGAD countries. In the field of communication and information, activities were carried out to implement the Special Agreement on African Journalism Training on Science and Technology, signed on 8 July 2009. In regard to "2010, Year of Peace and Security in Africa", proclaimed by the African Union, UNESCO requested the field offices and African National Commissions to contribute through peace-promoting activities.
- At the subregional level, UNESCO's participation in the third meeting of Ministers of Culture of the Community of Sahelo-Saharan States (CEN-SAD) (11-13 May 2010 in Bangui) and

in CEN-SAD's third meeting of Ministers of Youth and Sport (2-4 June 2010 in N'djamena) strengthened these bodies' support for projects that promote integration, such as the project on the use of the General History of Africa in education, and enhanced the visibility of the UNESCO Strategy on African Youth.

- The Director-General's participation in the 14th Summit of the Heads of State and Government of the West African Economic and Monetary Union (WAEMU) (20 February 2010 in Bamako) created an environment conducive to the definition and finalization of major projects such as the supporting project on ICT development for capacity-building in order to implement Bachelor's, Master's and Doctorate's degree reforms in WAEMU institutions of higher education, financed by WAEMU in an amount of around \$12 million under an Agreement signed on 11 February 2011, with UNESCO acting as Executing Agency. The Director-General's participation in the meeting of the Scientific Committee for the General History of Africa regional project, in Libya in June 2010, was a significant milestone in the implementation of the project. The project's Scientific Committee also held an information and working meeting in Addis Ababa with the African Union Commission.
- At a working visit to UNESCO Headquarters by the Executive Secretary of the Southern African Development Community (SADC) on 4 November 2010, priority lines of cooperation with this subregional organization were identified, particularly in the field of culture, this community having established a culture desk.

Expected result 2: African Member States' development priorities relating to the Organization's various fields of competence, in particular AU/NEPAD sectoral plans of action, reflected in UNESCO's programming, as well as in joint programming of the United Nations system at the country level

- The Organization coordinates the "science and technology" thematic cluster, the "education and youth" thematic sub-cluster, and the "culture and sport" thematic sub-cluster. Furthermore, it participated actively in the 11th meeting of the United Nations Regional Coordination Mechanism (RCM) in Africa (14-15 November 2010 in Addis Ababa).
- Moreover, in September 2010, UNESCO participated in the review by the Inter-Agency Task Force on Africa of the 1998 "Report of the United Nations Secretary-General on the Causes of Conflict and the Promotion of Durable Peace and Sustainable Development in Africa".

Expected result 3: New partnerships with multilateral and bilateral organizations and with the private sector established and implemented

- There are few NGOs in official relation with UNESCO. In order to fill this gap and better engage UNESCO's actions, the Africa Department provided support to several African NGOs in view of the establishment of official relations with UNESCO and to develop common projects with the Organization. Information on the procedures to establish official relations with UNESCO was shared with several NGOs in Africa. As a result of this action, the Observatory of Cultural Policies in Africa (OCPA) was admitted to official relations to UNESCO in 2011.
- The Africa Department is working with OCPA as well as the Association for the Integration of Demobilized Children (AIDC) with a view to setting up extrabudgetary projects related to culture, development and the social inclusion of child soldiers in post-conflict countries in Africa.

- Cooperation with the Libyan Government is being pursued with regard to the extrabudgetary project entitled “Promotion of major African Languages” as well as the “International advanced schools in basic sciences for Africa project”.
- Other proposals for extrabudgetary projects have been elaborated by Africa Department, in collaboration with the relevant programme sectors and submitted for extrabudgetary funding.

Expected result 4: Assistance provided for the conduct of joint activities with United Nations partners, notably with the Office of the United Nations High Commissioner for Refugees (UNHCR) and African regional organizations in all post-crisis African countries at their request, in particular through the Programme of Education for Emergencies and Reconstruction (PEER)

- Funding for the project on support for the computerization of the diploma and archival service of the Examinations and Competitive Examination Board in the Ministry of Education of Côte d'Ivoire in August 2010, as part of the implementation of the special support programme for Côte d'Ivoire, and for the project on the strengthening of the human and educational resources of public institutions of higher education and in support of the modernization of university governance services in Burundi, in October 2010.
- Establishment of a UNESCO antenna office in Djibouti.
- Two regional seminars on strengthening National Commissions' capacities for prevention, post-conflict reconstruction and peace-building were held in Nairobi and Brazzaville and were attended by 19 African National Commissions. This action should be supported and extended in 2011.

Expected result 5: Action coordinated, interaction and communication improved between UNESCO Headquarters, field offices in Africa and the UNESCO National Commissions in Africa

- Coordination with UNESCO field offices and with National Commissions was strengthened, in particular through exchanges and talks held during the consultation meeting for the African National Commissions on the preparation of the draft Programme and Budget for 2012-2013 and the meetings of the Africa Department. Moreover, awareness-raising and information-exchange seminars with a number of African National Commissions were held in order to implement a coherent strategy designed to enhance UNESCO's visibility in the countries.

Expected result 6: Visibility of the Organization's action to benefit Africa increased

- Greater visibility of the Organization's activities in support of Africa was achieved at Headquarters (in particular, during the celebration of Africa Day at UNESCO Headquarters on 25 May 2010) and among the wider public. Furthermore, the issue of the eighth bilingual biannual newsletter *Listening to Africa*, prefaced by the Director-General, and the box of DVDs on UNESCO's tribute to Aimé Césaire reflect the Organization's sustained efforts to strengthen visibility.

Challenges and lessons learned:

- Stronger cooperation relations with the African Union Commission is indispensable to ensure relevance of UNESCO's action.

- Continue to build the capacities of the African Union (AU), Regional Economic Communities (RECs) and Regional Integration Organizations (RIOs) in our fields of competence.
- The Africa Department has entered into a new dynamic through the conception and elaboration of intersectoral projects in collaboration with sectors, field offices and UNESCO partners. The mobilization of extrabudgetary funding remains a challenge.
- Continue advocacy and activities aimed at raising awareness in African countries of the need to ratify UNESCO's conventions.

Intersectoral platform: Priority Africa – coordinating and monitoring the plan of action to benefit Africa

- The Africa Department provided support for the implementation of some activities aiming at promoting the regional integration, within the frameworks of regional action plans. Such projects include the Pedagogical use of the *General History of Africa* project and the regional programme on African Liberation Heritage, the AU Consolidated Action plan on Science and Technology.
- Regular monitoring of 35 C/5 Priority Africa activities in SISTER and an evaluation of 36 C/5 to ensure Priority Africa was reflected appropriately.
- A strategy on Priority Africa is being prepared in consultation with the sectors and field offices.

Challenges and lessons learned:

- Strengthening of intersectorality as an approach to development and to the implementation of the Organization's initiatives for Africa or planning and implementation of intersectoral activities consistent with the results of Global Priority Africa.

STRATEGIC PLANNING AND PROGRAMME MONITORING

Expected result: Programming, monitoring and reporting functions carried out in line with UNESCO's results based and risk management approaches, ensuring compliance with the strategic orientations and the programming framework and priorities set by the governing bodies, actions and results identified in the Priority Gender Equality Action Plan as well as with the Director-General's directives

Expected result: Statutory reports on programme execution prepared

Expected result: Draft Programme and Budget for 2012-2013 (36 C/5) prepared on the basis of the principles of transparency, efficiency and rationalization

- The draft C/5 was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.
- An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the General Conference.

- Institutional capacities in the results-based management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 13 RBM workshops attended by 166 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 95 work plans were revised. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.
- Regarding SISTER, 4 SISTER trainings organized for 56 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.
- The information entered in SISTER has served as the basis for the 185 EX/4 and 186 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise. National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making.
- Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five members of three Permanent Delegations participated in a RBM introductory course. Fourteen members of ministries of two countries also participated in an RBM work shop. Eighteen members of 11 Permanent Delegations participated in a SISTER demonstration session.

Challenges and lessons learned:

- The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which necessitates efforts at all levels.
- Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.
- The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it.

Expected result: Gender equality and women's empowerment promoted in all UNESCO programmes through gender mainstreaming and gender-specific initiatives as defined in the Priority Gender Equality Action Plan, and requisite staff capacities built

- UNESCO continued ensuring the prioritization of the global priority Gender Equality at all stages of programming and at all programme levels, and monitoring the implementation of the actions and the attainment of the results identified by the programme sectors in the

Priority Gender Equality Action Plan for 2008-2013. Technical assistance and guidance was provided to the programme sectors in the 36 C/5 planning process to improve the integration of gender equality considerations in the formulation of strategies, expected results and benchmarks.

- Women's empowerment, women's rights and gender equality issues were further promoted globally in the context of the organization of the seminars of the UNESCO Future Forum in Athens in September 2010 entitled "Gender Equality: the Missing Link?", Forum on Gender Equality, the annual celebrations of International Women's Day (8 March) focusing on Beijing+15 and of International Day for the Elimination of Violence against Women (25 November); online discussions on Gender Equality, Education and Training and Transformative Policies and Initiatives: Promoting Gender Equality in all Spheres of Life; innovative partnerships with the French magazine *Marie-Claire* and the French NGO entitled *With Women*; the preparation and wide distribution of Issues Papers on "The implications of HIV and AIDS on Women's Unpaid Labour Burden and Globalization and Women's Vulnerabilities to HIV and AIDS"; the organization of a round table on the Gender Dimensions of Biodiversity; the coordination of an interactive session on Gender and ICTs at the WSIS Forum, the organization of an expert group meeting on Gender, Science and Technology in preparation for the 55th session of the United Nations Commission on the Status of Women (CSW); participation in two institutional networks working on the issue of gender equality and climate change: the Gender Global and Climate Alliance (GGCA) and the Interagency Task Force on Gender Equality and Climate Change, etc.
- Working groups for the development of new initiatives focusing on women and girls were established in the following areas: women's and girls' education; elimination of female genital mutilation/cutting (FGM/C); gender-responsive media.
- Capacity development and training in gender mainstreaming was provided to the staff of the UNESCO Office in Hanoi, including the National Commission of Viet Nam for UNESCO and United Nations agencies present in Viet Nam, the UNESCO Offices in Brazil, India and Nepal, the Iraq Office based in Amman and the United Nations colleagues present in Jordan, and to staff in the UNESCO Intergovernmental Oceanographic Commission, the UNESCO Institute for Lifelong Learning, the UNESCO International Centre for Technical and Vocational Education and Training, the UNESCO International Bureau of Education, and to the ministerial trainees from developing countries and staff of the UNESCO Institute for Educational Planning. Orientation sessions on gender equality were given during the retreats of the Culture Sector and the External Relations and Information Sector.
- Collaboration with the concerned United Nations entities and international governmental organizations to strengthen UNESCO's gender mainstreaming efforts and reaching the internationally agreed goals was further strengthened. UNESCO signed the United Nations Joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls, and collaborated with several inter-agency taskforces and groups, such as the Interagency Task Force on Adolescent Girls, the IANWGE Task Force on Gender Dimensions of Climate Change, the UNAIDS Gender Group, the OECD/DAC Network on Gender Equality (GENDERNET) and the OECD Development Centre.
- The work to ensure UNESCO's contribution to, and participation in, the United Nations Adolescent Girls Task Force continued. As a result, UNESCO's operations in Malawi, Liberia and Guatemala received funding from the United Nations Foundation for educational programmes targeting adolescent girls.
- The importance of women's and girls' access to education was promoted through the organization of a ministerial round table breakfast meeting on Women's and Girls'

Education: A Development Imperative co-hosted by UNESCO and UNICEF during the Annual Ministerial Review of the United Nations Economic and Social Council (ECOSOC) in June 2010.

- Following the recommendations of the Task Force on Priority Gender Equality, established by the Director-General to provide her with fresh ideas to reduce the gap between policy and practice with regard to gender mainstreaming, the Division for Gender Equality was transferred from the Bureau of Strategic Planning to the Office of the Director-General to be under her direct responsibility.

Challenges and lessons learned:

- The implementation of Priority Gender Equality benefits from strong support of the senior management and Member States.
- To ensure effective and sustainable results at the country level, staff capacities need to be enhanced and financial allocations increased.
- The promotion of gender equality is facilitated through regular and systematic participation of gender equality specialists in UNESCO's Task Forces and Thematic Working Groups, UNESCO's Future Forum conferences, the WSIS Forum 2010, and other UNESCO initiatives.
- The transfer of the Division to the Office of the Director-General is a clear demonstration of the importance given to this priority. The involvement of the Director of the Division in senior management structures provides for timely and effective input into policies and strategic documents. At the same time, the Division benefits from timely and high-level information sharing.
- Proactive involvement of ODG/GE staff in Sector programme and budget planning processes has proven to be useful in ensuring better quality gender mainstreaming and gender specific programming in document 36 C/5.

Expected result: The Organization's activities in the area of anticipation and foresight managed in an intersectoral manner, especially through the intersectoral platform, and foresight dimensions integrated into strategic planning

- Promoting UNESCO's intellectual watch and clearing house functions, activities of the Intersectoral Platform on Anticipation and Foresight have helped the Organization sharpen its strategic orientation and identify possible approaches to the emerging issues in its fields of competence.
- As part of UNESCO's contribution to the international efforts to bring emergency assistance and longer term relief to Haiti in the aftermath of the devastating earthquake of 12 January, a forum on "Rebuilding the Social, Cultural and Intellectual Fabric of Haiti" was organized on 24 March 2010 in Paris. The results and recommendations from this Forum (184 EX/INF.16) were reflected in UNESCO's contribution to the international donors' conference on Haiti at the United Nations Headquarters on 31 March 2010.
- As part of the strategic partnership with the United Nations Alliance of Civilizations (AoC), UNESCO organized a plenary session with eminent speakers and experts on Intercultural Education on the occasion of AoC's Third Annual Forum, which took place in Rio, Brazil, from 27 to 29 May 2010. This was also the opportunity to launch the World Report Investing in Cultural Diversity and Intercultural Dialogue regionally in a Round Table on Cultural Literacy. Both events ensured excellent visibility for the Organization. A Memorandum of Understanding was signed by UNESCO and AoC on 29 May 2010.

- Addressing the priority needs of a group of countries faced with specific challenges, a UNESCO Future Forum on Small Island Developing States – Challenges for International Development Cooperation in the 2010s was held on 8 July 2010 in Trinidad and Tobago on the occasion of the Director-General's 36/5 GRULAC regional consultation. This Forum was organized to analyse the major trends affecting SIDS, discuss common approaches and envision new strategic opportunities for UNESCO. This Forum was one of UNESCO's contributions to the five-year high-level review of the Mauritius Strategy for the Implementation of the Barbados Plan of Action for the Sustainable Development of Small Island States that was held in New York in September 2010.
- The IP on Anticipation and Foresight and the Hellenic National Commission for UNESCO co-organized a UNESCO Future Forum on Gender Equality: The Missing Link? Rethinking the Internationally Agreed Development Goals beyond 2015 from 9 to 11 September 2010 in Athens, Greece. This high-level meeting took place a few days before the UNGA high-level meeting to review the progress towards the Millennium Development Goals (MDGs). The proceedings of the Forum were disseminated in the form of a brochure during the meeting in New York, further contributing to the demonstration that the achievement of the MDGs hinges on gender equality and the empowerment of women.
- In 2010, the IP on Anticipation and Foresight launched a new format, the UNESCO Future Seminar series. The first session took place on 14 September 2010 on Innovative Financing for Education. It gathered a high-level group of experts from United Nations agencies, regional organizations, developing country government representatives, aid donors, International Financial Institutions (IFIs), the private sector, NGOs and academia to draw lessons from experiences from other sectors, identify options for innovative financing mechanisms and modalities in education and recommend practical strategies for UNESCO. The Director-General reported on the Seminar and some of its conclusions at the event organized by the Governments of France and Japan on innovative financing, held on the margins of the United Nations MDGs Summit in New York.

Challenges and lessons learned:

- The increased involvement of sectors in the foresight programme allows better connection with, and informs, programme priorities across the Major Programmes and visibility of UNESCO.
- The foresight programme also contributes to much greater cross-sectoral reflection on global issues.

Expected result: Complementary additional programme of extrabudgetary activities assessed as to its programmatic coherence with the regular programme and budget

- The Complementary Additional Programme (CAP) was designed as part of the preparation of the draft 36 C/5, and is fully coherent with the programme priorities and results set out in the draft Programme and Budget for 2012-2013. In particular: (1) a facility was introduced to ensure all extrabudgetary projects are linked to a CAP outline, designed to capture the breadth of UNESCO's action in response to emerging needs and opportunities, (2) much stronger adherence was developed throughout the Organization to the discipline of upfront programming of extrabudgetary projects (the in-built functions, processes and controls of SISTER play an important role in this regard) and (3) the CAP was given a stronger thematic focus through the introduction of thematic outlines underpinning fully fledged thematic programmes.

- Preparations were also made to create two distinct, but closely related platforms for Extrabudgetary Projects in SISTER. For the first time SISTER will encompass regular programme and extrabudgetary projects in a single unified results matrix.

Challenges and lessons learned:

- To ensure that the Secretariat is positioned to make a more proactive communication and outreach effort to bring the extrabudgetary programmes in the CAP out to UNESCO's donors and partners.

Expected result: Strategic guidance and overall coordination provided for the implementation of intersectoral platforms as well as activities relating to specific themes and strategic needs (e.g. dialogue among civilizations and cultures)

- UNESCO has pursued the search for new and flexible approaches to the management of intersectoral platforms and has provided technical backstopping as well as overall coordination of their implementation. The integration of Priority Africa and Gender Equality considerations into all platforms has been consolidated and opportunities for cross-fertilization of approaches and experiences among the different platforms have been identified. An important feature of the effort has been a reflection on the platform's possible contributions to United Nations common country programming exercises (e.g. UNDAF, One Programme, MDG Fund). The Director-General's regional consultations with National Commissions (May-July 2010) and the findings of the independent external evaluation of UNESCO (185 EX/18) acknowledge the efforts undertaken by UNESCO to strengthen collaboration across sectors as the more dedicated bottom-up, programme-centred focus. However, while the experience with the 12 Intersectoral Platforms is recognized as an instructive learning process, a reduced number – six – of thematic and coordination intersectoral platforms have been proposed for implementation during the next biennium (36 C/5) and endorsed by 185 EX/Decision 17.

Challenges and lessons learned:

- The Organization has developed a greater appreciation for the needs and challenges of intersectorality, leading to the choice of a reduced number of more autonomous intersectoral platforms within the draft 36 C/5.
- In situations where the IPs have implemented the most attractive and/or well-functioning programme elements intersectorally, this has in some cases been impeded by decision-making within the vertical structures. The separate funding mechanism proposed for the IPs in the 36 C/5 is likely to remedy this weakness and should be monitored carefully.

Expected result: UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of the pooled portion of the 2% programme resources

- UNESCO has actively participated in the work of the main inter-agency coordination bodies at global level, including of the Chief Executives Board (CEB) and its pillars, the United Nations Development Group (UNDG), the High-Level Committee on Programmes (HLCP) and the High-Level Committee on Management (HLCM), advancing its perspective as a specialized agency of the United Nations system. Among the inter-agency deliverables UNESCO contributed to are the UNDG Strategic Priorities which give direction, focus and coherence to UNDG action. The UNDG priorities are part of a commitment to maximize the United Nations' collective impact at the country level to accelerate achievement of internationally agreed development goals (IADGs), including the MDGs. To this end, they define a set of key UNDG system changes. These include

increased agency incentives for contributions to UNCT work, deepened senior leadership engagement with regional UNDG teams and UNCTs, as well as measures to improve system capacity to deploy knowledge and know-how for country-level work.

- Other important deliverables of the UNDG this year included its work plan – achieving a better division of labour within the CEB pillars and creating synergies among them, as well as the preparation of the UNDG Results-Based Management (RBM) handbook, which helps to harmonize the use of result frameworks at country level across the United Nations system. Furthermore, UNESCO has contributed to the review process on the implementation of the Management and Accountability System for the United Nations Development and Resident Coordinator system.
- At the regional level, BSP accompanied the change from the Regional Directors Team structure to the “Regional UNDGs” by providing to UNESCO Regional UNDG representatives opportunities for exchange of information and training, and dedicated financial reinforcement from the pooled portion of the 35 C/5 2% funds.
- As in previous biennia, BSP decentralized timely reinforcement funds for field offices engaged in common country programming exercises. Since the beginning of 2010, 24 field offices (including Regional, Cluster and National Offices) have benefited from the pooled portion of the 35 C/5 2% modality administered by BSP, with an emphasis on field offices responsible for 2010 and 2011 UNDAF roll-out countries.

Challenges and lessons learned:

- Efforts need to continue to enhance linkages between Headquarters and the field offices, including through an exchange of information, good practices, and through capacity-building/training initiatives. Thematic workshops organized by BSP for field and Headquarters colleagues as well as the establishment of the UNESCO Country Practices Network (UCPN) have contributed to addressing this need.
- As the pilots, and many UNDAF roll-out countries, have gone from the programming stage to the implementation phase, particular attention will need to be paid in future to delivery and results attainment.

Expected result: Analytical assessment provided on progress achieved, challenges faced and lessons learned in assisting the least developed countries in implementing the United Nations Plan of Action for the further implementation of the Programme of Action for the least developed countries during the period 2007-2010

- As a key contribution to the Fourth United Nations Conference on the Least Developed Countries (UNLDC IV), to be held in Istanbul from 9-13 May 2011, a UNESCO publication entitled Building Human Capacities in Least Developed Countries to Promote Poverty Eradication and Sustainable Development, was prepared in English and French (cf. http://portal.unesco.org/en/ev.php-URL_ID=48377&URL_DO=DO_TOPIC&URL_SECTION=201.html).
- As part of the preparatory process for UNLDC IV, UNESCO participated in pre-conference LDC events on issues of strategic relevance to the organization, including Enhancing Access to Essential Services; Climate Change; Promoting Tourism in LDCs; Science, Technology and Innovation; and Digital Inclusion for the LDCs. The organization also participated in UNLDC IV and advocated for the inclusion of the human and social dimensions needed to promote sustainable development in the LDCs as a key element of the new Programme of Action for the LDCs for the next Decade, 2011-2020, to be discussed and adopted at UNLDC IV.

Challenges and lessons learned:

- An evidence-based appraisal of the implementation of the Brussels Programme of Action for the LDCs for the decade 2000-2010 confirms that a more comprehensive and targeted approach based on ambitious, robust and focused commitments is required to bring about a tangible social and economic transformation in LDCs that could foster sustainable development and help LDCs meet longstanding as well as emerging challenges.

Expected result: Final report on the implementation of the Programme of Action on a Culture of Peace during the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010, prepared and an event marking the conclusion of the Decade organized

- Pursuant to United Nations General Assembly resolution 64/80, UNESCO prepared a summary report on its activities carried out over the past 10 years of the Decade, as well as those of other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action on a Culture of Peace. This report was submitted to the United Nations General Assembly at its sixty-fifth session (cf. <http://www.un.org/Docs/journal/asp/ws.asp?m=A/65/299>).
- Pursuant to 35 C/Resolution 108 and 184 EX/Decision 15, a Draft Programme of Action for a Culture of Peace was prepared and submitted to the 185th session of the Executive Board as Annex II of 185 EX/17 "Preliminary proposals by the Director-General concerning the Draft Programme and Budget for 2012-2013 (36 C/5)." Following discussion on this item and pursuant to 185 EX/Decision 17, a consolidated draft programme for a culture of peace and non-violence was prepared and included in the draft 36 C/5.
- With the aim of charting new avenues for peace in the twenty-first century, the Director-General established a High Panel on Peace and Dialogue among Cultures, composed of eminent decision-makers, intellectuals and artists from all regions of the world. The first meeting of the High Panel took place on 18 February 2010 at UNESCO Headquarters on the occasion of the launch of the International Year of the Rapprochement of Cultures, for which UNESCO has been assigned a lead role. A summary of the debates was distributed to the Executive Board at its 185th session and has since then also appeared in a booklet and online (<http://unesdoc.unesco.org/images/0018/001896/189679E.pdf>)
- Global awareness of the International Day of Peace (21 September) was raised through the preparation and widespread circulation of the Director-General's message, and through support provided for the organization of events organized to celebrate the Day. (Please refer to http://portal.unesco.org/en/ev.php_URL_ID=48059&URL_DO=DO_TOPIC&URL_SECTION=201.html for further information).

Challenges and lessons learned:

- Greater efforts are needed so that women are fully involved in peace-building and reconciliation efforts, and to address the problem of violence against women, in particular during times of conflict.
- Youth represent a priority target group for culture of peace activities and they should be mobilized better. At the same time, the violent radicalization of youth and the emergence of youth extremism is a continuing concern.

- Only a small number of countries reported on the implementation of the action plan for a culture of peace, and the lack of reliable and measurable indicators makes it difficult to assess the impact of activities in support of a culture of peace.

EXTERNAL RELATIONS AND PUBLIC INFORMATION

Overall strategic assessment

197. In September 2010, the Sector for External Relations and Cooperation (ERC) was merged with the Bureau of Public Information (BPI), to form the Sector for External Relations and Public Information (ERI) with the aim to enhance communication with Member States and the United Nations system, as well as with stakeholder communities and networks, and lead to a greater and more positive visibility for the Organization. This new structure will allow ERI to engage in a more dynamic interaction with the different sectors, Corporate Services and field networks, playing a significantly enhanced role as a support service to the programmatic activities of the Organization. The impact of this reorganization will therefore be only visible in 2011 onwards.

Relations with Member States and International Organizations

- During the period under consideration, the Director-General consolidated relations with Member States through 34 official visits. Cooperation with Permanent Delegations to UNESCO were reinforced through increased contacts with regional and electoral groupings, more sectoral information meetings, the development of a new website reserved for delegations and regular contacts with the newly appointed Permanent Delegates, (45 in 2010), almost one-fourth of the diplomatic corps having been renewed during the past year. Relations with the United Nations system and international organizations were actively pursued in coordination with the Liaison Offices in New York and Geneva and BSP in view of UNESCO's contributions to United Nations statutory reports on issues of relevance to the Organization.
- UNESCO contributed to several reports of the Secretary-General to the substantive session of ECOSOC for 2010 and to the 65th session of the General Assembly on issues of relevance to its mandate. Furthermore, the Organization was requested by the General Assembly to prepare reports on agenda items for which it has a specific responsibility, including the "Implementation of the International Plan of Action for the United Nations Literacy Decade", the "Mid-Decade review of the UN Decade of Education for Sustainable Development, 2005-2014", the "Communication for Development Programmes in the UN system" and the "International Decade for Culture of Peace and Non-Violence for the Children of the World, 2001-2010".
- To ensure UNESCO's core competencies and main priorities are clearly articulated in various forums of the United Nations system, the Director-General took an active part in major United Nations related activities in New York and Vienna (including the 2010 session of the United Nations system Chief Executives Board for Coordination (CEB), the high-level segment of ECOSOC, and the High-Level Plenary Meeting of the General Assembly on the Millennium Development Goals (MDG-Summit)). The high-level events organized during the MDG Summit and the Director-General's speeches, statements and remarks on education and culture received considerable attention. Thanks to UNESCO's intensive advocacy to place education and the role of culture in development very high in the agenda of the Summit and its Outcome document, specific references to culture for development have been included for the first time in a document on the MDGs and adopted by the General Assembly.
- Sustained efforts were made to strengthen cooperation with major intergovernmental partners such as the Islamic Educational, Scientific and Cultural Organization (ISESCO)

and the Latin Union through the conclusion of cooperation agreements and plans of action were and contacts were established with regional organizations such as the submission of framework agreements to the Executive Board.

National Commissions and Civil Society

- The Division of National Commissions and Civil Societies organized and/or participated in meetings to strengthen UNESCO's long-standing cooperation with National Commissions. A special Brainstorming Session of the Coordinating Group of National Commissions, focusing on the contribution of National Commissions in enhancing the intellectual role of UNESCO, took place at UNESCO Headquarters in January 2010 and resulted in a series of concrete recommendations. New initiatives were taken to revitalize the Euro Arab Dialogue project of National Commissions from both regions, and meetings with participating National Commissions during Executive Board sessions were better structured progressively, so as to provide them a formal platform of discussion during this government body's sessions. The re-structured National Commissions website has been regularly updated in English, French and Spanish (for essential documents). The Director-General's Circular Letter 3949 on the joint responsibilities of UNESCO/Member States towards National Commissions for UNESCO has been addressed to all Ministers responsible for relations with UNESCO with the aim of improving the status, stability and human resources of National Commissions.
- Parliamentarians have been made aware of UNESCO's priority programmes and UNESCO's standard-setting activities, in particular the ratification of UNESCO's international conventions worldwide. At the end of inter-parliamentary meetings in Africa, the Arab States, the Pacific region and Latin America and the Caribbean, participants adopted parliamentary declarations recommending the incorporation of the six EFA goals in their legislation and national budgets (for example, the Indonesian Parliament allocated 20% of its national budget to education following the adoption of the FASPPED I Declaration).
- The network of UNESCO's parliamentary focal points was developed. The number of focal points increased from 107 to 126 in one year. In order to enhance the visibility of its programmes, UNESCO participated in the major parliamentary events (IPU, APF, CPA, etc.) during the period under review.
- The UNESCO-NGO cooperation framework has been further rationalized and expanded through the successful organization of two round tables within the Committee on NGOs of the Executive Board, with active participation of Member States and unprecedented number of NGOs, thereby also contributing to broadening and enhancing UNESCO's partnership with civil society. The NGO section database has been improved in collaboration with UIA including with mapping information on national and local branches of international NGOs.
- The Fellowships Programme has contributed to the enhancement of national capacities in Member States, in areas of UNESCO programme priorities and the empowerment of fellowships beneficiaries, particularly in Africa and least developed countries, through the award of 290 fellowships, under both the Regular and Extrabudgetary Programme for a total amount of \$4,427,996.
- The regular budget was divided into two parts: the first part was used to award fellowships that were fully funded by the Organization, whereas the second part was used in a cost-sharing mechanism with donors to increase, through partnerships with Member States and the civil society, the number of fellowship opportunities in favour of Africa, women and least developed countries (LDC4's). Thus, 28 fellowships were fully funded under the regular budget and the remaining 262 fellowships were either totally or

partially funded from extrabudgetary resources. All these fellowships are aligned with the strategic objectives of the Organization.

- Fellowships policies, administration and procedures have been harmonized with the United Nations system through the hosting of the biannual Meeting of the United Nations Senior Fellowships Officers and Placement Agencies held at UNESCO Headquarters in November 2010.
- The Participation Programme Section organized five meetings of the Participation Programme Intersectoral Committee, following which the Director-General was recommended to approve a total of 672 requests for a total amount of \$15,084,266 of which \$1,281,561 were for emergency assistance and \$4,129,055 for Africa, one of UNESCO's priority areas. Efforts have been pursued to strengthen accountability mechanisms which resulted in obtaining a number of outstanding financial and evaluation reports thus allowing the Intersectoral Committee to recommend to the Director-General requests presented by these countries. Finally, with a view to further ensure timely communication of information to Member States, the Participation Programme Section provided a detailed presentation on the rules and regulations of the Participation Programme to the new Secretaries-General of the National Commissions during a training seminar organized from 28 February to 4 March 2011 at UNESCO Headquarters.

Public Information

- The communication plan is now established practice in the Secretariat, with all sectors participating actively. The integrated calendar of events (NICE) has been available since January 2010 on the Intranet (<http://nice-portal.hq.int.unesco.org/WebPages/Homepage.aspx>) and Internet (<http://www.unesco.org/new/en/unesco/events/all-events/>). The UNESCO website gained a new interface and improved backend engine in February 2010 to add greater consistency and improved look and feel. Further refinement and roll-out to sectors and field offices continued throughout the year. A "social media" presence was established on Facebook, Twitter, and YouTube to simplify public access – viewership of UNESCO content and cross-referencing to news and events by other organizations and individuals has greatly increased as a result. Although in their infancy at UNESCO, these social media initiatives are strategically important, especially to build awareness of UNESCO and communicate with younger audiences.
- Four global reports were published: the *EFA Global Monitoring Report 2010*, the *World Social Science Report 2010*, the *World Science Report 2010*, and the first edition of the *UNESCO Engineering Report*. The first and second phases of the installation of the new Information Materials Management Tool were accomplished, to enable programme specialists and publication officers to plan and budget, including the possibility to estimate print-runs, production schedules and distribution costs. Training of some 40 staff members on publications policy and guidelines was pursued and linked to the practical roll-out of the new Information Materials Management Tool. A new long-term agreement for distribution of "free distribution" publications was signed. An agreement with Google was signed to promote UNESCO's publications on the web using the Google Books search function. The range of titles sold at the UNESCO book and gift store, as well as on the Internet (www.unesco.org/publishing) has been diversified to include non-UNESCO Publishing titles that are of particular interest to UNESCO's audiences; as of their launch in December 2010, these new titles have been immediately among the best-selling titles. Different communication materials (UNESCO Brochure, "65 Years" brochure, "New Humanism" brochure, "UNESCO Every Day" cards) have been produced and made available on-line (www.unesco.org/en/infokit). Due to an increase in demand from Headquarters, field offices, institutes and Member States, these materials run out of stock and need to be reprinted.

- Guidelines have been disseminated to National Commissions concerning the use of UNESCO's name and logo and its authorization to third parties in connection with international/United Nations Days, Years and Decades celebrated by UNESCO. Memoranda of Understanding were concluded with several news agencies (Xinhua, China; ChosunIlbo and Dong-A Ilbo, both Republic of Korea; RiaNovosti, Russian Federation) aiming at both an enhanced diffusion of UNESCO information in the Member States and strengthening UNESCO's own media activities.
- The media relations section provided timely and informative materials on the Organization's activities and priorities to media outlets worldwide, using these opportunities to further reinforce connections with news and information media, both traditional and online. A new multimedia platform for the website was developed, from which UNESCO's audiovisual products can be directly downloaded. This proved extremely popular with major television networks covering the World Heritage Committee meeting in Brasilia and the Intangible Heritage Committee meeting in Nairobi, both of which prompted several hundred downloads. Media monitoring was also further developed, with regular reporting and analysis on media coverage in all regions being made available.
- To increase its communication and cooperation activities with all UNESCO partners, including the field offices, the Special Events Section has structured its activities around programmes and selected international days and initiated and implemented events targeting a broad public such as photo exhibitions, of which digital versions were offered to the websites of media, social networks, field offices and partners and received a frank success. In 2010, over a hundred exhibits and cultural events for Permanent Delegations as well as some fifty exhibits and events for programme sectors on themes such as EFA, Year of Rapprochement of Cultures, International Year of Biodiversity, Education for Sustainable Development, gender equality, AIDS prevention have been organized.

FIELD MANAGEMENT AND COORDINATION

198. The Bureau of Field Coordination (BFC) is the focal point for overall management and administration of field offices, and provides advice to the Director-General and senior management on the implementation and evolving adaptation of the Organization's decentralization strategy. BFC supervises the Directors and Heads of field offices and provides backstopping and assistance to field offices with a view to improving efficiency of programme management, strengthening administrative and managerial capacities. BFC is also the central coordinating and monitoring entity for the safety and security of personnel and premises in the field. Finally, BFC coordinates UNESCO's response to post-conflict and post-disaster situations, serving as secretariat to the PCPD Intersectoral platform.

199. Over the reporting period, BFC achieved results in the following areas:

- (i) Decentralization reform
 - The Bureau of Field Coordination continued to coordinate the overall reform of UNESCO's field presence, ensuring that field offices have the best possible interface with Headquarters sectors and central services, in particular to mitigate any disconnects in the areas of planning, implementation and coordination.
 - Within this framework, BFC has been engaged in preparations for the new Field Reform including through consultations with Member States and the secretariat. Field Reform is a key element in the Director-General's overall reform of UNESCO and will bring a better programme delivery, cost efficiency, and greater levels of flexibility for UNESCO's field architecture. The coming Field Reform must be able to

find solutions to address the above-mentioned gaps, and present a better coordinated and managed field network. More detailed information can be found in document 186 EX/28.

(ii) Backstopping field offices

- A total of 25 UNESCO field offices were assisted with the development of UNDAF in 29 countries. The assistance provided in close collaboration with BSP, was financial in nature, allowing the directors/heads of the field offices to secure human and other resources to take part in the consultation processes and meetings concerned and ensure UNESCO's programmatic contribution to the new UNDAFs developed.
- BFC contributed to the capacity development and improving skills of field staff by organizing a number of trainings and workshops. The institutional training framework helped increase the understanding of the field staff, especially the local staff, of the Organization's overall mandate and functioning. Within the framework of this biennium, BFC organized one "training of trainers" and four institutional trainings (for Amman, Baghdad, Bangkok and Dar-es-Salaam). BFC also contributed to the improvement of the institutional training programme through its editorial board. In addition to institutional trainings, BFC organized an AO workshop for the Asia-Pacific region (held in Beijing, China), and a PCPD-practitioners workshop for Arab States region (held in Amman, Jordan).
- Due to the internal reforms, some of the BFC responsibilities have now been assigned to the newly established Bureau of Financial Management (BFM). Such responsibilities include the monitoring of the field office operating costs. In this respect, BFC ensured that overall budget envelopes for operating costs are respected and appropriate adjustments and redeployment of funds is made to cater for unforeseen expenditure. BFC continue to work closely with BFM to ensure maximum coordination with the field offices.
- Finally, website workspaces have been made available to virtually all field offices to allow them to create a field office website. All field offices have some form of web presence administered either by BFC or the respective field office. In cooperation with DIT, new IT solutions have been established in several field offices to ensure better online communication between Headquarters and the field.

(iii) Improving safety and security of personnel and premises

- BFC is responsible for the safety and security of UNESCO field staff and premises and for overall compliance with established security policy. In this framework, BFC continues to ensure a house-wide implementation of instructions and guidelines emanating from the United Nations Department of Safety and Security (DSS), raising awareness among staff at and away from Headquarters regarding security protection, administration and management of the field security budget, and participation in inter-agency activities with a view to developing and refining field security policies and directives.
- BFC ensured continuous monitoring of the status of security compliance of UNESCO field offices leading to the progress in observance of UNDSS standards conducive to safer and more secure working and living conditions of staff. Review of the existing security communication equipment was undertaken and related shortcomings in the field offices were significantly corrected. Effective and timely response to security emergency situations was provided. Active support in identification of alternative premises compliant with prevailing security standards

(including mobilization of support from host country authorities) and in their adequate re-installation was extended to the field offices concerned.

- Capacity of all UNESCO personnel to effectively handle their security and safety responsibilities continuously improved through enforcement of the mandatory UNDSS Basic and Advanced Security in the Field and UNESCO Field Security Awareness trainings. BFC ensured development, dissemination and monitoring of the implementation of UNESCO specific security policies including policy regarding travel related security requirements. Effective and timely dissemination of the security guidelines and procedures was carried out through updated, more complete and user-friendly field security Intranet website.

(iv) Coordinating response to post-crisis situations

- BFC continued its role as the secretariat for the Intersectoral Platform for Countries in Post-Conflict and Post-Disaster (PCPD) Situations. The Platform undertook its important coordination role in response to the high number of natural disasters that affected Member States during the reporting period, most notably in the Haiti earthquake, floods in Pakistan and Benin, tsunami and volcanic eruption in Indonesia, earthquake and tsunami in Japan). In post-conflict environments like Iraq, Afghanistan, the Occupied Palestinian Territory, Democratic Republic of the Congo, and several countries in West Africa, the Platform continued its function as a much needed coordination body for the affected field offices and Headquarters. Having a fast and simple procedure for contacts has proven to be of utmost importance in both disaster and conflict environments. The PCPD Platform also undertook the coordination of UNESCO's response to the recent changes in North Africa and the Middle East, in close cooperation with the local field offices and sectors at Headquarters.
- The PCPD Intersectoral Platform was convened on 10 occasions last year to address specific post-crisis countries and other strategic, administrative and logistical issues. The Platform provides an essential "one stop" interface between field offices and the relevant programme sectors and central services, in order to rapidly exchange information and provide timely and relevant guidance to field offices in PCPD settings. The PCPD Platform also undertook an intersectoral mapping and strategic assessment of UNESCO's programming in the fields of PCPD psycho-social support, as well as on Disaster Risk Reduction Education in PCPD situations.
- In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched by the United Nations, with some 39 UNESCO projects prioritized by OCHA in 13 countries, notably for the Haiti earthquake and Pakistan floods responses. UNESCO also began implementation of 8 of its 10 joint UNCT programmes under the "Conflict Resolution and Peacebuilding" thematic window of the Spanish MDG Achievement Fund (Chile, Costa Rica, DRC, Guatemala, Haiti, Brazil, FYROM, Mexico, Lebanon and Panama). Expected allocation to UNESCO is \$8.3 million.
- In terms of inter-agency coordination of PCPD activities, BFC continued serving as coordinating focal point for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and the United Nations Development Group (UNDG) joint Post-Conflict/Disaster Needs Assessments (PCNA/PDNA).
- Through the support of BFM, a concise handbook on financial management in PCPD situations was published and distributed to all field offices. A PCPD web portal and online donation tool was launched and upgraded throughout 2010, and

an Intranet “PCPD Workspace” Sharepoint site was developed to catalogue best practices and provide crisis-specific guidance and templates (currently over 800 documents and 300 individual pages, with 257 registered UNESCO members). PCPD Preparedness Workbooks were completed for staff training purposes, tailored to the field offices in the Asia-Pacific, LAC, Africa and Arab States regions.

Intersectoral platform

- BFC serves as the secretariat to the Intersectoral Platform for Countries in Post-Conflict and Post-Disaster (PCPD) Situations. This Platform – which has convened as a multi-field office teleconference on a monthly basis during the reporting period – is delivering strategic focus to UNESCO’s activities in response to the high number of natural disasters or conflicts: notably the Haiti earthquake, Pakistan floods, tsunami and volcanic eruption in Indonesia, earthquake and tsunami in Japan, as well as disaster responses and crisis, reform and change in the Arab States, North Africa and the Africa region as a whole.
- The PCPD Intersectoral Platform convened on 10 occasions during the reporting period to address specific post-crisis countries, thematic programming, as well as the streamlining of administrative and logistical issues. The Intersectoral Platform management and its secretariat encourages a “one stop” interface between field offices and the programme sectors and central services, in order to exchange real-time exchange on capacities and constraints, as well as timely and relevant knowledge sharing to field offices in PCPD settings.
- The PCPD Platform recognizes the importance of timely coordination and a more direct engagement within each relevant country-led and United Nations coordinated responses to post-crisis. For post-conflict environments such as Iraq, Afghanistan, the occupied Palestinian territory, and in specific PCPD situations in Africa, the Platform provides coordination between the field offices and Headquarters.
- In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched by the United Nations, through 39 UNESCO projects in 13 countries, notably in the humanitarian response to Haiti earthquake and Pakistan floods responses. UNESCO also launched implementation last year of 8 of its 10 joint UNCT programmes under the “Conflict Resolution and Peacebuilding” thematic window of the Spanish MDG Achievement Fund (Chile, Costa Rica, DRC, Guatemala, Haiti, Brazil, FYROM, Mexico, Lebanon and Panama), with indicative allocation to UNESCO of \$8.3 million.
- To address inter-agency coordination of PCPD activities, BFC continued to serve as coordinating focal point for UNESCO’s participation in the Executive Committee for Humanitarian Affairs (ECHA) and the integration of UNESCO staff in the United Nations Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA), as well as other country-level coordination mechanisms.
- During the reporting period, a concise handbook on financial management in PCPD situations was published by BFM and in cooperation with the Platform, and distributed to field offices. The PCPD Platform also undertook inter-sectoral strategic assessment mappings of UNESCO’s the fields of psycho-social support as well as Disaster Risk Reduction Education in PCPD situations. The PCPD Platform is managing an Intranet knowledge network with some 290 staff participating and some 800 PCPD-relevant documents and project templates. In 2010, the PCPD Platform secretariat has launched and upgraded the PCPD Web Portal, which included the online donation tool for the emergencies in Haiti, Pakistan and Borobudur. PCPD staff training workbooks have been completed, tailored to the field offices in the Asia-Pacific, LAC, Africa and Arab States regions.

HUMAN RESOURCES MANAGEMENT

Expected Result 1: Medium- and long-term staffing strategy and expected results assessed and new medium and long-term staffing strategy (2011-2016) developed and approved

- The Bureau of Human Resources Management (HRM) carried out an assessment of the medium and long-term staffing strategy (2005-2010). This assessment served in the development of the new HR management strategy for 2011-2016, preparations of which began in summer 2010 with a series of consultations with the various stakeholders. The new strategy takes into account the recommendations of the Independent External Evaluation of UNESCO as well as the evaluations and audits carried out on HR policies and processes during the biennium. The strategy has been finalized and will be reviewed at the 186th Executive Board.
- In addition and for the first time, a global staff survey was developed and sent to all employees in November 2010 for their input and contributions. Twelve hundred responses were received.

Expected Result 2: More equitable geographical distribution and improved gender balance, in particular at the senior levels, achieved

- A plan (2010-2015) to improve the geographical distribution of staff in the Secretariat was developed and implemented in 2010. The plan sets out measures aimed at increasing the number of normally represented countries, at reducing under- and non-represented countries, and improving geographical balance at the Director level. Within this framework, the Young Professional Programme intake for 2011 was launched in November 2010.
- The Gender Action Plan 2008/2015 continues to be implemented and recruitment targets monitored. Since January 2010, some progress has been made with 27% of women represented at senior management level, largely due to the recruitments in 2010 of nine new ADGs (of which five are women). Within the context of the Action Plan, 2010 saw the implementation of the new Leadership and Management Skills Programme developed and targeted at middle-level woman staff. Over 66% of P-4 level women staff have participated in this training.

Expected Result 3: Integration of the human resources policy framework into the common United Nations framework enhanced

- The Bureau pursued its implementation of the human resources policies in support of effective human resources management, enhancing and developing new policies, as required, and aligning to the largest extent possible with the HR policies and practices of the United Nations Common System. In the period under consideration;
 - a new disability policy was developed;
 - guidelines on secondments/loans funded by Governments/institutes were issued;
 - a new and improved classification policy was developed end 2010;
 - consultations are under way for a new temporary assistance contractual framework.
 - In addition, 15 information sessions were provided to staff and managers in 2010 on the use of the new HR Manual, which was put on-line December 2009. Field offices received CD-ROM's and user guides.

Expected Result 4: Geographical mobility of international professional staff between Headquarters and field duty stations enhanced

- Following the issuance of the new Geographical Mobility Policy in November 2009:
 - a geographical mobility website was created in December;
 - a mandatory questionnaire was issued in May 2010 for all international professional staff (of which 82% responded) to identify mobility (assignment) interests and personal circumstances;
 - HRM also met with the sectors/bureaux to develop biennial HR gender targets and mobility plans.
- During the period under consideration, focus was given to two priority commitments, as detailed in the EXB approved policy:
 - (1) moving those staff in hardship duty stations (E, D and non-family) who have completed or exceeded their standard duration of assignments (SDA). From a total of 15 Professional and Director level staff concerned, eight have been reassigned. Four are in process of reassignment, leaving three Directors to be reassigned in the near future.
 - (2) moving Field Administrative Officers who have more than five years service in the same duty station. All concerned were reassigned.

Expected Result 5: Second phase of human resources management information system (System to Enhance Personnel Services -STEPS) initiated

- 2010 focused on the review and testing of Phase I; Phase II will be handled by the new CIO, subject to availability of funding.

Expected Result 6: Learning and development programme implemented

- As part of the corporate training plan for 2010-2011 and in collaboration with the Learning and Development Commission, the following training activities have been carried out with the aim of enhancing:
 - organizational effectiveness, in particular the positioning of UNESCO within the United Nations; (UNRC Assessment Centre, CCA/UNDAF and generic training on United Nations Reform, institutional and induction training courses);
 - professional and managerial competencies (language and office software training, human rights, gender mainstreaming, series of modules in soft skills i.e. planning, organizing and time management, interpersonal communications etc.);
 - Management and Accountability Culture (results-based management, IPSAS, a new Leadership and Management Development Programme for UNESCO managers was developed in 2010 and the first course took place in February 2011 with 19 participants); also two SMT retreats took place during the period covered;
 - Career Support Programme (two management assessment centre for development took place in 2010 for 20 participants and three workshops on Management Development for women were held counting 48 participants (P-4 and P-3 women).

Expected Result 7: Ethics training implemented

- The Ethics Office has made significant progress in terms of the training on ethics, having trained 609 UNESCO employees both at Headquarters and in 11 field offices during the reporting period. Further information on progress is presented in detail in document 186 EX/INF.17 “Ethics Office: Annual report 2009-2010”.
- With regard to the Medical Benefit Funds (MBF), a comprehensive review was undertaken in 2010 by a consulting firm on the Medical Benefits Fund’s long-term financial sustainability. A number of critical issues were identified that need to be addressed in order to ensure the long-term financial equilibrium of the Fund and to improve the efficiency of the plan. Due to the complexity of the issue, a working group of the MBF Board was established and met several times to analyse the findings and recommendations to the MBF governance (MBF Board of Management, General Assembly, Director-General). A plan has been developed and is being submitted to the 186th session for approval, as applicable.

ADMINISTRATION

Overall strategic assessment

200. The implementation of the ADM 2010 action plan focused on ensuring a smooth delivery of house-wide programme support in information systems, property and procurement management, conferences services, translation and documents production, safety and security, maintenance of premises, with an emphasis on the implementation of audit recommendations and harmonization of business practices within the United Nations system.

201. Continuous efforts have been deployed for improving the delivery of services, a better and more efficient use of the available resources and a better advance planning. One of the key components in the Organization’s cost structure – the operating expenses and related cost-recovery mechanisms have been the subject of a detailed review in 2010. The review confirmed that the current budget presentation is not very transparent in terms of cost awareness and management efficiency. As this presentation will not change in the short term, the issue of a transparent allocation of operating costs remains a challenge ahead.

202. The Organization being an environmentally conscious major paper consumer, a “less paper” initiative was launched in 2010 with an initial focus on the reduced reliance on printed documents for governing bodies’ sessions and making them available by electronic means. The Secretariat has already become less dependent on printed documents which results in a better and more efficient use of the available resources.

203. Two major long-term planning undertakings took place in 2010: the approval by the 174th session of the Headquarters Committee of the revised Medium-Term Security Plan (MTSP) and the start of elaboration of the Capital Master Plan (CMP) for the totality of the Organization’s Headquarters. The MTSP is aimed at reinforcing security arrangements at Headquarters through identification of existing risks and threats, elaboration of prioritized and adequate responses, as well as proposals for financing, primarily from the regular budget.

204. At the same time a reinforcement of existing fire safety systems – in line with host country regulations – have been undertaken in 2010 and the maintenance and upkeep premises were executed a satisfactory level.

205. The Advisory Committee for Works of Art (ACWA) concluded its first term of office in 2010 and its mandate was renewed by the Executive Board at its 185th session for a new four-year period.

C. Follow-up on 184 EX/Decision 4 Part I.B regarding measures taken to implement the recommendations of IOS in order to enhance monitoring and reporting for the next C/3 document (37 C/3)

206. Among the principal responsibilities of the Bureau of Strategic Planning (BSP) are the preparation of the biennial Programme and Budget of the Organization (C/5) and the statutory reports on its implementation such as the biennial C/3 document and the six-monthly EX/4 documents in a manner that ensures compliance with the principles of results-based planning, programming, monitoring and reporting.

207. To that end, and taking into account the recommendations of IOS in document 184 EX/4 related to enhancing RBM in programming, monitoring and reporting, BSP continues to provide support and guidance to assist sectors/bureaux in designing biennial work plans, including clear implementation strategies and well-articulated expected results, which also take into account the results of evaluation activities and lessons learned from the execution of previous C/5's. In addition, BSP issues clear instructions to all staff with regard to regular monitoring and reporting on programme execution (both regular programme and extrabudgetary) that focuses on assessing and reporting on progress made towards the achievement of the C/5 expected results, and towards the expected outcomes of the Organization's Medium-Term Strategy (34 C/4).

208. While BSP continues to strengthen UNESCO staff capacities in the application of the principles of the RBM approach to programming, monitoring and reporting, particularly to improve the quality of the reports generated, it has also taken the following specific measures in order to address the challenges identified by IOS in document 184 EX/4:

209. The 2009 RBM and SISTER training modules have been updated and revised. The sections related to monitoring and reporting have been further developed emphasizing the importance of monitoring and regular data collection from various sources, including from the targeted beneficiary groups. In addition:

- in order to further improve the quality of reporting and the adherence to the new reporting standards set by the governing bodies, specific guidelines on reporting and a corresponding training will be developed in 2011. This training will focus on all issues of concern, including output-reporting, focus on impact, identification of challenges and lessons learned, beneficiary information, follow-up to audit/evaluation recommendations.
- Furthermore, house-wide efforts will be undertaken to improve the internal monitoring and oversight of programme execution, setting up formal mechanisms and allowing relevant discussion by senior management.
- The Secretariat welcomes the intention of the Executive Board to further enhance its oversight of programme execution, in particular through a structured discussion of the EX/4-C/3 reports.

210. RBM training reached some 200 staff members during 2010. In addition, continuous coaching and dialogue related to the revision of 35 C/5 work plans and 36 C/5 expected results allowed a more rigorous application of the RBM approach. More specifically, training and coaching have been guiding staff towards more results-based rather than output-based reporting, putting further emphasis on the formulation of results that reflect the change in skills, attitudes and behaviours of the beneficiary groups; and the identification of the appropriate performance indicators and associated benchmarks that allow the measurement of progress towards the achievement of the result in a more results rather than output/process oriented manner.

211. Guidance was also provided to empower UNESCO staff to identify and define at the programming phase, the most appropriate, easy to use and less costly monitoring tools. For each expected result, the measurable performance indicators and related benchmarks (baselines and

targets) defined would allow the collection on a regular basis of information on programme/project implementation and on the utilization of resources, and enable thereon the Organization's management as well as governing bodies to make decisions on corrective action if needed. Also stressed is the importance of involving all stakeholders during the lifetime of the programme/project, from inception all throughout implementation and the final stages to ensure ownership and sustainability, as well as to allow feedback information from all stakeholders during monitoring.

212. The System of Information on Strategies, Tasks and the Evaluation of Results (SISTER) has been enhanced to support effective results-based programming, management, monitoring and reporting. It has allowed capturing in a single platform the entire set of 35 C/5 UNESCO's work plans. SISTER is regularly accessed by staff at Headquarters and in field offices to enter monitoring information on progress towards the achievement of the work plans' results, including assessment of challenges encountered or foreseen and lessons learned. In its present version, SISTER allows and facilitates the aggregation of information from the lowest level (activity/work plan level) to the highest (Major Programme), where reported information can be synthesized and the results-based progress reports generated.

Challenges remaining

213. Despite improvement in the quality of information provided at the programming stage and reporting information, there are a few challenges that remain to be addressed:

- The implementation of a systematic and results-based programming, management, monitoring and reporting approach requires an organization-wide shift and as such, more efforts are still needed to achieve a full integration of the RBM principles in programme management.
- A complete transition from output-based to results-based monitoring and reporting requires that monitoring and evaluation tools be further refined and adapted in a way to allow the measurement or assessment of the effects (results) of UNESCO's interventions in the Member States.



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**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

ADDENDUM

SUMMARY

The purpose of this document is to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

This addendum presents analytical reports from field offices on the impact of the Organization at country level, highlighting major results achieved including contributions to the United Nations Country Teams' (UNCTs) activities and common country programming exercises.

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AFRICA

UNESCO Office in Abuja

1. During 2010, UNESCO Abuja has promoted evidence-based policy and planning in **education** in Nigeria as envisaged and articulated in the Nigerian's development policy and priorities and the United Nations Development Assistance Framework (UNDAF). The main focus of the cooperation between UNESCO Abuja and federal and state ministries of education has been on policy advocacy, capacity development, and partnerships in the areas of ECCE, adult literacy, teacher education, HIV and AIDS, and TVET.
2. Despite numerous and persistent constraints, UNESCO's intervention in Nigeria has considerably contributed to the progress towards the expected results, including strengthened national capacities, enhanced political and financial commitment to EFA, and the formulation of effective and inclusive policies. The results have been most evident in the renewed commitment to literacy as outlined in the outcome of the Eighth E-9 Ministerial Review Meeting held in Abuja in June 2010. Nigeria has committed itself to fund a self-benefiting programme on literacy to the tune of \$6.4 million. This is the first time it has happened in Nigeria, although the country has always faced serious challenges in adult literacy. Similar efforts are being made to mobilize resources for ECCE and teacher education.
3. In the **Science Sector**, the UNESCO Abuja Office, in partnership with National Centre for Technology Management (NACETEM) organized stakeholders' consultative meetings to create awareness and to garner stakeholders' inputs to improve the existing national science, technology and innovation policy. The sector also collaborated with the Science Teachers Association of Nigeria (STAN) to develop audio-visual learning materials on core science subjects (Physics, Chemistry, Biology and Mathematics) and sensitized and popularized science and engineering subjects amongst girls in secondary schools. Finally, the Sector participated effectively in the delivery of the inter-sectoral Unified Budget Workplan (UBW)-funded project on strengthening the capacity of policy makers and managers of teacher training institutions for effective delivery of pre- and in-service training as well as professional development of teachers.
4. In collaboration with the National Commission for Museums and Monuments, the **Culture Sector** implemented activities in the area of conserving heritage sites in Nigeria through the revision of the management plan of the Osun Osogbo World Heritage Site and the organization of a consultative meeting for the revision of the Sukur World Heritage Site. The year 2010 was also celebrated as the International Year for the Rapprochement of Cultures.
5. The Institute for African Culture and International Understanding (IACIU), a category 2 institute under the auspices of UNESCO, was inaugurated on 9 March 2010. The Institute is located at the Olusegun Obasanjo Presidential Library (OOPL) in Abeokuta, Ogun State. In commemoration of the International Year for the Remembrance of the Slave Trade and Its Abolition, an international colloquium was organized in Osogbo, Osun State in August 2010.
6. The **Communication and Information Sector**, in collaboration with partners, observed the World Press Freedom day on 4 May 2010 with a rally to the National Assembly to sensitize the government on the threats to press freedom, and other threats that militate against the smooth practice of journalism in Nigeria. UNESCO upgraded the transmission equipment of Smallholders Farmers' Radio, a community radio situated at the interior village of Obitti in Imo State. The decision to create a National Programme Officer position in CI Sector in UNESCO Abuja Office will improve significantly the Office ability to respond to the needs of the country in the area of communication and information.
7. UNESCO Abuja continued its regular participation in the activities of the **United Nations Country Team** (UNCT), the Programme Management Team (PMT) and the Operations

Management Team (OMT) in 2010. The Office provided technical support for the integrated Education Management Information systems (EMIS) in two UNDAF selected states (Adamawa and Federal Capital Territory). Furthermore, the Office played a lead role in the UNDAF Midterm Review and started the implementation of the Annual Work Plans for the States of Adamawa and Kaduna. It is worthy to highlight the fact that UNESCO's active participation in the OMT contributed to bringing more transparency and efficiency in the budgeting and reporting mechanisms of the budget on Common Services, Dispensary and Security which are cost-shared by Agencies located in the United Nations House in Abuja. UNESCO's Administrative Officer who currently chairs the Inter-Agency Contracts and Procurement Review Committee (CAP) is assisting the Resident Coordinator in making sure that value-for-money is obtained in all Inter-Agency contracts before approving them.

Challenges and constraints

8. The main challenges emanate from the risks affecting the prospects of UNDAF II (as the Mid-Term Review is yet to be finalized) and the constraints and limitations of UNESCO Abuja. As the largest country in sub-Saharan Africa (150 million inhabitants), Nigeria is characterized by a huge complexity and diversity which provide both opportunities and formidable challenges and constraints. The main constraints relate to challenges in governance and enormous gaps in policy, capacity and data. These are likely to affect not only the implementation of UNDAF but also UNESCO stand-alone programmes in all its fields of competence. Bigger than most cluster offices in the continent, field presence in the six geopolitical zones of the country will continue to be relevant for UNESCO to deliver at the country level.

9. UNESCO Abuja has participated actively in the One United Nations activities (UNCT, PMT and OMT). However, because of its limited human and financial resources, the Office has been stretched to the limits in ensuring a minimum level of representation and participation in joint United Nations efforts and activities in Nigeria. A serious challenge that continues to face the Office is the inability to effectively participate in joint programmes and activities in the six selected States of the Nigerian Federation, which limits the scope for making direct programme interventions at state level.

UNESCO Office in Accra

BENIN

10. Benin decided to make basic education free and the UNDAF has identified EFA amongst the priority areas for basic social services support. UNESCO's support to the **education** programme implementation in Benin covered various areas of the education system.

11. In addition to advocacy activities for EFA which included sensitization activities within the framework of the International Literacy Day as well as partners' mobilization events on the occasion of the launching of the GMR (2010) and the celebration of the EFA week, an awareness raising campaign was launched to promote and gather support for UNESCO's Literacy Initiative For Empowerment (LIFE); UNESCO Education Support Strategy (UNESS) was prepared; The Basic Education Action Plan (BEAP) was launched and an action plan for its implementation has been established in cooperation with BREDA and the National Coordination of EFA at the Ministry of Maternal and Primary Education; In cooperation with the National Commission, support was provided for the transcription of two booklets from French to Xwala and 50 trainers and literacy teachers were trained on the Xwala language in the District of Grand Popo; Technical support was provided to the Non-Formal and Adult Education Directorate setting up of a technical working group on literacy and Non- Formal Education (NFE) to guide the development of the country's policy on the subsector and developing a Plan of Action for Literacy developed; Technical assistance was also provided for the training of the NGO, Adjalala Horizons Espoirs on entrepreneurship, socio-professional reinsertion, the placement and monitoring of the trained; In

support for teacher education, training was provided to 800 community school teachers in Kandi, Porto Novo, Dougou and Abomey, through distance learning methods. This training was provided in cooperation of BREDA and the National Institute for Research in Teaching and funded by the Japanese Funds in Trust.

12. In **Natural sciences**, climate change impacts assessment was conducted in preparation of the National Adaptation Action Plan (NAPA) and based on the qualitative assessment approach. The outcomes of a study undertaken by the national International Hydrological Program (IHP) were presented at the ECOWAS regional forum on climate change; Proposals were prepared for two potential trans-boundary or/and coastal sites for biosphere reserve nomination, in collaboration with the Man and Biosphere Programme (MAB) national committee of Benin hosted by the Benin Agency for Environment; The UNESCO Chair on Renewable Energies at the University of Abomey Calavi was established; UNESCO organized a mission to Benin at the time of the floods to discuss the contribution of UNESCO particularly on sustainable solutions to the recurrent phenomena of floods in Benin – with the government and the United Nations agencies.

13. In **Social and human sciences**, within the focus on regional integration, support was provided for the organization of a national seminar, *Nation States and the Challenges of regional Integration in West Africa*, which brought together researchers, policy makers and civil society actors to reflect on the challenges of integration in the subregion, from the unique perspective of Benin; A Benin case study book designed to raise awareness on the challenges facing the country in implementing regional protocols and agreements has been published and widely disseminated among researchers and policymakers at the national level.

14. In the field of **Culture**, strategies in favour of cultural tourism were supported through inventorying, assessments and sensitization on and promotion of the Slave Route; enhancement and restoration of slave sites and museums related to the slave route and development of South-South-North partnerships for the development of cultural tourism; A needs assessment on cultural heritage was undertaken nationally and regionally in collaboration with cultural institutions and civil societies, and was conducted through an integrated approach, including all dimensions of cultural heritage and interactions with the natural environment; Activities for raising awareness about the links between the 1972, 2003 and 2005 Conventions were undertaken, highlighting the synergies for sustainable development and exploring ways to operationalize this concept, such as the African Cultural Capitals Concept; Within the context of the 2005 Convention and its implementation, support was provided to initiatives such as the first regional forum on the development of the African Cultural Capitals concept held in Accra.

15. The UNESCO Institute for Statistics (UIS) conducted a capacity development workshop on the use of the Framework of Cultural Statistics (FCS) for the development of cultural data in French-speaking cluster countries. Capacities have been strengthened to assess cultural property and develop relevant data for evidence-based decision making through the use of the 2009 Framework for Cultural Statistics.

16. In the area of **Communication and information**, funds for the International Programme for the Development of Communication (IPDC) were used to support the *L'Avenir* newspaper and build the capacity through training and equipment upgrading. Support was provided to *Maison des Médias* – Benin for the organization of a workshop for community radio practitioners.

COTE D'IVOIRE

17. **Education** The political situation in Cote d'Ivoire over the last few years has profoundly affected educational activities, particularly at the primary level, undermining the country's abilities to achieve the EFA Goals and MDG 2. The current Cote d'Ivoire UNDAF document identifies the improvement of access, quality of social basic services and social security as key national priorities and objectives. UNESCO's support is and will continue to be crucial to developing activities aimed at achieving MDGs 2 and 3.

18. Advocacy activities for EFA included the celebration of the International Literacy Day; celebration of the World Teachers' Day, during which joint messages from UNESCO, ILO, UNICEF and UNDP were delivered; The Basic Education Action Plan (BEAP) was launched in cooperation with the National Commission. UNESCO provided support to the Ministry of Education for the revision and validation of BEAP in order to harmonize it with the education national policy and synergize during implementation; Literacy and income generating education activities targeting girls and women were extended to 20 new districts. Capacity-building workshops were organized for the literacy staff; sensitization and advocacy actions were carried out toward the traditional and religious leaders, women's associations, the administration and the community at large; 600 hundred women were trained in reading, writing, numeracy, simplified management, techniques in agricultural productions and some notions of primary health; and 1,800 girls were enrolled for the academic year 2008-2009; The Capacity-Building Programme for Education For All (CapEFA) for Cote d'Ivoire was launched. It is being implemented in cooperation with BREDA, UIS, IIEP, the Pôle de Dakar and aims to build capacity among the six ministries to reinforce national capacities to design, implement and manage TVET programmes; Technical and financial support is being provided to strengthen Côte D'Ivoire's assessment and certification system through the National Directorate of the Exams (DECO).

19. A workshop to identify the best teaching practices for HIV and AIDS and the Culture of Peace was organized and training modules on HIV/AIDS and Peace education were developed and disseminated; Capacity-building workshops for the inspectors and teachers of the pilot schools have been undertaken; National Union of Parents of University Students and Pupils were trained in sensitization and raising awareness techniques for the conflicts' prevention in schools. Additionally, four modules on peace and conflicts prevention in school were produced and 10 trainers were trained.

20. **Natural sciences.** Support was provided to the national International Hydrological Program (IHP) committee for a study on the evidence of climate variability and change and its impacts on water resources. The findings of the study will be adapted for the sensitization of the decision makers in the country.

21. **Social and human sciences.** A case study book on Cote d'Ivoire was designed to raise awareness on the challenges facing Cote d'Ivoire in implementing regional protocols and agreements nationally; it has been published and widely disseminated among researchers and policymakers. Support was provided for a national seminar on *Nation States and the Challenges of Regional Integration in West Africa*, organized in collaboration with local researchers. The seminar brought together researchers policy makers and civil society actors to reflect on the challenges of integration in the subregion, from the unique perspective of Cote d'Ivoire.

22. **Culture.** A needs assessment on cultural heritage was undertaken nationally and regionally in collaboration with cultural institutions and civil societies, and was conducted through an integrated approach, including all dimensions of cultural heritage and interactions with the natural environment; Activities for raising awareness about the links between the 1972, 2003 and 2005 Conventions were undertaken, highlighting the synergies for sustainable development and exploring ways to operationalize this concept, such as the African Cultural Capitals Concept; Assistance was provided to the Ministry of Culture on "how to change a Ministry of Culture" to an income generating enterprise through development of cultural industries. Culture experts were trained in Cultural Heritage Management and the principles of UNESCO Culture Convention for the Safeguarding of the Intangible Cultural Heritage, highlighting the central role of culture in sustainable development.

23. Capacity was developed through UNESCO's Institute of Statistics (UIS) workshop on the use of (Framework of Cultural Statistics (FCS) for the development of cultural data in French-speaking cluster countries. Member States' increased their capacity to assess cultural property and develop relevant data for evidence-based decision-making through the use of the 2009 Framework for Cultural Statistics.

24. **Communication and information.** Advocacy activities included celebration of the World Press Freedom Day, the dissemination of the Director General's message in all major newspapers in Côte d'Ivoire and the celebration of the fourth World Audiovisual Heritage Day; Capacities of media training institutions were strengthened to offer high-quality training, in particular to promote free independent and pluralistic media for quality media coverage of national elections; Support to the National Commission to constitute Information for All Programme (IFAP) was provided for the development of strategies for narrowing the gap between the information rich and the information poor.

GHANA

25. **Education.** Following the implementation of Ghana Poverty Reduction Strategy (GPRS) I (2003-2005) and II (2006-2009), the country is currently implementing the Ghana Shared Growth and Development Agenda (GSGDA) 2010-2013, which aims to lay the foundation for the structural transformation of the economy before 2020. Since 2009, with the introduction of the Ghana Education Strategic Plan 2010-2020, the Government increased its interventions with the aim of achieving Universal Primary Education (MDG 2 and EFA 2). The national budget allocation to education increased to 20% of its total budget. Ghana is on track to achieve Universal Primary Education by 2015, both in terms of gross and net enrolments. UNESCO Education Support Strategy (UNESS) 2008-2010, developed in 2007, constituted the basis for UNESCO's input to the UNDAF "Delivery as One" document 2011-2015, which was recently completed.

26. Advocacy activities to promote the achievement of MDG2 and EFA included sensitization activities for the International Literacy day organized in cooperation with the Non-Formal Education Division of the Ministry of Education; the World Teachers Day; on the empowerment of women, which was undertaken in cooperation with the National Commission for Civic Education to train 100 women trainers in social mobilization skills. UNESCO's provided technical support to strengthen the capacity of the Ministry and Education to carry out evidence-based planning through its Education Management and Information Systems (EMIS). A capacity assessment was undertaken to identify capacity gap of the Ministry of Education to produce quality data and reports that can inform adequate policy making and planning; Support for teacher education was provided within the framework of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA): In order to provide in-service teacher training to untrained teachers using ICTs, ICT equipment was provided and a distance education training programme designed; 304 college tutors from 38 colleges were trained in the use of ICTs to provide in-service training; a quality assurance handbook for tutors was developed and training provided to collegetutors involved in the programme.

27. In cooperation with IIEP and UNESCO BRED, training was provided to Ministry of Education personnel for Educational planning and management with respect to HIV and AIDS. Training was also provided to 50 members of the Positive Teachers Network (POTWEA) on issues dealing with counselling and support to teachers living with HIV and AIDS in the country. Additionally, A Study of the Education Sector's Response to HIV and AIDS in Ghana was published as a result of a partnership between Government of Ghana's Ministry of Education Science and Sports and a UNESCO led inter-agency (UNESCO, UNICEF, UNFPA, UNAIDS and WHO) collaboration among UNCT in Ghana. Awareness have been raised on the importance of literacy on Gender and HIV/AIDS by providing UNESCO's "Literacy, Gender and HIV and AIDS Series" to the Ghana AIDS Commission, Ministry of Education, Ghana Women's Voices, Joint United NationsTeam on AIDS, SteppAp foundation, JOYFM. Funding was secured from UNAIDS for the Ministry of Education to print the report of "Teachers Agents of Change and Dissemination" a three-year program which targeted teachers at the Basic and Secondary school levels in preparation for the integration of HIV and AIDS in normal teaching. UNESCO also participated and provided advice to the current National Strategic Framework document on HIV/AIDS.

28. **Natural sciences.** Annual recurrent flooding in cluster countries led to the development of a regional response to climate-related challenges. As a result, a National Adaptation Action Plan (NAPA) was developed in each country of the subregion. UNESCO undertook a variety of activities

to increase awareness at all levels on the threats of climate variability and change; reinforce capacity on sound scientific methodologies for the assessment of climate change impacts on water resources; and support scientifically the preparation of the West African Action Plan on Climate; An awareness campaign on the need to strengthen the capacity of the countries was initiated within universities in Ghana in collaboration with the Water Resources Institute (WRI) for the assessment of the impacts of climate variability and change on natural resources; and to sensitize decision makers to support scientifically the preparation of the West African Action Plan on Climate Change. In cooperation with SIST-IWRM network, a symposium was organized on water and sanitation, to raise awareness on the protection and sustainable water resources management, in celebration of the World Water Day. A workshop was organized for female teachers, to equip them with skills to advocate for youth, particularly girls to engage in science careers. A workshop on the theme “Enhancing Leverage of Science through Integrated Science, Technology and Innovation Policy was organized in collaboration with the Science and Technology Policy Research Institute (STEPRI)”. In collaboration with the National Commission for UNESCO, Ministry of Chieftaincy and Culture, a workshop was organized on “Traditional ways of preserving water and climate change” to sensitize on methods preservation of our water bodies. The cluster hosted the Sixth Session of the Intergovernmental Oceanographic Commission Regional Committee for the Central Eastern Atlantic Ocean (IOCEA-VI).

29. UNESCO’s work in the **Social and human sciences’** field has been focused on regional integration, climate change and youth. Regional integration support has led to the establishment of the West Africa Institute category 2 UNESCO Centre on Regional Integration, based in Cape Verde. Regional integration support for a national seminar on the theme Nation states and the challenges of regional integration in West Africa, organized in collaboration with the Institute for Democratic Governance (IDEG), bringing together researchers, policymakers and civil society actors to reflect on the challenges of integration in the subregion. Moreover, there is a current pilot study seeking to establish a scientific link between climate change and migration initiated in selected countries in Africa, including Ghana. In partnership with INDEPTH network, a scientific workshop was organized to define a research agenda on the social and human dimensions of climate change, with specific focus on migration.

30. **Culture.** The Ghanaian Government attaches great importance to culture as a unifying channel through which peace and development can be promoted among the people. As such, UNESCO is working with the Government and civil society organizations for the achievement of the nation’s objective. Importantly, UNESCO influenced important decisions such as the decision to establish the Ministry of Culture. An important high-level achievement was the tripartite signing of the Plan of Operation among UNESCO, Asante Kingdom (Otumfuo Osei Tutu) and UNESCO regarding the project “Sustainable management of Lake Bosomtwe with the Asantehene.”

31. UNESCO supported an educational and heritage project entitled ‘My School Travel project’, which raises awareness of young learners on the importance of safeguarding the cultural and natural heritage for their nation’s development and introduces the UNESCO kit, “Heritage in Young Hands”. In collaboration with the National Commission for UNESCO, Ministry of Chieftaincy and Culture, a workshop was held to promote “Traditional ways of preserving water and climate changes.”

32. In cooperation with the Accra Culture and Arts Network (ACCRACAN), a regional forum was established to deliberate the concept of African cities becoming cultural capitals and agree on the criteria required to develop strategies and policies. Capacities of over 50 cultural practitioners were strengthened in the management of traditional sites and cultural tourism at the local community level, particularly with regards to sustainable community cultural tourism and management of the Tongo Tenzug site, a national cultural landscape heritage. A permanent exhibition has been established at the World Heritage site of the Cape Coast Castle highlighting the majority of the 47 forts and castles of Ghana.

33. Traditional woven textiles in Ghana were identified and their status assessed, within the context of the 1972 Convention on the Protection of the World Cultural and Natural Heritage for the safeguarding of cultural heritage antique. In cooperation with the Ministry of Chieftaincy & Culture, support was provided to Ghana Museums and Monuments Board, (GMMB) to improve access to relevant development information and to digitalize Ghana's cultural heritage inventory.

A pictorial publication (manuscript) has been finalized on the slave/heritage routes along which sprawl many of the nation's World Heritage Forts and Castles.

34. Integrated needs assessment of heritage promoted – nationally and regionally – in collaboration with regional cultural institutions through support to civil society initiatives such as the launching of the African Cultural Capitals entailing urban renewal including the safeguarding and promotion of cultural heritage (tangible and intangible) of the city as well as its natural heritage.

35. Civil society organizations and the Municipality of Accra assisted in the cultural mapping of Accra with a view to develop evidence-based data on culture in the framework of the Africa Cultural Capitals concept and cultural tourism in Accra with a focus on creative and cultural industries. Capacities were built at a workshop organized by UIS on the use of (FCS) for the development of cultural data in French-speaking cluster countries and Member States' capacity built in assessing cultural property and developing relevant data for evidence-based decision making through the use of the 2009 Framework for Cultural Statistics.

36. **Communication and information** activities included the celebration of the World Press Freedom Day and the dissemination of the Director General's message in all major newspapers in Ghana. UNESCO supported the African University College of Communication (AUCC) in Ghana to organize a stakeholder's conference that identified the existing gaps in inclusive media development and outlined the modalities for redress. Two community radios were established – in Bosomtwe and Bimbbilla – through the provision of equipment procurement and support training for the operation of station (IPDC). Support was provided to women journalists and the Journalism Institutes in addressing Climate Change and Sustainable Development. UNESCO also provided support to Ghana Broadcasting Corporation (GBC) on the Digitization of gramophone collections of Ghana within the context of Memory of the World Programme (MOW), in collaboration with the German Embassy in Ghana.

Participation of UNESCO in United Nations joint programmes on Youth and Gender in Ghana

37. With the adoption of a **National Youth Policy** in 2010, consultations are underway to develop an implementation plan in collaboration with the National Youth Council, consistent with the principles underlined in the Africa Union Youth Charter. A number of joint programme activities with other United Nations agencies in the area of migration and climate change, youth, regional integration and constitutional review process have been identified for common programming. A national priority and focus of the United Nations country team is encouraging youth and female on the importance of science for development.

38. The UNESCO Office in Accra is part of the United Nations Country Team on **Gender**, which included first Gender Working Group in Ghana to develop a joint programme exploring the competencies of all United Nations agencies working in Ghana to address a variety of issues, including Violence against Women (VAW) by enhancing gender sensitive accountability systems to promote women's rights. In cooperation with UNIFEM, support was provided to develop programming on financing aid effectiveness and gender equality under the EC/UN Programme on Gender Equality for Development and Peace on 1 April, 2010. Support to the National Commission for Civic Education (Ghana) on women empowerment and sensitization in the districts of Kwanta, Gusheigu Karaga, Mohor Wasa East, Krachi, Bolga Tanga. (Education Program) was provided and support to the Ghana Statistical Service (GSS) to set up a Gender Statistics Working Group (GSWG).

LIBERIA

39. In the area of **education**, Liberia is a post-conflict country. During the conflict, the education sector was one of the sectors most affected, not only in terms of the destruction of its capacity and infrastructure but also as a result of reduced resources allocated to the sector. In order to improve the situation and respond to the challenges, the Government of Liberia has launched a process of far reaching education reform, with immediate priority to the Liberia Primary Education Recovery Program (LPERP), guided by the Poverty Reduction Strategy (PRS). The next phase of the reform process is the launch of the 10-year Education Sector Plan (ESP), and securing the required resources for successful implementation. The country has now become a Fast Track Initiative country and in order to benefit fully from this initiative, the Ministry of Education needs to enhance its capacity with regard to the planning and coordination of externally funded activities, leading to the timely, targeted and efficient implementation of policies.

40. Advocacy activities focused on MDG 2 and the promotion of EFA in Liberia included: The organization of sensitization activities within the framework of the International Literacy Day, organized in cooperation with the Non-Formal Education Division of the Ministry of Education; organization of sensitization activities towards the teaching profession, organized mainly with the Teacher Education Division of the Ministry of Education, within the context of the World Teachers Day; awareness-raising campaign with the Liberia National Directorate on Early Childhood Education and Development (ECCD), using radio broadcast programmes and training of 15 radio announcers from selected community radio stations.

41. Technical support was provided to the Ministry of Education to assess its Education Management Information System (EMIS) and identify capacity gaps that need to be addressed in order to strengthen national capacity for evidence-based planning. A project proposal has been submitted for raising the funding necessary to undertake capacity-building activities at central and district levels.

42. Gender Equality and Women Economic Empowerment (GEWEE) an extrabudgetary project funded through the Liberia Multi-Donor-Trust-Fund (MDTF), which is focused on supporting the development of Gender Sensitive Policies and Coordination Mechanisms and providing support for the Implementation of Priority Initiatives to Empower Women through literacy. To this end, a Non-formal Education Policy document was developed for endorsement by the; a non-formal education curriculum was developed and is now being piloted; Forty eight (48) facilitators (31 female and 17 male) were recruited and trained on content, teaching methodology and pedagogy, in 24 communities in six counties of the country; and literacy classes for girls and women are underway in 24 centres identified; 200 students (100 boys and 100 girls) from four public schools were trained on HIV and AIDS prevention.

43. Within another extra budgetary project funded through the Liberia Multi Donors Trust Fund (MDTF) aimed at integrating peace, human rights and citizenship education into the regular curriculum of the education system. A curriculum was developed and validated; teaching and learning materials were developed; 40 master trainers were trained to provide training for teachers in various schools of the Nimba and Lofa counties; 1,543 teachers from schools in the Nimba, Lofa and Grand Gedeh counties were trained on the programme expected to provide education for peace, human rights and citizenship to their pupils, covering an estimated number of 10,000 pupils.

44. The implementation of Priority Initiatives to Empower Women through literacy begun in 24 centres. Additional support was provided to the Ganta Concern Women Group, for training 25 adult literacy trainers, which, in turn, provided literacy training to 500 women in various locations around Ganta. The second phase of implementation is ensured to begin in February 2011 with funding secured.

45. In **Natural sciences**, a counseling workshop was organized for 150 students from seven public and private high schools in Monrovia. Twelve high level teachers on different topics of

science (mathematics, physics, biology, chemistry, agriculture and engineering, etc.) have intervened during the workshop.

46. **Social and human sciences.** On regional integration, support was provided for a national seminar on the theme, *Nation States and the Challenges of Regional Integration in West Africa*, organized in collaboration with the University of Liberia. The seminar brought together researchers, policy makers and civil society actors to reflect on the challenges of integration in the sub-region, from the unique perspective of Liberia. This work resulted in the publication of a Liberia case study on the challenges of regional integration in West Africa. The work on regional integration has led to the establishment of the West Africa Institute category 2 UNESCO centre on Regional Integration, based in Cape Verde. Liberia is represented on the Board of the West Africa Institute.

47. Youth Consultations with the Ministry of Youth and civil society actors were carried out to develop activities focused on promoting social cohesion in Liberia, paying specific attention to the challenges facing the youth. Specific programs targeting youth included: an integrated program with focus on the youth and women – using community radio as catalyzing tools - for community “voice” and people-centred development; career counseling sessions provided to 175 senior high school girls to assist them in their choices of career; and, a directory of funding sources of girls’ education in Liberia was developed.

48. **Culture.** UNESCO’s Culture and Communication and information launched an intersectoral, interactive radio programme, “Between you and me” which discusses culture as a unifying force in post-conflict Liberia. Under the leadership of the Ministry of Information, Culture and Tourism, and with the support of the Ministry of Youth and Sports, results from research on safeguarding and protecting indigenous textile production techniques and the gender component has been undertaken and have been used for sensitization, skills’ transfer, curriculum development and improvement of the supply chain. An exhibition on traditional textile production and techniques was set up in the National Museum of Liberia. Handicraft and objects collected in the course of the research And support for the special festival in honour of Gbessie Kiazoulou, Grand Diva of Dance with the National Cultural Troupe during the inauguration of the Gbessie Kiazoulou School of Dance at the Cultural Village. Additional support was provided for building the capacity of craftspeople in the field of traditional textile weaving – especially women – within TVET framework in response to recommendations of 2009 research on safeguarding traditional textile techniques.

49. **Communication and information.** The World Press Freedom Day was celebrated and the Director General’s message disseminated of in all major newspapers in Liberia. Support was provided to the Press Union of Liberia for a capacity development workshop for Language Announcers of Community Radio. In collaboration with West Africa Journalists Association (WAJA), support was provided for the sub-regional Media/Journalist capacity-building workshop on Media, Elections and Transitions in West Africa. In collaboration with UNDP, support was provided to the Ministry of Foreign Affairs, for the establishment of its archives, which included the provision of equipment necessary for archival documentation. Additional support was provided for the organization of a six (6) months training activity in restoration of archival documents of the Ministry of Foreign Affairs.

SIERRA LEONE

50. In the area of **education**, since the end civil war in 2002, considerable progress has been made. Enrolment rates in all sub-sectors have grown significantly and, in particular, primary and secondary enrolment rates more than doubled between 2000 and 2007. However, at least 30% of school-aged children are still out of school. The Government is committed to providing quality basic education for all as stated in the Constitution and the new education policy (2010). The revised policy seeks to address the following priorities: provide pre-school opportunities for most children; achieve universal primary education and completion of quality; expand and improve post-primary schooling; provide more and improved literacy and skills training possibilities; meet the teacher needs of an expanding schooling system; meeting human resources needs through higher/tertiary

education; provide improved governance, planning, management and monitoring for quality improvement and accountability. The government of Sierra Leone is finalizing a Fast Track Initiative (FTI) document that ideally will harness resources necessary for improving its basic education.

51. In cooperation with the National Commission for UNESCO and the Ministry of Education, Youth and Sports, support was provided for the review of a draft national intersectoral policy on Early Childhood Education and Development (ECED). The exercise involved consultation with forty-five experts drawn from Government Line Ministries and Departments, the Universities, and Teachers Training Colleges, Civil Society organizations, Non-Governmental Organizations and Private Proprietors of Pre-Schools. A revised policy has now been submitted to the Ministry of Education for consideration. The Government has recently adopted a legislation establishing a Teacher Service Commission. This decision stems from UNESCO's support to the Ministry of Education in developing a policy on Teacher Education.

52. Technical support was provided to the Ministry of Education, in cooperation with UIS, Pole de Dakar and UNICEF Sierra Leone to undertake a needs assessment to strengthening Education Management Information Systems (EMIS) – (EMIS). Following the assessment, training was provided for managers of EMIS at central and district levels, with the financial backing from UNICEF, which enabled Sierra Leone to conduct its 2010-2011 school census.

53. Within the context of the CapEFA programme in Sierra Leone, capacity-building was provided for the development of improved teacher education and management, which has been endorsed as the Teacher Service Commission Act 2010 by the Parliament of Sierra Leone. Support was provided to the Ministry of Education, Youth and Sports for the development of a national Technical Education and Vocational Training (TVET) policy and guidelines for its implementation, which included training of ministerial staff, consultations with a wide range of stakeholders necessary for the development of the policy and guidelines, which have now been endorsed by the Ministry. In cooperation with the Women and Development Association (WADA), an awareness campaign at community level aimed at mobilizing communities to strengthen skills training for literacy and income generating skills.

54. A review of the national Education for Sustainable Development (ESD) strategies and action plans is currently underway to assess the extent to which principles, values and skills of sustainable development are integrated and implemented within the education system. The results of the study will yield information necessary to inform an action plan for ESD capacity-building. Support to the Non-Formal Education Directorate for HIV/AIDS Preventive Education, Literacy and Livelihood Skills entailed training 1000 rural women and their families

55. In the area of **Natural sciences**, support was given to the National Commission to undertake a national sensitization campaign on science by the National Science Council; it will be piloted in two schools (Jamatur Nashirr primary school and Peninsular Secondary School in Freetown) and will aim to sensitize students about the role and the importance of science and technology, donating prizes to deserving students who have excelled in science and technology.

56. **Social and human sciences.** Sierra Leone has been focused on two themes which have informed programming, namely; regional integration and youth. Like Liberia, Sierra Leone is a post-conflict country deserving of special attention, due to the challenges facing it. Consequently, in October, 2009, the Government signed a Memorandum of Understanding with the Director General, highlighting a number of areas of cooperation. Support was provided for a national seminar on *Nation States and the Challenges of Regional Integration in West Africa*, organized in collaboration with the University of Sierra Leone. The seminar brought together researchers, policy makers and civil society actors to reflect on the challenges of integration in the subregion, from the unique perspective of Sierra Leone. A publication of a Sierra Leone case study on the challenges of regional integration in West Africa will be coming shortly. Within the context of the MOU with the Government, it is proposed that the old Fourah Bay College site (the oldest institution of higher

learning sub-Saharan Africa), will be transformed into a regional centre for peace and social cohesion, and will be linked to the West Africa Institute in Cape Verde. Sierra Leone is represented on the Board of the West Africa Institute.

57. With the establishment of a National Youth Commission in 2010, consultations are currently underway with stakeholders in government as well as among United Nations agencies and civil society, to build the capacity of the National Youth Commission to respond to the challenges facing the youth.

58. **Culture.** Technical assistance was provided to the Ministry of Tourism and Culture in developing a National Cultural Policy. UNESCO focused on addressing the needs for rehabilitation of Bunce Island, one of 40 or so slave castles and forts. The Government was supported to develop a Sierra Leone Tentative List for World Heritage nomination, in collaboration with the World Heritage Centre. In partnership with UNDP, support was provided to the Government for the development of a National Cultural Policy for Sierra Leone.

59. **Communication and information.** Celebration of the World Press Freedom Day and dissemination of the Director General's message in all major newspapers in Sierra Leone. Currently, the design a long-term programme on information and communication in Sierra Leone with a focus on developing a national communications strategy is underway; training of journalists and capacity-building of media practitioners; and establishing of a National Media Centre, and a revitalization of the Sierra Leone News Agency (SLENA), as a news gathering agency. Development of a Freedom of Information law (a draft bill has already been submitted to Cabinet for approval, and will be subsequently sent to parliament for enactment).

Togo

60. The Government of Togo and the United Nations have started the review of the UNDAF document (2008-2012). The review is based on the preparation of the Document of Poverty Reduction Strategy (DSRP 2009-2011) and the MDGs Monitoring Report of 2010. The revised UNDAF notes that basic social services have improved in the area of access and retention of children (girls and boys) from 5 to 15 years until the end of the primary cycle; access to quality health services, in particular in rural environment and sub-urban; (prevention, services, treatment, care and support, in particular in regard to HIV and AIDS; and the prevention and the protection of the most vulnerable population against violence, abuses and exploitations.

61. Togo has one of the highest enrolment rates at the primary school level (87% in 2008) in West Africa; however, despite free primary education, the education system has a high rate of drop outs with 22% of the pupils repeating classes and only 57% of primary school students' transition to the next grade. Teacher/student ratio is on average 1/50 and schools lack adequate school furniture and equipment. Inadequate training of teachers has also contributed to poor standards of learning. Gender equality in primary education has improved, but disparities are still prevailing in secondary education. With low transition rates from primary to secondary education, the technical and vocational education sub-system (TVET), which should equip the youth with adequate skills for their employability, needs to be reformed and strengthened.

62. In **education**, and in the context of the CapEFA programme for literacy and non-formal education (NFE) many activities were organized with the cooperation of the National Commission which included an advocacy, dialog and consensus building seminar; a needs assessment of the literacy and NFE situation; and development of a communication plan for the project. Moreover, in cooperation with the National Commission, 47 literacy stakeholders from the public administration, the private sector and civil society participated at a seminar on the capitalization and promotion of good practices in Literacy and Non Formal Education. In the context of TTISSA program, 13 professional and vocational education inspectors and six advisors have been trained and in-service capacity trainers and facilities have been undertaken.

63. Support was provided to the Direction de l'Alphabétisation for carrying out literacy programmes for girls and women through literacy in the three region of Kara, Savannas and Lomé-Gulf and the creation of early childhood centres. Awards were given to three females of Faculty of Science of the University of Lome to promote opportunities for girls in science education.

64. In the area of **Natural Sciences**, Togo is a post-disaster country where flooding is common during the rainy season. UNESCO has initiated a programme to promote science studies and careers among the youth and females. Additionally, support was provided for fellowships for women in science. Collaboration with the Department of Wildlife, and the MAB committee, data and information for the nomination of two natural sites for biosphere reserves was collected: national parks of Fzao-Malfakassa and Keran-Oti-Mandouri. Support to DRST-IJL to participate in the capacity-building workshop on Science, Technology and Innovation Policy formulation and implementation in collaboration with the Science and Technology Policy Research Institute (STEPRI) "Enhancing Leverage of Science through Integrated Science, Technology and Innovation Policy". Support to "Centre de Gestion Intégrée du Littoral et de l'Environnement de l'Université de Lomé" to participate in the Sixth Session of the Intergovernmental Oceanographic Commission Regional Committee for the Central Eastern Atlantic Ocean (IOCEA-VI) in Ghana.

65. **Social and human sciences.** With regard to regional integration, support was provided for a national seminar on the theme, *Nation States and the Challenges of regional Integration in West Africa*, organized in collaboration with University of Lome. The seminar brought together researchers, policy makers and civil society actors to reflect on the challenges of integration in the sub-region, from the unique perspective of Togo. A Togo case study book was designed to raise awareness on the challenges facing Togo in implementing regional protocols and agreements and it has been published and widely disseminated among researchers and policymakers. Support was provided to the Togo National Commission for activity implementation on the Brotherhood Games, on the theme "Sport for Peace in School" where UNESCO Associated Schools competed in a Basketball tournament In Lome.

66. **In the area of Culture**, Togo has a number of natural and cultural landscapes that need to be developed for cultural tourism and the Government intends to use these cultural resources as a linkage to national development and promotion of dialogue and peace. Specifically, UNESCO has been involved in promoting sustainable tourism at the World Heritage site and reinforcing the management activities of the World Heritage site of the Koutammakou cultural landscape in Togo, and educational materials on Batammariba culture and the Litammari language were developed. Moreover, awareness was raised around the important links between the 1972 and 2003 Conventions and their importance for sustainable development (e.g. promotion of African Cultural Capitals Concept which aims at reviving urban areas and enhancing cultural heritage. UNESCO also provided Support in the following areas: to the Ministry of Culture to formulate and launch a Cultural Policy for Togo; Strategies in favour of Cultural tourism in Togo included assessments and sensitization about the Slave route and restoration of slave sites and museums; awareness raising about the importance of Cultural Statistics for the development and/or implementation of Cultural policies through improved cultural data for evidence-based decision making; and creation of South-South-North partnerships for the development of cultural tourism in Togo.

67. **Communication and information** includes the celebration of the World Press Freedom Day and the dissemination of the Director General's message in all major newspapers in Togo. Additionally, an international conference on election reporting and media ethics in Kpalime and a subregional Media/Journalist capacity-building workshop on Media, Elections and Transitions in West Africa were organized.

Challenges

- Involvement of and partnership with national counterparts and civil society organizations in programme development and implementation has been a strategy adopted by the

Office in order to ensure national ownership and capacity development. In order to reduce the risks of delays especially from the national counterparts parts, such risks should be identified and taken into account at the planning that stage.

- Importance of developing partnerships locally – with national, regional and international entities – is the main approach to maximizing opportunities in a cost-effective and meaningful way.
- Collaboration between UNESCO offices and the institutes is extremely efficient, particularly when capacities do not exist in the office. This was the case of the collaboration between Accra, Nairobi Office and HQs in addressing the issue of floods in Benin.
- The political situation in Cote D'Ivoire has been the most important challenge impacting programme implementation and, due to political and security considerations, operations in the country have been reduced to a minimum.
- UNESCO has the biggest Antenna Office in Liberia. Still, programme implementation did not go as planned, particularly because of issues pertaining to the leadership of the Antenna Office.

Contribution to the United NationsCountry Team (UNCT) activities

68. UNESCO's was actively involved in common country programming processes (Country Analysis, Strategic Planning Retreats) towards the UNDAF: In Benin: actively participated in the current UNDAF (2009-2013); in Côte d'Ivoire: actively participated in the review of the education component of the current UNDAF (2009-2013); in Ghana: the country analysis conducted by UNCT with Government participation has resulted in the UNDAF 2012-2016 document which is at the finalized and awaiting signature of UNCT and Government; in Liberia: participated and provided inputs to the Mid Term Review (MTR) of the current UNDAF (2008-2012); in Sierra-Leone: United NationsJoint Programme – (2008-2010) with UNESCO participation in the Youth component; in Togo: UNESCO actively participated in the UNDAF (2008-2012) review process.

69. More importantly, UNESCO is represented in all thematic groups: in Ghana, UNESCO used to be co-chair of the education working group but also culture and sciences; in Liberia, UNESCO is lead Agency with UNICEF for Education; and, in Sierra Leone, UNESCO is co-leading the Youth Development programme with ILO.

70. Common activities and programs in Ghana included the Joint United NationsTeam on AIDS (JUTA) as the UNCT plans its program on HIV/AIDS, the United NationsCommunications Group (UNCG) as it plans its program and develops a communication strategy for the entire system, the Inter-agency Program Group (IPG) with the general role of ensuring maximum United NationsSystem contribution to the development process of Ghana, especially the timely implementation of the Ghana Shared Growth and Development Strategy and the attainment of MDGs through the development and implementation of the UNDAF, UNDAF Action Plan and Joint Programmes. Specifically UNESCO participates in the United NationsJoint program/activity with parliament and the gender working group, where UNESCO co-sponsored an award ceremony for 20 women in the creative industries with UNIFEM among other sponsors on 14February 2011. In Liberia, UNESCO's support to the culture sector has led to a growing awareness about Liberian national identity. For instance, training provided for the preservation of traditional weaving led to a call by the highest authorities in the country, for the adoption of national patterns as a national costume. UNESCO also initiated a radio programme on social cohesion and culture of peace "Between you and me", one of the most listened radio programme even by the Diaspora and the Higher authorities.

UNESCO Office in Addis Ababa

DJIBOUTI

71. In **Education** the Office worked mainly on the normative aspect and has helped develop the National Literacy Strategy, which was subsequently validated in a related workshop. Furthermore, a National Policy on Gender was developed. Poor communication and lack of coordination among the partners have challenged the smooth development and funding of the national policy on gender.

72. In **Natural Sciences**, institutional capacity to conduct research and map the country's natural resources (both in groundwater as well as in geothermal energy) was strengthened through training sessions and field work in addition to the purchase of two geophysics equipment and a vehicle. Furthermore, the biodiversity status of the country was assessed. As a result, the city of Djibouti has identified the groundwater it can tap for its needs avoiding to strike brackish waters, and the existence of geothermal potential has been assessed for one site. An assessment report that will lead to future ecotourism and biodiversity conservation activities has been developed, and is pending validation. The decision to sign an implementation partner agreement (IPA) with the *Centre d'Etudes et de Recherches du Djibouti* (CERD) has proved to be very beneficial as the combined resources resulted in furthering the reach of our actions.

73. In **Culture**, the Office worked on protecting and promoting the diversity of cultural expression through the implementation of the 2005 Convention and the development of cultural industries. As a result, and within the framework of the International Year of Rapprochement, the national festival of traditional dances, songs and poetry was organized in Djibouti as well as a photograph exhibition on cultural diversity.

ETHIOPIA

74. In **education**, within the CapEFA programme, institutional capacities were strengthened to prepare the Education Sector Development Programme (ESDP) and to improve education quality and equity in EMIS/TMIS. As a result, the Government designed the medium-term education development programme and strategy and has developed the capacity to assess and monitor the performance of its education system through the collection of statistical information. The Office also carried out an assessment of the response of the education sector to HIV/AIDS, helped develop a related policy and guidelines and conducted an assessment on HIV/AIDs and gender at Higher Learning Institutions (HLIs). Furthermore, UNESCO Addis supported girls' education in higher learning institutions, advocated for EFA, the International Literacy Day and the World Teachers' Day, introduced functional adult literacy (IFAL) at the regional level and worked on the Alternative Basic Education (ABE) programme. Lack of baseline information was an important challenge that hindered the progress in implementation.

75. In the field of **natural sciences**, the capacity of the country to assess its R&D was strengthened through the training of a critical mass of scientists (25) from the Ministry of Science and Technology, universities, research centres, the Ethiopian Academy of Sciences, on Science, Technology and Innovation indicators. Furthermore, the Office supported the establishment of the Ethiopian Academy of Sciences. Cooperation with UIS resulted in the optimization of the results with limited funding.

76. In **culture**, the Office worked on protecting and conserving immovable cultural and natural properties, safeguarding living heritage, enhancing the protection of the cultural objects, fighting against illicit trafficking, the development of museums and the promotion of intercultural dialogue and peace. Furthermore, within the framework of the MDG-F window, the office through the project "Harnessing Diversity for Sustainable Development and Social Change" has managed to accomplish a number of objectives. In particular, UNESCO Addis supported the training of eight World Heritage Site Managers on the on-line Periodic Reporting to the WHC and 119 experts on

conducting an inventory of the intangible cultural heritage, established a Management Plan for Tiya archaeological WHS, conducted an inventory, digitizing and microfilming of the ancient literary heritages, raised awareness on the 2003 and 2005 Conventions by translating them into the Somali and Afar languages and on the importance of the preservation of documentary heritage through Memory of the World (MoW). Within the MDG-F project a number of products have been developed, including baseline surveys, more than 100 people have been trained on cultural industries and awareness has been raised on issues of intercultural/religious dialogue. Cultural tourism issues, indigenous knowledge and support for a cultural policy are other products of the project. The progress of the MDG-F project was slowed down due to administrative and procedural problems within the Ministry.

77. In **communication and information**, UNESCO Addis worked on enhancing professional standards and ethics of media particularly on election coverage, supported the preservation, awareness and access to documentary heritage, reinforced the capacities of information professionals to utilize digital tools, built capacity of teacher training institutions to incorporate media information literacy in their programmes and enhanced the awareness of sustainable development through media. As a result of UNESCO's interventions, the reporting skills on media ethics of 30 media professionals and 30 rural community volunteers were enhanced and the National MoW Committee in Ethiopia was revitalized; the capacity of ATCB's (Adaptive Technology for the Blind) Pioneer Collegiate for the Blind for developing adaptive software and training for ICTs for visually impaired was strengthened and 20 working journalists and 20 journalism students were trained to report on environmental issues. Moreover, awareness was increased among academics and journalists on the need to develop science journalism. Lessons learned during implementation include: (1) partnerships with NGOs are key as they have the pulse on the local media environment and grassroots needs; (2) maintaining a strong and consistently engaged MoW national committee is essential to achieving results; and (3) the network between media-academics-policy makers needs to be strengthened to map coherent efforts towards developing environmental reporting.

Participation in the UNCT activities

78. During 2010, the Office participated actively in a number of **United NationsCountry Team** (UNCT) meetings and consultations (Technical Working Group sessions and consultative sessions with partners) that took place for the formulation of the UNDAF 2012-2015. As a result, three sectors, namely Education, Natural Sciences and Communication and Information have clear elements of their work reflected in the document at the UNDAF outcome level. It is expected that a culture component be integrated in the document at the Action Plan stage.

79. The Office was heavily involved in the development of the joint programmes (JP) on HIV/AIDS and on gender. As a result, the Office will be implementing the parts of the JPs that are relevant to the Organization's mandate.

80. Ethiopia, being a volunteer DaO country, is moving towards the One Fund modality, which will be the modality used for pooled funding. The challenge for UNESCO is to be able to adapt its administrative processes along the HACT (Harmonized Approach to Cash transfers) in order to access the pooled funds for activities within the JPs.

81. UNESCO Addis contributes also to the Regional Coordination Mechanism (RCM) related activities. The Office has represented the Organization in numerous preparatory meetings of the thematic clusters prior and/or during the RCM meetings:

- Infrastructure Development Cluster: Member of the Water and Sanitation Sub-Cluster and of the ICT Sub-Cluster;
- Social and Human Development Cluster: Co-Chair of the Education Sub-Cluster and Chair of the Culture and Sports Sub-Cluster;

- Member of the Environment, Population and Urbanization Cluster;
- Coordinator of the Science and Technology Cluster;
- Member of the Advocacy and Communications Cluster.

UNESCO Office in Bamako

GUINEA

82. Dans le contexte de l'initiative TTISSA, le Bureau de Bamako a organisé en 2010 des ateliers de formation pour renforcer les capacités nationales dans l'utilisation des TIC pour la formation des enseignants : Cinq formateurs guinéens ont été formés sur l'utilisation des technologies virtuelles pour l'amélioration de la qualité de l'enseignement et de l'apprentissage. Les technologies abordées incluent les bibliothèques virtuelles, les laboratoires virtuelles, les ressources éducatives libres, les instituts virtuels et les portails universitaires. Cinq autres ont été formés sur les politiques scientifiques et les statistiques et indicateurs des sciences et la technologie. Le Bureau de Bamako a aussi facilité un voyage d'études au Nigeria de deux responsables de l'université de Conakry pour étudier l'expérience de ce pays dans l'utilisation des technologies de l'information et de la communication pour l'amélioration de l'enseignement et de l'apprentissage.

83. Le Bureau de Bamako a organisé en juin 2010 en collaboration avec le gouvernement de la république de Guinée un forum national sur l'enseignement technique et la formation professionnelle. Les recommandations de ce forum serviront de document de travail pour l'organisation d'une Table ronde nationale des Donateurs sur la formation professionnelle qui se tiendra à Conakry en mai 2011.

84. The following activities have been undertaken in support to capacity development of the national structures for the promotion of a culture of peace and good governance in the Transitional Period in Guinea:

- Establishment of a mechanism that facilitates consultations/dialogue with political actors and civil society organizations on the management and monitoring of the transition period;
- Study tours for decision makers from Guinea to neighboring countries that have a positive experience in democratic transition processes;
- Development of a national action plan for monitoring the political transition processes;
- Information and Sensitization sessions for the population in eight regions on major issues relating to the political transition processes;
- Development of governance action plans for each Ministry working with UNESCO;

Training of key actors on the electoral processes;

- Establishment of independent and undisputed bodies in charge of the organization of elections; Monitoring of electoral processes;
- Capacity-building of Ministries working with UNESCO, in the area of human rights and culture of peace;

- Development and adoption of a Strategy/Policy on mainstreaming issues of human rights and culture of peace in the national curricula at all levels;
- Training and awareness sessions on human rights and the culture of peace for the various actors involved in the dialogue / political consultations;
- Development of a communication strategy to ensure a better dialogue on reconciliation and peace;
- Training Workshops for Media professionals in each of 8 regions.

MALI

85. Les activités visant à renforcer les capacités nationales pour la formation des enseignants à l'aide des TIC dans le contexte de l'initiative TTISSA ont été mises en œuvre en synergie avec plusieurs projets extrabudgétaires gérés par le Bureau de Bamako, y compris les projets ci-après : Bibliothèque virtuelle de l'université de Bamako créée avec un appui financier de la coopération japonaise (59.664 dollars) ; l'appui au développement d'une politique de la fonction enseignante et au renforcement des capacités des structures de formation des enseignants au Mali (1,2 millions dollars) ; le renforcement des capacités des instituts de formation des maîtres et éducation des filles au Mali (263.000 dollars reçus de la coopération japonaise) ; et le projet sur la formation des chercheurs de l'université de Bamako (226.000 dollars reçus de la coopération japonaise). Les activités menées dans ce domaine ont concerné la formation d'une quarantaine de formateurs maliens à l'utilisation des technologies virtuelles pour l'amélioration de l'enseignement, l'apprentissage et la gouvernance des systèmes éducatifs, et de 15 personnes sur l'assurance qualité extérieure à travers la plateforme technologique "Moodle" du Bureau de Bamako.

86. Support to Capacity-Building of Teacher Training Institutes and Girls' Education in Mali resulted in the training of 75 teachers in gender analysis and pedagogic practices likely to promote girls participation, and in teaching and learning in large classes and teaching of Children with special educational needs;

87. *Appui aux réformes de l'enseignement supérieur* : Ce projet a permis de mobiliser un financement de USD 12 millions de l'union économique et monétaire ouest africaine (UEMOA) pour permettre au Bureau de Bamako de mettre en œuvre un projet intitulé : "Développement des technologies de l'information et de la communication pour renforcer les capacités de mise en œuvre de la réforme "Licence-Master-Doctorat" (LMD) dans les pays membres de l'UEMOA. Le Bureau de Bamako a formé plus de 150 personnes sur les mécanismes d'accréditation et d'assurance qualité à travers : (a) la 4^{ème} conférence internationale sur l'assurance qualité en Afrique tenue en octobre 2010 à Bamako et (b) l'atelier de renforcement des capacités sur l'assurance qualité au niveau des institutions tenu en octobre à Bamako :

- Formation de plus de 40 personnes sur l'assurance qualité externe à travers la plateforme technologique "Moodle" du Bureau de Bamako;
- Deux livres sur l'assurance qualité en Afrique en cours d'élaboration ;
- Un plan d'action décennal sur le développement de l'assurance qualité en Afrique a été élaboré.

88. Parmi les activités entreprises dans le cadre du *renforcement des capacités nationales pour la réorientation de la formation des enseignants en vue de la durabilité et de la réponse globale au VIH et au SIDA* : Formation de 30 formateurs au Mali ; Création d'un Réseau régional africain sur la réorientation des programmes de formation des enseignants en vue de la durabilité. Le secrétariat de ce réseau est assuré par le Bureau de Bamako ; Formation en ligne de plus de 4.000 enseignants africains sur la prévention et le traitement au VIH et SIDA à travers l'institut

virtuel sur l'enseignement supérieur en Afrique créé par le Bureau de Bamako : www.unesco-bamako.org/viheaf.

89. *Projet de réorientation de la formation des enseignants en Afrique sub-saharienne pour la durabilité.* La recherche entreprise dans le cadre de ce projet se propose d'investiguer sur ce qui s'est passé au Mali et en Tanzanie dans le domaine de l'EDD depuis le début de la Décennie des Nations Unies pour le Développement Durable. Ce projet a examiné le niveau d'intégration des principes de base, des valeurs et pratiques du développement durable dans la formation des enseignants au Mali et en Tanzanie en vue d'améliorer la qualité et la cohérence du développement professionnel des enseignants. L'approche collaborative développée à travers un partenariat entre les équipes nationales de recherche au Mali et en Tanzanie, l'Université Métropolitaine de Manchester et l'UNESCO a permis d'examiner les mesures prises à cet effet par les gouvernements et les réseaux internationaux, régionaux ou subrégionaux et d'identifier, au Mali et en Tanzanie, les cas de bonnes pratiques et les défis auxquels la formation des enseignants fait face.

90. Dix recommandations ont été dégagées à l'issue de ce projet en rapport avec le développement professionnel des enseignants et des enseignants stagiaires. Le projet a également permis d'identifier cinq approches stratégiques pour l'incorporation de l'EDD dans le processus de l'Education Pour Tous (EPT).

91. De plus, étant membres fondateurs du tout nouveau Réseau Africain pour la Réorientation de la Formation des Enseignants pour la Durabilité (AFRITEIS), le Mali et la Tanzanie pourraient saisir l'opportunité pour réviser les résultats du projet et les recommandations avec les autres membres du réseau. Enfin, le processus d'intégration d'EDD dans la FE en Afrique Sub-saharienne a été lancé au Mali et en Tanzanie avec une meilleure perception des principes EDD et grâce à l'implication active des institutions en charge de la conception et de l'élaboration des programmes de formation d'enseignants. On s'attend à ce que dans le cadre du travail d'AFRITEIS ce processus soit mieux élaboré, répandu et soutenu.

92. L'UNESCO et le Ministère de l'Education, de l'Alphabétisation et des Langues Nationales du Mali se sont associés pour organiser, deux ateliers, l'un en direction des administrateurs scolaires (directeurs d'académies d'enseignement, inspecteurs) et l'autre en direction des formateurs de formateurs de l'ensemble des 17 Instituts de Formation des Maîtres-IFM- du Mali. Il s'agissait de faire le bilan d'une part du PFIE (Programme de Formation et d'Information à l'Environnement 1990-2001) et d'une des initiatives les plus remarquables au Mali, le PAGEEM (Plan d'Accompagnement de la Généralisation de l'Education Environnementale au Mali 2001-2008), et d'autre part, de faire l'état actuel des lieux de l'éducation au Mali au regard des défis liés aux problèmes environnementaux et de changements climatiques dans une perspective de réorientation de la formation des enseignants pour la durabilité.

93. Des pistes d'intégration de l'EDD dans les curricula au niveau de l'enseignement fondamental ont été examinées et un réseau d'enseignants EDD-IFM a été créé pour une pérennisation des recommandations fortes en vue d'une meilleure prise en compte de l'EDD dans les curricula au Mali. Deux ateliers du même type sont prévus en 2011 en Guinée et un partenariat est en cours d'établissement avec le CILSS pour la généralisation et la pérennisation au niveau des pays du CILSS.

94. *2ème Ecole Régionale d'Energie Solaire pour les Pays Francophones d'Afrique.* Afin d'appuyer les pays africains au développement des ressources humaines requises pour contribuer efficacement à la réalisation de leurs objectifs de développement, le Bureau Multi-pays de l'UNESCO à Bamako, a organisé en décembre 2010, la Deuxième Ecole Régionale d'Energie Solaire pour les Pays Francophones d'Afrique. Au total, une trentaine de participants en provenance du Mali, du Niger, du Burkina Faso, du Sénégal et de la Guinée-Bissau ont été formés sur la théorie et l'expérimentation/installation, maintenance des équipements d'énergie solaire et la conversion solaire photovoltaïque. Ils ont pu mettre en pratique les notions acquises avec des

manipulations pratiques d'équipements classiques d'énergie solaire et ont visité des installations fonctionnelles au Mali sur plusieurs sites différents où des écoles, des centres de santé et des services administratifs municipaux sont électrifiés à l'énergie solaire photovoltaïque. Outre la qualité des sessions de formation, les participants ont particulièrement apprécié les échanges entre eux en tant qu'acteurs dans le domaine de l'énergie solaire provenant d'horizons différents et ont unanimement recommandé l'organisation annuelle de cette formation. Cette initiative a connu l'adhésion et la participation active de partenaires internationaux et nationaux comme la GTZ, Mali folk centre, Rural Energy Fondation (Pays Bas), Z-SA (Mali).

95. *Lutte contre la pollution du Fleuve Niger et renforcement des capacités de groupements de femmes teinturières de Bamako.* La teinture sur tissu basin est une activité lucrative génératrice de revenu pour des milliers de femmes dans la ville de Bamako principalement. Malheureusement, cette activité est polluante et présente de nombreux risques pour les teinturières elles-mêmes. La composante 'Appui aux teinturières de Bamako' du projet « Niger-Loire : Gouvernance et culture », avec le soutien financier de la Commission de l'Union européenne et en collaboration avec l'Agence Loire Angers, après les activités de recherches de 2008-2009 sur les possibilités de prétraitement des effluents, sur la cartographie des groupements féminins à travers la ville et sur les enquêtes relatives aux risques sanitaires a eu en 2010 comme principales activités la formation, la sensibilisation et le démarrage des travaux de construction du site de regroupement d'une centaine de teinturières à Dianéguéla, un quartier de la Commune VI spécialisé dans le métier de teinture . Il est apparu qu'après formation, les teinturières pouvaient réduire la quantité de produits chimiques non biodégradable rejetés dans l'environnement d'un facteur 2 à 3 à cause de l'utilisation de quantités standards et de la rationalisation du processus, augmentant du coup leurs bénéfices et protégeant l'environnement. Cette opération a eu un tel succès et suscité un tel engouement que les autorités maliennes se proposent de l'étendre à l'ensemble des communes de Bamako.

96. *Politiques relatives aux sciences technologiques et innovations et statistiques en Afrique de l'Ouest.* Dans le cadre des efforts de développement des capacités nationales en matière de formulation de politiques relatives à la STI, conformément au Plan Consolidé de l'UA pour les S&T en Afrique, le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique du Mali s'est proposé d'abriter à Bamako, du 10 au 13 mai 2010, un atelier sur l'évaluation des politiques de STI des pays d'Afrique de l'Ouest. Organisé avec le Bureau multi-pays de l'UNESCO à Bamako et financé par le Fonds Espagnol de Développement, l'atelier qui a enregistré la participation d'experts internationaux de la révision/reformulation des politiques de STI, a permis d'échanger d'expériences et de tirer les leçons des échecs et réussites dans les domaines complexes de la révision, de l'évaluation, de la formulation et de la reformulation des politiques de STI. Les deux derniers jours ont été consacrés à la formation des fonctionnaires nationaux des différents pays sur différents aspects des statistiques, des indicateurs, de la conception et de l'utilisation de la STI. Comme suite à cet atelier, de nombreux pays de la sous-région parmi lesquels le Burkina Faso, le Cap Vert, la Côte d'Ivoire, le Niger, le Sénégal et le Togo vont bénéficier du soutien du Fonds Espagnol pour la formulation/reformulation des politiques nationales STI et sur les indicateurs statistiques pour le biennium 2010-2011.

97. Au cours de l'année 2010, l'UNESCO a contribué à l'élaboration des notes conceptuelles et techniques qui ont servi au Ministère de la justice pour mobiliser un financement de près de 96,24 millions de dollars pour la mise en œuvre du plan opérationnel du Programme décennal de développement de la justice (PRODEJ) pour la période de 2010-2014. Un montant de 18 millions de dollars, soit 18,7 % du budget total, est réservé à la 4ème composante du plan opérationnel qui porte sur « l'amélioration de l'accessibilité à la justice et la promotion des droits humains et du genre ». Le programme conjoint sur les droits humains et le genre assure le rôle de Chef de file pour cette 4ème composante et participe à la mise en œuvre de 37 activités sur les 55 activités prévues pour cette composante.

NIGER

98. Dans le cadre activités de soutien du Bureau de l'UNESCO à l'EPT, les résultats ci-après ont été réalisés : Renforcement des capacités de l'équipe technique nationale et des équipes régionales chargées du Système d'information pour le management de l'éducation non formelle (SIM-ENF) ; Collecte, analyse des données et élaboration et diffusion des documents des statistiques sur l'ENF ; Identification des besoins en renforcement des capacités de pilotage des politiques nationales ; Elaboration des modules et outils et formation de 200 formateurs et gestionnaires de l'éducation non formelle.

Participation aux activités conjointes des Nations unies

99. L'UNESCO joue le rôle de chef de file pour la mise en œuvre du **programme conjoint**, « Appui à la promotion des droits humains et du genre au Mali », entre le gouvernement du Mali et sept agences du système des Nations Unies (PNUD, UNESCO, UNICEF, FNUAP, ONU-FEMMES, PAM et ONUSIDA) qui porte sur la période de 2008 à 2012 et dispose d'un budget de près de cinq millions de dollars. Ce programme conjoint et vise à contribuer à l'effet PNUAD suivant: « Les droits humains sont mieux connus et respectés dans le cadre d'une Gouvernance démocratique et d'un Etat de droit renforcés ».

UNESCO Office in Brazzaville

100. Le Bureau de Brazzaville participe activement aux activités de l'Equipe Pays (UNCT) et celles des différents groupes thématiques élargis à l'ensemble des Partenaires Techniques et financiers (PTFs). L'année 2010 a été marquée par l'accession du Congo au point d'achèvement de l'initiative en faveur des pays pauvres très endettés (PPTE) ; ce qui représente une opportunité pour le financement de certaines composantes du secteur social dont l'éducation. Au cours de 2010, l'UNESCO a réaffirmé son positionnement pour la culture de la paix. Lors de sa visite à Brazzaville (14-15 janvier 2011), la Directrice générale a affirmé la volonté de l'Organisation de renforcer sa présence stratégique et opérationnelle dans le Bassin du Congo et en particulier au Congo Brazzaville.

101. La culture (patrimoine, culture de la paix, et appui à la création et aux expressions culturelles) et le développement durable (sciences, biodiversité et changement climatique) constituent de véritables opportunités pour l'Organisation. Deux domaines prioritaires pour le pays qui ne sont pas encore suffisamment reflétés au sein des exercices pays de l'UNCT. Le pays assure un rôle de Chef de file pour le Bassin du Congo et même au niveau continental pour ces deux domaines (questions liées à l'environnement et au changement climatique pour le Bassin du Congo, Berceau des industries culturelles avec le Festival Panafricain de la Musique-FESPAM, richesse ne patrimoine culturel et naturel).

102. Assoir le positionnement de l'Organisation dans le domaine du développement durable et de la culture dans le Bassin du Congo reste l'un des défis majeurs à relever qui nécessiterait davantage de ressources humaines et financières.

103. **Culture de la Paix** : L'Organisation s'est repositionnée sur la thématique de la culture de la Paix en facilitant notamment le dialogue entre les différents acteurs impliqués dans les activités relatives à la consolidation de la paix au Congo. Le Bureau a contribué aux activités suivantes : (i) l'organisation du Séminaire sur la culture de paix et la promotion des valeurs morales et éthiques dans le Pool (Kinkala, Louingui et Ignié, du 25 au 30 septembre 2010) : ce séminaire s'inscrivait dans la continuité des activités organisées par le gouvernement avec l'appui de la Communauté internationale, de février 2006 à juin 2009, dans les départements couverts par le Programme National de Démobilisation, Désarmement et Réinsertion des Ex-combattants (PNDRR). Cette activité a permis de mettre en lumière et de rappeler les contributions de l'UNESCO et l'implication du Bureau de Brazzaville dans le processus de prévention des conflits et de consolidation de la Paix ; (ii) Le soutien à la 1ere édition du Marché des Arts et Spectacles du Pool (MASPO) en juillet 2010, dans le cadre de la consolidation des acquis de paix et la réinsertion socioprofessionnelle

des ex-combattants par le biais de la culture ; (iii) Au niveau sous-régional, Brazzaville a accueilli le Séminaire sous régional pour le renforcement des capacités des Commissions nationales africaines pour l'Unesco en vue de leur contribution au processus de reconstruction post conflit et de consolidation de la paix – (Brazzaville 29 novembre-1 décembre 2010) auquel ont participé douze pays.

104. **Education** : L'UNESCO joue un rôle de Chef de file dans la coordination au niveau du groupe thématique 'Education' en République du Congo dans le cadre de l'UNDAF. Le Bureau a ainsi appuyé et coordonné au cours de 2010 les activités relatives à l'élaboration de la stratégie sectorielle de l'éducation, laquelle fait partie des activités prioritaires du programme éducation de l'UNDAF. Le Bureau a appuyé en particulier les trois ministères en charge de l'éducation (Ministère de l'enseignement supérieur ; Ministère de l'enseignement technique, professionnel, de la formation qualifiante et de l'emploi ; Ministère de l'enseignement primaire secondaire et de l'alphabétisation) dans les exercices nationaux d'appropriation et de validation de la stratégie sectorielle de l'éducation. La stratégie a été validée par le gouvernement en janvier 2011 et transmis officiellement aux PTFs en vue de rejoindre l'Initiative pour une mise en œuvre accélérée (FTI).

105. On peut mentionner également les activités suivantes qui ont bénéficié de l'appui de l'UNESCO : (i) l'organisation du Symposium National sur l'enseignement de l'éducation physique et sportive au Congo et aux Jeux de l'ONSSU – juillet 2010 ; (ii) la réalisation de l'enquête diagnostic (DQAF) sur les systèmes d'information et de gestion de l'éducation (SIGE) depuis Avril 2010. Dans le cadre de TTISSA: (i) l'organisation d'un séminaire de renforcement des capacités de 26 enseignants (comme formateurs des formateurs) sur l'enseignement des Sciences au collège et lycée ;(ii) la tenue en décembre 2010 de la première table ronde sur l'enseignement supérieur et le monde du travail. Le Bureau a contribué à l'amélioration des conditions d'enseignement à l'Ecole Normale Supérieure (réhabilitation et équipements des laboratoires de physique et chimie en kits micro-sciences et matériel informatique); Au niveau sous-régional, le Bureau a facilité l'organisation (ii) en février 2010 du 1er séminaire sous-régional de renforcement de capacités des enseignants du supérieur en matière de pédagogie universitaire, en partenariat avec la Chaire UNESCO en Sciences de l'éducation pour l'Afrique centrale (CUSEAC) de l'Ecole normale supérieure (ENS) de Brazzaville; (ii) en mars 2010 d'un séminaire sous-régional des parlementaires du Forum Africain des Parlementaires pour l'Education (FAPED) des pays de la Communauté économique des Etats de l'Afrique centrale (CEEAC) sous le thème : "*Contribution des Parlementaires des pays de la CEEAC à l'atteinte des objectifs de l'Education pour tous*" (iii) en octobre 2010 avec l'IIRCA, de l'atelier sous régional de renforcement des capacités des acteurs du système éducatif sur l'intégration des Technologies de l'Information et de la Communication (TIC) dans les standards de compétences des enseignants pour les pays de la CEEAC, de l'EAC et de l'IGAD.

106. Depuis novembre 2009, le Bureau participe et coordonne les activités du groupe thématique éducation au sein de l'UNCT dans le domaine de l'urgence suite à un déplacement massif de réfugiés en provenance de la République démocratique dans le département de la Likouala au nord de la République du Congo (Préparation Projets CERF et CAP). Le Bureau a développé à cet égard un partenariat stratégique avec l'UNICEF, le HCR pour l'éducation et la FAO pour les questions environnementales. Le Bureau apporte une contribution déterminante au niveau politique en établissant les passerelles entre le groupe thématique et les institutions en charge de l'éducation. Dans ce cadre, le Bureau a mobilisé des fonds extrabudgétaires (Fonds d'urgence CERF) et a contribué à l'éducation des enfants réfugiés par la formation des enseignants, l'achat des kits scolaires et les activités de promotion de la culture de la paix au sein des communautés des réfugiés.

107. En **Culture**, il convient de mentionner que dans le cadre du développement des industries culturelles le bureau a contribué à la réhabilitation de l'Ecole de peinture de Poto Poto . Dans le domaine du Patrimoine, le Bureau a contribué au plaidoyer pour la ratification de la Convention de 2003 et a assisté les autorités dans la finalisation du dossier de soumission du premier site

congolais sur la liste du Patrimoine mondial – la tri-national de la Tsanga (TNS) avec la composante nationale du parc national de Nouabalé-Ndoki pour le Congo. Une assistance est actuellement fournie pour la préparation des dossiers relatifs au classement des sites culturels du « Domaine royal de Mbé » et de « l'Ancien port d'embarquement des esclaves de Loango ».

108. En **Sciences**, le Bureau assiste actuellement le gouvernement pour la deuxième phase du projet de renforcement des capacités en politiques scientifiques notamment pour la finalisation des documents de projets mobilisateurs qui seront partagés avec les différents partenaires et bailleurs. Dans le domaine du développement durable : (i) l'appui à l'organisation d'un Forum international UNESCO-MAB/Pro-Natural sur le bio-carbone de la biosphère du bassin du Congo (Brazzaville, 20 - 24 avril 2010). Ce forum avait pour objectif de renforcer le réseau des réserves de biosphère en Afrique centrale et promouvoir l'utilisation des réserves de biosphère du Bassin du Congo comme des sites pilotes et laboratoires d'apprentissage pour lutter contre la déforestation et protéger la biodiversité dans le développement durable; (ii) la contribution à la 2e édition du Forum international des populations autochtones de l'Afrique Centrale (FIPAC II) , prévu du 16 au 19 mars 2011 sur le thème « Droits des populations autochtones et dynamique de la conservation de la biodiversité dans le Bassin du Congo » Cette initiative conjointe sous-régionale Congo-CEEAC-COMIFAC s'inscrit dans le cadre du renforcement des capacités des associations et ONG autochtones en vue de la mise en place d'un réseau élargi sur le plan régional et international des intervenants œuvrant en faveur de la cause des peuples autochtones (<http://www.fipac.org>).

109. Dans le domaine de la **communication et de l'information**, le Bureau a contribué en 2010 dans le cadre notamment d'activités conjointes UN à : (i) la formation, en novembre 2010, de 27 journalistes sur les techniques de reportage, les règles déontologiques, le VIH/SIDA, les droits des peuples autochtones et les valeurs éthiques et démocratiques en période électorale et normale; et à (ii) la mise en place d'un fonds documentaire accompagné de matériel informatique au Centre national de radio et télévision congolaise ; (iii) la célébration le 3 mai 2010 de la Journée mondiale de la presse par l'organisation d'une plateforme d'échange et de discussions entre les journalistes et les professionnels de la Communication sur l'état de lieu de la presse congolaise et la liberté de la presse; (iv) au renforcement en décembre 2010, des capacités des professionnels de la Communication et des responsables de médias sur les techniques de préparation et de mise en œuvre des programmes/projets PIDC.

UNESCO Office in Bujumbura

L'UNESCO au sein du Système des Nations Unies au Burundi

110. Le système des Nations Unies au Burundi fonctionne dans le cadre du BINUB « Bureau Intégré des Nations Unies ». C'est dans ce cadre que des réflexions ont été menées pour préparer l'analyse stratégique du UNDAF+ 2010-2014, sous la direction du Représentant Exécutif du Secrétaire Général. La Stratégie Intégrée d'appui du système des Nations Unies au Burundi pour la période 2010-2014 constitue une réponse coordonnée et cohérente qui se focalise sur les quatre domaines d'intervention prioritaires susmentionnés visant l'objectif principal de consolidation de la paix et de relèvement communautaire en vue de jeter les bases d'un développement durable.

111. Le Bureau de l'UNESCO à Bujumbura participe à la Stratégie Intégrée d'Appui des Nations Unies au Burundi, cette stratégie est axée sur quatre priorités à savoir :

- ✓ Appui à la Planification Stratégique et Coordination;
- ✓ Relèvement Communautaire ;
- ✓ Réconciliation Nationale, Promotion et protection des Droits de l'Homme ;

✓ Gouvernance démocratique.

112. L'UNESCO est représenté par des points focaux dans les différents groupes intégrés du BINUB et participe aux travaux des groupes techniques de travail. Cette collaboration engendre une complémentarité inter-agences qui se traduit au niveau de l'expertise et des contributions financières dans les programmes conjoints, évitant ainsi toute duplication et favorisant l'élaboration en commun des documents/modules de formation.

113. Cinq Programmes intégrés ont été élaborés dans le cadre de l'UNDAF 2010-2014:

- Programme intégré de renforcement des capacités nationales pour la consolidation de la paix et de la gouvernance démocratique au Burundi ;
- Programme intégré à l'éducation aux droits de l'homme ;
- Programme intégré d'appui à la prise en charge des victimes des violences basées sur le genre et les autres groupes marginalisés et vulnérables ;
- Programme intégré d'appui à la stratégie nationale de réintégration socio-économique des populations affectées par le conflit ;
- Programme intégré d'appui à l'appropriation et à l'opérationnalisation de la Vision 2025, à la mise en œuvre de la stratégie nationale de la statistique et à la formulation et suivi-évaluation du CSLP II.

Bureau de l'UNESCO à Dakar

SENEGAL

Education

114. Dans le cadre des efforts de l'action conjointe des Nations Unies, l'UNESCO préside depuis mai 2010 le groupe thématique du VIH et SIDA du Sénégal. L'UNESCO accueille à ce titre le coordonnateur national du groupe. Ce rôle a permis à l'UNESCO de considérablement renforcer la connaissance des Agences onusiennes sur les interventions de l'Organisation dans le domaine du VIH et SIDA, ceci plus particulièrement dans les actions d'EDUSIDA. En plus de ce travail de « leadership », l'UNESCO a continué à apporter son soutien pour l'association des enseignants infectés/affectés au Sénégal (créée grâce à l'appui de l'UNESCO en 2009), notamment à travers d'un atelier sur le stigma et la discrimination à Kaolack en été 2010 avec des invités maliens et guinéens.

115. A travers son Pôle d'analyse sectorielle en éducation (« Pôle de Dakar »), l'UNESCO est intervenu au Sénégal en encadrant une équipe nationale dans la réalisation d'un modèle de simulation financière. En termes de formation, au total 10 personnes du Sénégal ont bénéficié des formations (PSGSE ou formation professionnelle) du Pôle en 2010. En ce qui concerne l'Institut des Statistiques de l'UNESCO, nous avons commencé le projet « Appui de l'UNESCO/BREDA à l'amélioration de la gestion du système d'information statistique de l'éducation et la formation » du Sénégal, dont la première étape a été le diagnostic de la chaîne de production des statistiques des sous-secteurs visés par le projet : préscolaire, élémentaire, secondaire, Enseignement Technique et Formation Professionnelle (ETFP), Education Non Formelle (ENF) et enseignement supérieur. Six rapports diagnostiques sous-sectoriels et un rapport de synthèse ont été rédigés par l'équipe technique du projet en collaboration avec les responsables des différents sous-secteurs.

116. Tout au long de 2010, l'UNESCO continuait d'apporter son soutien au Ministère de l'Enseignement préscolaire, de l'élémentaire, du moyen secondaire et des langues nationales dans ses efforts d'améliorer l'éducation et la protection de la petite enfance (EPPE). La politique de

L'EPPE du Sénégal a été revue et les recommandations et conclusions sur la coordination intersectorielle, la planification stratégique et l'accroissement des effectifs d'accès ont été émises et mise en œuvre débuté. L'UNESCO BREDA a aussi fortement appuyé le pays dans la concrétisation de son idée de construire des cases de tout-petits comme structure d'accueil pour des enfants entre 0 et 6 ans avec leur mère. Les 4 premières cases de ce programme ont été réalisées grâce à l'appui de l'UNESCO.

117. Dans le domaine de l'éducation non-formelle et d'alphabétisation, le Sénégal a bénéficié d'un appui pour le développement d'un système d'information et de pilotage de leurs activités d'éducation non formelle. Un tel système permet d'avoir des données récentes et crédibles pour sous-tendre les politiques.

118. Pour l'enseignement et la formation technique et professionnel (EFTP), l'UNESCO a coordonné et facilité une étude de faisabilité de mise en place des équipes mobiles de formation. Les résultats ont été validés par les partenaires nationaux et les équipes mobiles insérés dans le plan stratégique de l'éducation 2009-2011. Grâce aux activités de l'UNESCO de mobilisation des partenaires, une expérience pilote a été lancée dans les régions au nord du Sénégal.

119. Pour ce qui est du développement de la profession enseignant, l'UNESCO a apporté un appui à la formation continue des maîtres vacataires dans le cadre d'un projet extrabudgétaire. En 2010, un appui technique a été fourni pour conduire une évaluation du système de formation. L'UNESCO a aussi facilité la mobilisation des ressources. On peut également noter la célébration de la journée des enseignants en octobre; une grande manifestation a eu lieu au Sénégal, où les équipes d'EDUSIDA et du TTISSA ont joint leurs forces et ont organisé un grand panel sur les enseignants et le VIH et SIDA en Afrique avec la participation des syndicats d'enseignants, le BIT et l'USAID, parmi d'autres.

120. L'UNESCO a mobilisé des ressources additionnelles pour contribuer à la création d'une instance nationale d'assurance qualité dans l'enseignement supérieur. Les activités débiteront en 2011.

Culture

121. En 2010, en termes de la sauvegarde du patrimoine immatériel et en particulier du recensement des « trésors humains vivants », des Comités régionaux de recensement ont été créés dans toutes les régions du Sénégal (au nombre de 14). Leur rôle est de recenser au niveau de chaque région les dépositaires des savoirs et savoir-faire traditionnels et de les proposer à la Commission nationale de sélection qui leur décernera une distinction.

122. Suite à la réalisation du 1er épisode de la bande dessinée sur les Tirailleurs sénégalais, l'UNESCO Dakar a apporté son appui à la conception des épreuves du 2e épisode et surtout à la réalisation du Dépliant sur le Muséobus du Musée des Forces Armées qui, destiné aux élèves, permet une plus grande visibilité du musée mais contribue également à mieux faire connaître l'histoire des Tirailleurs.

123. Le projet de réalisation d'un Eco-musée à Fadiouth a bénéficié d'un soutien de l'UNESCO pour la collecte des objets chez des particuliers. Fadiouth qui est dans une région touristique pourrait, avec l'Eco-musée, bénéficier davantage des passages des touristes et valoriser son patrimoine.

124. Le BREDA a apporté son soutien aux Commissions nationales de Gambie et du Sénégal pour la célébration du 23 avril, Journée mondiale du livre et du droit d'auteur où dans le cas du Sénégal, la manifestation a eu lieu dans un lycée de banlieue (Seydina Limamoulaye) avec comme activités : une conférence sur la lecture, un concours de lecture, une animation par une Troupe théâtrale et des 'slameurs'. Cette journée a enregistré une importante participation des élèves des établissements scolaires de la Banlieue inscrits au réseau des écoles associées.

Communication et information

125. L'une des activités phare de l'UNESCO Dakar dans le domaine de la communication et l'information reste la promotion des centres communautaires multimédias (CMC). Du matériel radio et informatique a été acquis et une bonne partie de ce matériel a été acheminé vers les zones ciblées par le projet au Sénégal. Trois CMC ont été installés, équipés et inaugurés dans la région de Cas Cas, Kaffrine et Diawara. Au cours de 2010, les populations de Salémata, Ninesfcha, la Parc du Niokolo Koba, et la région de Kédougou ont été accompagnés pour s'organiser pour accueillir ces structures, en se constituant en association, comité, etc., capables d'assurer la gestion des CMC et en sélectionnant le personnel bénévole qui sera ensuite formé au CESTI.

126. Il convient aussi de noter le travail effectué par CI/BREDA pour assurer la coordination de ce projet MDG-F '*promotion des initiatives et des industries culturelles au Sénégal*' (6.500.000 dollars au niveau du PNUD pour une période de trois ans). Après une réunion à Toubacouta avec les acteurs locaux et les partenaires du projet, y compris les Agences du SNU, une réunion du comité de gestion du projet s'est tenue en septembre 2010 pour bien canaliser les actions des uns et des autres. Des évaluateurs de l'UICN et de l'ICOMOS ont été reçus sur le terrain pour la validation de la candidature du Sine Saloum au patrimoine mondial de l'UNESCO. Une rencontre avec le secteur de la culture et les autres bureaux travaillant sur la même fenêtre a aussi permis d'accentuer la volonté pour l'UNESCO de tout faire pour que le projet soit un succès.

Sciences humaines et sociales

127. Le secteur de SHS a finalisé une étude sur le « Rôle et place des femmes dans les dynamiques migratoires au Sénégal » et élaboré un '*policy brief*'. Les deux documents ont été finalisés et seront publiés en 2011.

128. Le 2 Décembre 2010 a été célébrée la Journée Mondiale de la Philosophie en collaboration avec l'Université Gaston Berger (UGB) de Saint Louis avec la participation effective de l'Université de Bouaké (RCI). Cette activité a permis de délocaliser l'action de l'UNESCO pour la rendre plus proche des communautés et d'impliquer dans la réflexion des acteurs de « type nouveau » avec la large implication de professeurs d'Université, d'enseignants du secondaire et aussi des étudiants de l'UGB, toutes UFR confondues, et des meilleurs élèves des classes terminales de plusieurs établissements prestigieux de Dakar et Saint Louis.

Sciences exactes et naturelles

129. En termes de la conservation et la gestion équitable des services des écosystèmes forestiers, un atelier d'information et de sensibilisation des élus locaux de la région de Matam sur le processus de création de la réserve de biosphère a été organisé. La sensibilisation a été toujours davantage soutenue par des missions de réactualisation du zonage de la future réserve de biosphère du Ferlo et des réunions d'information. Un plan de coopération de la réserve de biosphère du Ferlo a été élaboré, sanctionné par une validation lors de séminaire, et des données scientifiques dans les noyaux centraux ont été collectées.

130. Dans le cadre des activités de gestion de ressources en eau, un atelier de renforcement des capacités a été organisé en avril 2010 à l'Université Cheikh Anta Diop de Dakar. L'atelier a porté sur des projets scientifiques relatifs aux zones arides et semi-arides de l'Afrique et sur la mise en place d'un réseau mondial d'information sur l'eau et le développement dans les zones arides. Le séminaire a contribué de manière substantielle au renforcement des capacités des équipes nationales et régionales et à la relance des activités de celles-ci. Suite à cette réunion, le groupe PHI du Sénégal s'est réuni pour relancer les activités notamment celles relatives à la l'étude de cas du Sénégal. Les travaux sont en cours sous la direction de l'UCAD et du ministère chargé de l'Hydraulique.

GAMBIE

Education

131. L'UNESCO a accompagné le pays pour effectuer une analyse sectorielle qui a été conduite en Gambie en 2010. Un appui conséquent a été donné pour former une équipe nationale capable de devenir le partenaire du programme anglophone.

132. Un plaidoyer fort a continué autour du « Programme d'Education de Base en Afrique » (BEAP). Ces efforts ont permis au Gouvernement gambien d'élaborer une feuille de route en vue de déterminer ses priorités et points d'entrée pour la mise en œuvre concrète du BEAP. Dans ce sens, des personnes ressources gambiennes ont bénéficié de formations sur le « *Competency Based Curriculum Framework* ». Les répliques, au niveau national, ont été entamées depuis la fin du premier semestre de 2010. La Gambie en est à l'arrimage de ce cadre curriculaire et la formation des enseignants.

133. Avec l'appui de l'UNESCO, un exercice de revue des politiques de l'EPPE a été conduit.

134. En termes de l'EDUSIDA, l'UNESCO a collaboré avec le Ministère de l'Education pour renforcer les compétences du point focal du VIH du Ministère notamment pour que cette personne puisse encore plus pleinement assurer la présidence du réseau des points focaux VIH des Ministères de l'Education de la CEDEAO (la personne a bénéficié de 2 formations en 2010). Dans ce même cadre, l'UNESCO BREDA a accueilli la réunion de comité d'organisation du réseau à Dakar au cours de 2010.

Culture

135. En 2010, un travail de mise en place de ce cadre institutionnel a été initié en Gambie. Ceci est un excellent préalable au recensement des trésors humains vivants et à la collecte des données de la tradition orale auprès de ces personnes identifiées et reconnues dans les régions. Notons également une étude sur les sites mégalithiques de Wasu et Kër Batch en Gambie a été réalisé et qui analyse sur l'état de ces sites transfrontaliers.

Sciences humaines et sociales

136. La Gambie a bénéficié de préparation d'une étude de cas, en collaboration, avec la Commission Nationale, sur la question de jouissance du droit de prendre part à la vie culturelle, plus spécifiquement pour identifier les obstacles qui entravent l'effectivité de ce droit. Le '*policy brief*' est en cours d'élaboration et des consultations entreprises avec la Commission nationale de Gambie pour l'UNESCO en vue de l'organisation de l'atelier de validation.

Sciences exactes et naturelles

137. A la demande de l'Union Internationale pour la Nature (UICN), l'UNESCO a appuyé la Gambie dans ses efforts pour la conservation et d'amélioration de la biodiversité. Un soutien a été fourni pour le Gouvernement pour la nomination du Niomi Park (Gambie) en réserve de biosphère et l'érection de l'espace Delta du Saloum et Niomi en Réserve de biosphère transfrontière (Sénégal/Gambie). En 2010, le dossier de Niomi Park a considérablement progressé et les documents quasi finalisés. Pour la réserve de biosphère transfrontière, le processus a été relancé en 2010 avec la mobilisation des autorités et les représentants des populations des deux côtés.

CAP VERT

Education

138. Grâce à la situation des ressources humaines améliorées, l'UNESCO a pu assumer l'entière responsabilité de la coordination du sous-composant 6 de l'Education du programme uni

(*Delivering As One*) en tant que chef de file. A cette fin, l'UNESCO a coordonné les interventions des Agences du SNU dans l'éducation. L'UNESCO Dakar a un officier de liaison au Cap Vert ce qui a facilité la participation au processus « One UN » et le positionnement de l'UNESCO auprès du bureau de Coordonnateur Résident, les échanges d'information, la coordination générale des activités ainsi que la mise en œuvre des activités. Le Cap Vert a bénéficié d'un appui important du Pôle de Dakar en 2010. Au cours de l'année, ont été initiés et/ou conduits le diagnostic sectoriel (en collaboration avec l'ISU), le modèle de simulation financière ainsi qu'une étude sur la gestion locale de la qualité et des apprentissages.

139. En termes de l'EPPE, l'UNESCO a entamé un exercice de revue des politiques qui a permis de recadrer les orientations et d'adopter des stratégies hardies (1 à 2 années d'éducation pré-primaire obligatoire en annexant des classes pour les enfants de 5 à 6 ans dans les écoles élémentaires par exemple).

140. L'UNESCO a également apporté un soutien pour le développement de réponse du secteur de l'éducation au VIH et SIDA. Dans le cadre d'une coopération sud-sud entre les pays ayant le portugais comme langue officiel (PALOP à savoir Cap Vert, Guinée-Bissau, Angola, Mozambique et Sao Tome et principe) et le Brésil, un atelier de renforcement des capacités a eu lieu au Cap Vert en mars 2010. Les capacités des 35 participants ont été renforcé notamment dans la gestion de partenariat entre le(s) Ministère(s) de l'Education et Ministère de la santé pour une meilleure prise en compte du secteur de l'éducation dans la riposte nationale.

141. Toujours dans le cadre des activités EDUSIDA au Cap Vert, les nouveaux documents curriculaires ont été examinés à la lumière de prise en compte adéquat de l'éducation sexuelle et l'éducation au VIH et SIDA. L'UNESCO a également mobilisé des ressources additionnelles pour renforcer les interventions au niveau du curricula. Le nouveau projet permettra d'assurer une intégration solide des questions VIH et SIDA dans le curricula. En 2010, ont été conduite les enquêtes d'identification et la planification et le projet démarrera en 2011.

Culture

142. En 2010, en coopération avec la Commission Nationale, l'UNESCO a organisé avec les écoles associées une série de visites des sites et monuments dans les différentes îles pour faire découvrir le patrimoine national aux élèves.

143. Une étude d'identification et de sélection des dix meilleurs produits artisanaux Top 10 du Cap Vert a également été réalisée. Pour chaque produit retenu, il y a une description du produit, des informations sur la production en termes de procédé et de volume, une information sur la valeur commerciale etc. L'idée est de réaliser, à partir de la sélection de produits spécifiques un catalogue des meilleurs produits artisanaux de chaque pays qui va servir de base à une promotion commerciale des expressions artisanales de chaque pays dans les Foires et les Salons de l'artisanat.

Sciences exactes et naturelles

144. Les États membres sont accompagnés dans leurs efforts de conservation et d'amélioration de la biodiversité, en relation avec les populations locales. En 2010, des données scientifiques sur la biodiversité ont été collectées et actualisées et des initiatives ont été prises pour l'intégration du Cap-Vert dans le réseau des Réserves de biosphère.

145. Dans le cadre du programme Sandwatch, en étroite coopération avec la Commission nationale un atelier, a été organisé sur le changement climatique dans les zones côtières en Afrique de l'Ouest; des informations contextuelles sur les méthodes et réseaux Sandwatch.

GUINEE-BISSAU

146. Le système des Nations unies en Guinée-Bissau a connu une période de transition en 2010 avec la transformation du Bureau d'appui des Nations unies pour la consolidation de la paix en un Bureau intégré des Nations unies. C'est dans ce cadre, à la demande de Coordonnateur Résident, que l'UNESCO a intensifié sa contribution au processus d'élaboration du nouveau plan d'action (UNDAF+). On peut noter que la création d'un poste d'officier de liaison en 2010 a permis une participation régulière aux processus des NU ainsi qu'une intensification des interventions des secteurs.

Education

147. L'UNESCO a contribué d'une manière importante à l'harmonisation de réponse commune des NU. Ceci d'abord en appuyant fortement la création d'un groupe de travail des Agences onusiennes actives dans l'éducation (UNICEF, PAM, UNFPA, PNUD et l'UNESCO) et ensuite en proposant et présentant l'UNESS comme un outil de planification d'une stratégie commune (« *UN wide UNESS* »). La préparation de *UN wide UNESS* débutera en 2011, le travail dans lequel l'UNESCO jouera un rôle de coordination globale. Ce document sera la base de réponse du secteur de l'Education dans la préparation de l'UNDAF+.

148. Après la finalisation de l'analyse sectorielle du système éducatif (en 2009, Pôle de Dakar), un appui conjoint avec l'UNICEF et la Banque Mondiale a été donné pour préparer une requête auprès du Secrétariat de l'initiative pour la mise en œuvre accélérée (*Fast Track Initiative*). (La demande sera soumise pendant le premier semestre 2011). Le Pôle a également appuyé l'élaboration de la planification sectorielle (en partant de l'analyse sectorielle du Pôle) et pour le diagnostic de l'enseignement professionnel et technique ainsi que le renforcement de la qualité de l'éducation (formation des enseignants, pilotage par les résultats).

149. L'UNESCO a continué à appuyer le secteur de l'éducation pour finaliser la politique et le plan d'action pour la lutte contre le VIH et SIDA. Cet effort s'est traduit par la production de deux documents qui ont été validés par les parties prenantes au cours d'un atelier en juillet 2010, et qui devraient être présentés afin que le gouvernement les approuve et qu'ils reçoivent un soutien budgétaire. D'autres efforts ont commencé, en étroite coopération avec l'Institut National de l'Education (INDE), afin de mobiliser des ressources additionnelles pour mettre en œuvre le plan stratégique de trois ans.

150. Un programme extrabudgétaire dans la formation des enseignants a conduit une évaluation des compétences académiques de tous les enseignants en exercice dans le primaire et secondaire. Cette évaluation de 6.600 enseignants en mars-avril a été l'activité phrase du projet en 2010. Les résultats ont été saisis et analysés et les besoins de formation continue identifiés et un plan de formation avec des outils adéquats (manuels, etc.) préparé.

Culture

151. En coopération avec la Commission nationale, l'UNESCO a facilité la coordination du projet de réhabilitation de la maison d'Amilcar Cabral à Bafata qui contribuera à revisiter l'histoire de la Guinée Bissau et à promouvoir le tourisme. Il s'agit d'un projet fédérateur qui a le soutien autant des pouvoirs publics que des populations de Bafata où se trouve la maison.

152. Une étude d'identification et de sélection des dix meilleurs produits artisanaux Top 10 de Guinée Bissau a été réalisée. Il s'agit au moyen terme de promouvoir la production et l'exportation des produits identifiés.

Communication et information

153. La Guinée-Bissau a bénéficié du renforcement des capacités des professionnels des médias dans le cadre de projets approuvés par le Bureau du Programme International pour le

Développement de la Communication (PIDC). Un programme de renforcement de capacités dans le domaine de la prévention des catastrophes naturelles et des désastres est en cours de préparation.

Sciences humaines et sociales

154. Dans le cadre du Programme d'Appui au Développement et à la Paix (PADEP) de la BAD, l'UNESCO exécute depuis 2006 un projet « Education à la culture de la paix, aux droits humains, à la citoyenneté, à la démocratie, à la compréhension interculturelle et à l'intégration régionale dans les pays en situation de crise et post crise ». En 2010, la Guinée-Bissau a bénéficié d'un appui technique dans la production de matériels. En coopération avec le secteur de l'éducation, le statut des droits de l'homme, de la paix et de la citoyenneté, de la prévention du VIH, de l'éducation sexuelle a été revu dans les programmes de formation des enseignants (curriculum et matériel didactique pour les professeurs des lycées et collèges, superviseurs et encadreurs).

Sciences exactes et naturelles

155. En 2010, le secteur des sciences est notamment intervenu en Guinée-Bissau dans le cadre du projet extrabudgétaire ACCC (Adaptation aux Changements Climatiques et Côtiers en Afrique de l'Ouest). Un atelier de formation a notamment eu lieu à Bissau en novembre 2010 sur « la gestion intégrée des zones côtières et les changements climatiques. Les personnes ressources de la Guinée-Bissau ont également pu participer à d'autres formations (par exemple la « cartographie des zones côtières » en avril 2010 au Sénégal).

Expérience innovatrice de la coordination des partenaires de l'EFPT bénéficiant tous les pays cluster

L'UNESCO en collaboration avec le secrétariat de la CEDEAO, a initié en 2009 « le processus d'Abuja », un processus sous-régional pour la revitalisation de l'EFTP en vue de favoriser auprès des pays membres une cohérence d'action en EFTP. En 2010, un groupe de travail (plus connu sous l'acronyme anglais « IATT » pour « Inter Agency Task Team ») regroupant les agences des NU (UNDP, ILO parmi d'autres) et d'autres partenaires (Secrétariat de la CEDEAO, ADEA parmi d'autres) a été mis sur pied, suite aux recommandations faites à l'issue du processus d'Abuja, pour renforcer cette cohérence d'action et fournir toujours plus d'appui aux pays dans le développement des compétences pour l'emploi des jeunes.

Lors de la seconde réunion de l'IATT (décembre 2010), les activités prioritaires de l'IATT pour 2011 ont été identifiées, avec un focus sur deux domaines prioritaires: Les cadres de certification (nationaux et régionaux) et le développement des capacités pour la collecte et l'analyse des données sur l'EFTP et le marché du travail, afin de développer l'emploi des jeunes et répondre aux besoins de développement de capital humain des pays.

UNESCO Office in Dar es Salaam

COMOROS

156. Comoros had its presidential elections in December 2010, which were preceded by some political uncertainty/instability. The education sector has been affected by strikes and absenteeism among teachers, high failure and drop out rates and low learning achievement, all contributing to undermining the credibility of the education system.

157. **Education:** An assessment was conducted to identify education data gaps in order to initiate an education sector analysis (RESEN – *Rapport d'Etat du Système Educatif National*). A situation analysis of HIV/AIDS in education was completed. In addition, UNESCO carried out an emergency intervention in the context of the peace education project funded from the Peace Fund: “*Appui pédagogique et préparation à la réinsertion professionnelle des jeunes*”, aimed at improving retention and the success rate of boys and girls at the level of the baccalauréat.

158. **Natural Sciences:** National officials from water related ministries and agencies were trained on integrated water resources management including managing impact of climate change on freshwater resources. UNESCO Institute for Statistics (UIS) provided technical assistance to the national statistical office to initiate the compilation of statistics on the R&D sector in Comoros.

159. **Communication and Information:** In the context of the IPDC project, capacities of the print media are being strengthened in modern news gathering methods with a focus on investigative journalism and conflict sensitive reporting.

Challenges

160. The absence of a UNESCO local office/ liaison person has made the follow-up of interventions difficult and implementation very slow. Moreover, lack of frequent flight connections and expensive travel costs add to the challenge of operating in Comoros. On the other hand, and although UNESCO had no liaison officer in the country in 2010, collaboration with the National Commission in the field of education was excellent and effective.

Participation in the UNCT activities

161. In 2010, UNESCO participated in the One Plan in Comoros (self starter country) and has benefitted both from the One Plan fund (\$50,000) for a situation analysis of the education sector, and from the Peace Fund (\$300,000) for “emergency measures” to reduce the extremely high failure and school drop out rates.

MADAGASCAR

162. Since 2009, Madagascar is going through a political crisis which has resulted in exclusion from international fora and reduction of international development aid. While Madagascar had been on a good track in terms of poverty reduction, poverty levels have been rising significantly since 2009. The UNDAF implementation has been disrupted as no cycle of programming was completed as planned due to the political situation. The current UNDAF initially covered 2008-2011. In 2009, due to the coup, the UNCT adopted new modalities of intervention which led to the updating of UNDAF. For the same reasons, UNDAF was extended until 2012 and a further extension until 2013 has been approved. Indeed, until the institutional context is back to normal, it will not be possible to develop a new cycle of UNDAF since the exercise needs government leadership. In the meantime, the country is losing important natural resources, including biodiversity. There is a huge need for the media to take on a peace-building role, and to play a constructive role in an inclusive, democratic development in Madagascar.

163. **Education:** Capacities of early childhood development education officials were strengthened in the design and implementation of inter-sectoral, inclusive and equitable ECCE policies. A situation analysis of the TVET sector was undertaken and a concept note elaborated as the first step in a comprehensive UNESCO intervention in the TVET sector. A comprehensive situation analysis of HIV/AIDS issues in the Education sector was conducted to inform future actions. In the context of the Fast track initiative, the UNESCO Institute for Statistics (UIS) provided support to the Education Ministry for the development of an Education Management Information System (EMIS), in close collaboration with UNICEF.

164. **Natural Sciences:** Key staff from water related ministries and agencies were trained on integrated water resources management including managing impact of climate change on freshwater resources. Capacities of members of the Madagascar National IHP Committee were strengthened at a regional training workshop that also supported networking of regional Committees.

165. **Communication and Information:** The National Archives were supported with capacity development interventions such as staff training and provision of basic scanning and storage equipment to facilitate the preservation and digitisation of print and audio visual heritage material. UNESCO collaborated with GenderLinks and UNFPA in Madagascar to strengthen the capacity of media professionals in Madagascar in gender sensitive and ethical reporting. The United Nations Communication Group requested UNESCO expertise for the development of its external strategy of communication.

Challenges

166. The political instability has made it practically impossible to work at upstream level and limited the scope of UNESCO's interventions. In order to address the urgent needs of the population and until political stability is recovered, it may be therefore worthwhile to consider alternative modes of interventions, such as small- to medium-scale downstream interventions that would inform upstream policy work in the future.

UNESCO's participation in UNCT

167. Though UNESCO is a Non-Resident Agency in Madagascar, it is a full member of UNCT and contributes to the Heads of Agencies' discussions. At the country level, since the creation of an antenna in 2008, UNESCO participates in the common country programming exercise and to UNDAF/working groups relevant to its mandate. It is to mention that without the permanent presence of a national program officer (NOB) at the country level, it would have been very difficult for the office to intervene timely and pertinently.

MAURITIUS

168. The country is a Small Island Developing State (SID), faced with a number of challenges and where United Nations assistance remains hugely relevant. While the country is well on track to achieving the Millennium Development Goals (MDGs) and enjoys high human development levels, a more in-depth analysis reveals considerable gaps as well as great vulnerability. Entire population segments are left out of the country's overall successes. Mauritius lacks the technical expertise and the capacities to design and implement successfully appropriate response programmes. The Government's key development objectives are reflected in the country's overarching program entitled "*Maurice, Ile Durable*" which puts the emphasis on the social dimension.

169. **Education:** Mauritius benefitted from several regional/cluster initiatives. Early childhood development and education officials' capacity to design and implement inter-sectoral, inclusive and equitable ECCE policies was strengthened through knowledge and practices sharing among practitioners and experts and south-south cooperation. A situation analysis of the education sector response to HIV and AIDS was carried out. Furthermore, a situation analysis of TVET was undertaken as part of UNESCO-SADC (Southern African Development Community) efforts to develop a SADC strategy on TVET.

170. The **Communication and Information** (CI) sector supported the National dialogue held in August 2010 on the situation of the Media in Mauritius based on the Media Development Indicators. UNESCO is also supporting the Rodrigues island Assembly in Mauritius to set up Rodrigues community Audio Visual Production Centre for the dissemination of development information in the approximately 38,000 populated island. In collaboration with the Mauritius

Institute of Health, CI is also supporting Mauritius and Seychelles to develop an academic and health information sharing system using Free Open Source Software.

171. **Natural Sciences:** At the workshop held in Seychelles in November 2010, a group of teachers from Rodrigues were sensitized on the Sandwatch model of environmental conservation targeting young school children in Small Island Developing States.

172. The **UNESCO Institute for Statistics** film survey and data compilation at national level were completed.

Challenges

173. As an Upper Middle Income Country (MIC), Mauritius can only have limited access to international financial assistance. Also, the United Nations Country Team covering Mauritius and Seychelles faces the double challenge of limited United Nations field presence in the islands, combined with uneven degrees of country-level programmatic activity among the various agencies, Funds and Programmes represented in the Indian Ocean region. UNESCO is one of the 13 agencies – out of the 17 – that are non-resident. In order to address the challenge of Long distances to Mauritius and high travel costs, UNESCO has co-financed and shared in 2010 a programme officer with UNDP to act as a liaison officer. This has increased the Organization's visibility at the country level and facilitated programme identification and implementation significantly.

Participation in the UNCT activities

174. UNDG has classified Mauritius as “non-harmonized cycle”/Category C country, for which the use of CCA-UNDAF instruments is not mandatory, and its relevance left at the appreciation of the Resident Coordinator (RC) and the United Nations Country Team. At present no UNDAF has been developed for Mauritius yet. Instead, the UNCT has promoted joint-programming on an ad-hoc basis. With the arrival of a new RC, major efforts have been deployed to bring the UNCT together in a Delivering as One fashion. As mentioned above, the challenge for the UNCT resides in the fact that apart from UNDP, all other agencies are non-resident (mostly based in Madagascar).

175. In August 2010, UNESCO Dar actively participated in the United Nations Multi-Disciplinary Study mission to Mauritius to carry out a situation analysis on priority areas for UNCT joint programming in Mauritius.

176. The UNESS document for Mauritius, completed at the end of 2010, was presented to the UNCT in October 2010, in an attempt to mobilize the UNCT to make quality education a priority for joint programming. As a result of the UNESS and interagency discussions, the Office revised its education programme and related expected result for 2011 to better focus on Education for Sustainable Development (ESD) related matters (priority area agreed by the UNCT). UNESCO will put forward a proposal for a joint programme on ESD at the UNCT Retreat 2011.

SEYCHELLES

177. Seychelles is a small island developing State situated in the middle of the Indian Ocean. It is a middle income country, with the economy based primarily on fishing and tourism. Both sectors are severely impacted by climate change and environmental issues as well as the Pirates operating increasingly closer to the Seychelles.

178. **Education:** An analysis of the TVET sector was conducted as part of UNESCO/SADC efforts to develop a SADC strategy on TVET. Seychelles also benefitted from several regional/cluster initiatives, including the strengthening of early childhood development and education officials' capacity to design and implement inter-sectoral, inclusive and equitable ECCE policies.

179. **Natural Sciences:** Regional Sandwatch trainers from eight countries were trained in the use of the New Sandwatch Manual.

180. **Communication and Information (CI):** An academic and health information sharing system for both the Seychelles and Mauritius is being developed. This information sharing system will make use of Free Open source software and will enable evidence-based decision making in the sector. The IPDC project to support the Seychelles Institute of Management to set up Media training is in the final stages, a curriculum was developed, staff were trained and the first batch of trainees have graduated in 2010.

181. An **inter-sectoral** collaboration between the CI, Culture and Education Sectors facilitated a mission from Seychelles to Tanzania to study the archives that are relevant to the Seychelles slavery history and use the information to feed into a history curriculum revision.

Challenges

182. The distance from Dar es Salaam, non-frequent and expensive flights pose the same constraints on the Office's work in the Seychelles. To address this challenge, UNESCO is co-funding with a number of other United Nations agencies the services of a United Nations volunteer who is based in Victoria and works on HIV/AIDS, and at the same time ensures some liaison officer's services. Another challenge which slowed down to some extent the interactions with the Government was the change of key Ministers for UNESCO (education and culture) which took place with the last ministerial rotations in June.

Participation in the UNCT activities

183. The UNCT and the RC for Mauritius also cover Seychelles. UNDG has classified Seychelles as "non-harmonized cycle"/Category C countries, for which the use of CCA-UNDAF instruments is not mandatory, and its relevance left at the appreciation of the Resident Coordinator and the United Nations Country Team. At present no UNDAF has been developed for Mauritius yet. Instead, the UNCT has promoted joint-programming on an ad hoc basis. With the arrival of a new RC, major efforts have been deployed to bring the UNCT together in a Delivering as One fashion. As mentioned above, the challenge for the UNCT resides in the fact that apart from UNDP, all other agencies are non-resident (mostly based in Madagascar).

184. In August 2010, UNESCO-Dar actively participated in the United Nations Multi-Disciplinary Study mission to Seychelles to carry out a situation analysis on priority areas for UNCT joint programming in Seychelles. The Government of Seychelles has requested the UNCT's support in developing a five year national development plan and UNESCO will contribute to that in its fields of competence. A joint program with United Nations Women and UNFPA is being developed on **Violence against Women** to which UNESCO contributes with CI and Education related components.

UNITED REPUBLIC OF TANZANIA

185. In September 2010, in New York City, Tanzania was awarded the MDG Award for Achievement on MDG 2: Universal Primary Education, recognizing the Tanzanian Government's efforts to increasing enrolment in schools. Progress in access has not been accompanied however by improvement in the quality of education which remains a major concern at both primary and secondary levels, with very high failure and drop-out rates, in particular among girls. Lack of clear strategies for linking education and training with labor market as well as weak institutional capacities for evidence-based planning and management of the education system remain key challenges. Low achievement rates, in particular for girls, in primary and secondary education in regard to science and math education, weak institutional set-up, and lack of horizontal coordination among government institutions remain key obstacles in this regard. The Government demonstrated the highest political will to reshape the Science, Technology and Innovation (STI) Sector to better

support the country's socio-economic development. In the area of **Culture**, balancing socio-economic development, tourism and conservation needs is an ongoing and mounting challenge, and so is the protection of underwater cultural heritage. Major international instruments such as the 2003 and 2005 Conventions have not yet been ratified. Access to **the Media** in the rural areas remains a huge challenge in Tanzania. Furthermore, inadequate legislation aimed at protecting and promoting freedom of expression coupled with falling standards of journalism and media ethics remain key concerns.

Challenges

186. The United Republic of Tanzania successfully conducted Presidential and general assembly (Bunke) elections in October 2010, which were praised by the international community for being transparent, peaceful and fair. However, elections also slowed down government capacity to implement activities and no policy dialogue or major policy decisions could be held for several months in the run up to the elections and until a new government was put in place. In 2010, UNESCO in line with other development partners and the Paris Declaration made use of the exchequer system for funds transfer to government counterparts. This added to delays in programme implementation since it took considerably longer time for the funds to reach the implementing partner level.

Main achievements

187. **Education:** All education activities in Tanzania have been implemented within the Joint United Nations Programme on Education (JP 10). Among the key achievements under JP 10 were: development of a sector-wide Education management and Information System (EMIS); a substantive assessment of the situation of science and mathematics teaching in primary and secondary education was completed and validated by the Government, and innovative teaching methodologies developed in math and science; the development of a qualification framework for adult and non-formal education to facilitate transition of the learners from one program to another, and into the formal education system; a human rights' education strategic plan was elaborated and tools for monitoring the implementation of the pre-service teacher training curriculum designed. A situation analysis of the TVET sector was also conducted to feed into a regional SADC TVET strategy.

188. **Natural Sciences:** A major focus was put on strengthening the capacities for the management of Tanzania's national science, technology and innovation system in line with the agreements of the African Union's Heads of States on African Science strategies as contained in the NEPAD Framework for STI. Programmes for training of public and private institutions were designed and training of trainers undertaken. Preparations for the external review of the country national innovation system were also made with a scoping mission from the OECD who are partnering with UNESCO on this initiative. Protocols and standards to inform the development of a science education policy prepared. Environment training activities were conducted and the capacities of managers of biosphere reserves were built through collaboration with the UNESCO-IHE and the CEODE of China. A study on climate change coping strategies of local peoples was conducted in Zanzibar also to underpin policy decisions on climate change adaptation. Support was also provided for the capacity development of the Tanzanian National IHP Committee through a regional training and through networking with regional Committees.

189. A major achievement in the area of **gender** has been the advocacy work for improving girls and women's participation in science and Math. UNESCO has supported the formation of a group of women scientists with the aim of providing positive role models for girls and women and intensify advocacy for women's participation and role in STI.

190. **Communication and Information:** To support broad participation of people, in particular women, in rural areas in the elections, community radios were mobilized for voters' education. To generate debate on press freedom, Tanzania was supported in hosting the East and Central Africa

World Press Freedom day 2010. The setting up of the Community radio for Maasai pastoralists of Loliondo District, and the Capacity-Building Project for the Community Media Network of Tanzania have further contributed to boost the access of the populations living in the remote areas to the media to express themselves and to receive exchange useful knowledge and information. Furthermore, support was provided to the Media Council of Tanzania in the review of the standard curriculum of diploma level institutes based on the UNESCO Model Journalism Curricula. The capacity of the Media to undertake investigative and analytical journalism was encouraged through the setting up of an award for good journalism. The Tanzania Library Services Board and the National Environmental Management Council was enabled to develop online and offline repositories of environmental information in support of better decision making in the environment sector.

191. **Culture:** In collaboration with the Dutch Embassy, training of underwater heritage experts has been carried out to further build knowledge and support national implementation in the area of maritime and under water cultural heritage (MUCH). Within the implementation of the UNJP1: “Wealth creation, Employment and economic Empowerment “, UNESCO contributed to the rehabilitation of Malindi Mosque and cemetery in Kilwa Kisiwani and Songo Mnara World heritage site which will strengthen the government’s efforts to move Kilwa Kisiwani from the endanger list. A road map has been developed for the establishment of a museum as part of the regional African Liberation Heritage Programme (ALHP). To support improvements in Tanzania’s reproductive health system a substantive anthropological study aimed at identifying key cultural issues in relation to very high maternal health death in Dodoma has been carried out for the United Nations joint program on health.

192. **Social and Human Sciences:** UNESCO provided advisory services and guidance to the formulation of a sports’ component in the national development plans for Mainland Tanzania and Zanzibar.

Participation in Delivering as One

193. In 2009-2010, UNESCO was involved in 8 out of 11 Joint Programmes (JP): JP 1 – Wealth Creation, Employment and Economic Growth; JP 2 – Maternal and New Born Mortality Reduction; JP 4 – Capacity development; JP 5 – Zanzibar; JP 6 – Transition from Humanitarian Assistance Towards Sustainable Development in Kigoma; JP 8 – Communication; JP 10 – Education; JP 11 – Environment. Besides providing its technical support to the education programme overall, UNESCO managed the Joint Programme on Education (JP 10) involving UNICEF, WFP, ILO, and UNIDO. A collective important lesson learned for the United Nations in Tanzania is move away from joint programs and transit as of July 2011 to a holistic all encompassing plan where agencies work collaboratively to achieve well defined outputs, while key actions remain agency specific.

194. Seven agency heads (UNFPA, Unicef, ILO, UN Women, WHO, UNAIDS and UNESCO) have established an advocacy group on adolescent girls and a number of advocacy activities including newspaper articles on key adolescent gender issues in major Tanzanian news papers have been published. Strategic United Nations interventions targeting adolescent girls are being developed. UNESCO also contributed substantively to the mandate of the United Communication Group (UNCG) through the activities related to the Capacity-Building of the Media. To facilitate and better coordinate with government counterparts in Zanzibar, the UNCT decided to operate a ONE Office in Stonetown, where UNESCO recruited a focal point for the duration of the Joint Program 5 (Zanzibar), 30 June 2011.

195. UNESCO has contributed substantively to the development of the One Programme – UNDP, 2011-2015, which was approved by the Tanzanian Government in December 2010.

UNESCO Office in Harare

196. UNESCO Harare has actively engaged in the Delivering as One (DaO) processes in all cluster countries including those where it is a Non-Resident Agency (NRA) namely Botswana, Malawi and Zambia.

BOTSWANA

197. The overarching national strategy for Botswana is Vision 2016, which, under the pillar of envisioning an informed and educated nation, aims to optimize human capital for economic growth, in which the private sector is seen as a driver. This requires a multi-skilled, flexible and independent work force; hence a focus on workforce competencies and competency- or outcome-based education and training. The Vision 2016 emphasizes access and equity in education.

198. The Government of Botswana (GoB) is well aware of the need to find alternative ways to fuel the economy as the diamond industry begins its decline process, jeopardizing their growth trend. Under this scenario, the priority given by the government and reflected in both UNDAF and NDP 10, over a common base of governance, is the Economic Diversification.

199. Based upon the above trend, and the increasing importance given to the Environment and Climate Change globally, UNESCO Harare kept most of its financial commitments in the areas of Culture and Science while keeping within the framework of the 2010-2011 budgetary allocations. UNESCO's committed to support the development of creative and cultural industries that could feed into ways to diversify the economy, based on the Botswana's national culture policy.

200. In the **Natural Sciences sector**, UNESCO's technical support has mainly focused on the use and wise stewardship of water resources as well as on science technology and innovation policies. UNESCO has participated in the Environment and Climate change theme group, chaired by UNEP.

201. UNESCO conducted a preliminary review of the **TVET** sector in April 2010 and identified the strengths, weaknesses and opportunities that will guide its future support to TVET and as a contribution to the realization of the UNDAF outcome on strengthening the institutional and regulatory environment for inclusive trade and private sector development, one of the outcomes under the Economic Diversification and Poverty Reduction theme group.

MALAWI

202. The Malawi Vision 2020, its long-term-development strategy, states that by the year 2020 "Malawi as a God fearing nation, will be secure, democratically mature, environmentally sustainable, self-reliant with equal opportunities for and active participation by all, having social services, vibrant cultural and religious values, and a technologically driven middle-income economy". The medium term strategy, also known as the Malawi Growth and Development Strategy (MGDS) has been the main government strategic document to which the UNDAF has been aligned.

203. Malawi is a self-starter country within the United Nations reform. It has been recognized as a non-official pilot country since it began moving simultaneously with the pilots. During 2010, the DaO efforts concentrated particularly on developing the background documents including the Country Assessment and Causality Analysis which would form the basis and rationale for the new UNDAF along with the Road Map towards the development of the new UNDAF. The Mid-Term Review of the last version of the UNDAF saw the limited presence of Climate Change as one of the main things to review. The Climate Change theme has certainly gained attention in all countries including Malawi. UNESCO joined the discussion among United Nations agencies on the proposed United Nations Multi-Donor Trust Fund on Climate Change and provided potential entry points to tap funds for projects concerning groundwater monitoring and Managed Aquifer Recharge.

ZAMBIA

204. The Sixth National Development Plan (SNDP) 2011-2015 is the successor to the Fifth National Development Plan (FNDP), aimed at actualizing the aspirations of the Vision 2030 of becoming “a prosperous middle-income nation by 2030”. While the FNDP set the pace for improving economic infrastructure and investing in human development, the SNDP aims to build on the gains of the FNDP in the process of attaining the Vision 2030. The theme of the SNDP is “sustained economic growth and poverty reduction”. The objectives of the SNDP are to accelerate: infrastructure development; economic growth and diversification; rural investment and poverty reduction and enhance human development.

205. UNESCO provided inputs to the UNDAF Outcomes that are relevant to its mandate. Support to media reform, including to media curriculum reform is another potential area where UNESCO’s expertise can be brought to bear.

ZIMBABWE

206. The Zimbabwe Economic Development Strategy (ZEDS) is a five-year medium-term development strategy (2009-2014) that reflected the aspirations of the people of Zimbabwe as expressed in the Vision 2020 and the Millennium Development Goals.

207. UNESCO participated in the UNDAF (known as ZUNDAF in Zimbabwe) workshop (July 2010) which aimed at reaching common understanding between the United Nations agencies and moving forward with government counterparts to begin outlining the outcomes of the UNDAF. Seven working groups have been set up, the theme of each would be translated into the outcomes of the UNDAF: Governance; Economy, employment and poverty reduction; Agriculture; Environment; Population and Basic Social Services; HIV-AIDS; and Gender.

208. UNESCO has actively participated in the various thematic groups meetings. It is co-chairing the Education Sub-group along with the Ministry of Education, Sport, Arts and Culture under the Population and Basic Social Services (PBSS) Thematic Group. As such, the UNESCO Education team prepared the narrative section on Education and consolidated the Education Matrix results under the Population and Basic Social Services.

UNESCO Office in Kinshasa

209. La RDC a renoué avec des taux de croissance positifs malgré l’impact du conflit touchant l’est du pays et les chocs économiques externes résultant de la dégradation de la situation économique mondiale. Malgré cette reprise, la pauvreté est toujours de masse touchant plus de 70 % de la population. Selon le rapport national des OMD l’accès aux services de base reste encore faible, 4 enfants sur 10 ne vont pas à l’école. Cependant l’atteinte du point d’achèvement PPTe a été une étape importante dans la transition du pays vers une phase post-crise, qui est intervenue à l’heure où le pays célébrait le cinquantenaire de son indépendance. A cette occasion, le gouvernement a affiché clairement à travers cinq grands chantiers, et le Document de stratégie de croissance et de réduction de la pauvreté (DSCR) 2, sa volonté de renforcer son leadership dans le processus de reconstruction et de s’acheminer vers un développement durable.

210. Cette évolution a coïncidé avec l’adaptation de la résolution 1925 du Conseil de Sécurité de l’ONU, marquant la transformation de la MONUC en MONUSCO (Mission de l’Organisation des Nations Unies pour la stabilisation en République démocratique du Congo), qui est devenue dès lors une mission de stabilisation et de consolidation de la paix mettant davantage l’accent sur le renforcement de l’autorité de l’Etat et la résolution des causes structurelles de l’instabilité.

211. Ce nouveau mandat appelle à une plus grande collaboration entre la MONUSCO et l’Equipe de Pays, entre les Nations Unies et le gouvernement, et à une meilleure cohérence des outils de

programmation commune en appui aux efforts de stabilisation et de consolidation de la paix en RDC. C'est dans ce contexte que la MONUSCO et l'UNCT ont poursuivi la réflexion sur un cadre Stratégique Intégré (ISF) et ont lancé un processus de formulation d'un programme de consolidation de la paix pour les zones qui ne sont pas en conflits. La revue à mi-parcours de l'UNDAF et les opportunités d'adaptation de la matrice de résultats au nouveau contexte programmatique ont été élaborées afin d'offrir un réel cadre de dialogue aux agences du système des Nations Unies.

212. Sur le plan de la coordination l'Equipe Pays a décidé d'expérimenter quelques bureaux intégrés (Area Coordination) à l'échelle provinciale dans les zones où la MONUSCO a prévu de réduire sa présence, notamment à l'Ouest. De cette expérience, il est attendu un effet catalyseur pouvant lancer la marche vers le « One United Nations ».

213. Le Bureau a entrepris un plaidoyer au sein des agences et auprès des PTF pour l'introduction d'une approche socio-culturelle dans les stratégies de prévention et de gestion des crises afin d'éviter de réduire les solutions à des approches dominées par les déterminants militaires et sécuritaires. La réintroduction des valeurs historiques et culturelles de tolérance ainsi que certaines coutumes ancestrales permet de mettre à contribution certaines institutions éducatives et coutumières dans le développement de nouvelles pratiques du dialogue apaisé entre les communautés villageoises. Cette approche socio-culturelle, prend en compte la diversité de ce pays/continent, et propose une gestion du changement à partir de modèles de gouvernance polymorphes. Elle a séduit de nombreuses agences des nations-unies qui ont souhaité la développer dans la mise en œuvre de leurs activités sectorielles afin de réduire les risques d'échec des projets. Cette approche est également un lien fédérateur sur lequel construire des programmes conjoints.

214. Le Bureau de l'UNESCO s'est attaché à tirer les problématiques d'urgence vers plus de développement avec un renforcement de sa présence à un niveau local, plus proche des bénéficiaires. Il a initié plusieurs programmes conjoints dont les plus importants ont porté sur le genre et le VIH/SIDA. Pour le programme Genre, les activités ont permis d'aider le gouvernement à élaborer sa stratégie nationale et à développer des actions de lutte contre les violences sexuelles, surtout dans les provinces dans l'Est. Cependant ces activités restent encore insuffisantes au regard des violences faites aux femmes dans toutes les régions de la RDC .

215. Malgré les difficultés de terrain, au sein de la coordination VIH/SIDA , le Bureau participe au Groupe Thématique placé au niveau des chefs d'agence pour les orientations stratégiques et à l'équipe conjointe SNU pour le VIH/SIDA qui constitue la cheville ouvrière pour le travail de coordination et du plaidoyer dans le cadre du programme conjoint 2010-2011. Un travail de sensibilisation a été mené en direction des organisations de la société civile et des leaders religieux. Le Bureau privilégiant la sensibilisation à travers les radios communautaires.

216. En ce qui concerne **l'éducation**, le Bureau UNESCO s'est positionné sur les questions stratégiques de soutien sectoriel en privilégiant une approche-programme basée sur une analyse rigoureuse des besoins du système éducatif et des priorités nationale, en apportant son soutien plus particulièrement à la formulation de politiques ciblées telles que la gratuité de l'enseignement primaire ou encore l'allongement de l'éducation de base et la réforme du curriculum. Le Bureau a développé un programme intégré d'appui à la planification de stratégies de développement par: (i) une stratégie de l'enseignement primaire, secondaire, technique et professionnel validée en 2010, qui est un des leviers de l'initiative en faveur des pays pauvres très endettés (PPTÉ) et sera introduite pour bénéficier des fonds additionnels Fast Track ; (ii) une stratégie pour l'éducation non formelle et une autre pour l'enseignement supérieur.

217. Le soutien continu de l'UNESCO à la production des statistiques de l'éducation a rendu possible une planification nationale axée sur les résultats et amélioré les capacités de suivi/évaluation des programmes éducatifs en cours et des réformes prévues. Parallèlement, le Bureau de Kinshasa a développé et mis en œuvre un programme de renforcement des capacités

nationales en planification et gestion de l'éducation afin de pérenniser les acquis des exercices menés conjointement avec le Gouvernement et à renforcer un leadership national sur les questions éducatives.

218. L'UNESCO s'est notamment mobilisé pour faciliter le dialogue politique entre institutions nationales clés pour le développement du secteur (Ministère du Budget, Ministère des Finances, Ministère de l'Enseignement Primaire, Secondaire et Professionnel, Ministère des Affaires Sociales et Ministère de l'Enseignement Supérieur) et plaider dans le sens d'un accroissement significatif des ressources financière de l'Etat en faveur de l'Education. Le Bureau s'est également impliqué dans la coordination des partenaires de manière à repositionner l'UNESCO comme leader sur le secteur éducatif.

219. Dans le cadre de la consolidation de la paix et du renforcement des capacités des institutions démocratiques, le Bureau de Kinshasa développe un programme d'alphabétisation électorale à l'adresse des femmes et des jeunes en âge de voter analphabètes, et en collaboration avec le Bureau de Rabat , dans le cadre de la collaboration Sud Sud , un programme pilote d'alphabétisation des soldats , de leurs épouses et enfants .

220. Dans le cadre du renforcement des capacités nationales pour la gestion durable des ressources naturelles, l'adaptation à la variabilité et aux changements climatiques, le Bureau s'est engagé dans des actions de sensibilisation des acteurs nationaux sur les enjeux de la gestion des ressources naturelles et le développement durable.

UNESCO Office in Libreville

221. The implementation of the Education Programme during the first year of the biennium has built on previous assets and contributed to laying the foundation of new education policies, mainstreaming reviewed curricula, scaling up institutional capacity development initiatives, and fostering key entry points for achieving Millennium Development Goals, Africa's Second Decade of Education, and Regional Integration. It enabled greater visibility of and recognition for UNESCO's support in the three cluster countries among both national and international development partners. UNESCO's support to the three Cluster countries in education has enabled major achievements in improving policies and curricula for quality formal and non formal education, institutional capacity development in science, technology and mathematics education, education for sustainable development and school mapping, enhanced learning acquisitions for children, youth and women in biodiversity preservation & environmental education, HIV and AIDS prevention, and community empowerment, and strengthened partnership in Delivering as One.

222. The education regular programme budget 2010-2011 for the cluster amounts to \$293,900, of which two-thirds have been used to realize the following achievements:

EQUATORIAL GUINEA

223. Institutional capacity strengthened in Science, Technology and Mathematics Education: In addressing the national vision of building a post-oil economy in Equatorial Guinea, UNESCO provided support to institutional capacity-building in Science, Technology and Mathematics Education (STME) through the training of 50 trainers of trainers, inspectors and Educations counsellors, including 10 women, in pedagogical planning focusing STME. The Ministry of Education, Science and Sports has at present, a team of trained professional to design policies and plans aiming at developing teachers' competences in STME.

224. Institutional capacity enhanced in School Mapping: In addition to last biennium support for school mapping at Primary Education level, UNESCO enhanced support in school mapping at Secondary Education level. A national team of 60 officials comprised of one third of females, in School Mapping at Secondary Education is now set up. Hence, UNESCO contributed to

strengthening Institutional capacity, facilitating the implementation of the national Educational Programme PRODEGE. Data collected are being processed and will be published by April 2011.

225. Institutional capacity enhanced in the Response of Education to HIV: With the support of UNESCO, Equatorial Guinea is implementing the CEMAC Pilot Programme of Distance Education using ICT for Primary, Secondary school teachers and teacher trainees. Project technical team and pedagogical commission have been set up. The adaptation of pedagogical tools and preparation of radio broadcast programmes are ongoing. Ten pilot schools are targeted. The programme is generating a new momentum in the Education Department's Response to HIV.

GABON

226. New policy orientation and curricula on citizenship education have been designed: Upon the request of his Excellency the Minister of Education, UNESCO made a substantive contribution to the National Conference on Education, *Etats Généraux de l'Education*, which defined new policy orientation for the entire education sector. As a follow up to the recommendation of the Conference, UNESCO supported the design of gender sensitive new curricula on Citizenship Education. The curricula have been prepared and will be validated in February 2011.

227. Innovation in literacy and non formal education with the promotion of national languages: Up to now, literacy programmes were delivered using French language as a unique means of teaching. With the translation of the National Constitution, the National Anthem and Literacy manual – level 1 into eight national languages, a new era is starting with the delivery of literacy programmes in national languages. For the first time the National Anthem was song via media in national languages.

228. Institutional capacities enhanced in design and implementation of quality literacy programmes: UNESCO supported the capacity-building initiative of the Ministry in charge of Literacy Programmes. More than seventy (70) trainers of trainers including 50% of female trainers both at national and district levels acquired additional competences in the design and implementation of quality literacy programmes for sustainable development.

229. Institutional capacities strengthened in Science, Technology and Mathematics Education: Support has been provided to the Ministry of Education in publishing a manual for conducting Microscience experiments at Secondary Education level. This publication is a convenient tool for Secondary Science Teachers. It will facilitate the implementation of various practical science activities. Furthermore, UNESCO supported the second edition of the National Mathematical Contest. It has been an opportunity to strengthen partnership with the NGO: "*Fondation Omar BONGO ONDIMBA pour la Paix*", initiator of the contest. The importance of such initiative in promoting excellence in education which is in line with the new Education Policy was highlighted by the Ministry of Education.

230. Enhanced learning acquisitions for children and youth in HIV and Aids Prevention: The annual sensitization campaign with the Gospel Singer Bénédicte Wora, reached more than 2,000 primary and secondary education students in the districts of Gamba and Omboué, in Gabon HIV most affected province: Ogooué Maritime with 8.7% prevalence. The children and youth acquired basic knowledge in human relationships, HIV prevention, AIDS, behaviours, practices. The sensitization programme impacted teachers as well as parents who expressed their appreciation of the programme. Moreover, UNESCO contributed to funding the HIV Prevalence and CAP survey in the School Environment which provided useful data on HIV status in School community and prevailing practices and behaviours.

231. **Strengthened partnership in Delivering as One**, through the following two major areas of joint interventions:

- (a) UNFPA, UNICEF and UNESCO have been working together with the Ministry of Economy and Ministry of Education to strengthen national capacities in Education

statistics production. From 2009 to 2010, nine provincial teams dealing with statistics have been trained and equipped with computers to facilitate the daily work of processing and analysis. Forty-eight officials have acquired new competences in data collection, processing and analysis;

- (b) Within the United Nations Country team on HIV and AIDS, joint intervention contributed to the funding of the survey on HIV Prevalence and CAP which facilitated the completion of the UNGASS biannual Report for Gabon. It is a significant achievement in support of the Governments efforts to monitor national response to HIV.

SAO TOME AND PRINCIPE

232. Enhanced learning acquisitions for children, youth and women in Biodiversity Preservation and Community Empowerment: In cooperation with the NGO MARAPA, an environmental education campaign reached 400 school children, providing basic knowledge on Turtles and the urgency of safeguarding them. Various pedagogical tools have been designed. At community level, the literacy and empowerment programme in Lobata helped build new competences for 300 organized women, namely in gender issues, health, environmental sustainability, biodiversity preservation, income generating activities. Building on both initiatives, UNESCO with the Ministry of Education, Culture and Sports, published a brochure on Biodiversity Preservation, focusing safeguarding turtles, which is a learning tool as well as a sensitization and advocacy instrument. It is a contribution to the celebration of the International Year of Biodiversity.

233. Institutional capacity enhanced in Education for Sustainable Development: In cooperation with the General Inspectorate of the Ministry of Education, a team of 30 inspectors and education counselors has been equipped with new competences in Education for Sustainable Development. This group of trainers of trainers will serve as a basis for curriculum review and training of teachers in Education for Sustainable Development. Moreover, a useful training document has been prepared which will also serve in teacher capacity development.

234. Curricula on Citizenship Education designed: The National Commission of UNESCO coordinated the process of curriculum review in citizenship education. Various institutions participated in the exercise which led to the production of a document on reviewed curricula in citizenship education. The review emphasized Primary and Secondary Education and Teacher Training.

235. Environmental awareness raised among communities and public opinion: In cooperation with the General Directorate of Environment, a social communication programme on sustainable environment awareness-raising and biodiversity preservation has been implemented with impact on all segments of the society using radio and television broadcasts.

236. Based on the various initiatives, UNESCO stands as a lead agency in Environmental Education and Education for Biodiversity Preservation in Sao Tomé and Príncipe

Challenges, lessons learned and entry points for future cooperation

237. The major challenges pertain to the relatively high mobility of officials, the difficulty of timely availability of national departments' counterpart funding and limited national expertise. A significant lesson is the importance of setting up an operational team of trained national experts and officials in each area of intervention, for monitoring, follow-up and sustainability.

238. The key entry points for future cooperation have been identified through the targeted areas: In the case of Gabon: Integrated School Mapping & Education Management Information System; and Quality Literacy for Community Empowerment and Sustainable Development. In the case of Equatorial Guinea: Science, Technology and Mathematics Education; and Quality Assurance in Education, especially in Higher Education. In the case of Sao Tome and Principe: Mainstreaming

Education for Sustainable Development; and Education for Biodiversity Preservation and Community Empowerment.

UNESCO Office in Maputo

Education

239. During the period under review, UNESCO provided support in capacity-building in the use of the Education Management and Information Systems (EMIS) tool, as well as financial and technical assistance for the collection, analysis and use of quality data for the management and planning of the education system through the use of the EMIS. UNESCO also contributed towards the development of qualification frameworks for measuring learning achievements as well as the development of inclusive education (IE) standards and the mainstreaming of IE in the national education strategy.

240. Capacities for child protection and children's rights education of civil society organizations (CSOs), including the National Teacher's Union, were strengthened, in particular in the areas of programme planning, mobilization of funds, networking, partnership building and the use of a child rights monitoring tool. Special attention was given to CSOs working with vulnerable groups, such as youth organizations and/or women-led CSOs. Among the main results was the creation of a database mapping the main civil society actors within the field of human and/or children's rights.

241. Through the CapEFA project, UNESCO supported the revision of the Literacy and Adult Education (LAE) strategy and the elaboration of the curriculum for LAE trainers and facilitators. It also facilitated the clarification of the legal status of Training Centres and their subsequent formalization as Training Institutes for Adult Education and Literacy. Support was provided for the revitalization of the Resource Centre at the University Eduardo Mondlane. Institutional capacity development in planning and coordination was provided through training of national, provincial and district directorate LAE officials. Women's employment and income generation was promoted through the provision of business management, entrepreneurial and marketing skills training to women in selected provinces.

242. UNESCO Maputo provided support in the production of a TVET Mozambique status report within the context of the revision of the Southern African Development Community (SADC) initiative on TVET. UNESCO contributed also to the production of local curricula for Non Formal Education in the creative industries and rehabilitation works linked to the World Heritage site conservation, through in-service training programmes.

243. The UNESCO Maputo HIV and AIDS programme has enabled the expansion of elements of the Work Place Policy in the Education Sector (WPPES) to all districts while technical assistance was provided for inclusion of the WPPES in the tenth round of the Global Fund. Support was also provided for the developing of the Measuring Learning Achievements (MLA) framework for the evaluation of the competences of teacher trainers in HIV and AIDS and Sexual and Reproductive Health (SRH).

244. Upon request of the Ministry of Education, UNESCO initiated the piloting of SRH education in schools. A study was undertaken to better understand the discrepancies between sexual reproductive education in schools and communities. As a result, a cross-sector pilot in two districts was launched where an integrated approach to HIV and AIDS enables the development of responses from the education sector that take into account culture-specific constraints and opportunities while synergies with other sectors, in particular health, are optimized.

Culture

245. In the framework of an extra-budgetary project funded by the SIDA, UNESCO continued providing its support to the development of decentralized planning and management capacities of

cultural institutions, in particular of museums and cultural centres, in Mozambique. The strengthened capacities contributed to improved conservation of assets, service delivery, public outreach and mobilization of partnerships, as well as planning and reporting skills.

246. Capacity-building on the establishment of a Culture Management Information System (C-MIS) was also initiated with the design of an Internet platform for the system and the uploading of data.

247. Scaling up the sociocultural approach in HIV and AIDS interventions took place through institutional capacity-building of the Social-Cultural Research Institute (ARPAC) in eight new districts. The interventions ranged from widow cleansing rites to control of minors' access to nightclubs and bars, demystifying relationships between abortion and AIDS, etc. More than 300 traditional leaders were mobilized so as to promote behavior changes against risk practices and actively contribute towards finding local solutions.

248. In addition, the approach was expanded to address gender-based violence and discrimination of women, and promote sexual and reproductive health education and health services by enhancing dialogue and collaboration between traditional and formal service providers.

249. Through leadership and technical assistance in the development of a tool for integrated mainstreaming of culture, gender and human rights, UNESCO Maputo successfully managed to include mainstreaming culture as a core principle of the UNDAF process.

250. UNESCO contributed to the better understanding of the current situation of cultural and creative industries in Mozambique through conducting and disseminating various studies, including those concerning the Law on Intellectual Property Rights, the legal status of music and the crafts sector value chain and on the relation between labor laws and the development of micro, small and medium size enterprises.

251. The elaboration of, and the sensitizing of the key actors in a sector about, a specific guide for contracts, supporting relevant associations in legalizing their status and training young artisans in marketing skills contributed towards the strengthening of the cultural and creative industries sector. With the support of the MDG-F for Culture and Development, cultural tourism itineraries were developed, including inventories of the tangible and intangible heritage of the itineraries.

252. The rehabilitation of the San Sebastian Fortress of the World Heritage Site of Ilha de Moçambique was continued through the stabilization, reparation and reconstruction of the rainwater drainage system and the structural elements of the fortress ramparts and buildings as well as through the training and employment of 100 local craftsmen in the rehabilitation works.

253. One of the key steps taken towards the re-utilization of part of the monument was the signing of a Memorandum of Understanding between UNESCO and the University of Lúrio (UniLurio) on the establishment of a research centre. The needs for repairs were identified; and a detailed strategy for the restoration and sustainable use of the monument was drafted.

254. Capacity-building in the management and conservation of cultural heritage sites was provided for local community representatives and cultural professionals, the first resulting in the production of a Manual of the Conservation and Management of Cultural Heritage Sites; and the second, in the elaboration and validation of the Management and Conservation Plan of the World Heritage site (2010-2015). Regarding the sensitization on the importance of underwater cultural heritage, the Office mobilized support for Mozambican participation in the underwater heritage network of Eastern and Southern African countries.

255. Within the context of the support to the Mozambican response to the recommendations of the World Heritage Committee, regarding the listing of the Ilha de Moçambique in the UNESCO List of World Heritage in Danger, the Office successfully mobilized support for a United Nations

joint programme as a means to develop a model for improved coordination among United Nations agencies in Mozambique. US\$ 500,000 were pledged for the programme.

Communication and Information

256. UNESCO Maputo contributed towards improving media professionalism, increasing high-quality coverage of local issues and awareness-raising on the right to information and freedom of expression among media professionals, civil society actors, and central and local government officials through various capacity-building and awareness-raising efforts. This support resulted, among others, in the endorsement of common ethical standards in the media by MISA-Mozambique and SNJ and the signature of the Memorandum of Understanding between the National Coalition on Right to Information and its partner civil society organizations.

257. The national network of CMCs was consolidated by establishing three and launching two new CMCs and through providing support in the form of both equipment and capacity-building in content development in the existing ones.

Other activities

258. The UNESCO Maputo Office assisted BREDA in the development of capacity-building programme for education specialists, in particular for engagement in the Delivering as One (DaO) exercises, including through carrying out a case study on UNESCO's participation as a Non-Resident Agency (NRA) in the DaO pilot country of Cape Verde.

259. UNESCO Maputo contributed to the training of high level officials (from education and health sectors) in the Portuguese-speaking African countries (PALOPS), organized by BREDA and UNESCO Brasilia Office in Cape Verde, in particular regarding the role of culture in HIV and AIDS prevention.

260. Teacher-training materials were produced in Mozambique as a result of the project in building teacher training competencies in HIV and AIDS and SRH education and disseminated in Angola. As a result, the UNESCO Maputo Office prepared an exchange of experiences mission between Angolan education officials and Mozambique.

261. The Office organized a SADC (Southern African Development Community) meeting on HIV and AIDS and culture providing the logistical support and the content delivery on socio-cultural approaches to HIV and AIDS. As a result, SADC requested UNESCO to support their capacity-building for the dissemination of this approach in SADC countries.

Challenges

262. While the mobilized resources were instrumental for the strengthening of UNESCO support to line ministries and expansion of programmatic activities to new areas, UNESCO's contribution could be further enhanced with an improved representation of staff to cover areas of culture, communication and information, and the sciences.

Contribution to the United Nations Country Team's (UNCT) activities

263. In 2010, the United Nations in Mozambique embarked on the elaboration of the next UNDAF (2012-2015). From the very beginning of the process, the UNESCO Maputo Office played an active role within the United Nations Country Team (UNCT) and its working groups, in particular in the UNDAF Task Force and the Programme Management Team (PMT) and Monitoring and Evaluation Reference Group (M&E RG).

264. In addition to capacity-building in the fields of Results Based Management (RBM) and M&E, the focus was on mainstreaming cross-cutting issues, such as culture, gender and human rights issues into United Nations programming.

265. It should be noted that the UNESCO Maputo Office played a crucial role in leading the joint United Nations exercise for mainstreaming culture, gender and human rights into development programming together with UNFPA, UNICEF and UNIFEM. UNESCO was involved in the design of a conceptual framework and integrated tool and the testing of the tool with the government planning officials and civil society representatives. This exercise led to the adoption of the integrated approach to mainstreaming culture, gender and human rights as a key principle to be applied in the next UNDAF (from programming to implementation and evaluation). UNESCO's technical lead was also facilitated by contributions from Headquarters (Culture Sector) in the provision of both financial and technical assistance. Moreover, the UNFPA in Mozambique requested UNESCO Maputo to provide assistance in putting the cultural element of the tool into practice in the reformulation of their country strategies.

266. UNESCO also mobilized support for the piloting of a United Nations geographic convergence joint programme in the World Heritage Site of Ilha de Moçambique and its environs. The developed concept note for the joint programme was approved in June 2010 while the joint programme document was submitted for the approval of the UNCT at the end of the year. It is expected that the joint programme will be launched in 2011 and US\$ 500,000 mobilized for UNESCO implementation.

267. The synergies between Headquarters and UNESCO Maputo Office were instrumental for the leverage of this programme. Both BSP and Culture Sector contributed with seed money for contracting of a coordinator for this joint programme. It is expected that the joint programme will lay the foundation for a larger programme for the period 2012-2015 where the integrated development in Ilha de Moçambique is fostered and will benefit from the participation of a large number of agencies.

268. Within the context of the UNDAF Extension 2010-2011, UNESCO Maputo continued its participation in the five joint programmes (Decentralization, Youth Employment, Women Empowerment, Civil Society Strengthening and HIV & AIDS), mobilizing altogether US\$ 2,137,000 for these joint programmes in 2010.

UNESCO Office in Nairobi

ERITREA

Natural Sciences

269. Within the context of UNESCO's programme for the improvement of Geosciences in Africa, UNESCO provided financial support to enable the participation of senior officials in the 7th annual meeting of the International Federation of Surveyors' Commission and the International Symposium held in the Czech Republic (September 2010).

Culture

270. Eritrea received financial and technical support in the field of culture in the following areas: (a) the finalization of the nomination dossier concerning modern heritage of Asmara and the reactivation of a dormant national mechanism for implementing the 1972 Convention, and (b) activities aimed at raising awareness about the 2003 Convention which has not yet been ratified by Eritrea; encouraging consultation among stakeholders particularly through the dissemination of documents and published materials; and strengthening national capacity in order to benefit from the funding opportunities offered under the Convention.

Communication and information

271. In response to the Government's request for capacity-building in digitations technique, 21 Eritrean librarians, archivists and IT specialists (among which, three women) were trained on

building digital collections from information records of various formats. The workshop was hosted by the Eritrean Research and Documentation Centre (RDC) which has a large collection of records including documentary, cartographic, photographic, and audio/visual materials. The preservation and accessibility of these records is a priority for Eritrea.

Challenges

272. One of the major challenges facing UNESCO in Eritrea is the absence of a UNDAF that should guide United Nations work, and UNESCO's in particular. Another difficulty pertains to the high cost of travel to the country (because of difficult airline connections), preventing UNESCO from fully engaging in the country.

Participation in UNCT

273. UNESCO is a Non-Resident Member of the Eritrea UNCT. An arrangement was made for the Secretary-General of the UNESCO National Commission for Eritrea to be an observer at some UNCT meetings where matters relating to UNESCO mandate are discussed. However, because of the limited staffing capacity of the Eritrea National Commission and the frequency of the UNCT meetings, it was not possible for UNESCO to be represented at every meeting. The completion of the UNDAF has been delayed until the Government planning documents are released.

KENYA

Education

274. UNESCO's education programme is fully aligned to Kenya Education Sector Support Programme, with focus on one overarching priority (sector wide monitoring and evaluation) and three thematic priorities (literacy, HIV and AIDS prevention education, and quality education through education for peace). These priorities were identified based on the review of Nairobi Office's programme and the development of the UNESS in consultation with the Ministry of Education and Kenya National Commission for UNESCO.

Science

275. Kenya was elected Chair country of the network 2010-2012 at the regional meeting of AfriMAB meeting organized by Kenya Man and Biosphere (MAB) Committee in collaboration with UNESCO (September 2009). Africa has not benefitted from the carbon trade while the region is the most vulnerable to climate change impacts. A three-day training workshop was organized on how Biosphere reserves can increase the access to carbon funds was organized. UNESCO also supported the assessment of the involvement of communities in the management of Malindi-Watamu Biosphere reserves.

276. The Office supported and contributed to the feasibility study for the establishment of category 2 centre on groundwater to be hosted at the Kenya Water Institute. The establishment of the centre and the workshop organized by the office in Nairobi on the promotion of the mainstreaming of cultural diversity for a sustainable management of water resources will contribute to the achievement of an UNDAF outcome on enhancing environmental management for economic growth.

277. In line with the UNDAF outcome on reducing risks and consequences of conflict and natural disaster, the office has been working with IGAD Climate Prediction and Application Centre for the operationalization of the drought monitor for the Eastern Africa subregion and for capacity-building in the framework of the newly established G-WADI (Global Network for sustainable management of water resource in Arid and Semi-Arid areas) network for sub-Saharan Africa.

Culture

278. As Kenya has not yet ratified the 2001 Convention, UNESCO's activities in this area focused on the promotion of the understanding of the technical aspects on the convention.

279. With regard to the implementation of the 2003 convention, UNESCO focused on raising awareness concerning the importance of intangible cultural heritage (ICH) and the opportunities offered by the convention. The hosting of the intergovernmental meeting on ICH in November 2010 contributed greatly to this objective.

280. In the context of the implementation of the 1972 convention, UNESCO supported the strengthening of capacity to safeguard and protect the sacred Mijikenda Kaya Forests (inscribed under the 1972 Convention). This project also focused on the conservation of the intangible cultural heritage associated with the forests aiming at a holistic and mutually beneficial preservation and safeguarding of these sites and the intangible heritage of the local communities.

Communication and information

281. UNESCO provided assistance for capacity development in digitization techniques. Twenty (among them, 7 women) librarians, IT personnel and academic staff of Kenyatta University were trained in digitization techniques using the Greenstone Open Source Digital Library Software. In early 2010, the Kenyatta University received a grant from the Partnership for Higher Education in Africa (PHEA) Educational Technology Initiative (ETI) to digitize past examination papers, to which this training workshop contributed. The campus radio at the Daystar University has been upgraded to strengthen practical training courses in broadcasting in the University's Department of Mass Communication.

Challenges

282. The promulgation of the new Constitution (August 2010) is currently driving the reforms in governance and public administration. This may require some adjustments to UNESCO's cooperation programme to be better aligned with the country's new objectives. UNESCO is also expected to respond to a request for support to the Kenya Climate Change Strategy which has been recently adopted, and to train journalists to understand the new Constitution contents and promote its appropriation by the Kenyan people.

Participation in the UNCT activities

283. The Kenya United Nations Country Team has 19 members of which only three are non-resident. UNESCO Nairobi office is a resident member and participates in all the activities of the team. The UNCT has completed the second year of the UNDAF where UNESCO is implementing several of the activities especially in education, HIV/AIDS and the promotion of Gender Equality. UNESCO is also involved in joint activities supported by UNAIDS. UNESCO is member of the UNDAF Outcome Working Group (OWG) on Environment. Discussions have started with UNEP to identify joint activities in support of the MAB programme in Kenya.

284. UNESCO's education programme contributes to Kenya UNDAF in the area of quality education (education for peace) and the Joint Programme on AIDS (UNAIDS). In addition, as a contribution to the realization of the UNDAF outcome 5: economic growth livelihoods and food security, UNESCO supported activities aimed at the implementation of the national tourism development strategy described in the Kenya Vision 2030, with a view to promoting the conservation of cultural and natural sites in Kenya.

RWANDA

Education

285. UNESCO's **Education** Sector is according priority to Rwanda as one of the 20 target countries for 2010-2011. UNESCO's education programme is integrated in the Rwanda Common Annual Plan (CAP 2010) in its entirety, in line with Rwanda Education Sector Strategic Plan. The programme focused on literacy and Non-Formal Education (NFE) sub-sector development and improvement of the quality of education through teacher management and development, and monitoring of learning achievements.

Natural Sciences

286. UNESCO has been supporting the creation of a Man and Biosphere (MAB) national committee. In 2010, the committee was established and the bill for its ratification is ready for the Government approval process. Financial support was given to two representatives of Rwanda MAB national committee to attend the AfriMAB meeting in Kenya.

287. The Government of Rwanda committed itself through the Economic Development and Poverty reduction Strategy (EDPRS) to extend its network of Protected Areas by 2%, and to improve the management of the existing protected areas. The expansion of Rwanda national protected area network will require an enhanced knowledge on the status biodiversity outside protected areas. UNESCO supported Rwanda Environment Management Authority to conduct biological and socio-economic inventories that will assist in designation of candidate sites to be included in the national protected areas network and the identification of key priorities for the improvement of the management of protected areas. It will help decision making relating to establishing new National Parks and/or other categories of protected areas.

288. In the framework of rehabilitating degraded ecosystems, Rwanda Environment Management Authority, in collaboration with Rubavu District, has developed the rehabilitation plan of Rubavu Mount which is part of the Lake Kivu watershed ecosystem and is currently vulnerable to erosion and landslide phenomena. In order to ensure sustainable management and maintenance of rehabilitated ecosystems, environmental management cooperatives have been set up to raise population awareness and get them involved. UNESCO has supported training of 70 community representatives in bamboo plantation.

289. In the framework of One United Nations fund, the office has supported the national IHP committee for the preparation of their national IHP action plan in line with the current UNDAF result on environment. This document has identified priorities for IHP interventions and will guide the planning of UNESCO's future activities in the country within the framework of One UN.

Culture

290. In the field of culture, Rwanda received technical and financial support from UNESCO in the following areas:

- (a) The implementation of 2005 convention through the training of women prisoners in Kigali Central prison in the improvement of weaving techniques and the development of crafts using traditional motifs. This activity contributes to the empowerment of marginalized and vulnerable segments of the society in Rwanda.
- (b) On the integration of intercultural dialogue and cultural diversity into national cultural policy, the Ministry of Culture and Sports of Rwanda is preparing a revision of the national culture policy and drafting a set of legislations that will lead to the domestication of several international legal instruments. The support from UNESCO will contribute to the updating of the existing legal and policy framework for culture in Rwanda and place it in tandem with the national development agenda.

- (c) Rwanda has not ratified the 2003 Convention and as such UNESCO focused on activities aimed at raising awareness about the Convention, encouraging consultation among stakeholders that will lead to the preparation of a cabinet memo supporting the ratification of the 2003 convention.

Communication and information

291. UNESCO has established a photo-laboratory at the Department of Mass Communication of the National University of Rwanda and provided equipment for the establishment of the teaching radio studio at Rwanda's Great Lakes Media Centre.

Challenges

292. The change in the language of instruction and the recently introduced Nine Year Basic Education Policy continued to pose challenges to the education sector development. The sector wide approach for environment-related sectors as operationalized through the Environment and Natural Resources Sector Strategic Plan (ENR SSP) has been approved. The MoU for its support was signed in December 2010 by the Government of Rwanda and the Development Partners and the United Nations agencies. The Steering Committee for the Centre of Excellence project has been set up and the Government of Rwanda is showing a great commitment which will help UNESCO to mobilize resources.

293. The Rwanda policy on the change of the working language from French to English, joining of the commonwealth and the East African Community is meant to position the country to take advantage of the strengths offered by the larger and stronger economies of the region to shore up and accelerate its own growth. This makes Rwanda more welcoming of joint programming especially with institution in neighbouring countries, an opportunity that UNESCO could seize.

Participation in the UNCT activities

294. UNESCO is a non-resident member of the UNCT, but has an Antenna Officer who serves as liaison between UNCT and the UNESCO Nairobi Office. UNESCO is active in the implementation of the "One Plan". The agency is implementing activities in all its mandate areas. About 8% of UNCT activities (in budgetary terms) are implemented by UNESCO.

295. UNESCO is a key member of the One United Nations Education Theme Group and has taken a lead role since 2008 in Outcome 3 subgroup 3 under Education Achievements (i.e. quality education). In this capacity, apart from coordinating the work of the sub-group comprising five United Nations agencies (UNICEF, UNIDO, UNFPA, WHO and UNESCO), UNESCO is co-leading with UNICEF the two joint programmes: teacher management and development, and monitoring of learning achievements.

296. UNESCO is implementing the following two joint interventions on environment sector in collaboration with UNECA and UNDP: *Mainstreaming Regional Integration Processes for Optimal Results in Environment Protection* - UNECA is the lead agency. And *Supporting the creation of a centre of excellence in Biodiversity in Rwanda*, led by UNESCO. Both joint Interventions contribute to UNDAF result 4: "Management of environment resource sand land is improved in a sustainable way". The 'Mainstreaming' project focused on Environmental Policies, regulations guidelines and standards improvement while the Centre of Excellence project will strengthen national capacities for environment gender sensitive research and information.

297. Within the framework of the United Nations Delivering as one for Rwanda, The Nairobi Culture Sector contributed to the strengthening of creative industries through the training of marginalized women in the craft of Agaseke weaving. This activity contributes to the implementation of the 2005 convention and the Rwanda national development agenda that particularly recognizes the contribution of women to wealth creation.

298. Moreover, UNESCO led an activity endorsed by the United Nations Communication Group to train 20 radio and TV broadcasters on national election coverage. The training workshop was delivered in collaboration with the Commonwealth Broadcasting Association and was hosted by the ORINFOR (The Bureau in charge of public broadcasting in the Rwanda).

UGANDA

Natural Sciences

299. In line with the UNDAF outcome 3 related to environment, the office has conducted a study on the vulnerability of groundwater in the City of Kampala with a focus on water quality. This activity aims at providing policy advice for a proper monitoring and protection of the aquifers used for water supply for the City. Technical support and advice have also been provided for the establishment of the National IHP Committee.

300. In line with UNDAF outcome 3 on the access to sustainable and quality social services to the most vulnerable population, the office has contributed through the rain water harvesting project to the improvement of access to safe water for the communities of Sheema region (Bugongi, Shuuku and Kitagata sub-counties) by building autonomous water tanks and raising awareness on water hygiene.

Culture

301. In the field of culture Uganda received technical and financial support from UNESCO in the following areas:

- (a) The implementation of 1954 convention, its two protocols and the 1970 and 2001 conventions: Activities aimed at capacity-building to protect movable heritage through the identification of and training of personnel from thirteen community based museums spread across the country.
- (b) On the integration of intercultural dialogue and cultural diversity into national cultural policy, UNESCO partnered with the Ministry of Gender, Labour and Social Development in developing an action plan for the implementation of the cultural policy that the country adopted in 2007. That policy recognizes the importance of intercommunity dialogue for the development of social cohesion and aims at promoting the role of culture in all aspects of development.
- (c) The implementation of the 1972 convention through the revision of the tentative list as a result of the heritage mapping conducted in 2008 supported by UNESCO. The revision of the tentative list also resulted in a national plan for future monuments inscription to the World Heritage List. This activity particularly links with the tourism development strategy contained in the National Development Plan of Uganda.

Communication and information

302. UNESCO contributed to the establishment of the Ngora Community Multimedia Centre by providing radio broadcasting equipment and training. And in 2010 the campus radio at the Department of Mass Communication of Makerere University was upgraded.

Challenges and opportunities for UNESCO

303. Cooperation between Kenya and Uganda will lead to the signature of an MOU for the establishment of the Mt Elgon trans-boundary Biosphere reserve. Upon signature of the MOU, UNESCO will be able to assist in all aspects relating to the management of the Biosphere Reserve.

304. Uganda has been implementing a decentralization policy, leading to numerous improvements in the areas of governance, democratic participation and community involvement in the management of public affairs. This augurs well for the development of cultural and heritage resources in the improvement of community livelihoods.

305. The National development Plan (NDP) of Uganda is a national medium term development strategy for the period 2010/11- 2014/15. The Plan has sector specific targets and priority actions, but there is still insufficient recognition of the role that the rich cultural heritage can play in the development of the country. This is reflected in the exceedingly low budgets allocated to cultural issues.

306. Uganda has published a Press and Journalist (Amendment) Bill 2010 which establishes a new Media Council, appointed by the Minister of Information and National Guidance. Under this Bill, in order to obtain a license, publishers would need to show "proof of existence of adequate technical facilities" and the "social, cultural and economic values of the newspaper". UNESCO could see an opportunity to bring in its expertise in support of the small private media houses.

Participation in the UNCT

307. UNESCO does not have an office in Uganda. However, there are two project staff, one of whom is located in the UNAIDS office, who, when needed, can play the role of Antenna in the country.

308. The UNDAF 2010-2014 was finalized in 2009. UNESCO participated fully in the exercise including representation by Nairobi staff at the retreats where the results matrices were discussed. UNESCO is occasionally represented at UNCT meetings in Kampala by the Secretary-General of the Uganda National Commission for UNESCO. The office has been involved in preparation of the joint programme on climate change.

309. The Nairobi office is also implementing several 'stand-alone' activities on Culture, Education, Science and Communication in support of the UNDAF. Furthermore, in 2010 UNESCO Nairobi prepared and published the "UNESCO Country Programming Document" (UCPD) for Uganda, which serves as the basis of the Organization's participation in the UNDAF and other joint programmes activities within the UNCT.

UNESCO Office in Windhoek

ANGOLA

310. The year 2010 saw reconstruction in Angola continuing at exceptionally high rates. Capacity-building continues to be a national priority, and UNESCO has been actively involved in capacity-building activities, primarily in the fields of education and culture. The new UNDAF document was signed in August 2009, for the period 2009 – 2013. UNESCO is active in each of the four support areas of UNDAF outcomes, teaming up with UNDP, inter alia, in promoting democratic principles via Community Media Centres; with UNICEF in supporting the government to monitor and evaluate the implementation of the literacy strategy; and with UNFPA, UNDP, UNICEF, and FAO in capacity-building for the collection, compilation, analysis, and dissemination of data broken down by gender, for development of policies and programmes. UNAIDS provides management support on the ground for the UNESCO EDUCAIDS programme in Angola.

Achievements

311. Angola has completed a Teacher Training Master Plan with the technical assistance from UNESCO. A draft National Qualification Framework has also been completed and processes for finalization are ongoing. UNESCO is playing a lead role in the development of EMIS in Angola. A

UNESCO Institute of Statistics (UIS) expert in educational statistics is seconded to the Angolan Ministry of Education. The UIS Statistics Advisor working from the Windhoek Office also supports the EMIS work.

312. Preliminary work in preparing the nomination of the first biosphere reserve in the country was completed with technical assistance provided by the Windhoek Office. Work in this area will continue upon the arrival of a new programme specialist for Natural Sciences at the Office.

Challenges

313. The limited capacities of the Windhoek Office in the field of education impacted and caused delays in programme delivery in Angola. In mid 2010, the CapEFA Coordinator based in Luanda resigned and the Office had difficulties recruiting a new coordinator given the shortage of expertise in the country. It is hoped that the situation will improve with the arrival of a new education specialist in the Windhoek Office. Also, the pace of implementation of activities was slowed down because of the need to translate documents from English and French into Portuguese and vice versa.

LESOTHO

314. UNESCO is participating in all four outcome areas of the current UNDAF 2008 – 2012: (i) jointly with UNAIDS and UNDP in building capacity of CSO to design and implement evidence-based interventions in the area of HIV & AIDS; (ii) jointly with UNICEF and WFP supporting national institutions in effective delivery of Integrated Early Childhood Care and Development (IECCD), and improving quality of teaching and learning at all levels; (iii) together with UNDP supporting capacity-building in the area of applied research focusing on Lesotho's cultural heritage; and (iv) jointly with UNDP and ILO supporting the government in building collaborative capacity for consensus based solutions to national challenges; UNESCO contributes in capacity-building through community media. UNCT Lesotho recently took the initiative of launching a 'United Nations Lesotho one Fund'.

Achievements

315. The main achievement of the education sector in Lesotho during 2010 was the development and adoption of the Education Sector Policy on HIV and AIDS, towards the completion of which UNESCO made substantial technical inputs.

316. The Centre for Research of the National University of Lesotho hosted a feed-back session on studies on discrimination and xenophobia in the context of the on-going programme on the Coalition of Cities against xenophobia.

317. With technical support from UNESCO, a sub-regional meeting was held in Lesotho on Intangible Cultural Heritage Inventorying. This meeting was attended by participants from some 10 countries in Southern Africa. Field trips with hands-on inventorying were undertaken. As a result of the meeting, which also included training of local community members on how to record details of intangible cultural heritage, the inventorying processes have been launched in several communities in Lesotho.

Challenges

318. The main challenge was UNESCO's status of non-resident agency, which was alleviated by the participation of the National Commission of UNESCO in the programmatic work of the UNCT. An antenna was established for the CapEFA programme as Lesotho is one of the 20 priority countries.

NAMIBIA

319. Regardless of the worldwide economic meltdown of 2008 and 2009, Namibia continued on its positive developmental path in 2010. So as to synchronize the UNDAF cycle with that of the national planning cycle and to make room for complete implementation of activities, the roll-out of the 2006-2010 UNDAF was extended to 2011-2012. Resident in Namibia, the UNESCO Windhoek office was fully engaged in United Nations country programming; leading the UNDAF M&E working group and the UNCT Communications Group.

Achievements

320. With regard to the field of **education**, progress was made in the following areas: (i) a Life Long Learning Policy, developed with technical assistance from UNESCO, was adopted by the Ministry of Education. (ii) the Guidelines for Adult Educators were developed; and (iii) a Disaster Risk Reduction National School manual was prepared. Furthermore, UNESCO provided technical support for the development, on the basis of the disaster risk reduction work of the education sector, of radio programmes on emergency preparedness and response for schools.

321. An important development in the **Natural Sciences Sector** in Namibia in 2010 was the completion, and official adoption of a national strategy for Integrated Water Resources Management (IWRM) by the Namibian Department of Water Affairs. Furthermore, the Namibian Government hosted and led the process of screening and the adoption of indicators for Science and Technology Innovation for developing countries, with technical support from the Windhoek Office and UIS.

322. Results achieved in the field of social and human sciences included: (i) the finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa; and (ii) completion of three studies of the cities of Windhoek, Maseru and Durban mapping the policies and programmes that address racism, discrimination and xenophobia; (iii) a training module on gender in the media was developed with TA from UNESCO, and adopted by the University of Namibia.

323. In the field of **culture**, UNESCO supported Namibia, among the other English-speaking Southern African Member States in the exercise of the second WH Reporting Cycle as well as in undertaking an inventory work in the area of intangible cultural heritage. The Windhoek Office continued to be the lead agency for the Joint MDG-F joint programme in cultural tourism. A review of the existing relevant regulations and policies was completed and the pilot sites for the project roll-out in 2011 identified.

324. Achievements in the field of **communication and information** in Namibia included: (i) 5 Categories of Media Development Indicators were used in the Namibia Media Institute of Southern Africa (MISA) Awards to sensitize media stakeholders on the importance of press freedom; (ii) Community media in Namibia produced 5 radio programmes for women and 8 on disaster risk reduction education; (iii) Open Access strategies were developed and the ICTs used in educational knowledge acquisition in secondary schools in Namibia; (iv) following the publication of a UNESCO research report on access to information in rural areas, private sector media and the Ministry of Information and Communication have commenced providing daily newspapers in pdf format to community media centres. Both the University of Namibia and the Polytechnic of Namibia have adopted several elements of the UNESCO model Curriculum on Journalism Education and adapted them to their own curriculum.

SOUTH AFRICA

325. The South African UNDAF for 2007-2010 was extended to 2011-2012. This followed the release in 2009 of a United Nations Evaluation Group (UNEG) country-led evaluation, which highlighted several issues to be addressed by the United Nations in South Africa. In 2010, a series

of consultations between the United Nations agencies and South African stakeholders were held with a view to developing a better understanding and cooperation. Throughout the period under review, UNESCO continued the implementation of several programme activities in the fields of education, the sciences, culture, and communication and information.

Achievements

326. The major activities in the field of **education** implemented in South Africa during 2010 were all done in the context of sub-regional programmes, such as a collaborative programme with SADC in the area of Education for Sustainable Development (ESD) and an extensive review of Technical and Vocational Education and Training (TVET) in the SADC region.

327. With regard to **natural sciences**, the second phase of the Framework Programme for Research Education and Training in Water (FETwater) was successfully implemented with funding from extra-budgetary resources. The programme provided extensive training for some 200 participants in Integrated Water Resources Management (IWRM). Discussions for the design and funding of the third phase are under way. Furthermore, the South African IHP is currently considered as a very good example of a successful IHP country programme.

328. The achievements in the field of **social and human sciences** included the completion of the draft Statutes of the African Coalition of Cities against Racism and Discrimination in Namibia in 2010. The City of Durban hosted the General Conference of the Coalition in February 2011, which culminated with the adoption of the final Statutes of the Coalition.

329. In the context of the 2nd **World Heritage** Reporting Cycle, South Africa submitted the required information which will have an impact on the future policies and procedures of WH sites in the country.

330. The main achievement in the field of communication and information was the adaptation and adoption of the UNESCO model curriculum in journalism education at several universities in South Africa.

Challenges

331. The issues raised in the United Nations Evaluation Group (UNEG) report regarding the added value of the United Nations in South Africa are discussed in the framework of the ongoing consultations between the United Nations and South African stakeholders with a view to putting forward proposals in this regard. Furthermore, the South African UNCT has proposed to organize a joint United Nations-South Africa study tour to other middle-income countries to learn first hand from their experience with the United Nations functioning in middle-income countries. The study tour was planned for 2010, but was postponed to 2011.

SWAZILAND

332. In the context of the global economic meltdown of 2008-2009, which affected Swaziland and led to a slowdown of several development initiatives, the Government engaged development partners, including the United Nations, in discussions on how to address the situation. The Swaziland UNDAF document for 2011-2015 was completed and signed in December 2009. UNESCO is contributing towards two of the four UNDAF outcomes, namely those concerning HIV/AIDS prevention and delivery of social services, particularly education. Sister United Nations agencies as well as government partners continue to look to UNESCO for leadership in statistical matters, particularly with the development of EMIS in Swaziland.

Achievements

333. Achievements in the **education** sector in Swaziland concern two main areas: (i) UNESCO was successful in advocating for free primary education which has now been introduced in

Swaziland. This is a welcome development, and particularly significant in light of the constrained economic situation in the country. (ii) A series of speaking books on HIV and AIDS for Primary School were developed with technical assistance from UNESCO EDUCAIDS programme. These speaking books have now been adopted for use in primary schools in the country. The EMIS programme in the Ministry of Education was supported by UNESCO to accelerate education data collection and analyses and in completing the UIS questionnaires on a timely basis.

334. In the field of **culture**, UNESCO promoted the idea of organizing a parliamentary workshop to raise the awareness of members of the parliament on matters concerning UNESCO's culture-related conventions. Both UNICEF and UNDP joined forces with UNESCO in its organization. The workshop, alongside the ongoing training and community-inventorying initiatives, contributed to ensure the country's readiness to effectively and efficiently implement the provisions of the 2003 Convention upon its ratification.

Challenges

335. The main challenge was the uncertainty brought about by the economic meltdown. Although large-scale retrenchments were considered in the civil service, cuts did not concern the education and health sectors.

UNESCO Office in Yaoundé

Communication et information

336. Le développement des médias communautaires a constitué l'essentiel des activités du secteur. Ainsi, en Centrafrique, le projet Radios communautaires de Birao et Paoua a été achevé en octobre 2010 avec le lancement des deux radios. Au Cameroun, la mise en œuvre du projet Radio communautaire de Garoua Boulai se déroule conformément au planning des activités et se trouve à la phase de la sensibilisation sur le terrain. Pour le Programme «Villages du Millénaire», deux localités du Cameroun ont été choisies ; il s'agit de Maroua 1er et Meyomessi. Le document de projet est en cours d'élaboration et prévoit un montant de 577 597 dollars pour l'année 2011. Le Forum national des Radios communautaires s'est tenu du 8 au 11 novembre 2010 et a permis une définition assez claire du concept de radio communautaire, ainsi que des questions liées au statut juridique, au schéma directeur et au contenu des émissions. Au Tchad, le Projet de Mise en place des radios communautaires à Léré et à Koumra est dans sa phase terminale ; les équipements ont été installés et le personnel formé. Les équipements ont été acquis et des sessions de formation organisées dans le cadre du projet Renforcement des capacités de FM Liberté. En ce qui concerne le projet de Renforcement des capacités du quotidien le Progrès, des équipements ont également été acquis et deux sessions de formation organisées grâce à un financement à hauteur de 30 000 dollars du PIDC. L'Ecole Supérieure des Sciences et Techniques de l'Information et de la Communication a été érigée en centre d'excellence dans la formation en journalisme en Afrique et un partenariat a été établi pour la création d'un département de journalisme au sein de l'Université de Bangui. Enfin, le projet du Centre multimédia communautaire de Bakassi évolue : les fonds ont été mobilisés pour la réhabilitation des locaux pouvant abriter la radio et le plan d'action a été signé avec les différents partenaires le 26 mars 2010.

Education

337. Le secteur de l'Education s'est beaucoup investi dans les formations au cours de cette année. A cet effet, plus de 400 d'enseignants et leurs encadreurs des pays du cluster ont été formés à l'intégration pédagogique des TIC dans la pratique de classe. Les cadres du ministère de l'Education nationale de la RCA ont bénéficié d'une formation en informatique. Des cadres nationaux camerounais ont été formés sur le modèle de simulation en éducation. Dans le cadre du volet IEC/CCC/SR du Projet d'appui au Programme national de la Santé de la reproduction (PASR), des animateurs de radios de proximité ont bénéficié d'une formation sur la production

d'émissions sur la santé de la reproduction des adolescents, et des pairs éducateurs en milieu scolaire et extrascolaire ont été formés. Le financement du Fonds de Consolidation de la Paix a permis la formation des directeurs et instructeurs des centres de formation professionnelle de Bangui. Le secteur a également appuyé la formation des enseignants à la prévention au VIH Sida dans le cadre du Programme pilote de formation des enseignants à distance utilisant les TIC, au VIH et Sida dans la zone CEMAC. Les centres de formation professionnelle de Bozoum, Bossangoa et Bria en RCA ont été redynamisés par leur réhabilitation et l'octroi d'équipements et kits d'installation. Dans les pays CEMAC et RDC, des outils d'autoformation des enseignants à l'éducation au VIH Sida ont été conçus au cours d'un atelier technique sous-régional organisé au Tchad. Un atelier d'évaluation des activités de l'initiative mondiale sur l'Education au VIH/SIDA (EDUSIDA) en RCA a été organisé à Bangui les 22 et 23 juillet 2010 avec l'appui financier du gouvernement japonais et a permis la formation de 1540 enseignants à l'utilisation de ces outils curriculaires et la mise sur pied d'un centre de documentation sur le VIH et sida.

338. Outre les formations, et toujours dans le cadre du volet IEC/CCC/SRA du PASR, deux films éducatifs produits par l'UNESCO, ont été portés à l'écran. Ceci a permis des tournages des exemples de bonnes pratiques pédagogiques en illustration des contenus d'un didacticiel d'autoformation des enseignants dans les villes de Sangmélima et Ebolowa. Le projet «Initiative pour l'alphabétisation, savoir pour pouvoir » (LIFE) a été lancé au Tchad et en RCA en mai 2010. Le Bureau accompagne techniquement et financièrement les experts sur la question de la création de Pôles d'Excellence Technologiques Universitaires en zone CEEAC. A cet effet, deux ateliers sous régionaux ont été organisés en juillet et octobre 2010. Le Bureau de l'UNESCO a participé aux côtés du Gouvernement du Cameroun et des Agences sœurs du Système des Nations Unies au lancement de l'année internationale de la jeunesse.

Culture

339. En 2010, les activités du secteur de la Culture ont couvert les principaux aspects suivants:

- (i) Appui à l'élaboration des dossiers d'inscription et à la mise en œuvre des plans de gestion des sites inscrits sur la Liste du Patrimoine Mondial : A cet effet, au Cameroun, un montant de 25 000 dollars a été accordé pour l'inscription du paysage culturel des chutes de la Lobe. En RCA, une mission conjointe UNESCO/UICN d'évaluation du bien Manovo-Gounda St Floris, inscrit sur la liste du patrimoine mondial en péril, a eu lieu et le rapport sera soumis au Centre du Patrimoine mondial. Par ailleurs, le rapport comportant les recommandations de la mission d'assistance technique concernant l'inscription du site «le forêt et les campements résidentiels des Pygmées AKA» sur la liste du patrimoine est disponible.
- (ii) Patrimoine culturel immatériel et promotion de la convention de 2003 : Au Cameroun, des appuis techniques et financiers ont été accordés à plusieurs événements au patrimoine immatériel, notamment : à l'Association des Chefs traditionnels du Cameroun lors du premier forum des Chefs traditionnels, au Sultanat de Foumban pour la Célébration de la 543ème Edition des Assises Traditionnelles et Socioculturelles du Peuple Bamoun dénommées «Festival du NGUON», au volet formation de jeunes et femmes aux métiers du Cinéma et de la Télévision, de la 14ème Edition du Festival «Les Ecrans Noirs » (mai/juin 2010. En dehors de ces actions d'appui, on peut noter : l'identification d'un consultant pour la formation des gestionnaires des Musées communautaires de Babungo (Région Nord Ouest du Cameroun) et de Foumban (Région Ouest du Cameroun) dans le domaine de la numérisation et l'inventaire des biens culturels des Musées, l'organisation du concours de dessins sur la sensibilisation aux risques du VIH/SIDA à travers les pratiques culturelles telles que le tatouage et l'excision par les élèves de Foumban en partenariat avec le Musée du Palais de Foumban, l'achat d'équipements informatiques pour la numérisation et l'inventaire des objets culturels des musées de Foumban et de Babungo.

- (iii) Protection et promotion de la diversité des expressions culturelles par la mise en œuvre de la Convention de 2005 et le développement des industries culturelles et créatives : Organisation à Yaoundé de l'atelier sous-régional de mise en œuvre du nouveau cadre de politiques culturelles dans la planification du développement des Etats membres de la CEMAC.

Sciences exactes et naturelles

340. En 2010, le secteur a mené des activités autour de la formation de 600 femmes autochtones du sahel aux technologies d'adaptation à la désertification et au changement climatique. En outre, une réunion consultative a servi de cadre aux échanges relatifs à la disponibilité et la pertinence des statistiques en science et technologie dans l'enseignement supérieur au Cameroun.

341. Par ailleurs, le 22 mars 2010, a été célébrée la 18ème édition de la Journée mondiale de l'eau au Cameroun sous le thème «Communiquer sur l'importance de la qualité au même titre que la quantité d'eau disponible». Et l'UNESCO a apporté un appui financier et technique à la RCA qui a permis la tenue du Forum National de la Science, la Technologie et l'Innovation organisé par l'Université de Bangui. Les principales recommandations de ce Forum ont mis l'accent sur la création d'un Conseil National de Science, Technologie et Innovation (STI), et d'un poste de conseiller de STI auprès du Premier Ministre, ainsi que sur le besoin d'une concertation sous régionale sur le transfert de technologie et l'innovation. Enfin, une séance de travail a été organisée le 28 juin 2010 avec les membres de l'équipe de la Chaire UNESCO sur la gestion de l'eau de l'Université de Bangui, au cours de laquelle une présentation des différentes activités de recherche, de prestations de service, des coopérations établies ou en cours de finalisation a été faite par le Pr. Mabingui, responsable de la Chaire.

L'Institut de statistique de l'UNESCO (ISU)

342. En ce qui concerne le volet statistique, suite à la décentralisation des activités de l'ISU en 2009, un Conseiller Statistique a été affecté au bureau cluster de l'UNESCO Yaoundé. En collaboration avec l'ISU, le bureau a apporté un important appui aux pays du cluster dans l'amélioration de la production des statistiques dans les domaines de l'éducation, la culture, la communication et la science.

343. La collaboration du bureau avec l'ISU a permis principalement de : renforcer les systèmes d'information pour la gestion de l'éducation (SIGE) au Cameroun, en RCA et au Tchad ; former les cadres nationaux aux normes et standards statistiques de l'ISU promouvant l'amélioration de la qualité des données ; produire les annuaires statistiques ; réaliser les diagnostics qualité des systèmes d'information ; mettre en place des systèmes d'information dans le sous-secteur de l'alphabétisation et de la l'éducation non formelle (SIM-AENF) ; réaliser l'enquête EPT sur la connaissance et la perception de l'EPT par les enseignants du primaire au Cameroun et en RCA ; et enfin, apporter un appui technique à la mise en place et au suivi-évaluation des stratégies sectorielles de l'éducation.

344. Quant au secteur de la communication, les activités collaboratives du bureau avec l'ISU, à travers le programme PIDC ont permis principalement de former au Cameroun les cadres nationaux aux outils et à la méthodologie de production des statistiques de la communication et des médias audio-visuels en vue de la mise en place d'un système d'information.

345. Pour le secteur de la culture, la collaboration a permis de former les spécialistes nationaux sur le cadre conceptuel de l'UNESCO pour la production des statistiques culturelles et de sensibiliser les autorités nationales sur la nécessité de produire les statistiques de la culture afin de mieux valoriser la place et la contribution de la culture au processus de développement.

346. En ce qui concerne le secteur des sciences, les principales activités réalisées ont porté sur la formation des cadres du ministère de la recherche scientifique et de l'innovation aux normes,

outils et standards de l'ISU en matière de production des statistiques des sciences et technologie et l'élaboration des outils de collecte des données dans le cadre de la mise en place d'un système d'information.

Contribution aux activités du système des Nations unies

347. Le Bureau a adopté une approche qui implique non seulement une dimension sous-régionale, notamment en entretenant des relations avec la CEMAC, mais aussi au niveau des pays, à travers son implication dans les activités de programmation de l'Equipe Pays Nations Unies (UNCT). A cet effet, deux antennes ont été mises en place par le Bureau Unesco Yaoundé : Bangui (janvier 2007) et N'Djamena (juin 2009). Ces antennes présentent des avantages potentiels tels qu'une meilleure collaboration avec UNCT et les partenaires techniques et financiers, et des opportunités aux Commissions Nationales de participation dans la mise en œuvre des projets.

348. A Yaoundé, pays hôte, le Bureau participe à toutes les réunions de l'UNCT et à la conception et la mise en œuvre des projets conjoints tels que la Radio Communautaire Garoua Boulai (5 agences dont l'UNESCO) et le village du millénaire (Maroua et Meyomessi). Le Bureau UNESCO Yaoundé participe régulièrement aux activités de programmation UNDAF dans les trois pays (le Directeur du Bureau a participé au séminaire de programmation UNDAF en novembre 2010 en RCA et au même exercice au Tchad en janvier 2011).

349. Le Chef d'antenne UNESCO Bangui participe régulièrement aux réunions de l'UNCT en qualité de membre de l'Equipe Pays. Par contre, à N'Djamena, le Chef d'antenne étant de nationalité tchadienne n'est accepté qu'aux réunions élargies de l'Equipe Pays. Le Directeur du Bureau Yaoundé a saisi le Coordonnateur Résident au Tchad pour appeler à la participation régulière du Chef d'antenne aux réunions de l'UNCT.

350. De façon générale, le Bureau maintient avec les agences des Nations unies et les partenaires bilatéraux et multilatéraux d'excellents rapports de travail qui lui ont permis de porter la mobilisation des ressources à environ 7 272 000 dollars (depuis juillet 2008 à ce jour).

ARAB STATES

UNESCO Office in Amman

Context and background:

351. Whereas Jordan is classified as a lower middle income country, it is facing a number of developmental challenges: Jordan hosts the largest number of refugees in the region (Palestinian and Iraqi refugees as majority); it suffers from a scarcity of natural resources - in particular water; the economic participation rate of youth and women is very low paired with a high annual population growth rate. Jordan is the world's third country with the lowest available water resources to supply its demands. As demands increase with population growth and with growth in the industrial and agricultural sector, water resources continue their road to depletion due to over-exploitation, or are threatened by the impacts of climate change.

352. Moreover, according to the Department of Statistics (DoS) and the 2nd national MDG report, the population living below the absolute poverty line was 13.3% in 2008. Income is unequally distributed and - even before the financial crises – the gap between rich and poor families is widening. The recent economic recession has contributed further to an increase in the country's informal economy. Unemployment is prevalent among the various segments of the Jordanian labour market and it is particularly concentrated among young people, including the new entrants (27% unemployed). Women are at a greater risk of unemployment in comparison with their male counterparts, and they stay unemployed for longer periods than the men.

353. With remittances as a primary source of income, and tourism being the second, the country relies heavily on international assistance, especially from the US Government. The regional instability might impact the economy of the country further if workers abroad, in particular in the Gulf area, will be forced to return. Tourism is already suffering from the political instability of the region and has never been a stable source of income despite very positive results of the past two years. Due to the scarce resources, the large share of public employment (39% of the employed) and limited private employment possibilities, any increase in the salary of the large number of Government employees would create a large burden on the economy of the country, which is presently struggling to respond to the demands from the population for better job conditions and opportunities, political reforms and for the combating of corruption at all levels. Despite of the need to invest in innovation, technology and scientific research to support the creation of jobs and development - for example in the sector of renewable energies (the only way out for full energy dependency at present) and in small scale private enterprises in the field of engineering services - very little investment is actually taking place.

354. Jordan reached the MDG2 in so far as the country provided access to primary education for all its citizens, installed parity of access between boys and girls and reduced the illiteracy rate sharply. Nevertheless, the quality of the public education system continues to be a challenge in particular with regard to the opportunities for professional development offered to teachers.

355. Jordan hosts 2,004,795 Palestinians with refugee status registered with UNRWA and around 450,000 Iraqi refugees according to Government estimations. Despite UNRWA and UNCHR assistance, the pressure that this mass of "historical" and recent refugees is putting on the delivery of social services of Jordan is considerable. Reforms of the public sector to comply with the situation have not met the needs, and as a result the system is not always capable of absorbing the demands without diminishing the quality of services.

356. **Challenges:** In 2010, a Chamber of Deputies election took place (9 November) after the early dissolution of the parliament by King Abdullah II in 2009. Following the elections – boycotted by the main opposition party, the Islamic Action Front – the third Government in one year was appointed. Short-living Governments represent a great challenge for the sustainability of the

Programs delivered by the International actors. The fact that Jordan is classified as a lower MIC, and is surrounded by regional conflict zones attracting large donor attention, means that most of the international aid allocated to the United Nations in Jordan gets reserved for humanitarian purposes, and this has repercussions for the ability to attract funding for UNESCO in Jordan.

357. Main achievements in 2010: The office accounts for activities in all main fields of competence of UNESCO - especially education and culture. However, it runs around natural sciences, scientific research, technology and innovation policies and related fields such as water research and management, climate change research, disaster risk management, synchrotron applied research and education in these domains. This corresponds to the need for such applications in Jordan and to the demand of the local job market for qualified scientific personnel in these fields at all levels – managerial, technical as well as research related. Therefore, UNESCO is investing in entrepreneurship education and in the higher education system to prepare young professionals for the job market, thereby creating linkages between scientific research and support to the education system as such. Despite of the challenges mentioned, UNESCO was able in the past two years to mobilize nearly \$3.5 million: in the field of education particularly targeting Iraqi refugees (\$1.1 million). Funds were also mobilized in the field of science in relation to climate change, water management and education, science and technology innovation, and natural disaster risk management (more than \$1million). In the area of cultural heritage linked to disaster risk management in heritage sites, substantial funds were mobilized from private and bilateral sources (\$1.2 million). Although Jordan is considered to have the most liberal media environment amongst Arab countries, there are still considerable obstacles which need to be addressed in the field of communication and information. The quality of journalism training is still poor and a lacking culture of investigative journalism paired with “preventive” self censorship and professional ethics, prevent the full enjoyment of freedom of expression and information. Moreover, there is a strong need to assist media teaching institutions in strengthening their curricula, and to introduce social media applications and investigative journalism in the national curricula. The office is working actively in these fields, mobilizing resources to meet the emerging needs in the field of communication and information and partnering with national institutions to maximize efforts and investments.

358. In order to best address the challenges presently faced by Jordan, and to make optimal use of limited resources, UNESCO is also trying to foster inter-sectoral interventions and to focus on a few selected themes where UNESCO’s comparative advantage can be best valued, such as science education, for example.

359. An additional achievement of the office is that it has considerably increased UNESCO’s visibility in Jordan, as well as the communication on UNESCO’s mandate, programmes and activities within the UNCT, in the Government, within the donor community, and among the public at large. This was achieved through the creation of an office web site in English and Arabic, a high output of press releases resulting in improved reporting in local newspapers, the participation and representation of UNESCO in TV and radio interviews, a widely followed Twitter account (first FO to open Twitter account), and an Office YouTube Channel showcasing the office’s video productions and thereby obtaining more than 1,600 viewers.

360. United Nations Joint programming and programmes: UNESCO is part of the only MDGF project in Jordan under the window of climate change. The Organization participates in the development and finalization of three other joint activities and programming in the field of disaster risk management, youth, and scientific research. In the UNCT, UNESCO is chairing the UNCG and is co-chairing the Environment working group and part of the new UNDAF steering committee. UNESCO is very active within the United Nations family and present in the UNDAF delivery, United Nations joint programming as well as in the preparation of the new UNDAF.

361. Opportunities: As the only United Nations agency with a specific mandate to promote scientific research and education, UNESCO is uniquely positioned to contribute to the multiple sub-disciplines of the natural sciences through its large network of scientific institutions (among which

the International Centre for Theoretical Physics and the International Hydrological Programme). The link between the development of technology and investment in innovation and in the demands of the growing job market offer an opportune entry point for UNESCO to assist the government. This is further enhanced in Jordan because of the clustering of scientific institutions at the Hassan Science City in Amman. As resident agency and given UNESCO's core competencies in the natural sciences, the UNESCO Amman Office is well placed to provide support. The SESAME project serves as a prime example of UNESCO's contributions in this field. Moreover, opportunities for investment can be found in the link between Entrepreneurship education and the need for the development of science and technology jobs. Importantly, it should be noted that MDG 7 (ensuring environmental sustainability) is only achievable in Jordan if certain measures are taken. UNESCO could have a leading role in supporting the government towards the realization of this goal.

Achievements by Sectors

362. As the rate of enrolment in both primary and secondary education is above 88%, and tertiary enrolment is above 41%, support to **education** focused on improving the quality of education mainly through assistance to TVET and Entrepreneurship Education, higher education and teacher training. The profile of TVET and Entrepreneurship Education was improved through the incorporation of Entrepreneurship Education in the education system and improved quality assurance, whereas in higher education the planning capacity of the Ministry of Higher Education (MoHE) is being enhanced through the establishment of a strategic Policy and Planning Unit within the MoHE and support to the establishment of higher education quality assurance accreditation systems. The important issue of professional development was also addressed through a series of teacher training courses and the development of specific training modules. Human Rights Education, ESD, Cultural Heritage education were promoted, mainly in an intersectoral manner, through the Associated Schools Project Network (ASPnet), for which the Amman Office has been entrusted with the regional coordination, planning and implementation. Whereas illiteracy is not a major concern in Jordan, support was provided to adult literacy courses – targeting women in rural areas, in particular – and to awareness raising activities through the MoE. Remedial and non-formal education opportunities helped to integrate 750 vulnerable Iraqi and Jordanian children and youth into the formal school system. This large extrabudgetary project was complemented by continued support to the capacities of the MoE in meeting the INEE Minimum Standards for education in emergencies through their integration into the Ministry's overall plans. Increased attention was also given to the inclusiveness of education and the promotion of the rights of the disabled. The learning abilities of persons with visual and hearing impairments receive support through the provision of special equipment and ad-hoc training to foster employment opportunities. Moreover, the public awareness of people with disabilities was raised through a school and media campaign on disability rights, which among other tools included the production of a PSA campaign broadcasted on the Jordan TV.

363. In **natural sciences**, UNESCO's main areas of intervention focus on addressing the adverse impact of climate change and the dramatic water scarcity (Jordan has one of the lowest levels of water resource availability, per capita, in the world) through scientific research and awareness-raising. Through the extra-budgetary funds from the Spanish MDG-Achievement Fund deployed through the Joint United Nations Programme "Adaption to climate change to sustain Jordan's MDG achievement", the capacities and knowledge of an array of stakeholders was strengthened with regard to the impact of climate change on biodiversity. The stakeholders include the scientific community, universities and government institutions, in particular of the Ministry of Water and Irrigation (MOWI). An International Research Centre for Water, Environment, and Energy for advocacy education and capacity-building was established and assistance was provided towards improving wastewater treatment capacities and surface water harvesting through research, awareness raising and capacity-building programmes. Global awareness on the impact of climate change on water safety in Jordan was likewise improved through the preparation of a case study for the fourth World Water Development Report. Scientific research on water and climate change was also complemented through capacity development in the fields of natural heritage and

biodiversity management, where technical support was provided for the preparation of a new MAB nomination file and WH mixed site.

364. In the field of Disaster Risk Management, a disaster preparedness project, funded by UNICEF, is to be launched at schools in cooperation with local and international partners with a view to developing a series of tools on safe behaviour and preparedness. Environmental awareness was raised through the ASPnet and through a targeted environmental campaign undertaken in coordination with the UNCG, chaired by UNESCO Amman and the MoE, IUCN and local NGOs. In addition, the “Science, Technology and Innovation Policy for Jordan for the years 2011-15” is receiving support. In this context, capacities relating to institutional science policy preparation, implementation, monitoring and evaluation have been improved through a comparative analysis of best practices and the revision of R&D indicators of local partner institutions. Continued support is provided to the SESAME (Synchrotron Light for Experimental Science and Application in the Middle East) International Research Centre, which was established under the auspices of UNESCO in 2002, in particular through awareness raising linked to its future use and scope and through mobilization of resources.

365. In **Communication and Information**, priority focus has been on promoting freedom of expression and access to information, strengthening media training capacities and supporting pluralistic media communication for sustainable development. The awareness of civil society and decision makers regarding press freedom was raised through a press freedom campaign and funds mobilization through IPDC programs, whereas professional standards of local journalists were improved through capacity-building in the field of investigative journalism for journalists and media faculties. Thematic focus was also placed on environmental and ESD reporting in an inter-sectoral manner with SC.

366. In **culture**, UNESCO supported the protection of Jordan’s sites inscribed on the World Heritage List and assisted in improving the management of museums and cultural objects, as well as in promoting cultural diversity through awareness-raising activities. The monitoring and management of World Heritage sites were strengthened through UNESCO’s ongoing technical support to national authorities. National World Heritage site protection improved through the provision of technical support to strategy formulation. At the World Heritage Site of Petra a Preliminary Risk Assessment was undertaken and a risk strategy and monitoring system is currently being developed thanks to the mobilization of extra-budgetary funds. Jordan is home to a rich intangible cultural heritage, of which one element is already on the Representative List of the Intangible Cultural Heritage of Humanity. To this end, support was provided through capacity-building and an awareness campaign for the Implementation of the 2003 Convention as well as through support to the UNESCO led EuroMed Heritage project MEDLIHER. National Capacities in Museum Management were improved through the formulation of a national organizational structure in charge of museums based on a thorough needs assessment, capacity-building activities for museum personnel, and the fostering of the use of museums as public spaces of informal learning for young people.

UNCT activities and common country programming exercises

367. Jordan is host to a number of United Nations agencies including country offices, regional offices, and United Nations agencies working for Iraq. The United Nations Country Team includes Resident United Nations agencies as well as Non-Resident United Nations agencies. Currently, the United Nations Country Team consists of 13 Resident agencies namely UNDP, UNFPA, UNICEF, UNWOMEN, UNESCO, UNRWA, UNHCR, UNHABITAT, UNOPS, IOM, FAO, WFP, and WHO. Non-Resident United Nations agencies include ESCWA, IFAD, ILO, UNIDO, and UNODC.

Working Mechanisms and Major Achievements

368. The UNCT in Jordan operates under a second generation UNDAF, which covers the period 2008-2012. The UNCT Jordan had considered to become a Delivering as One (DaO) and this consideration is still pending.

369. UNCT working mechanisms in Jordan and United Nations Working Groups: The UNCT meets monthly upon the request of the United Nations Resident Coordinator (RC) to share information. For the implementation of the current UNDAF, the UNCT in Jordan has put a support-structure in place consisting of three thematic working groups aligned with the pillars of the UNDAF, namely Social Development, Governance, and Environment. In addition to these UNDAF Working Groups, there is a United Nations Communication Group (UNCG), an Operations Management Team, an M&E Group, and a HIV/AIDS Joint Team. The Working Groups and mechanisms are currently being revised. The UNCT retreat. The UNCT holds an annual retreat. In 2009 a joint retreat was held with the UNCT Syria. In February 2011 the UNCT retreat was a validation workshop on the UNDAF MTR findings.

370. Joint Programming at the UNCT: A number of joint initiatives have been undertaken to promote coordinated, inter-agency programming. However, there is only one formal “joint programme”, the MDG-F Achievement funded joint programme “Climate change adaptation: Adaptation to Climate Change to Sustain Jordan’s MDG Achievement”, which is being implemented by FAO, UNESCO, UNDP and WHO. In addition, there were two complementary joint programmes on “Food and Nutrition Security in Jordan Towards Poverty Alleviation” (UNICEF, WFP, UNIDO), and “Family Violence Tracking System” by UNFPA, UNICEF, UNHCR, UNIFEM, UNDP, WHO. Other common activities of a different nature are being implemented in parallel, for example activities in which more than one United Nations agency coordinate their efforts under specific UNDAF Outcome areas such as Disaster Risk Management and Response, and where UNESCO, UNICEF, WHO, UNWRA, UNFPA, UNDP and UNHCR are partly working together. However, these activities are not joint programmes coordinated by the UNCT or under the overall supervision of the RCO.

371. Survey on Monitoring the Paris Declaration: Jordan adheres to the Paris Declaration on Aid Effectiveness, and, according to the OECD 2008 Survey on Monitoring the Paris Declaration, the country is ranked high for its level of government ownership and more modestly for donor alignment and harmonization and for managing for results. Currently, a second Survey on Monitoring the Paris Declaration is being compiled with the participation of the UNCT.

372. 2nd National MDG Report Jordan 2010: The UNCT has supported the Government of the Hashemite Kingdom of Jordan in preparing the 2nd National MDG Report Jordan 2010.

Challenges, lessons learned and the Way Forward

373. External challenges for the UNCT in Jordan: A major challenge for the work of the UNCT in Jordan is the frequent change of Ministers: In 2010 alone, the government has changed three times. Moreover, the fact that Jordan is classified as a lower middle income country has repercussions on Agencies and the Resident Coordinator’s ability to attract funding, and has consequences for the operation of the UNCT and the kick off of the DaO programme. The lack of funding available to United Nations agencies is an important challenge in view of the fact that Jordan is hosting the largest number of refugees in the region, in addition to the scarcity of natural resources, in particular water, and the very high percentage of unemployed youth.

374. Internal challenges for the UNCT: The most active agencies within the UNCT are small in size. Agencies which in Jordan have larger operations such as UNHCR, UNRWA and IOM play a minor role within the UNCT, especially as they were not included in the current UNDAF, and their role within the next UNDAF is yet to be decided upon. In general WGs do not report regularly to the UNCT and the RCO has not yet set up overall mechanisms of UNDAF accountability. Nevertheless, joint programming and the number of joint activities are in the making. The UNCT needs to redefine its role and a more inclusive/participatory approach would be helpful.

375. UNDAF Annual Review (AR) 2009: In December 2009 an AR of the UNDAF 2008-12 was carried out. Outcome indicators of the UNDAF were revised and the formulation of output

indicators was proposed. However, due to lacking capacities and shifting priorities, the revised indicators have not been mainstreamed in the current UNDAF.

376. UNDAF Mid Term Review (MTR) 2010: In 2010, a MTR and DaO assessment was undertaken. The process continued into January 2011 and has been concluded in February with a UNCT validation workshop on the UNDAF MTR findings and recommendations. The MTR found that, despite the onset of the global fiscal, fuel, and food crisis, since the development of the UNDAF in 2007, it remains relevant and aligned with national priorities of the Government in Jordan. Moreover, the MTR also found that the UNCT has progressed in the area of joint programming and the delivery of joint programmes with one MDG programme on-going, two additional joint programs under a local cooperation framework mechanism agreed under the UNDAF during 2009 and 2010, and 26 joint activities led by individual United Nations agencies. With regard to the design of the UNDAF, the MTR did find some weaknesses in the Framework. More specifically, the lack of output indicators, combined with output statements that are broad-based has prevented substantive and effective monitoring of delivery and hence progress towards achieving the outcomes of the UNDAF.

377. Recommendations of the MTR 2010, the UNDAF 2013-2017 roll-out process and the Way Forward: The MTR recommended that the UNCT addresses the above issue by developing output indicators during the first half of 2011 or develop another mechanism in order to enable United Nations agencies and United Nations working groups (WGs) to measure their work. The UNCT has decided to take the findings of the MTR into account. In an MTR validation workshop it was decided not to revise the current UNDAF 2008-2012, but to follow the recommendations when engaging in the CCA/UNDAF roll-out process for the UNDAF 2013-2017. Further to the UNDAF MTR, a DaO Readiness Assessment was planned for late 2010 to assess the feasibility and preparedness of the UNCT and the Government to adopt a DaO approach when moving forward with the next UNDAF for Jordan. The assessment is still pending, and the UNCT will include the issue of a DaO approach in the Road Map workshop planned for April 2011.

UNESCO's contribution to the UNCT and common country programming exercises

378. UNESCO is an active member of the UNCT and in 2010 has supported all UNCT activities, common country programming exercises, and UNDAF AR and MTR, as well as the review of the 2nd National MDG Report Jordan 2010. UNESCO is part of the UNDAF WGs on Social Development, Governance, co chair the Environment WG in 2010, and sits on the Operations Management Team and the HIV/AIDS Joint Team. In addition, UNESCO Amman, as probably the only UNESCO FO, is chairing the UNCG. UNESCO Amman is also one of the four agencies participating in the only MDG-F programme "Climate change adaptation: Adaptation to Climate Change to Sustain Jordan's MDG Achievement". Furthermore, UNESCO takes the lead on the education component of the joint Disaster Preparedness projects of the United Nations in Jordan with the support of funds raised locally from UNICEF. The Organization is also leading the development of a project called "SESAME¹ for human security: fostering interdisciplinary health research and a culture of solidarity and peace in the region" in partnership with UNOPS and IAEA. Moreover, pending support from UNESCO HQ, UNESCO Amman deems it essential to participate in a joint Jordan Youth Assessment joint project with 3 other agencies as a preliminary step to design and a joint proposal to respond to the country's needs.

379. UNESCO and the UNCG: Since January 2010, UNESCO chairs the UNCG, which provides a unified platform for dealing with common communication and media challenges that the United Nations faces in Jordan. Its twofold objective is to promote inter-agency cooperation in the field of communication on the one hand, and to increase awareness, understanding and support for the work of the different United Nations agencies in Jordan among the United Nations staff and the general public on the other. Under the leadership of UNESCO, the number and impact of UNCG

¹ The SESAME International Research Centre is the Middle East's first major international research centre in the field of Synchrotron-light for Experimental Science and Applications. It is a cooperative venture by scientists and governments of the region and was created under the auspices of UNESCO.

activities have grown substantially throughout 2010. Among other achievements of the UNCG, the following deserve to be mentioned: the partnership with the media and United Nations visibility in the media have improved; the visibility of the United Nations as One United Nations has increased through the production of fact-sheets; United Nations lectures and a United Nations e-newsletter has provided a platform for United Nations staff to learn more about cross-cutting themes; students and the general public have been sensitized to the MDGs; a campaign to combat violence against women culminated in the production of PSAs screened on TV and recommendations to the Parliament; environmental awareness has been raised through TV-debates and a campaign to combat the excessive use of plastic bags in Jordan. Moreover, UNESCO as the only United Nations agency during 2009/2010, has raised external funds exclusively for the UNCT, i.e. for the continuation of an environmental campaign as a follow up to the activities of the year of biodiversity organized by the UNCG.

380. Entry points for UNESCO for future cooperation: Recent events in the Arab region, driven by high youth unemployment, low economic participation rates and opportunities, will be put at the forefront of the CA analysis when the UNCT for Jordan embarks on its CA/UNDAF roll-out process in March 2011. Shifting programmatic priorities of the UNCT offer concrete entry points and opportunities for UNESCO Amman in expanding its role within the UNCT Jordan, and UNESCO together with WFP, UNFPA, UNRWA and the RCO form the CA/UNDAF Steering Committee. In terms of programmes and activities under the UNDAF 2013-17, UNESCO Amman will continue to improve its support towards: Entrepreneurship and TVET Education as well as science and research linked to job creation for youth; water research and education through technical support; the tourism sector (second largest source of income in Jordan, but so far marginalized within the UNDAF) through the improvement of cultural heritage management and biospheres, fostering of research, business development and marketing; professional development for teachers to enhance quality of public education; the promotion of human rights through human rights education for different segments of the society, and enhanced media capacities in protecting freedom of expression also through the use of social networks fostering openness of public information.

381. **Challenges for UNESCO in the next UNDAF:** UNESCO Amman has no international programme staff. Its extrabudgetary funding has grown from almost 0 to 3 million in two years. The development at regional level of pool of colleagues, who are experts in different fields and with sufficient knowledge on the country/region, to back up the UNDAF roll out FOs in need, will be welcome.

UNESCO Office in Beirut

LEBANON

382. Despite a certain extent of political instability, Lebanon continued to prosper economically in 2010 and government reforms were continued. In view of this progress, UNESCO focused on support to reform efforts via technical assistance and capacity development for technical staff. The overall coordination of partners in the country has been rather weak. The Beirut office has therefore made efforts to promote the sharing of information across sectors and partners, notably through the United Nations Country Team.

383. 2010 marked the first year of the Lebanon UNDAF (2010-2014) for which UNESCO is the Lead agency for Education. The UNDAF interventions in education are in their initial phases, but are already delivering first hand results such as the completion of the legislative review of the provision of education opportunity for out-of-school children and the development of thematic papers on different issues related to teacher education programmes. These will serve as the basis for national policy development. At the request of the Ministry of Education and Higher Education (MEHE), UNESCO has provided technical assistance to the Ministry in monitoring the implementation of its National Education Strategy. In this regard, the Beirut Office has been working with the MEHE in revising and refining its education indicators.

384. Following the reform decision to introduce life skills-based reproductive health in public schools, including in the context of HIV and AIDS, UBW funding was secured to support its implementation. The relevant authorities have now been provided with a situation analysis of the responses by the education sector to HIV and AIDS, and a manual for school health educators has been developed and endorsed by the government. UNESCO has also assisted the government in addressing gender issues, including gender based violence (GBV). By developing a teaching manual on gender sensitive teaching approaches in collaboration with MEHE and launching a study on school related GBV, UNESCO supported the revision of school textbooks for the elimination of gender stereotypes. In addition, UNESCO is working on piloting a Multi Grade School Modality for the reintegration of early drop out and out-of-school children.

385. UNESCO also continued efforts in Literacy by strengthening related capacities in the Ministry of Social Affairs (MOSA) and different civil society organizations to deliver literacy services with a focus on girls and women: In the context of a Memorandum of Understanding with MOSA, the National Committee for Adult Education has been reactivated and has launched a training of trainers in literacy programmes, in collaboration with UNESCO. The national conference on literacy co-organized with UNESCO led to a series of recommendations that are currently being implemented, most notably the preparation of a national strategy for literacy.

386. In addition, UNESCO contributed to other areas of the UNDAF. Education for sustainable development (ESD) was brought to the forefront of public attention in Lebanon through the environment window. Capacity-building for two Universities was delivered through the integration of ESD issues in university programmes. ESD-Teacher Education Guidelines were developed in cooperation with the Department of Education/AUB, and UNESCO held a training workshop for media professionals on how to report on climate issues. Technical assistance was also provided to the Ministry of Environment (MoENV) and Biosphere Reserves staff towards the implementation of the Madrid Action Plan.

387. In line with Lebanese reforms, UNESCO continues to strengthen the capacity of teachers and school managers in dialogue skills and conflict resolution in the North of the country, and while twinning Palestinian and Lebanese schools. In the context of psycho-social support for “at risk children”, UNESCO is working with selected primary schools in South and North Lebanon to use Art (Choral singing) as a means to increase school retention and encourage positive values.

388. Human rights education components were integrated in civic education curricula in public and private schools via the training for ASP-NET teachers & public librarians on Human Rights Education, following the production of a Human Rights Kit.

389. With regard to Culture, capacities of partners were developed in the area of establishing accurate high definition 3D digital data and documentation for World Heritage Sites through a pilot on-site operation for Baalbek, as well as the establishment of risks map for the World Heritage Sites. This was undertaken in parallel with a forest fire threat assessment of the Qadisha Valley World Heritage site.

390. UNESCO also worked with the MEHE and the Lebanese National Commission to integrate the values of World Heritage in educational policies and practices, especially among youth through a wider diffusion of the kit: “World Heritage in Young Hands”. Over 30 trainers were prepared for providing further training to teachers.

391. In order to enhance access to knowledge and information, UNESCO has provided support to the opening of a model school library in collaboration with the MEHE and the Goethe Institute. The latter is also working with UNESCO on the establishment of a model public library through the application of a modern library management software, which will subsequently be scaled up for the Ministry of Culture and public libraries. In this vein, a training workshop was organized on the importance of copyright in print and digital environments, while also highlighting the importance of respecting these rights in the library’s everyday work.

392. In the area of governance, “Youth participation” is a priority and UNESCO plays a leading role as a managing agent of the United Nations joint project (with UNICEF, UNDP and ILO) on “Youth empowerment and participation in Lebanon”. A draft national youth policy has been finalized and is to be endorsed by the government. The policy is informed by data analysis and sectoral policy research on Lebanese youth and has been developed with the engagement and participation of a variety of youth organizations and activists under the newly established national youth forum.

SYRIAN ARAB REPUBLIC

393. In 2010 Syria continued its methodical approach to reforming its government processes. The UNDAF for Syria is in its last year and UNESCO has been engaged within the UNCT in the finalization of the 2012-1016 UNDAF. The UNESS has been revised in its analytical aspects and serves as a crucial input in the preparation of the education window activities. The UNDAF finalization should also help increase UNESCO’s work in the country. To date, cooperation with Syria has focused on linking the country to regional initiatives and conferences and on reinforcing Syrian capacities in specific areas while supporting their contributions to the region.

394. In Education, and at the request of the Ministry of Higher Education (MHE), UNESCO supported the review of the National Academic Reference Standards (NARS) of "Classroom Teachers" developed by the MHE. Following the establishment of the Regional Centre for Early Childhood Care and Education in the Arab States (RCECCEAS) in Damascus, Syria (est. in 2009), UNESCO has been working closely to further reinforce the capacities of this category 2 centre. This has been done through a training workshop to build the capacity of ECCE personnel both in the centre and beyond, and through the distribution of UNESCO publications to the centre’s library, as well as the provision of material equipment. UNESCO Beirut continues to hold workshops to strengthen the capacity of the Centre’s trainers with a view to qualifying them to become regional trainers.

395. In Culture, a regional meeting on the “Protection of the Underwater Cultural Heritage” was organized by UNESCO (Field Office and Head Quarters) in cooperation with the Agency of Istanbul 2010 European Capital of Culture in Turkey. The meeting aimed at promoting the 2001 Convention and its scientific standards among government participants. It also aspired to inform country representatives and cultural decision makers of issues linked to the protection of submerged archaeological sites. Syrian and Lebanese participants attended the meeting with participants from 17 other countries, including seven international experts, thus building a cooperation network among the participating countries and sharing experiences within a larger group.

396. In Communications and Information, UNESCO joined efforts with Ministries of Information and Communication in Syria in the context of the first Arab Digital Local Content conference. The aim of the conference was to strengthen the presence of women at the decision making level in media-related institutions, and, in particular, support their involvement in the production of local content.

397. With regard to Science, the agreement on the Madrid Action Plan (MAP) in the 2008 Man and the biosphere Program (MAB) set the objective of reviewing the status of the existing Biosphere Reserves in the Region. A related training workshop was held aiming at the building of capacities among the National Committees and Biosphere Reserves managers in the Arab States. Syria was represented by representatives from the Ministry of Environment as well as managers of biosphere reserves.

398. Training was provided for teachers of dry lands locations in Syria to help them gain a better understanding of their region's environmental problems, and thus encourage possible solutions through discussion and practice. The objective was to ensure a knowledge transfer about the environment to students as well as to discuss how to adapt to, and help decrease, the draught

effect. The topics debated and methods used in the training were based upon the innovative approaches in the Teaching Resource Kit for Dry land Countries, published and translated into Arabic by UNESCO.

UNESCO Office in Cairo

Background

399. Recent events in the Arab Region and in particular in Egypt have exposed the urgent need for flexibility and a fast track response when it comes to countries where there is an unfolding post conflict environment. As a response to these acute changes the Office has in the past month's particularly focused on promoting media as a vehicle for reconciliation, tolerance and cultural cohesions particularly among the youth. Best practices have also been provided aiming to strengthen freedom of expression, with a particular focus on how this is done in a post-conflict environment. Finally, in order to safeguard Egypt's valuable cultural heritage strong measures have been taken to prevent the damaging of inestimable cultural heritage.

Main Achievements

Natural Sciences

400. There have been activities addressing positive climate change impacts on the groundwater resources management and sustainability in the Arab region through the provision of potential adaptive measures. In addition, the knowledge base on water management policies and strategies has been improved and exchanged among the Arab experts through the organization of a number of regional technical events. Integrated water resources management knowledge and awareness has improved in the Arab region through developing tools and applications of operational management. Specific activities included:

- Development of the Encyclopaedia for the water resources in the Arab region in joint collaboration with the Arab Water Council.
- Support the development of training material on climate change impacts on water resources.
- Organization of the regional expert group meeting on "Environmental Ethics towards Climate Change Adaptation".
- Preparation of the Groundwater Operational Management toolkit.
- Initiation of the preparation of a comprehensive technical report on low-cost nano-material application for water desalination.
- Preparation of a comprehensive technical study addressing climate change impacts on the groundwater resources management and sustainability in the Arab Region.
- Preparation of informal water education material for school students.

401. Technical assistance in the form of policy advice was given to member states in the areas of STI related to development in several economic sectors. Focusing on parliamentarians responsible for S&T in their respective countries, dialogue on relevant policies to guide the process of enhancing the leverage of science for sustainable development was the focus of a number of activities in the region. Building capacities in different sectors and groups of decision makers at different levels; training workshops in the area of STI policy and STI indicators production were another focus of several activities in the region. Great progress was achieved through UNESCO

cooperation with the League of Arab States (LAS) to establish a number of regional strategies in STI as well as specific economic areas. Work is currently in progress to translate these strategies into regional plans of action (PoA). A regional strategy on renewable energy technologies was passed by all MCs; (two regional strategies adopted). Data collection and assessment reports produced to present a series of agreeable policy advice in renewable energy (RE) for the region;

402. MAB regional networks trained in applying specific targets of the Madrid Action Plan. Activities were implemented to promote knowledge and education for disaster prevention in the context of the United Nations system-wide implementation of the Hyogo Framework for Action on Disaster Resilience 2005-2015. UNESCO designated areas – biosphere reserves, geoparks, in the Arab Region were used as demonstration sites for promoting scientific knowledge and cutting-edge research at the interface of sustainable development, environmental integrity and the rational management of natural resources. Earth science education in North Africa was used through UNESCO Earth Science Education Initiative. Specific activities included:

- Support to the potential designation of Biosphere Reserve;
- Support to MAB Young Scientists Award Winner;
- Support to the Potential nomination of National Geopark;
- International conference on “Planet Earth: Earth Sciences and Development of Civilization in Major Rivers Basins”;
- Launching and Disseminating the Disaster Risk Reduction (DRR) Educational Kit & Implementing Training for Trainers”.

Education

403. Technical assistance in policy review and formulation was provided including an ECCE policy review and improving teaching/learning process through sector wide sector-wide education policies in cluster countries. Training opportunities to planners at central and decentralized levels of MoE and MoHE were provided. Capacities of LIFE countries to promote literacy programmes were enhanced. Supporting development of teachers’ standards and benchmarks. Specific activities included:

- Celebration of literacy day and distribution of literacy prize;
- TOT in Sohag on post literacy;
- Production of a manual on post literacy;
- Joint ED/ CI workshop for MoE and MoHE to introduce CFT model;
- Joint missions (UNESCO/AGFUND) to visit projects in Sudan and Yemen;
- Supporting regional ECCE workshop;
- UNESS Libya finalized and revision of the national strategy for education and scientific research in Libya;
- Assist in preparation of national report on literacy;
- Organization of EFA week campaign 2010;
- Organization of World Teacher day 5/10/2010;

- United Nations joint UNGEI initiative to promote enrolment of girls in schools.

Culture

404. With regard to the protection and conservation of immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention, a data base of information through geographic information system was established, the archaeological and environmental and economic- social aspects of the area were surveyed and assessed, and equipment; tools and conservation products were acquired.

405. In order to safeguard living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, effective surveys and transmission efforts were sustained by the communities concerned and by NGO's without financial assistance from UNESCO. Also, a cultural mapping training workshop was conducted and the HIS kits and basic texts of the Convention was distributed in three languages.

406. In order to ensure the protection of cultural objects and improve the fight against illicit trafficking of these, the 1954 Convention and its two protocols and the 1970 and 2001 Conventions were promoted. Furthermore, the design for the Museum of Wadi Halfa was produced and a work plan for the training to establish the first two houses in traditional architecture was prepared. A questionnaire for the anthropological survey assessing the impact of resettlement of the communities of Wadi Halfa was also prepared.

407. Furthermore, an educational kit for children on the history of Nubia was developed, an archive and library at the Nubia Museum was created, and a CD on the Philae monuments was produced.

408. As part of UNESCO's efforts to protect and promote the diversity of cultural expressions particularly through the implementation of the 2005 Convention and the development of cultural and creative industries the Cairo Office ensured a framework agreement with the Union of the Mediterranean and the Egyptian Trade Industry, as well as increasing women's active and visible participation in cultural and creative industries. In addition, workshops were held for the renewal and full consideration of the interaction between craftspeople and designers.

409. In order to integrate intercultural dialogue and cultural diversity into national policies, a Guidebook for best practices, misconceptions and negative stereotypes on the Image of the Other in European and Arab and Islamic history, is currently being published by ISESCO. The foreword of the Guidebook has been signed by all heads of partner organizations and institutions (UNESCO, League of Arab States, ISESCO, Anna Lindh Foundation and the Swedish Institute in Alexandria).

410. Finally, one meeting on conceptual issues about Gender and Cultural Diversity has been held, in cooperation with the GTZ.

Social and Human Sciences

411. In November 2010, in cooperation with Ministry of Environment in Syria, an expert meeting on climate change and ethics was organized and dialogue was established among eminent experts in the region towards policy advice on the issue of climate change and ethics facing in the Arab region.

412. The Regional Documentation and Information Centre for Bioethics and Ethics of Science and Technology (RDIC-BEST) was established under the Academy of Scientific Research and Technologies in Egypt in March 2010 with support of UNESCO.

413. On the initiative of the Centre, a bioethics committee on women's issues was established in the Arab region together with UNESCO and dialogue has been established among experts in the region through the workshop in November 2010 organized by the Centre. Over 20 experts from the region

gathered and discussed the establishment of a bioethics network on women's issues in the Arab Region. Moreover, some 30 experts from the region gathered and discussed recommendations to policy makers on ethics and climate change in the Arab Region in November 2010 in Syria.

Communication and Information

414. In relation to the promotion of freedom of expression and access to information, a number of actions have been undertaken to strengthen the freedom of press in Egypt. Best practices have also been provided aiming to strengthen freedom of expression. Moreover, journalists have been trained to strengthen freedom of press in a post-conflict environment. Finally, preparations are undergoing to conduct a "media development indicators assessment survey" for Egypt.

415. With regard to UNESCO's aim of strengthening free, independent, pluralistic media and communication for sustainable development, and to foster universal access to information and knowledge and the development of infrastructures, a number of actions have been undertaken. First of all, journalism education in Egypt has been strengthened. Best practices have been provided aiming to strengthen stakeholder cooperation in the cluster countries. A number of media trainers have been trained in the country, and the implementation of the project to facilitate the localization of the Model Journalism curricula is under way.

One UN joint programming and programmes

416. The UNESCO Cairo Office (UCO) is an active member in the preparation and follow-up of UNDAF and CCA exercise for Egypt through its engagement with the UNCT. In this context, UCO leads the UNCT thematic discussions on Education and participates in other relevant exchanges, including on climate change and gender. UCO also participates in the Spanish MDG Fund for Climate Change and the Spanish MDG Fund for Mobilization of "Dahshour" for Community Development. Finally, UCO is an active member of the Donor Assistance Groups on Education, Water, Environment and Energy, and Gender.

Challenges

417. There is a need for better coordination at the regional level especially with regard to enhancing the awareness of policy-makers as well as strengthening the capacities of the National Commissions, with a view to speed up the pace and the scope of response. Ministerial changes and at times political unrest has led to discontinuity of activities. Consensus building at the regional level is challenging in the Arab Region. Technical capacities and expertise in the region are scarce. In addition, limited programme funding is a serious bottleneck hampering effective and innovative implementation of programmes. There is a lack of availability of data and/or low quality of data. Establishment of a dialogue among stakeholders in different countries or in different cultural settings is sometimes a challenge.

Lessons Learned

418. Joint programming has proved to be an effective framework for more effective programme implementation. Similarly, partnership models have revealed to be far more successful in achieving UNESCO's goals for specific projects. Regional planning and coordination are key factors of the timely implementation of the activities. UNESCO needs to build a more assertive role in the Arab Region as a policy advisor through tangible contributions both at the national and regional levels.

- Capacity-building needs to be identified towards building a roster of regional quality consultants for the various sectors.
- Advocacy for participatory planning and management results as well as a more effective role for civil society and cultural and creative industries should be documented and given more visibility.

- Capacity-building is necessary for mid-level managers to address and cope with the regular changes in government representatives.
- There is a need for more flexibility and a fast track response in countries where there is an unfolding post-conflict environment.

UNESCO Office in Doha

419. The UNESCO Doha cluster office serves the six Gulf Cooperation Council (GCC) countries and Yemen, which joined the cluster in late 2009. UNESCO Doha works closely with the National Commissions in the seven countries to ensure the fulfilment of UNESCO's objectives and programmes in the natural sciences, education, culture, communication and information technology.

Main achievements in 2010

420. **Education:** Capacity-building in education planning and management was identified as a priority for all UNESCO Doha cluster countries during the regional UNESS. Consequently, in October 2010, UNESCO Doha, in cooperation with the Regional Centre for Education Planning (RCEP), strengthened education planning and management systems through several capacity-building workshops, held in Oman, Bahrain and the UAE. Half of the trainees were females. UNESCO received a report from RCEP and an assessment stressing the important role of the training in increasing knowledge on collection, analysis and management of data, education sector analysis, preparation of national education plans, and monitoring and evaluation of national education plans.

421. Most GCC countries are in the process of assessing the status of their Early Childhood Care and Education (ECCE) policy. This comes as a key result of the Conference on Early Childhood Care and Education: from Policy to Action, which took place in Damascus, Syria in September 2010, and was organized by UNESCO Doha and UNESCO Beirut.

422. **Science:** A proposal to enhance road traffic in the short-term, medium-term, and long-term based on scientific, statistical and educational interventions has been developed and approved by all programme sectors of UNESCO throughout 2010, and UNESCO Doha plans to launch it in 2011. This is an extra-budgetary activity.

423. **Culture:** The GCC and Yemen's national capacities with regards to the prevention of trafficking of cultural objects were developed, following a subregional workshop entitled "Capacity-building of national institutions in the field of prevention against illicit trafficking of cultural objects." This workshop was held in Bahrain in November 2010, with the support of UNESCO, the UNESCO Headquarters Section of Museums and Cultural Objects, and the Bahraini Sector of Culture and National Heritage (Ministry of Culture and Information).

424. The achievements and main activities carried out in seven countries during 2010 are highlighted below.

BAHRAIN

425. **Culture and Science:** UNESCO Doha supported the production of a film on the natural and cultural heritage of Bahrain. Bahraini experts also participated in the newly established Arabian Peninsula Environmental Advisors Network.²

426. UNESCO Doha's science-related plans in Bahrain need more support from the National Commission. In particular, UNESCO is seeking to rekindle interest in revisiting the issue of the

² Please refer to the section on Kuwait for more information on this network.

potential biosphere reserve cum natural heritage site – the Hawar Islands - where significant achievements had been made some years ago, in contrast to 2010.

427. **Education and Communication:** Given the rapid changes in Bahraini and Yemeni societies, a new strategy for ASP-net schools was devised. This new strategy aims to help ASP coordinators identify the best methodologies to run implementation programmes for ASP-net schools, especially in light of these rapid societal changes. The strategy was a result of a training workshop for national ASP-net coordinators from Bahrain and Yemen. The workshop was held in Bahrain in April 2010, with the support of UNESCO Doha and in cooperation with the Bahraini National Commission.

428. At the Third International Conference for e-Learning, held in April 2010 in cooperation with Bahrain University, the focus was on the role of e-Learning in supporting learning communities. The meeting addressed the role of e-learning and the formation of university learning communities as a nucleus for the larger learning community. Key outcomes included a plan to promote information societies, ICT for development, Information Literacy and ICT for education. The challenge now is that the funds allocated to implement the activities agreed on at the meeting are insufficient.

KUWAIT

429. **Science:** Kuwait has made some notable achievements in science in 2010 with UNESCO Doha's support. Upon Kuwait University's request, for instance, UNESCO supported the establishment of the Arabian Peninsula Environmental Advisors Network.

430. However, a higher level of political will in Kuwait is needed with regards to the protection of biosphere reserves and world heritage sites, and the role of the Kuwaiti National Commission will be crucial for this.

431. **Communication:** In line with UNESCO Doha's communication implementation strategy, which involves consultations with decision makers, training institutes and experts to identify training needs, the office organized a conference to celebrate Freedom of Expression day, with co-partners Al-Jazeera Public Liberties & Human Rights, and an NGO called The Kuwaiti Association for the Basic Evaluators of Human Rights.

432. Notable outcomes from UNESCO's work on freedom of expression in Kuwait include cooperation with key partners, such as the Al Jazeera Network and the Kuwaiti Association for the Basic Evaluators of Human Rights. They also generated further interest from additional local and regional partners, thereby expanding the network of freedom of expression stakeholders in Kuwait. Moreover, a number of media professionals were trained on safety, safety guides were distributed widely, and capacity-building initiatives were carried out, with a view to creating an enabling environment for media professionals. These efforts gained good media coverage, including by the Al Jazeera Network.

433. **Education:** UNESCO Doha contributed \$15,000 towards the organization of the "Expert Meeting on the Integration and Complimentarity between Higher Education and Primary and Secondary Education," which was held in Kuwait in December 2010. ISESCO also contributed \$15,000 to this meeting, which it coordinated with the Kuwaiti National Commission.

434. The following was accomplished as a result of education efforts in Kuwait and in twelve other countries in the region:³

- Continuity and integration between Higher Education and Basic and Secondary Education defined;

³ Syria, Jordan, Tunisia, Egypt, Morocco, Algeria, Saudi Arabia, Qatar, Bahrain and the Sultanate of Oman, United Arab Emirates, and Yemen.

- Experiences of countries participating in the areas of continuity and integration between Higher Education and Basic and Secondary Education were shared;
- The role of continuity and integration between Higher Education and Basic and Secondary Education in order to achieve efficient outcomes on education was identified;
- Criteria for continuity and integration between Higher Education and Basic and Secondary Education for ensuring the development of society was developed;
- A plan for continuity and integration between Higher Education and Basic and Secondary Education was endorsed;
- The application of modern education management techniques to enhance the continuity and integration between Higher Education and Basic and Secondary Education was discussed.

OMAN

435. **Science:** The focus in 2010 was to plan for a Middle East Botanic Garden Networking Meeting to take place in January 2011. Oman was chosen as the most suitable location because a professional botanical garden is currently being established in the country. As part of the overall effort to highlight the International Year of Biodiversity, UNESCO Doha and the Omani National Commission collaborated to host the Conference on Education for Sustainable Development in support of Cultural Rapprochement and Biodiversity. Selected specialists from other cluster countries and several international specialists participated in this important meeting in Muscat in January 2011. Other countries from the Doha cluster that have been actively involved in botanical garden development are Oman, Qatar, Saudi Arabia, and the United Arab Emirates.

436. UNESCO Doha continues to stress the importance of tourism to help identify, establish and manage UNESCO natural heritage sites. The Omani National Commission is closely working with UNESCO Doha on this.

437. **Education:** Throughout 2010, UNESCO Doha has placed an emphasis on the reform and strengthening of TVET programmes in key cluster countries, in particular with regards to the role and participation of girls in TVET. A consultant carried out an excellent needs assessment of the labour market in Oman and identified the skills needed in addition to reviewing the current policy and the status of girls in the education and training system. The consultant provided policy recommendations in an extensive analytical report that will assist Omani officials in reviewing their TVET policy.

QATAR

438. **Science:** Following December 2010's successful Environmental Awareness Drive in Qatar, UNESCO Doha was able to garner the previously absent will and interest by the Qatari National Commission to become more active in the sciences. The drive provided UNESCO with excellent exposure. This was especially true with regards to UNESCO supported sites in Qatar, such as the planned Al Zubara Pearling Village world heritage site, the planned world heritage site of Khor al Udayd, the existing Al Reem Biosphere Reserve, the planned Quranic Botanical Garden, and the planned Natural History Museum. A group of UNESCO staff from various offices, business people, embassy representatives, and government representatives visited these sites in Qatar during a full day drive and visit tour. It triggered great enthusiasm among the diverse group that participated in the drive, as well as fruitful discussions on conservation, heritage, and biodiversity. The drive also garnered government and business interest that had been previously absent. This was a contribution to accelerated work in Qatar on UNESCO sites. Following this event, Qatar commenced work on a nomination file for their first World Heritage Site.

439. The Qatari site is the Al Zubara Pearling Village, whose location is adjacent to the existing Al Reem Biosphere Reserve. This will allow for a joint management plan to be developed, considering not only the cultural heritage of the pearling village, but also the oyster banks in the Gulf of Salwa, as well as artisanal fisheries, associated ecosystems, and cultural and natural heritage of the ancient Bedouin people.

440. Moreover, this effort has the capacity to trigger strong cross-border cooperation between Qatar, Bahrain, and Saudi Arabia. Increased awareness and networking regarding the potentialities and importance of UNESCO sites in the Arabian Peninsula has been achieved during the UNESCO Environmental Awareness Drive in Qatar, and we expect more during a training on tourism in Oman.

441. The Environmental Awareness Drive was generated at no cost to UNESCO with careful planning and generous support from Volkswagen Middle East and the Qatar National Hotels Company. The Qatari authorities also participated and provided assistance.

442. As a result of numerous meetings and collaborative efforts such as the Doha Green Conference in 2009, UNESCO Doha established a partnership agreement with Doha Bank in February 2010. This was accompanied with a \$50,000 regular programme appropriation which has been used to support staff costs. While the formation of a partnership is the expected result of this activity, it is the activities which result from such a partnership which are of real consequence. For example, UNESCO Doha has since been able to develop an Eco-schools Initiative, which is rallying educators and the private sector together to provide schools a means to recognition for their environmentally friendly activities, while at the same time enhancing awareness and participation amongst the public in environmentally friendly activities.

443. Further activities currently in process with Doha Bank include: Biosphere Reserves Map translation and the Gulf Times/Al Rayyah Green Column. As a result, UNESCO Doha received invitations from various sources to present its activities on environmentally friendly buildings, resources recycling, eco-schools, and how this relates to climate change and biodiversity issues. UNESCO Doha presented its work at international conferences in China, Egypt, United Arab Emirates, Lebanon, Bahrain, and Qatar.

444. The biggest challenges thus far have revolved around effective communication with partners and with HQ. In the case of UNESCO Doha's partnership with Doha Bank, internal communication channels of our partner severely delayed progress, and perhaps more could have been done to ensure that the same information relayed to focal points within the bank would be relayed amongst their decision making structures.

445. In the case of HQ, a stronger emphasis will be placed on developing a problem solving methodology in relation to partnership agreements, as well as seeking more effective means of collaboration. Partnership agreements are understandably complicated affairs for UNESCO; however, if the overall strategy of the organization is to move towards an increased number of partnerships, this process must be streamlined so that the patience of the private sector is not to be tested.

SAUDI ARABIA

446. **Science:** UNESCO Doha successfully initiated a dialogue with KFUPM in Dhahran to re-invigorate the IOCINDIO group on oceanographic issues, with Saudi Arabia being in the lead. The interest of essential agencies, such as NCWCD and PME could be better, but it is limited to occasional visits and communication only. This should be enhanced considering the large geographical size of the kingdom, and its large population. UNESCO Doha has held discussions with colleagues at IOC, as well as with the IOCINDIO co-chair in Saudi Arabia, as to where, when, and how to organize the next IOCINDIO meeting. An additional discussion was held with ISESCO, who have confirmed that they are interested in participating this meeting as a partner. Private

Sector companies have been contacted regarding the possibility to support the next IOCINDIO meeting in one of the concerned member states. 2011 will see more tangible outcomes in this regard.

447. His Highness Prince Turki bin Nasser bin Abdulaziz al Saud signed the foreword in the latest volume of our book series “Sabkha Ecosystems Volume III.: Africa and Southern Europe”.

448. **Education:** A renewed commitment to the Education for All (EFA) goals has been made after the regional Medium-Term Review Conference in 2010. UNESCO Doha seized this opportunity to support Saudi Arabia to make further progress on EFA. Members of the national EFA committee, education planners, policy makers and curriculum developers were trained in 2010 to analyse and review the EFA National Mid-Term Review Report for Saudi Arabia. The EFA Cluster Analytical Report and the EFA National Policy were also reviewed. This national capacity development effort enabled the the Saudi authorities to revisit their national EFA plan and to modify and update it according to the report’s recommendations.

UNITED ARAB EMIRATES

449. **Science:** UNESCO Doha has been working with the Environment Agency Abu Dhabi (EAD), Masdar, Boeing, and the International Centre for Biosaline Agriculture (ICBA) on halophyte ecosystem research and development in the arena of marginal soil/water conditions. Following a preparatory meeting in Abu Dhabi in early 2010, in which EAD, Masdar, ICBA, Boeing and other private partner companies participated. UNESCO Doha registered its interest in the production of a project document and comprehensive plan of a “Halophyte Pilot Farm” for the production of cash crop halophytes. This will be used both for agricultural development under extreme saline conditions, as well as for the restoration of adversely impacted coastal and marine seagrass and macro-algal systems. 2011 will see more tangible outcomes in this regard.

YEMEN

450. **Education:** Since the start of the Capacity Development for Education for All (CapEFA) country programme for Yemen in March 2010, UNESCO’s focus on building the capacity of literacy and adult education stakeholders in the country has yielded visible results. For instance, UNESCO’s interaction with and visibility in Yemen, particularly in the field of education, has significantly increased. This is in large part due to the fact that the CapEFA Yemen country programme focuses on literacy and adult education, which is a field involving various Yemeni stakeholders from civil society, government, and the private sector. The most visible result to date has been the increased collaboration between and among governmental and non-governmental actors. This collaboration in the field of literacy and adult education was previously almost absent.

451. Much of UNESCO’s work in 2010 in Yemen has been conducted in close collaboration with the Literacy and Adult Education Organization (LAEO – the main literacy arm of the Ministry of Education), the Basic Education Development Project, and the National Commission. The workshops that UNESCO has held with these partners and with civil society and other international organizations have succeeded in mobilizing literacy and adult education stakeholders in Yemen. There has been an increasing interest and consistent participation by these partners throughout the course of UNESCO’s work in Yemen in 2010.

452. UNESCO’s role in guiding a national team of Yemeni experts from the Ministry of Education and from prominent local NGOs and in ensuring their studies adequately addressed the key issues concerned with the CapEFA programme was vital to the success of this activity. Previously, there had been a sense of apathy and disappointment with the pace of activities in literacy and adult education in Yemen. With the cooperation of the key literacy actors in Yemen, UNESCO’s quick pace of implementation of CapEFA’s activities in Yemen, despite the difficult security and development challenges in the country, has reversed this attitude and there is now a greater sense of enthusiasm and willingness to move forward.

453. Furthermore, three CapEFA study visits have been conducted to Thailand, Morocco, and Mauritania. The study visits were an excellent strategy to expose Yemeni literacy stakeholders to successful experiences implemented in the three countries. The on-the-ground approach of these study visits has helped the Yemeni delegations better understand the mechanics of implementing literacy and non-formal education activities, such as Community Learning Centres, which they are expected to replicate and adapt to the Yemeni context.

454. All of the steps taken to date have been agreed upon in close consultation with the Literacy and Adult Education Organization in Yemen, the Minister of Education, the National Basic Education Development Project, and the National Commission. The involvement of NGOs, while sensitive for some government officials, has also been agreed upon by all stakeholders, and their participation has proven to be fruitful for the overall outcome of the CapEFA activities thus far. UNESCO's emphasis on Yemen's national ownership of the CapEFA programme has been a key factor contributing to the continued enthusiasm and sense of ownership among literacy and adult education stakeholders.

455. The overall lack of coordination and the weak capacity of literacy stakeholders in Yemen continue to be a significant challenge, but one that is slowly being overcome. For instance, the study visit delegations to Thailand, Morocco and Mauritania were diverse and included both NGO and governmental stakeholders, men and women, which is hoped to enhance coordination and cooperation between them. Much, however, remains to be done to build the capacity of the LAEO.

456. The security situation in Yemen continues to be a general challenge to speedy progress. Despite this, the CapEFA programme is on track, with the continued support and help of local partners.

457. **Technical and Vocational Education and Training (TVET).** In October 2010, two Yemeni delegations consisting of high-level officials and decision makers from the Ministry for Technical and Vocational Education and Training (TVET) travelled to Oman and Bahrain to learn from these two countries' successful experiences in implementing TVET programmes. UNESCO received detailed reports from both the Omani and Bahraini delegations, both of which stressed that the benefits of these visits were significant and helped orient TVET activities and strategies currently being devised for Yemen. Also as a result of these visits, UNESCO, the World Bank, and the TVET stakeholders in Yemen agreed to further collaborate in this area by devising a longer-term strategy to further benefit Yemen's TVET needs through continued visits to countries with strong TVET experience and through the production of studies that identify the reasons for TVET stagnation in Yemen and ways forward.

458. **Science:** Despite the lack of funds for the science team at UNESCO Doha to work on Yemen, it supported an Arabic and English book on the natural heritage site of the Soqatra Archipelago. The science team has also been successful in ensuring the participation of Yemeni science experts in certain networks and events, again despite the lack of Yemen-allocated science funds.

UNESCO Office for Iraq

459. **Background:** With regard to Iraq, and for all United Nations Agencies, Funds and Programmes, the country remained in 2010 a challenging environment in which to undertake action. Nonetheless, UNESCO pursued its significant levels of assistance to the country in support of the ongoing reconstruction and reconciliation process. Represented across all sectors with the exception of Social and Human Sciences, for which certain thematic areas (i.e., human rights) are cross-cutting themes in all projects, the Organization's projects in Iraq - such as Educational Television and the Restoration of the Al-Askari Shrine in Samara - have afforded both high visibility as well as impact.

460. UNESCO is present in all five of the 2011-2014 UNDAF Priority Areas and the Organization has been requested by the Resident Coordinator to co-chair, with UNICEF, the Education Working Group recently formed under UNDAF Priority 4: Essential Services. Our capacity in science, particularly with regard to hydrology has come to be valued; the Organization leads the UNCT Water Task Force established early in 2010 by the DSRSG. UNESCO uses a strategic planning country-based approach, codified in its UNESCO Country Programme Document (UCPD) 2010-2014 and UNESCO National Education Support Strategy. Both are fully aligned with the UNDAF and Iraq's National Development Plan 2010-2014.

461. **Challenges:** In addition to severe restrictions on United Nations presence and movement in Iraq due to the prevailing security situation, current governance in Iraq, consisting of the Central Government of Iraq in Baghdad and the semi-autonomous Kurdish Regional Government in Erbil, implies that UNESCO and other international partners must service the needs and priorities of both, although they sometimes diverge at the Ministry level. With limited core resources, UNESCO Iraq must constantly seek extrabudgetary funding to ensure the Organization's mandate in this country, a task made more difficult by the continued global economic slowdown and the reallocation of donor funding to other crisis areas.

462. **Main achievements in 2010:** The Organization has already secured over 50 per cent of the estimated \$92 million required to achieve UNDAF objectives in its areas of competence through successful applications to the Iraq Trust Fund, increased national funding, and the continued strong support of the Office of Her Highness Sheikha Mozah of Qatar. Education is the major area of UNESCO assistance to Iraq, where the Organization takes a sector-wide approach, intervening in the fields of basic, secondary, tertiary, technical and vocational and non-formal education to support the rehabilitation of the sector through increasing access to education and the promotion of life-skills, thus reversing the growing trends of illiteracy among the population and the declining female participation. In 2010, within the Framework of Literacy Initiative for Empowerment (LIFE) for Iraq, a national advocacy campaign was launched during the last week of September 2010; events targeting more than 27,000 Iraqis throughout the country were organized together with the Ministry of Education and sixty National NGOs. UNESCO launched four flagship projects (totaling \$24 million, funded by the Office of H.H. Sheikha Mozah of Qatar) in critical areas: Higher Education, Literacy, Teacher Training and Curriculum Development.

463. Three of the office's education projects, the Education Management Information System Project, the Textbooks Quality Improvement Programme II, and the Literacy and Life Skills Development Project, were highlighted in the 2010 United Nations Development Group Millennium Development Goals (UNDG MDG) Good Practices Report, which features examples of good practices in overcoming specific challenges related to achieving the MDG's.

464. In **Culture**, working with the Ministry of Culture and relevant Iraqi institutions and stakeholders, UNESCO has played a leading role in the fight against illicit traffic of cultural property and the protection of Iraqi cultural sites. Such efforts not only contributed to strengthen the protection of Iraqi cultural heritage and develop cultural industries, but also to foster reconciliation within communities. A prime example of this is the flagship Restoration of the Al-Askari Shrine. Now functional again as a place of worship with hundreds of pilgrims visiting every day (and hundreds of thousands during major religious festivals), the message of tolerance and reconciliation implicit in the Restoration of the Al-Askari Shrine is being widely diffused. UNESCO also signed in early 2010 a \$13 million MOU with the Erbil Governorate for Phase II of the Revitalization of the Erbil Citadel and with a view to its eventual inclusion in the World Heritage List. Our success in raising the awareness of our national partners regarding the importance of the protection of Iraqi cultural sites is also helping to demonstrate concretely to other United Nations agencies and partners the value of culture in post-conflict reconciliation and dialogue.

465. In the **Natural Sciences**, UNESCO plays a key role in capacity-building to assist Iraq in dealing with issues of science and technology, water resource management and the environment. While assisting to update the Iraqi science sector in view of its role in the country's recovery - best

seen through the 2010 launch of the Iraqi Master Plan for Science, Technology and Innovation (STI) that will guide government, business, and public organizations' efforts in this regard - UNESCO is very active in issues related to water management, which is critical for Iraq as a riparian country. The past year saw the completion of the Karez project in Northern Iraq, which increased the water flow for thousands of community members and contributed to expanding the knowledge base on this historical and sustainable water system. The autumn launch of Phase I of the flagship Advanced Hydrological Survey is the first phase of a broader initiative developed jointly between UNESCO and nine Ministries in the Government of Iraq. The intention is to use the latest remote sensing and data processing technologies available, in order to expand the current knowledge of, and access to, Iraq's shallow and deeper groundwater resources.

466. **Communication and Information:** Since the fall of the old regime, the potential to promote and protect freedom of expression in Iraq has increasingly expanded. UNESCO works with the media and the government to help foster mutual understanding of respective mandates and roles in a democratic society. Through the flagship project Support to Media and Elections, UNESCO is working to solidify the capacity of the Iraqi High Electoral Committee, the Communication and Media Commission and professional media to enable each of them to provide stakeholders with accurate and impartial information during and between elections. The project Protection of Media Professionals, Human Rights Defenders and Members of the Academic Community in Iraq is establishing an early-warning network for journalist and human-rights defenders to mobilize prior to threats to their security, while the project Support the Media in its Role of Fostering Peace and Democracy promotes the development of an independent, pluralistic, and professional media as a fundamental infrastructure to achieve good governance through advancing appropriate legislative and regulatory frameworks. This builds on the theme of World Press Freedom Day 2010 "Freedom of Information: the Right to Know", where over one thousand people attended the UNESCO organized United Nations celebration in Baghdad, which highlighted the role of the media in the emerging Iraqi democracy.

467. **United Nations Joint programming:** The Iraq Office will continue its full engagement to the UNCT and to develop joint programmes with other United Nations Agencies, as well as with other institutions such as The World Bank, the International Institute for Educational Planning, and ISESCO. Eleven of the twenty-two ongoing major UNESCO Iraq projects (i.e. budgets \$500,000+) are jointly implemented with other United Nations organizations, namely UNDP, UNICEF, UNFPA, ILO, UN-HABITAT, UNOPS, UNESCWA and UNAMI. UNESCO is also a member of the UNCT Gender Task Force, the UNCT Advocacy Working Group and the Inter-Agency Information and Analysis Unit, a centralized unit which houses all information on UNCT programming and conducts sector wide research on cross-cutting sectoral issues such as gender and water.

UNESCO Office in Rabat

Transversal

468. Dans la programmation sous-régionale de ses activités, le Bureau de l'UNESCO à Rabat a pris comme référence les objectifs stratégiques adoptés par la Conférence générale de l'UNESCO, les Bilans Communs de Pays (BCP), les Cadres d'Assistance des Nations Unies au Développement (UNDAFs) pour la période allant de 2009 à 2012 ainsi que ceux dont la finalisation est en cours pour la période 2012-2016, ainsi que diverses stratégies et initiatives nationales de développement, et les objectifs de développement découlant de la Déclaration du Millénaire.

469. Le Bureau a été très actif dans le suivi et la révision des UNDAF 2009-2012 et fortement impliqué dans la préparation des BCP et UNDAF (2012-2016) pour le Maroc, la Mauritanie et la Tunisie.

470. Le Bureau a été fortement impliqué dans plusieurs programmes conjoints du SNU financés dans le cadre des Fonds espagnols pour la réalisation des OMD (MDGF). L'UNESCO est chef de file pour deux d'entre eux à savoir : « Le patrimoine culturel et les industries créatives comme vecteurs de développement au Maroc » pour un budget global de 5.000.000 USD (Budget UNESCO 2.846.254 USD), et : « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie » pour un budget global de 7.500.000 USD (Budget UNESCO 3.490.709 USD).

471. Le Bureau est également partenaire dans deux autres fenêtres du MDGF :

- « Gestion locale de l'environnement et mainstreaming dans les processus de planification » prévu pour la Mauritanie (pour l'UNESCO : 525 200 USD).
- « Programme multisectoriel de lutte contre les violences fondées sur le genre par l'autonomisation des femmes et des filles au Maroc » (pour l'UNESCO : 620 866 USD).

Ces programmes présentent une réponse commune des Agences et Fonds des Nations Unies aux besoins des pays concernés et poursuivent en particulier les objectifs visant la protection et la valorisation des patrimoines naturel et culturel au service du développement humain, la promotion de l'égalité des sexes et l'autonomisation des femmes, et de façon générale à la réduction de la pauvreté en procurant aux populations des moyens de subsistance durables.

ALGERIE

472. Dans le domaine de l'**Education**, le Bureau appuie la mise en place d'une seconde phase du Programme d'Appui de l'UNESCO à la Réforme du Système Educatif en Algérie (PARE II) pour un budget de 300 000 USD. Les principales composantes touchent au renforcement du pilotage de la réforme pédagogique et à la formation des formateurs pour accompagner la mise en place des nouveaux curricula sur le terrain. PARE II vise également à renforcer les capacités nationales pour l'évaluation de « la première génération » des programmes et manuels scolaires produits dans le cadre de la réforme.

473. La deuxième intervention s'est traduite par le projet de recherche-action « Education, diversité, et cohésion sociale en Méditerranée occidentale » : s'étalant de 2007 à 2010 (budget de 520 000 USD) qui a regroupé six pays de la Méditerranée occidentale (Algérie, Espagne, France, Italie, Maroc et Tunisie), a produit des études analysant les défis qui se posent à la cohésion sociale au niveau national dans chacun des pays participants.

474. Afin de disposer d'éléments tangibles sur la situation de l'éducation préscolaire en Algérie, une analyse de la situation a été effectuée. Cette étude sert de base à la préparation d'une analyse comparée de l'éducation préscolaire au Maghreb (Algérie, Maroc et Tunisie).

475. La formation des enseignants est un enjeu crucial pour l'amélioration de la qualité de l'éducation. Les technologies de la communication et de l'information peuvent constituer à ce titre des moyens de favoriser un meilleur apprentissage. Une étude sur « Les TIC en éducation et la formation des enseignants » s'attache à étudier les pratiques des enseignants dans ce domaine.

476. Dans le cadre de l'action de l'UNESCO pour la lutte contre les discriminations et la stigmatisation envers les PVVIH, le Bureau de Rabat en partenariat avec l'ONUSIDA Algérie a soutenu la réalisation d'un guide élaboré par l'association algérienne Aides-Algérie. Le guide a été présenté et discuté lors d'un atelier à Alger et la traduction en arabe de cet outil de sensibilisation est en cours de réalisation.

477. Dans le domaine des **Sciences exactes et naturelles**, *il faut noter le caractère sous-régional de l'ensemble des activités et projets menés par SC et qui profitent au même titre aux quatre pays couverts par le Bureau.* Ils portent sur la promotion d'une approche participative relative à la gestion de l'eau, à l'environnement et au développement durable ainsi que la

mobilisation des ressources pour la sensibilisation des décideurs en vue d'accorder la priorité à l'utilisation des énergies renouvelables et le développement des politiques correspondantes. En exemple, on citera la création du « Réseau Arabe des Experts en Eau » (ResEAU-Arabe.net) à l'occasion de la Journée Mondiale de l'Eau et du « Réseau Arabe des Experts en Environnement » (Environnement-Arabe.net) à l'occasion de la journée Mondiale de l'environnement.

478. En matière de **Sciences humaines et sociales**, les domaines relatifs aux droits humains, à la lutte contre le racisme et à l'égalité des genres ont été privilégiés. A citer en exemple, la publication sur les droits culturels au Maghreb (dont l'Algérie) et en Égypte, dans le cadre des activités du Réseau arabe de recherche-action sur les droits économiques, sociaux et culturels (Réseau ARADESC). Dans le cadre de la lutte contre la discrimination et le racisme, un des projets opérationnels de l'UNESCO est la Coalition des Villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance, lancée le 25 juin 2008 à Casablanca, au Maroc. Un plan d'action composé de dix engagements couvrant différents domaines de compétence locale, tels que l'éducation, le logement, l'emploi ou les activités culturelles, a été adopté par les Villes adhérentes. A noter la publication en arabe du livre « Droits de l'Homme : Questions et Réponses » de Leah Levin (illustré par Plantu) financée par la Coopération italienne. Le livre est distribué dans les 22 États arabes.

479. Par ailleurs, de la recherche-action a également été faite en Algérie, au Maroc et en Tunisie, sur la thématique « Femmes, droit de la famille et système judiciaire » qui a pour objectif de faire un état des lieux précis de la situation et de se pencher sur les véritables problématiques, afin de sensibiliser les décideurs politiques. La publication de ces études est disponible en arabe et français.

480. Dans le domaine de la **Culture**, le Bureau a mis l'accent sur des actions de renforcement des capacités des professionnels du patrimoine culturel, à l'échelle sous-régionale. En effet, trois activités sont consacrées à l'appui à la mise en place et au renforcement de réseaux de professionnels du patrimoine mondial, du patrimoine culturel immatériel et des musées, et ceci selon une approche sous régionale, touchant également l'Algérie. A cet effet, la première étape a consisté en l'élaboration d'études d'analyse des modalités de mise en place de ces réseaux, qui fonctionneront via des sites internet dédiés. Les propositions ressorties de ces études doivent être présentées aux responsables du patrimoine culturel des pays concernés lors de la réunion de préparation du programme régional pour le suivi des Rapports périodiques des Etats arabes, prévue à Rabat du 7 au 9 mars 2011, en vue d'identifier en concertation avec les parties nationales les actions à mettre en œuvre pour le lancement et le fonctionnement des réseaux, et d'encourager la prise en charge de chacun des réseaux par une des institutions nationales pouvant assurer le lancement et la gestion.

481. Sur le thème de la diversité culturelle et du dialogue interculturel, le Bureau a travaillé en collaboration avec le CREAD (Centre de Recherche en Economie appliquée au Développement, Algérie), pour l'élaboration d'un outil didactique de sensibilisation et d'éducation à la diversité culturelle et au dialogue interculturel destinés aux élèves des écoles associées et clubs Unesco sur la base de la Convention de 2005 et des résultats de la Rencontre sur le dialogue interculturel par le biais du patrimoine culturel de Casablanca (2007). Ainsi, sur la base de ce premier travail réalisé par le CREAD, il est prévu en 2011, de procéder à la valorisation de tous les outils nationaux (élaborés lors du biennium précédent) afin d'en garantir une utilisation optimale et la plus large diffusion et ce à travers la production d'un outil/kit Maghreb de sensibilisation à la diversité culturelle et au dialogue des cultures par le biais du patrimoine culturel, vu comme vecteur de rapprochement et de dialogue des cultures, entre les pays du Maghreb et leur environnement africain, méditerranéen et européen.

482. Enfin, sur cette même thématique, le Bureau a procédé à la publication d'une étude sur la diversité et l'inter culturalité en Algérie.

483. Dans le domaine de la **Communication et de l'Information**, le Bureau a lancé le programme sur l'amélioration de l'image des femmes dans les médias maghrébins afin de répondre au besoin de représentation plus équilibrée des femmes dans les contenus médiatiques du Maghreb et exploiter le potentiel des médias à promouvoir la participation accrue des femmes dans les sociétés. Ce programme qui comporte trois volets (technique à travers le renforcement des capacités des professionnels des médias, académique à travers l'intégration de l'approche genre dans les cursus de formation au journalisme et politique à travers ses actions de plaidoyer auprès des instances réglementaires des médias et des ministères) a reçu le soutien technique et financier jusqu'en 2013 de l'ISESCO, l'UNIFEM et la coopération allemande. Sa mise en œuvre se fait au niveau du Maghreb en partenariat avec les médias, les écoles de journalisme, la société civile et le gouvernement.

484. Le projet de bibliothèque numérique Majaliss de l'UNESCO offre une plate-forme moderne en arabe pour diffuser des livres numérisés de la littérature arabe classique auprès d'un large public. Disponible en version en ligne (<http://rabat.unesco.org/majaliss>) et sur CD-ROM, Majaliss met en accès libre des centaines de milliers de pages de la littérature arabe classique dans le domaine public et illustre par la même occasion, l'utilisation novatrice des TIC pour l'enseignement et l'apprentissage, à travers la fourniture des fichiers sonores pour faciliter l'accès aux œuvres à des malvoyants ou des exercices interactifs pour apprendre à lire et à écrire.

MAROC

485. Dans le domaine de l'**Education**, le programme s'est décliné en quatre composantes : (1) l'appui à la révision de la stratégie nationale au travers des appuis d'expertise et d'études ciblées ; (2) le développement d'une stratégie d'intervention dans le domaine de la post-alphabétisation et l'intégration économique des femmes en milieu rural ; (3) l'adaptation et le test d'une nouvelle méthodologie de mesure directe des niveaux d'alphabétisme de la population adulte (LAMP) ; et (4) l'adaptation d'outils de suivi des actions d'alphabétisation et d'éducation primaire non formelle (SIM ENF).

486. Un accord de don (750.000 USD) a été signé avec l'Agence du Partenariat pour le Progrès, (APP/MCC) afin d'assurer l'assistance technique et l'expertise en matière de, développement des programmes d'éducation/alphabétisation. Ce programme prévoit l'alphabétisation de 69.000 personnes actives dans les secteurs d'activités de l'artisanat, l'agriculture et les pêches maritimes au Maroc.

487. L'élaboration du Plan d'Urgence par le Ministère de l'Education marocain a été soutenue par l'avis technique et l'expertise de l'UNESCO notamment dans la formation des enseignants, la réforme pédagogique, et l'enseignement préscolaire. Il en résulte la mise en place d'un programme d'expérimentation d'approche par les compétences préconisé par la Charte Nationale de l'Education et de la Formation au primaire et secondaire et dont le but est de d'actualiser les curricula pour la deuxième phase de la réforme à partir de 2012.

488. Le Maroc a participé au projet de recherche-action « Education, diversité, et cohésion sociale en Méditerranée occidentale » : s'étalant de 2007 à 2010 (budget de 520 000 USD) qui a regroupé six pays de la Méditerranée occidentale (Algérie, Espagne, France, Italie, Maroc et Tunisie), et a produit des études analysant les défis que pose la cohésion sociale au niveau national dans chacun des pays participants.

489. Afin de disposer d'éléments tangibles sur la situation récente de l'éducation préscolaire au Maroc, une analyse de la situation a été effectuée afin de procéder à une analyse de la politique de généralisation de l'éducation préscolaire au Maroc en identifiant les principaux défis posés en termes de qualité, d'accès, et d'équité afin de pouvoir proposer des mesures concrètes pouvant assurer une meilleure convergence des efforts nationaux. Cette étude sert de base à la préparation d'une analyse comparée de l'éducation préscolaire au Maghreb (Algérie, Maroc et Tunisie).

Une étude sur « Les TIC en éducation et la formation des enseignants » s'attache à étudier les pratiques des enseignants dans ce domaine. Cette étude, en cours de réalisation, couvre l'Algérie, la Maroc et la Tunisie.

490. Dans le domaine des **Sciences exactes et naturelles** en plus des activités sous régionales, le Bureau, en collaboration avec le secrétariat du PHI, le Secrétariat d'Etat marocain chargé de l'Eau et de l'Environnement, l'Institut International de l'Eau et de l'Assainissement (IEA) de l'Office National de l'Eau Potable (ONEP) au Maroc et le Ministère de l'Environnement, de la Protection du Territoire et de la Mer (Italie), a organisé le Séminaire International sur « la gestion des aquifères côtiers : Vulnérabilité et Adaptation aux Impacts du Changement Climatique sur la rive Sud du bassin méditerranéen », à Rabat (Maroc), en 2010 durant lequel un état des lieux a été réalisé et des recommandations ont formulées et publiées par la suite.

491. En plus, dans le cadre de la préparation de la convention-cadre des Nations Unies sur le changement climatique qui s'est tenue à Cancun, le Bureau de Rabat a édité un kit adressé aux experts et aux décideurs de la région. Ce kit fait état du changement climatique dans le Maghreb et reprend tous les documents importants traitant de la thématique du changement climatique.

492. Enfin, le Bureau était également partenaire de la préparation et de l'animation du Forum International « Planète Terroirs - Chefchaouen, Maroc 2010 » qui s'est déroulé en juin 2010. En découle la représentation du Maroc par cette ville lors de l'inscription, en novembre 2010, de la Diète Méditerranéenne sur la liste du Patrimoine immatériel de l'humanité.

493. En matière de **Sciences humaines et sociales**, les domaines relatifs aux droits humains, à la lutte contre le racisme, à l'égalité des genres, à la jeunesse et à la philosophie ont été privilégiés. A citer en exemple, la publication sur les droits culturels au Maghreb (dont le Maroc) et en Égypte, dans le cadre des activités du Réseau arabe de recherche-action sur les droits économiques, sociaux et culturels (Réseau ARADESC). Dans le cadre de la lutte contre la discrimination et le racisme, la Coalition des Villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance a été lancée en 2008 à Casablanca, au Maroc. Un plan d'action a été adopté par les dix-neuf villes de la région arabe (dont 5 villes marocaines) qui s'engagent à intégrer dans leurs stratégies et politiques municipales. En novembre 2010, une recherche-action a été lancée pour relater les bonnes pratiques existantes à Rabat et Essaouira. A noter la publication en arabe du livre « Droits de l'Homme : Questions et Réponses » de Leah Levin (illustré par Plantu) financée par la Coopération italienne. Le livre est distribué dans les 22 Etats arabes.

494. De la recherche-action a également été faite sur la thématique « Femmes, droit de la famille et système judiciaire » qui a pour objectif de faire un état des lieux précis de la situation au Maroc, en Algérie et Tunisie, et de se pencher sur les véritables problématiques, afin de sensibiliser les décideurs politiques. La publication de ces études est disponible en arabe et français. A noter la contribution de SHS Rabat à la 8ème campagne nationale de sensibilisation contre la violence fondée sur le genre, co-organisée par le Ministère du Développement Social, de la Famille et de la Solidarité (MDSFS) et ses partenaires. Dans le cadre des activités relatives au programme Tamkine, SHS Rabat a réalisé une capsule radio, en collaboration avec le MDSFS, dans deux langues (arabe et amazighe), et a également financé la diffusion sur Medi1TV du spot TV réalisé par le MDSFS. Suite au grand succès de la Journée mondiale de la philosophie en 2006, la Commission nationale marocaine pour l'UNESCO la célèbre chaque année au niveau national. La journée de la philosophie 2010 a permis de rendre hommage à Mohammed Arkoun.

495. Dans le domaine de la **Culture**, la coopération avec le Maroc a porté sur le renforcement des capacités des professionnels de la culture et du patrimoine culturel. Les études portant sur les réseaux de professionnels du patrimoine culturel immatériel et des musées ont été confiées à des experts marocains. Dans le domaine des musées, le projet de réseau de professionnels a été initié en coopération avec ICOM Arabe, dont la présidence est aujourd'hui assurée par le Maroc.

496. Dans la continuité des travaux du Bureau pour la valorisation et la promotion des industries créatives et culturelles comme vecteur de développement, un document de *mapping* sur le potentiel économique de 4 filières du secteur de la culture est en cours de finalisation. Ce document de *mapping* vient en complément d'une étude sur les industries culturelles au Maroc réalisée dans le cadre du biennium précédent visant à dresser un état des lieux du secteur de la culture d'un point de vue économique et à identifier les modalités d'élaboration d'un document de *mapping*.

497. Les efforts se poursuivent pour l'intégration de la culture dans les politiques nationales de développement et les exercices de programmation conjointe des équipes des Nations Unies, notamment dans le cadre du processus UNDAF Maroc et en s'appuyant sur les réalisations du programme conjoint « Culture et développement au Maroc » à travers un travail de suivi pour démontrer au travers d'exemples concrets l'importance et le potentiel de l'intégration de la culture dans les processus de développement.

498. En ce qui concerne le programme conjoint « Le patrimoine culturel et les industries créatives comme vecteurs de développement au Maroc », le Bureau apporte son appui aux autorités nationales compétentes en vue de contribuer au renforcement de la place du patrimoine culturel et des industries créatives dans les politiques et stratégies de développement humain et de lutte contre la pauvreté. Le Bureau, à travers son rôle de chef de file des cinq agences du SNU, a pu affirmer son leadership au sein de l'Equipe pays dans le domaine "Culture et développement".

499. Dans le domaine de la **communication et de l'information**, l'UNESCO accompagne le Maroc dans la création d'un environnement favorable à l'édification des sociétés du savoir. Malgré les changements positifs que connaît le secteur des médias, de l'audiovisuel et de la presse écrite au Maroc, l'intention d'ouverture démocratique par rapport à la liberté de presse est encore limitée. Le livre blanc actuellement en cours de rédaction suite au débat national sur médias et société au Maroc, modéré par la Chaire UNESCO en communication publique, a pour ambition d'aboutir à un nouveau code de la presse à présenter au Parlement. En vue de la célébration de la journée mondiale de la liberté de la presse le 3 mai 2010, le Bureau a organisé un concours en ligne d'articles d'opinion sur le thème « Liberté d'information et droit de savoir, quel avenir pour le Maghreb ? ». Concernant la promotion de l'accès à l'information, le Bureau accompagne l'association Transparency Maroc et le Ministère de la Modernisation des Services publics à adopter un projet de loi progressiste sur l'accès à l'information, respectant les « Principes directeurs pour le développement et la promotion de l'information du domaine public gouvernemental » adoptés par l'UNESCO en 2003 et conformes aux normes internationales en vigueur.

500. Malgré la diversification de la presse écrite, l'ouverture de l'espace audiovisuel et l'émergence des radios indépendantes, un effort reste à fournir pour élaborer un cadre législatif concernant les médias communautaires, qui n'existe toujours pas au Maroc. En ce qui concerne la formation des journalistes, le Bureau apporte son appui technique à l'Institut Supérieur de l'Information et de la Communication (ISIC) de Rabat en aidant l'établissement dans la mise à jour de ses ressources matérielles, la mise à jour de son curriculum et la formation de ses enseignants et techniciens.

En accord avec la priorité de la Stratégie à moyen-terme de l'UNESCO sur le genre, le Bureau a lancé le programme sur l'amélioration de l'image des femmes dans les médias maghrébins dans le but d'une représentation plus équilibrée des femmes dans les contenus médiatiques du Maghreb et une participation plus accrue des femmes dans les sociétés.

Un référentiel de compétences pour les enseignants en éducation aux médias et à l'information ainsi que des modules de formation pour les enseignants sont en cours de préparation par le Siège et seront testés au Maroc par différents Centres Pédagogiques Régionaux.

501. Depuis 2005, le Maroc a adopté la « Stratégie e-Maroc 2010 » que le Bureau de Rabat a appuyée en développant des projets stratégiques qui mettent en avant les bonnes pratiques internationales tout en les adaptant au niveau local, notamment dans le domaine de développement des contenus, l'utilisation des TIC, et le développement des compétences informationnelles :

- Le projet de bibliothèque numérique Majaliss (<http://rabat.unesco.org/majaliss>)
- L'e-OMED (Espace numérique ouvert pour la Méditerranée) est un projet prévoyant l'échange des pratiques et des usages en matière de TICE et de déploiement d'offres de formations.
- La promotion de l'utilisation des logiciels libres dans l'éducation à travers le projet Miftaah (<http://www.arabopensource.net/miftaah>), sous forme d'une clé USB contenant une série de logiciels libres.
- Le comité national marocain Mémoire du Monde présidé par la Bibliothèque Nationale du Royaume du Maroc pour une meilleure préservation et la valorisation des collections d'archives et de bibliothèques. Le Maroc a présenté en 2010 le site Rupestre de Fom Chenna à inclure dans le Registre international Mémoire du Monde, qui est en cours d'examen.

MAURITANIE

502. Dans le domaine de l'**Education**, le Bureau a continué la mise en œuvre du Programme d'Appui au Développement de l'Education en Mauritanie (PADEM dans les domaines de l'alphabétisation, de l'amélioration de la qualité des acquis des apprentissages au niveau de l'enseignement primaire, du renforcement des passerelles entre enseignement fondamental et originel, et du renforcement des capacités nationales en matière d'évaluation et de suivi des actions dans le secteur de l'éducation.

503. Par ailleurs, un ambitieux programme d'appui à l'alphabétisation et à l'éducation primaire non formelle (CapEFA Mauritanie - 2009-2011) est actuellement en cours de lancement avec un budget de 1 mi USD. Le programme s'appuie sur un partenariat avec la Coopération espagnole, le FNUAP et l'UNICEF. La coordination de la mise en place de ce programme d'appui est assurée par l'unité centrale du Département Projets Education et Formation (DPEF) du MEN qui coordonne l'ensemble des interventions dans le secteur de l'éducation et de la formation en vue de garantir une synergie optimale entre les différentes interventions. Par ailleurs, un autre programme avec un budget de 300.000 USD a été lancé en Mauritanie pour le biennium 2010-2011. Ce programme porte sur l'appui à la planification qui est un domaine prioritaire pour le pays.

504. Dans le domaine de l'éducation au VIH/SIDA, le projet intitulé « Education au VIH/SIDA et Formation des Enseignants au Maghreb (Algérie, Maroc, Mauritanie et Tunisie): Modules de formation des enseignants du secondaire » a pour but le renforcement de l'éducation sur les IST/VIH/SIDA auprès des enseignants des pays du Maghreb.

505. Dans le domaine des **Sciences exactes et naturelles** (*cf partie SC dans Algérie/activités sous régionales*)

506. En matière de **Sciences humaines et sociales**, les domaines relatifs aux droits humains, à la lutte contre le racisme et à l'égalité des genres ont été privilégiés. A citer en exemple, la publication sur les droits culturels au Maghreb (dont la Mauritanie) et en Égypte, dans le cadre des activités du Réseau arabe de recherche-action sur les droits économiques, sociaux et culturels (Réseau ARADESC). Dans le cadre de la lutte contre la discrimination et le racisme, la Coalition des Villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance a été lancée en 2008. Un plan d'action a été adopté par les dix-neuf villes de la région arabe (dont 4 villes

mauritaniennes) qui s'engagent à l'intégrer dans leurs stratégies et politiques municipales. A noter la publication en arabe du livre « Droits de l'Homme : Questions et Réponses » de Leah Levin (illustré par Plantu) financée par la Coopération italienne. Le livre est distribué dans les 22 Etats arabes.

507. Dans le domaine de la **Culture**, le Bureau intervient à travers le Programme Conjoint MDG-F « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie », et dans le cadre des activités sous régionales du programme régulier (réseaux de professionnels). Cependant, et dans la continuité d'une coopération initiée en 2009, un appui technique a été fourni au ministère de la culture dans la révision du document de stratégie, afin que celle-ci assure l'articulation entre la culture et le développement. Dans ce sens, un atelier de consultation nationale sur le document de projet de stratégie nationale dans le domaine de la culture proposé par l'expert régional, s'est tenu le 17 mai 2010 à Nouakchott en Mauritanie. La version finale du document de stratégie a été remise et approuvée par la partie nationale.

508. Ainsi, l'UNESCO assure le leadership du Programme Conjoint MDG-F « Patrimoine, tradition et créativité au service du développement durable de la Mauritanie ». Ce programme conjoint, étalé sur trois ans et mobilisant un fonds de 7.5 Millions USD vise à améliorer l'accès des groupes pauvres et vulnérables à des emplois et revenus décents, sur la base d'une croissance inclusive et non discriminatoire. Dans ce cadre, plusieurs réunions et missions de suivi et de coordination - notamment celle de la revue annuelle - et visites d'étude et d'échanges ont été réalisées dans le but de s'assurer de la prise en compte de la culture dans les politiques de développement. Ces missions ont permis d'une part d'assurer la mise en œuvre des activités relevant de l'UNESCO dans ces programmes et d'autre part de s'acquitter de la mission de leader dans la coordination des programmes conjoints au sein des Equipes pays du SNU. A une année d'exercice toutes les activités programmées pour la première année ont été réalisées ou sont en cours de réalisation avec un taux de réalisation dépassant les 82 %. La démarche adoptée dans le cadre de ce projet s'inscrit pleinement dans la politique nationale de modernisation et de décentralisation des secteurs de développement qui tient compte des spécificités et réalités culturelles et sociologiques des populations locales. Celle - ci prévoit le développement d'actions intersectorielles faisant intervenir différentes agences du Système des Nations Unies (l'UNESCO, le PNUD et l'UNFPA) aux côtés des ministères et départements concernés, du secteur privé et de la société civile.

509. Dans le domaine de la **communication et de l'information**, l'UNESCO assiste le Ministère de la Communication dans l'élaboration d'une stratégie nationale de développement des médias en Mauritanie. Une première évaluation du secteur des médias a été menée en juillet 2010 sur la base des indicateurs de développement des médias du Programme international pour le développement de la communication (PIDC). Depuis septembre 2010, le rapport d'évaluation est dans les mains du Ministère qui doit donner ses commentaires sur les recommandations de l'UNESCO afin d'engager un débat avec tous les acteurs des médias pour consolider la stratégie.

510. En accord avec la priorité de la Stratégie à moyen-terme de l'UNESCO sur le genre, le Bureau a lancé le programme sur l'amélioration de l'image des femmes dans les médias maghrébins afin de répondre au besoin de représentation plus équilibrée des femmes dans les contenus médiatiques du Maghreb et exploiter le potentiel des médias à promouvoir la participation accrue des femmes dans les sociétés.

TUNISIE

511. Dans le domaine de l'**Education**, les interventions du Bureau se sont traditionnellement axées sur les efforts nationaux coordonnés par le Forum National de l'Education Pour Tous en étroite collaboration avec la Commission nationale.

512. La Tunisie a participé au projet de recherche-action « Education, diversité, et cohésion sociale en Méditerranée occidentale » : s'étalant de 2007 à 2010 (budget de 520 000 USD)

513. Afin de disposer d'éléments tangibles sur la situation récente de l'éducation préscolaire en Tunisie, une analyse de la situation a été effectuée afin de procéder à une analyse de la politique de généralisation de l'éducation préscolaire en identifiant les principaux défis posés en termes de qualité, d'accès, et d'équité afin de pouvoir proposer des mesures concrètes pouvant assurer une meilleure convergence des efforts nationaux. Cette étude sert de base à la préparation d'une analyse comparée de l'éducation préscolaire au Maghreb (Algérie, Maroc et Tunisie).

514. La formation des enseignants est un enjeu crucial pour l'amélioration de la qualité de l'éducation. Les technologies de la communication et de l'information peuvent constituer à ce titre des moyens de favoriser un meilleur apprentissage. Une étude sur « Les TIC en éducation et la formation des enseignants » s'attache à étudier les pratiques des enseignants dans ce domaine. Cette étude couvre l'Algérie, la Maroc et la Tunisie et est en cours de réalisation, un premier atelier de travail a eu lieu en fin d'année 2010 et un atelier de restitution des résultats est prévu dans le courant de 2011.

515. Dans le domaine des **Sciences exactes et naturelles**, et en plus des activités sous-régionales dont a bénéficié la Tunisie, il est à signaler qu'en collaboration avec le Ministère de l'Agriculture, des Ressources hydrauliques et de la Pêche tunisien, un séminaire national sous le thème « La Réutilisation des Eaux Usées Traitées en Irrigation et dans la Recharge Artificielle des Nappes Phréatiques » a été organisé à Tunis les 20 et 21 mai 2010. Ce séminaire avait pour but de venir en aide au Gouvernement tunisien pour la préparation conjointe d'un PIF (Project Identification Form) pour le GEF (Global Environment Facility).

516. En matière de **Sciences humaines et sociales**, les domaines relatifs aux droits humains, à la lutte contre le racisme et à l'égalité des genres ont été privilégiés. A citer en exemple, la publication sur les droits culturels au Maghreb (dont la Tunisie) et en Égypte, dans le cadre des activités du Réseau arabe de recherche-action sur les droits économiques, sociaux et culturels (Réseau ARADESC). A noter la publication en arabe du livre « Droits de l'Homme : Questions et Réponses » de Leah Levin (illustré par Plantu) financée par la Coopération italienne. Le livre est distribué dans les 22 États arabes.

517. De la recherche-action a également été faite sur la thématique « Femmes, droit de la famille et système judiciaire » qui a pour objectif de faire un état des lieux précis de la situation au Maroc, en Algérie et Tunisie, et de se pencher sur les véritables problématiques, afin de sensibiliser les décideurs politiques. La publication de ces études est disponible en arabe et français. La Journée de la philosophie 2010 a été célébrée les 27-28 novembre à Tunis par la Commission nationale tunisienne pour l'Éducation, la Science et la Culture, la Chaire UNESCO en philosophie et l'UNESCO, sous le patronage du Ministre de l'Enseignement Supérieur et de la Recherche Scientifique. La rencontre a porté sur « Philosophie et stratégies de la modernité » et a rassemblé des philosophes de toute la région.

518. Dans le domaine de la **Culture**, la coopération avec la Tunisie s'inscrit dans les activités sous régionales du Bureau mais également à travers des actions temporaires à la demande de la partie nationale, visant à renforcer la connaissance et la sensibilisation sur des thématiques pertinentes au regard des priorités de l'organisation.

Plus particulièrement sur le patrimoine mondial, l'étude des modalités de mise en place du réseau a été confiée à un expert tunisien.

519. Par ailleurs, le Bureau de Rabat s'est associé à la commission nationale dans la participation, avec divers institutions nationales, à l'organisation d'un colloque international sur le mécénat culturel, tenu à Tunis le 29 et 30 octobre 2010. La contribution de l'Unesco a porté sur la préparation et la publication des actes du colloque, en vue de produire un document qui d'une part, relate l'expérience tunisienne et d'autre part, constitue un exemple pour les autres pays de la sous région souhaitant développer des partenariats novateurs en faveur du patrimoine culturel.

520. Dans le domaine de la **Communication et de l'Information**, l'UNESCO accompagne la Tunisie dans la création d'un environnement favorable à l'édification des sociétés du savoir, sociétés qui se nourrissent de ses diversités et ses capacités et qui respectent les principes fondamentaux de la libre circulation des idées et l'accès universel à l'information et au savoir.

521. Les journalistes Tunisiens ont participé au concours sous-régional en ligne d'articles d'opinion sur le thème « Liberté d'information et droit de savoir, quel avenir pour le Maghreb ? » qui a été organisé par le Bureau de l'UNESCO à Rabat en vue de la célébration de la journée mondiale de la liberté de la presse le 3 mai 2010.

522. Le Bureau de Rabat a lancé un programme sur l'amélioration de l'image des femmes dans les médias maghrébins afin de répondre au besoin de représentation plus équilibrée des femmes dans les contenus médiatiques du Maghreb et exploiter le potentiel des médias à promouvoir la participation accrue des femmes dans les sociétés. Dans cadre la mise en œuvre en Tunisie se fait à travers deux partenaires principaux :

523. L'Institut de Presse et des Sciences de l'Information (IPSI) qui est intéressé pour créer un module « genre et médias » et intégrer l'approche genre de manière transversale dans son curriculum.

524. Le Centre of Arab Women for Training and Research (CAWTAR) apporte également sa contribution au programme « Genre et médias » de l'UNESCO à travers son appui logistique pour la tenue de la formation au profit des journalistes de radio sur les techniques d'amélioration des représentations des femmes dans les discours radiophoniques.

525. Le Bureau de l'UNESCO à Rabat a entrepris de généraliser le programme de formation des enseignants à l'éducation aux médias et à l'information (Media and Information Literacy – MIL) pour qu'ils puissent à leur tour contribuer à développer ces compétences et comportements chez les jeunes.

526. Le Bureau a tenu une première réunion du Comité national Mémoire du Monde aux Archives nationales de Tunisie en 2010. La préoccupation principale des Archives nationales tunisiennes est de promouvoir le plus largement possible le patrimoine documentaire de la Tunisie. Leur système de gestion des archives (National Integrated Systems for Archival Management - NISAM) compte aujourd'hui 132000 enregistrements. C'est la première institution du Maghreb à proposer l'inscription de leur fonds d'archives sur la course et les relations internationales de la Régence de Tunis aux XVIIIe et XIXe siècles au Registre international Mémoire du monde. Ce fonds contient des documents uniques, tels que des listes détaillées des captifs européens, donnant leurs origines sociales et ethniques dans leurs pays d'origine, les biographies de certains d'entre eux, ainsi que leur carrière professionnelle voire politique durant leur captivité dans la Régence de Tunis. Les participants à la réunion de Tunis ont convenu d'organiser en mai 2011 un événement sur l'histoire de la course et les relations internationales à partir des fonds d'archives. L'inventaire du patrimoine documentaire tunisien est en cours d'élaboration dans le but de créer un Registre national de la Mémoire du monde.

UNESCO Office in Ramallah

527. **Background:** During the period under review, the Palestinian Authority continued implementing its 2-year Plan aimed at laying the foundations of a Palestinian State to be established in September 2011. The development response of the United Nations Country Team remained closely aligned with - and technically supportive of - this state building agenda, as reflected in the UNCT Mid-Term Response Plan.

528. The situation in the occupied Palestinian territory (oPt) was marked by the absence of any major development on intra-Palestinian reconciliation, as the de facto Hamas authorities remained

in power in Gaza. Gaza continued suffering from severe restrictions on movement of people and goods, despite a slight ease after the flotilla incident this summer. In this situation, United Nations assistance to Gaza remained mainly of a humanitarian nature, with the initiation of very limited recovery and reconstruction activities. As for the West Bank, the situation was marked by the non-renewal of the settlement freeze (September 2010) and, in parallel, an increase in demolitions, including several schools, in Area C (under Israeli civil and military administration).

529. Challenges: Given the complex and protracted nature of the crisis affecting the oPt, its implications on development and de-development, a key challenge in programme delivery has been and remains the bridging between humanitarian and development-oriented assistance, and vice-versa. There is also a challenge to ascertain the importance of social reform (for UNESCO, in education and in culture) in a context where law and order are seen as strategic priorities for state building. Internally, there is a challenge of programmatic flexibility, as well as of human and logistical resources available to operate meaningfully throughout the oPt, addressing rapidly evolving humanitarian and developmental needs in UNESCO fields of competence. Finally, sustained funding for recovery and development beyond emergency is a challenge all United Nations agencies are currently facing in the oPt. Most international aid allocated to the United Nations in the oPt remains for humanitarian purposes and considerably decreased in 2010 comparing to 2009 (when Operation Cast Lead took place). The United Nations in the oPt is still in need of better positioning itself in support of the development agenda in the oPt.

530. Main achievements in 2010: education and culture remained the two main areas of UNESCO assistance to the oPt, where substantial impact is achieved (extra-budgetary portfolio for ED of + \$7 million and for CLT of + \$6 million), below are listed some major achievements in these two fields. However, in 2010, the activities in the field of CI also expanded, as extra-budgetary resources to promote safety of journalists, freedom of expression and social media had been secured. In order to achieve larger impact, SC activities were all of an inter-sectoral nature, combined with education (promotion of science education and of S+T research) and with culture (cultural landscape preservation) activities. Gender equality and the empowerment of women are mainstreamed throughout all activities and are also the specific focus of projects in the field of SHS (Palestinian Women Research and Documentation Centre) and CI (women in the media profession).

531. In education, as the rate of enrolment in both primary and secondary education is above 95%, support focused on improving the quality of education notably through assistance to establish systems and capacities to implement the Palestinian Teacher Education Reform, which is the main reform of the Palestinian Ministry of Education and Higher Education. As a result, a “Commission for the Development of the Teaching Profession” was established and key tools as professional standards for the teachers, teachers’ code of conduct, admission policy for teacher students, guidance on the upgrading of teachers in the system, have been developed. These results contribute to enhance and professionalize the status of the teacher in the oPt, in line with the ILO/UNESCO Recommendations on the matter. The focus on teacher education is complemented by other smaller scale capacity development efforts aimed at Ministerial staff involved in educational planning and management.

532. In the specific context of Gaza, the promotion of quality education for all has been of a humanitarian nature, with a combined focus on crisis preparedness and response given the protracted nature of the situation. It entailed school-based activities directly benefitting students, teachers and administrative staff. Training on the INEE Minimum Standards of more than 700 educational staff and teachers resulted in school-based contingency plans aligned with the standards. In follow up, an integrated crisis risk reduction programme benefitting schools particularly exposed to violence in the buffer zone (bordering Israel) was developed. The project enables schools to respond to safety and psycho-social issues and better report on attacks on education in the area.

533. UNESCO assistance also benefitted specific gap areas in the United Nations humanitarian response in Gaza, namely upper secondary education and higher education. In spring/early summer 2010, remedial and catch-up classes were organized for 10% of all students preparing for the Tawjihee exams. As for higher education, technical assistance and equipment were provided aimed at improving learning conditions and opportunities in scientific disciplines, at university faculties damaged or destroyed during “Operation Cast Lead”.

534. In **culture**, UNESCO continued technical assistance to the Palestinian Authority with a view to a future adhesion to and implementation of key international instruments (1972, 2003, 2005). The first sectoral strategy for culture was developed with technical assistance from UNESCO. Thanks to extra-budgetary funding, longer-term protection, preservation and enhancement measures were undertaken at 8 major cultural heritage sites, including one in Gaza. Such interventions aim at developing models for the management of cultural heritage with international standards and enhance opportunities for domestic and international cultural tourism. With regard to intangible cultural heritage, the foundations for a national inventory were laid and the development of a Museum of Palestinian Narratives (Riwayya) in Bethlehem was further advanced, again, with a view to promote cultural tourism. Support to cultural expressions and the creative craft industry, which so far had been a minor area of intervention, considerably expanded in the context of the MDG CLT and DEV programme.

535. **United Nations Joint programming and programmes** – The UNESCO Ramallah Office participates in 3 JP: MDG culture and development (lead agency), MDG gender and women’s empowerment, HSTF-funded project for vulnerable communities in the Jordan Valley. In addition, the Office leads the UNCT Strategic Area Groups respectively on Education and on Culture; and serves as Secretariat to the Education Sector Working Group (Aid coordination body of the Palestinian Authority).

ASIA AND THE PACIFIC

UNESCO Office in Almaty

536. Almaty Office's programme priorities were defined with country authorities and other stakeholders so as to respond to strategic challenges at country and regional levels. During 2010, the following areas were paid a particular attention: education for sustainable development, cultural diversity and pluralism, functional literacy, results-oriented development and programming, freedom of expression, human rights-based approach, etc.

537. In particular, expertise and technical advice was provided as regards emerging challenges at country and regional levels: management of risks and natural disasters in post-conflict situation, urban-rural migration trends, environmental priorities (i.e. access to water resources, renewable energy, impact of climate change), ICT impact to restructure interaction and networking for exchange of best experiences, transboundary needs in education and employment, competency standards. UNESCO Almaty office was involved in projects to combat poverty through formal and non-formal education in rural communities in Kyrgyzstan, expanding and improving ECCE in Tajikistan, promotion of TVET policy in Kazakhstan, and harmonization of migration legislation in Central Asia.

KAZAKHSTAN

538. **Education** has been identified as being important for social development and economic growth in Kazakhstan. During 2010, UNESCO continued to provide assistance in the application of analytical and results-based planning, budgeting, and management in the education system.

539. Capacity-building efforts focused on strategic planning, in particular as regards TVET policy management and financing. A number of recommendations for national TVET policy planning and management were provided. There is still a need to promote better collaboration and closer linkages between the education and industry sectors as regards matching the skills demand and supply.

540. A major challenge in the field remains access to, and quality of, education, including lack of schools and teachers in remote rural areas; overloaded curricula; quality of textbooks and teachers qualifications and learning achievement issues. Also, to improve the quality of education at all levels, a stronger emphasis needs to be placed on creating conditions for life-long learning, with improved linkages between formal and non-formal education, linking education better to the needs of the market, improving educational research, data collection and result-based planning.

541. UNESCO's efforts focused on integrating HIV and AIDS into curricula, addressing issues related to taboos in sexual education and biases in media coverage.

542. UNESCO Almaty contributed to the improvement of the environmental education and education for sustainable development in Central Asia through awareness-raising and development of the ESD resource toolkit for students and teachers.

543. **Natural Science** – The main challenges in the field of sciences are the integrated natural resources management, integrated water resources management, chemicals and waste management, climate change adaptation and mitigation; disaster risk management, and transboundary water management. There is a high demand for solid scientific expertise. Education for sustainable development needs to be further promoted to enable decision-making with long-term future perspectives of Kazakhstan's equity, economy and ecology in mind.

544. In the framework of STI policy system reform and policy formulation some targeted assistance was provided to national universities. Close working relationships were established with

officials from public entities and a clear understanding of issues achieved that would need to be addressed upon the adoption of the new Law on Science, e.g. science commercialization, access to science information..

545. In the framework of the project on Strengthening Water Management and Governance, and Support Knowledge Transfer and Capacity Development in Assessing Water Resources the review and assessment of status and quality of water education in Central Asia universities as well as possible ways of cooperation in that area were initiated in 2010. This will provide policy makers and institutions with a roadmap on how to improve interagency cooperation and provide recommendations on several capacity-building initiatives. Based on progress in organizing Regional Glaciology centre in Kazakhstan and the impact of GCC on glaciers melting the workshop "Modern problems of glaciology in Central Asia and prospects of scientific cooperation on the basis of Central-Asian Regional glaciological Centre" was conducted in cooperation with UNDP.

546. **Social and Human Sciences** – Kazakhstan has acceded to a wide range of international covenants, conventions and protocols in the area of human rights. Alignment of national legislation and its implementation mechanisms with the international documents to which Kazakhstan has acceded is a crucial challenge. Serious gaps remain in practically all areas, including access to information, protection and observance of human rights, corruption, as well as limited participation of the civil society in policy processes.

547. The demand for data and quality research is extremely high and UNESCO has an opportunity to contribute to building capacity in research, improving methodologies, and contributing to positive social development policies.

548. **Culture** – The Kazakhstani government, aware of the challenges represented by the ethnic diversity of Kazakh society, has recognized the potential of culture for nation-building and the relevance of culture in economic, political and social spheres. The Ministry of Culture and Information strongly supported a cross-cutting approach to culture and its importance in the country's development during the 2010-2015 UNDAF consultations. Furthermore, the newly developed "National Strategic Project for Cultural Heritage 2009-2011" aims to mobilize cultural heritage to foster patriotism and to support cultural diversity in Kazakhstan through financial, technical and legislative measures with the following main objectives: (i) conservation, restoration, documentation and promotion of tangible heritage elements, such as monuments, archaeological sites, and architectural ensembles; (ii) conservation of movable objects and capacity-building for museums; (iii) research programmes in heritage (archaeology, folklore, literature, customs and traditions) and the popularization of knowledge through scientific publications for educational purposes; and (iv) links between cultural heritage and the growing tourism industry.

549. The most impact and visibility of celebration of the Year of Rapprochement of Cultures had been achieved in Kazakhstan by conducting of various events in partnership with the National Commission and the Kazakh Federation of UNESCO Clubs such as the festival and the album "The children of the world are painting Central Asia" and the establishment of the Arts Education Observatory, as part of the larger Asia-Pacific network. The challenge is that Kazakhstan is the only country in Central Asia that did not update the TL for the Silk Roads Serial Nomination.

550. **Communication and information** – Kazakhstan's press is relatively stable. However, no tradition of a strong, independent media exists in Kazakhstan, with the media remaining far from being able to fulfill their role as independent guarantors of human rights, monitors of public policy and channels for expressions of citizens' views.

551. Kazakhstan's ascendancy to the presidency of the OSCE in 2010 brought increased attention and scrutiny in the area of – among others – mass media. A number of reforms were flagged in this field, but many are yet to materialize while new restrictions have been put in place. Most media outlets are state controlled.

552. The Government is now considering a law on the freedom of information, and UNESCO is working with UNDP on this. In addition there is a need to reform the curricula used to train journalists and to upgrade journalist skills in specialized reporting on current development challenges.

553. International principles of the freedom of information have been incorporated in the draft law on access to information as the result of the technical expertise provided to the Parliament of the Republic of Kazakhstan. Professional capacities of media personnel have been enhanced under priority themes on access to information for citizens.

KYRGYZSTAN

554. Affected by the global crisis, Kyrgyzstan had to make some unpopular decisions that conducted to price rise especially of energy, that are creating socio-economic tension and sharp polemics with the opposition that in the last days organized some street manifestations and addressed an ultimatum to the government. The situation is further complicated by a radical reform of governmental institutions which, among others, temporarily abolished the National Commission for UNESCO.

555. **Education.** Two UNESCO Almaty education proposals were included in the Flash Appeal: (i) covering psychosocial support through teacher training, with a focus on secondary and higher education institutions, and (ii) emergency support to national education authorities, including training on the INEE Minimum Standards. The proposals were based on needs analysis and UNESCO's particular expertise and technical know-how in early post-conflict response situations. I

556. In recent years there were significant positive developments in the system of education enabling e.g. to expand academic autonomy of educational institutions and development of non-government educational sector. However, meeting contemporary challenges requires reforms both in the management system, teaching methodology, contents of the subjects and curricula. The access to and quality control of education are concerns, notably in rural areas, and the access to pre-school education has declined. Also common to all cluster countries are: the increasing volume of information included in curricula, which results in overloading and limited opportunities to develop skills for independent and creative thinking; a mismatch between the education system output and the labor market demand; and the lack of analytical, data collection, and result-based planning and budgeting skills. Kyrgyzstan is a FTI country and a sector wide approach program (SWAp) is scheduled for 2011, which implies improved management and coordination with the donors' community.

557. UNESCO Almaty, jointly with relevant stakeholders and NGOs, provided support by determining context-specific knowledge and skills required for adult lifelong learning and developed recommendations as applied to Ministries of Education, Labour, Finance with concrete proposals to expand opportunities for adult education, particularly for women, and sustainable development of rural areas to be integrated into national legislation, National education strategy 2011-2020 and Law on Education.

558. **Natural Sciences** – Since mid 2000s, there have been positive developments as regards the sector of the sciences, in particular a draft Law "On Science and Innovative Activities" has been developed, the register of innovations of scientific and research institutions of Kyrgyzstan has been established; the Council of young scientists has been set up under the Ministry of Education and Science. Yet, the funding for the sciences is still limited. The problems of brain-drain jeopardize successful development, the laboratory base is obsolete, and the organizational structure does not attract private business.

559. The major environment-related problems concern issues related to the climate change; including a growing number of natural disasters, insufficient water supply, the status of glaciers.

560. UNESCO's international expert and 11 experts from Universities participated in the training organized in cooperation with UNDP in the area of RES related legal, scientific, technical and economic aspects. The International Centre for Sustainable Energy Development working under the auspices of UNESCO has provided advice to policymakers in a number of fields. An expert group on issues of renewable energy in Central Asia has been set up and on the basis of the group's recommendations UNESCO initiated the development of the RES training course for policy makers.

561. **Social and Human Sciences** – The reprogramming exercise undertaken in SHS in 2010 has allowed UNESCO Almaty to respond more dynamically to challenges affecting the sub-region in the areas of tolerance, ethnic reconciliation and social inclusion. UNESCO raised attention on the issue among diverse actors through a series of activities "for tolerance" in Kyrgyzstan including a web campaign and short video clip (shown on the internet and featured at two high level meetings on human rights and tolerance in November-December 2010).

562. In March 2011 a photo exhibit "Women of Kyrgyzstan for Tolerance and Peace" was organized jointly with United Nations Women on the occasion of the visit of Kyrgyz Republic President Rosa Otunbaeva to UNESCO Headquarters.

563. Feedback on the tolerance activities has been consistently good and efforts are well-appreciated by both government and non-government partners in Kyrgyzstan, particularly given that the United Nations Flash Appeal for Kyrgyzstan submitted in 2010 failed to produce donor support. In addition, tolerance and reconciliation are a key output in the new Kyrgyzstan UNDAF, to be rolled out in 2012. UNESCO has been asked by Kyrgyz partners to play an active role in this area depending on the financial and technical resources available.

564. **Culture** – Despite the economic difficulties, Kyrgyzstan managed to preserve the potential and a distinctive character of its culture, and ensure operations of the existing wide network of cultural institutions (theaters, museums, libraries, clubs, stadiums, etc.).

565. The main challenges in the field of culture include, among others (i) defective regulatory and legal frameworks and the institutional structure of culture institutions, badly adapted to market economy conditions; (ii) the poor condition and lack of renovation and conservation of the cultural and historical monuments; insufficient replenishment and loss of museum and library funds, degradation of the material and technical basis ; (iv) insufficient support to creative activities; (v) insufficient protection of intellectual property of creative workers; (vi) outflow of qualified personnel as a result of the low salaries ; (vii) an ineffective system of training of new specialists.

566. Due to the April 2010 political unrest and the security phase established in Kyrgyzstan, the on-line inventory of Kyrgyz national museums was not developed and an expert meeting planned for the transboundary nomination of West Tien-Shan between Kazakhstan, Kyrgyzstan and Uzbekistan could not be organized.

567. Shared and multi-national intangible cultural heritage candidatures issues must be carefully addressed. It is envisaged to develop national plans for safeguarding of intangible cultural heritage and provide complex training in implementation of the 2003 Convention.

568. **Communication and information** – Kyrgyzstan used to be the path-finder in the field of freedom of expression and media development in Central Asia and CIS. Even if the country still has a relatively vibrant media environment, the situation has been deteriorating due to challenges of the post conflict situation over the last year.

TAJIKISTAN

569. The Government has a National Development Strategy (NDS) which was developed at the initiative of the President to raise the nation's standards of living and meet Tajikistan's MDGs.

Tajikistan also has a Poverty Reduction Strategy, which serves as the Government's medium-term socio-economic development programme. A Joint Country Support Strategy, JCSS, (donors including the United Nations) is being discussed.

570. **Education.** Tajikistan has some serious gaps in the provision of social services to its population, due to the lack of financial resources, qualified personnel, weak capacity and limited facilities, as well as high-level commitment. The education sector is suffering from decreasing number of teachers, pre-school institutions and schools. Gender disparity in education is seen to be a contributing factor to early marriages which is prevalent among less educated women. Tajikistan exposes the risk not reaching EFA goals 3, gender equality in education.

571. UNESCO Almaty in cooperation with national and international partners provided assistance in the areas of gender responsive pre-school education, implementation of early learning and school readiness national action plan. Pre-school training modules have been developed for teacher institutions to promote legal policy framework for pre-school institutions. In 2011, assistance will be provided to revise gender-sensitive teacher training curriculum for pre-school staff.

572. In all areas of **the sciences**, national capacities have eroded due to the lack of funding, exodus of personnel and changes in educational system that hamper the training of new personnel as well as the retraining of those who need knowledge and skills upgrade. Tajikistan also has signed the International Convention on the Protection of the Rights of all Migrants. UNESCO Almaty activities in migration will also show a clear link to social inclusion and tolerant migration policy in the sub-region, consistent with the realigned priorities for the sector. Special attention is paid to women as a vulnerable group. UNESCO focuses on activities to raise awareness and improve access of migrant workers to information and services, as well as overcome language and cultural barriers faced by international as well as internal migrant workers. Migration officials, ethnic community centre workers and outreach workers improved their skills on effective communication with migrants on HIV and public health issues. Representatives of local NGO gained experience on development of booklet on HIV prevention and outreach activities for labour migrants.

573. International Migrants' Day will be marked in December 2011 to show the positive contributions of migrants in contemporary Central Asia. In April, a regional conference on tolerance to share good practices and build sub-regional support for tolerant social policy will be organized in Dushanbe.

574. The main challenge for UNESCO in the programme implementation is its non resident agency status.

575. **Culture** – In the field of culture, Tajikistan lacks technical expertise, adequate legislative and administrative frameworks, and resources. The cultural sector continues to be predominantly government-driven, and community-based cultural activities are very rare.

576. The Tajik government has recognized the potential of culture to address issues such as poverty or social cohesion. The national development strategy of Tajikistan includes three explicit and specific objectives in the field of culture: (i) Creating the necessary infrastructures for the development and promotion of tourism, in particular ecotourism; (ii) Preserving valuable cultural and historical assets; and (iii) developing and promoting traditional handicraft with a view to boosting employment, particularly among the vulnerable groups such as women and people living in rural areas.

577. The ratification by Tajikistan of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage on 17 August 2010 and the inscription of the proto-urban site of Sarazm to the World Heritage List, the first WH Property of Tajikistan, constituted important achievements.

578. **Communication and information** – Though guaranteed in Tajikistan by the Constitution (Article 30), freedom of expression is often limited in practice. Tajikistan's media also often fail to perform their role in disseminating important and credible information. The main reason for that is the lack of qualified media professional, and that the systems existing at journalism faculty and departments are lagging behind the development of the media market.

579. The level of NGOs involved requires a long preparation to set the right balance of the participation and bottom-up communications. The activities of 2010 were focused on continuing discussions with universities and media training centres about adopting and adapting courses and faculty curriculum, translation and development of sources in native languages. The policy recommendations are aimed to support free and open source software as an important tool for universal access to information and knowledge. Capacity-building in the field of ICT strengthens sustainability of the institutions but requires more practical exercises and tools.

General challenges and lessons learned

- Providing services to Member States on issues that require multi-disciplinarity/ cross sectorality approaches can be a special challenge when they call for action across MLAs.
- Further attention needs to be paid to the strengthening of the overall ability of national and development partners to deliver sector-wide capacity-building activities and networking.
- Whilst a few donors are prepared to consider funding regional programmes, in general it is very hard to raise extra-budgetary funding for activities beyond national level, especially for emerging post conflict situations. In an emergency situation, action and funding within the United Nations system is basically determined at field level, via the United Nations Country Team decisions and cooperation.
- Regional and Headquarters support to deal with sudden-onset situations (such as post conflict situation in Kyrgyzstan) would need to be improved.

UNESCO Office in Bangkok

THAILAND

580. As a Middle-Income Country (MIC) with GDP per capita that is four to five times that of its neighbors in the Greater Mekong Sub-region, Thailand has become an important provider of ODA through grants for technical cooperation, loans and technical assistance (mainly to neighbouring countries for large infrastructure projects such as dams and power stations, roads, rail, airports, etc). As a MIC, Thailand's relationship with the United Nations system has also changed, symbolized by the renaming of its UNDAF from the United Nations Development Assistance Framework to the United Nations Partnership Framework (UNPAF). For UNESCO, as a member of the United Nations Country Team, this entails a more demand-driven approach for its action in Thailand in areas where it will have the biggest impact, effectiveness and efficiency.

581. UNESCO's programmes and activities in Thailand, therefore, go beyond the simple contribution to development. UNESCO's Bangkok Office supports Thailand in its role as sub-regional player in areas such as a provider of training in education, ICT and underwater cultural heritage. On the other hand, UNESCO also works with national and provincial authorities and the civil society organizations to address geographical and social disparities in Thailand in areas such as the rights of migrant workers, the protection of environment, and access to quality Education for All, through a focus on marginalized groups and gender mainstreaming.

582. The implementation of the programme highly benefits from an excellent relationship with the National Commission which contributes to multiply the impact and visibility of UNESCO in the country. But UNESCO Bangkok plays also an active role in the United Nations Country Team which shares the above UNESCO approach in a MIC. The participation of the Office in various United Nations thematic working groups has led to a fluent exchange of information and communication between United Nations agencies, creating a stronger impact, and enhancing UNESCO's visibility.

583. **The main challenge** for UNESCO Bangkok has been to adjust the programmes to become more demand-driven and have a greater impact. This approach, illustrated by UNESCO's new programme to support Thailand's Creative economy, requires a higher degree of programmatic flexibility in the field, in order to better respond to the specific needs of MICs.

Education

584. In the area of education, UNESCO Bangkok continues to chair the United Nations Thematic Working Group on Education thereby ensuring coordinated United Nations support to education for Thailand. As Thailand progresses towards achieving universal access to basic education and move to knowledge-based economy, improving efficiency, effectiveness and relevance of education have become critical issues. UNESCO has been engaging Thailand in policy dialogues on key issues such as managing secondary education and teachers, and education decentralization. UNESCO is also critically analyzing the government education policy (e.g. expanding free basic education from 12 years to 15 years) to support policy reform through UNESS. The UNESS in Thailand will be finalized in March 2011 and the consultation process has been an effective platform for policy dialogue. Another area in which UNESCO has been actively involved concerns a better alignment between education and the world of work. UNESCO and the Thai Government plan to jointly organize an international seminar on national qualification framework (NQF) to improve linkages between academic and vocational qualification in 2011.

585. UNESCO Bangkok, as an active participant of the United Nations thematic working group on HIV/AIDS, has focused its efforts on HIV prevention and health promotion, with a special focus on non formal education and on several target groups such as adolescents and men who have sex with men (MSM) and on specific topics such as mother to child HIV/AIDS transmission. UNESCO Bangkok has also collaborated with the National Science Museum on the launching of an exhibition on "Healthy Sexuality: The Story of Love", the first of its kind in Asia. The exhibition delivers comprehensive information on all aspects of adolescent sexuality and raises gender related questions in order to improve visitors understanding of the differences between sexual identity and gender construction. In a mid-project evaluation, a group of teachers who took part in a survey reported that it helped them learn more about sexuality and to teach this sensitive subject more effectively. As a follow-up to the exhibition, UNESCO Bangkok launched a website (www.museumofsexuality.com) that provides further information on sex, love, relationships, and gender-based violence. Also, in partnership with the Thai Ministry of Education, UNESCO Bangkok is undertaking a large-scale survey of Community Learning Centres to determine current capacities as well as needs to deliver sexuality education.

Culture

586. In the field of culture, significant results have been achieved in an area where Thailand, as a MIC and as a rising cultural hub in the region, has developed significant capacities. After the establishment in 2009 of a Regional Field Training Centre on Underwater Cultural Heritage, a rigorous training curriculum has been developed. Two training courses on GIS application on maritime archaeology have been successfully organized, benefitting 53 regional trainees from 15 Member States. This is an example of how UNESCO is supporting Thailand in its growing role of providing technical assistance in UNESCO's fields of competence to other countries in the region. Awareness-raising in intangible heritage was also achieved through a high level regional meeting in Bangkok, resulting in pledges for closer collaboration between countries in the region.

Intersectoral programmes

587. Several UNESCO Bangkok initiatives aim to have a multi-sectoral impact in Thailand. For example, UNESCO Bangkok has developed a multi-sectoral programme that focuses on ethnic minorities and trafficking, a reality with specific negative impact on women, most being actions of the application of their cultural and human rights through the obtaining of birth certificate and citizenship. An unprecedented survey was conducted in 15,552 highland households which allowed the collection of very valuable data on the effects of legal status (citizenship and birth registration) on access to health care, education and other social services among highland groups in Thailand. UNESCO Bangkok continues to develop culturally, linguistically and gender based appropriate training and information materials targeting minorities, focusing on legal status, HIV/AIDS and trafficking prevention and safe migration. UNESCO Bangkok has also been conducting extensive research and GIS mapping of socio-economic and health data, and it has produced the first animated Thailand AIDS maps.

588. A United Nations Joint project on Integrated Highland Livelihood Development was launched in the Province of Mae Hong Son. This initiative has improved the quality of life and reduced poverty among vulnerable groups in underserved areas of the province through protection, empowerment, capacity-building of education personnel and strengthening of community-based mechanisms in support to non-formal education. This programme, funded by the United Nations Trust Fund for Human Security, mobilizes the collaboration of the provincial authorities, UNESCO Bangkok, UNDP and FAO. An important component of the programme is to respect the rights of communities and benefit vulnerable populations, including ethnic minorities, through the development of ecotourism services. It has a significant impact on poverty reduction through the empowerment of women from ethnic minorities, one of the most at risk component of the population in the province, with the aim of ensuring long-term sustainability.

589. At the end of 2010, UNESCO Bangkok has been invited to lead a multi-sectoral United Nations initiative in support of Thailand as a MIC under the Creative Economy programme, which is a top government priority. At this initial stage, UNESCO Bangkok is starting to cooperate, through a United Nations working group led by UNESCO, with the National Economic and Social Development Board (NESDB) and with the Ministry of Culture, to develop a national Creative Economy strategy aiming at fostering, among other objectives, the support to cultural industries in Thailand.

LAO PDR

590. UNESCO is a non-resident agency in Lao People's Democratic Republic (PDR), yet played an active role in the development of the UNDAF thanks to an improved integration of UNESCO in the UNCT. Its participation in various thematic working groups, such as the United Nations Thematic Working Groups on Gender and on HIV/AIDS has led to a fluent exchange of information and communication with other United Nations agencies and with the government, to the achievement of a greater impact and to a better gender mainstreaming in all UNESCO's programmes in Lao PDR.

591. The significant development of programmes (implemented from the regular and extra-budgetary funds) in Lao PDR had been made possible thanks to an excellent relationship with the efficient National Commission but also thanks to the recruitment of two UNESCO National Officers (under service contract) who are based in the United Nations compound in Vientiane and ensure the daily management of the main operational projects in education.

592. With financial assistance provided under the 2% timely reinforcement funds modality one of these National Officers facilitated UNESCO's participation in the preparation of the UNDAF and of its action plan during 8 months. The 2% modality has proven to be very efficient to ensure the daily participation in a large number of UNDAF preparation meetings.

Education

593. Partnerships in the field of education between the Government and donors have been strengthened and some sub-sectors have subsequently received major funding from donors. UNESCO Bangkok works as an active member of the Education Sector Working Group, which brings together all donors and is chaired by the Minister of Education.

594. A large part of UNESCO's action is focusing on the expansion of access to and the improvement of the quality of education through "mobile teachers" in a non-formal approach to primary and pre-primary education. This is done by developing the primary level curriculum for the Non-Formal Education Equivalency Programme. It targets children and youth who do not have access to formal education to enable them to access alternative education that is equivalent to the formal education. This will also permit them to be mainstreamed into the formal education at a later date.

595. The main focus of UNESCO's Regular Programme activities is on teacher development, in particular pre-service teacher education. The programme has supported the preparation of an action plan to implement the current teacher development strategy. The main achievements are the increased capacities of the Ministry of Education in conducting research-based implementation review studies, in assessing system implementation gaps and bottlenecks and in developing counter action strategies. In addition, regular programme activities have also contributed to the development of pre-service inclusive education modules, an innovation that has enabled teacher trainers to prepare future teachers to manage diverse needs in the classroom such as gender sensitive issues.

596. The CapEFA Lao PDR programme, funded by Scandinavian Funds, has made a significant contribution to the Lao Education Sector Development Framework (ESDF) process with support to the Lao Ministry of Education to implement reforms in education, with a focus on: Teacher Education (TE); Secondary Education (SE); Technical and Vocational Education and Training (TVET); and Non-Formal Education (NFE). The programme is contributing to facilitate dialogue between the MoE and key development partners, especially on planning, management and monitoring of reform processes. Partnership and coordination between national stakeholders concerned and donors has therefore been enhanced to ensure the effectiveness and sustainability of the implementation of the Teacher Education Strategy and Action Plan (TESAP, 2006-2015), the development of the first Secondary Education sub-sector plan, quality standards for TVET institutions and an equivalency programme framework. The implementation of the programme has led to improved management structures and quality assurance mechanisms, as well as strengthened national capacities in evidence-based and gender mainstreamed policy planning and formulation. In addition, the programme, involving cross cutting activities in education, has also led to strengthened inter-departmental collaboration and interaction within the MOE.

597. In Lao PDR, UNESCO Bangkok and the Office of UNESCO Goodwill Ambassador, Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand (OPSP) are cooperating within the framework of a project entitled: "Improving the Quality of Life for Children and Youth in the Asia-Pacific region". The project has introduced the holistic model of "Total School Development" already implemented by Her Royal Highness in Thailand to the neighboring Cambodia, Laos and Viet Nam. Pilot schools have focused on school-based improvement of health and learning outcomes through the school garden and lunch programme, which has resulted in the improvement of children's health and influenced policy-making at the provincial level.

Culture

598. In culture, UNESCO Bangkok has developed programmes to raise awareness among government officials in specific areas such as on the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and on the World Heritage Periodic Reporting process. Technical

support has been provided through training courses and workshops, thereby strengthening national and local capacities.

599. UNESCO Bangkok's programme on "Fighting Poverty at the Plain of Jars: UXO Clearance, Pro-poor Tourism and Sustainable Resource Management in Xieng Khouang" has had a triple impact: poverty is alleviated in beneficiary villages through a set of community-based products and services, thanks to cultural heritage tourism; safety conditions of the local population are improved through the UXO clearance; and a heritage management plan has been drafted, together with a nomination dossier for inscription of the site on the World Heritage List.

Intersectoral programmes

600. Under an intersectoral approach, UNESCO Bangkok, in cooperation with the National Centre for HIV/AIDS, has conducted GIS mapping of socio-economic and health data through development of HIV sentinel surveillance database in parallel with capacity-building for national officials to operate the database. This was linked to producing HIV/AIDS incidence and migration maps, both initiatives having a significant impact on gender, as women are one of the risk groups. This surveillance database has an important impact on evidence-informed and gender mainstreamed programming and policy development.

MYANMAR

601. UNESCO has only recently resumed regular and extrabudgetary activities in Myanmar. Therefore, developing new programmes in the country required a specific approach which involved partnership with United Nations agencies that have been active in the country in the recent years, in particular UNICEF in the area of education. However, thanks to the presence in Myanmar of a UNESCO project antenna, potential other areas for UNESCO's action have been identified in the fields of culture, communication and sciences provided UNESCO's presence in the country will be maintained.

602. Currently the UNESCO project antenna which is in charge of the Myanmar Education Recovery Programme (MERP) constitutes a small team (of an international staff, a national professional officer in education and an administrative assistant) based in the United Nations compound in Yangon. Thanks to this team, UNESCO is actively participating in the development of the United Nations Strategic Framework (UNSF) 2012-2015 and the Thematic Analysis result framework for Myanmar, based on four strategic priority areas. UNESCO is participating in all four strategic priority area working groups. UNESCO which is co-leading with UNICEF of the Education section of the Thematic Analysis will also prepare a joint education programme with UNICEF for submission for funding under the Multi-donor Education Fund (MDEF) for Myanmar for 2011-2015.

Education

603. Through UNESCO's Myanmar Education Recovery Programme (MERP) and with a focus on Disaster Risk Reduction and Emergency Preparedness, a comprehensive multi-stakeholder capacity-building package in Disaster Risk Reduction in Education (DRR Ed) has been produced for information, awareness and preparedness. A total of 2102 school principals and teachers from all schools in eight affected townships have received training; and approximately 400,000 students in affected townships have benefited from this information. One hundred teacher-educators from 20 teacher training institutions in Myanmar received training in education for disaster risk reduction. They have now started to deliver this information in their pre-service teacher training courses. This has had a significant impact on gender given that women are the most vulnerable group in disaster and emergency situations.

604. The MERP addressed a critical need for greater awareness and knowledge of disaster risk reduction within the education sector in order for schools, families and communities to be better prepared for, and to have a better response to disasters when they occur. This project could

potentially save lives when another large hazard event hits the country. The Ministry of Education has requested that UNESCO expand the project throughout the country. UNESCO responded by submitting a project proposal on “Education for Disaster Risk Reduction and Preparedness Programme – Mainstreaming Disaster Risk Reduction in Education System”, which builds upon MERP. Presently it is in the process of getting approval from the government.

605. Through MERP, UNESCO built an extensive network within the Government of Myanmar and United Nations agencies at a technical level. The organization also gained operational experience in Myanmar.

Culture

606. Another area of strategic importance for UNESCO in Myanmar is the preservation and conservation of tangible and intangible cultural heritage. Eight cultural sites in Myanmar are on the Tentative List of the World Heritage. The Ministry of Culture has asked UNESCO Bangkok to provide support during the assessment of natural and cultural heritage sites.

Current challenges

607. There is a considerable potential to develop UNESCO's activities in all its fields of competence in Myanmar and donors have repeatedly expressed their readiness to work with UNESCO within a coordinated United Nations approach. The UNESCO project antenna has initiated close collaboration with other United Nations agencies and donors which can be sustained through UNESCO's continued presence in Yangon.

SINGAPORE

608. Singapore, which is striving to play an increasingly proactive role in South-East Asia as a centre of excellence and a hub for socio-cultural interaction, considers UNESCO as an important platform for the development of strategies to address its own national concerns, as well as to tackle global issues. Yet, nearly four years after Singapore rejoined UNESCO (8 October 2007), much of the potential for collaboration remains to be developed, especially in terms of programmatic cooperation.

609. The Director-General's visit to Singapore in 2010 offered an opportunity to enhance awareness about the Organization, establish contacts with the authorities and discuss the prospects of the bilateral cooperation and identify areas in which Singapore could partner in promoting intellectual cooperation at the national, regional and global levels.

610. The areas identified for the Singapore/UNESCO cooperation include quality education, water management and climate change. For instance, in education UNESCO is keen to develop its collaboration with the National Institute of Education of Singapore (NIE) in areas such as quality teacher training, capacity-building in education and education on climate change, especially developing curricula and teaching materials on Climate Change Education for the benefit of the countries in the Asia-Pacific region. NIE is already collaborating with UNESCO Bangkok under its Arts Education programme, through the UNESCO-NIE Centre for Arts Research in Education (CARE) established in April 2009. CARE is part of a region-wide network of UNESCO Arts Education Observatories which throughout 2010 has undertaken researches in arts education.

611. The Director-General encouraged the national authorities to establish a Funds-in-Trust with UNESCO for the implementation of programmes and activities in the Asia-Pacific region, and also in Africa, in different fields of UNESCO's competence and Singapore's expertise. Singapore was also encouraged to second experts to UNESCO offices in the region in the fields of education and cultural industries.

612. In 2010, two significant events took place in Singapore:

- (i) In August 2010, UNESCO Bangkok organized in Singapore the Eleventh Asian Bioethics Conference: Mondialization, Bioethics and Policy which aimed at strengthening the collaborative work on the objectives established in the Regional Bioethics Action Plan in 2006, exchanging training programmes in order to achieve a consolidated curricula on Bioethics and providing a unique opportunity for networking. As immediate results, the National Bioethics Commission (KBN), Indonesian Institute of Sciences (LIPI) agreed to assist with the development a new National Bioethics Committee in Malaysia, and in a regional network of bioethics committees.
- (ii) In October 2010, the Award of Excellence, under the UNESCO Asia-Pacific Heritage Awards for Cultural Heritage Conservation, was attributed to the Hong San See Temple, a temple which is a living heritage landmark for the Lam Ann settlers and the Singapore community as a whole. The temple received the award because of the unprecedented movement of solidarity by the local community which lead to its safeguarding, demonstrating the growing awareness of conservation issues in Singapore. The event benefitted from exceptional press coverage. The potential of collaboration between UNESCO and Singapore in the areas of movable and immovable cultural heritage, for the benefit of other countries in the region, is considerable, thanks to the recent establishment of several highly-equipped national cultural institutions in the country. An immediate impact of the interest of Singapore in cultural heritage issues is the current consideration by Singapore of its possible ratifying several relevant UNESCO conventions.

UNESCO Office in Beijing

CHINA

613. During 2010 UNESCO strengthened and intensified its collaboration with the United Nations in China through its active and constructive role in the United Nations Country Team, UNDAF, Joint United Nations Programmes and United Nations Theme Groups. In China the United Nations signed off on the new UNDAF (2011-15) with its government counterpart. UNESCO's Beijing office played a key role in coordinating the preparation of the UNDAF as one of the co-facilitators and through its membership of Working Groups on the overarching outcomes. UNESCO was asked to join a three member group of United Nations Heads of Agencies (HOAs) to prepare an implementation strategy for the UNDAF. Furthermore, UNESCO contributed to the preparation of the ten-year progress report on China's progress towards the MDGs on the occasion of the United Nations high-level meeting on the MDGs in New York in September 2010.

UNESCO has been working with the UNCT on developing a new strategy in positioning the United Nations in China, which is now a Middle Income Country (MIC) and the second largest economy in the world. During the United Nations Secretary-General's meeting with the UNCT in China in November 2010, Director UNESCO was one of the HOAs invited to speak on emerging challenges for the United Nations in the country.

Joint United Nations Programmes

- *Culture and Development Partnership Framework (CDPF)*
 - The MDG-Fund China Culture and Development Partnership Framework (CDPF) is under the purview of the United Nations Theme Group on Poverty and Inequality (UNTGPI) and is co-chaired by the UNESCO Director in his capacity as Vice Chair of the UNTGPI. UNESCO plays a critical lead role in the implementation, coordination and communication of the Joint Programme.

- Through two policy workshops, experiences from the pilot sites were shared with Chinese policy makers and both sides deliberated together on the implications of these experiences for national development plans. In its draft new five-year plan, China is committed to lifting its ethnic groups out of poverty, promoting quality growth and cultural industry. It will invest substantial resources to these ends. UNESCO's added value lies primarily in introducing the best international practices and development experiences that are in line with national priorities and can be adapted to local conditions.
 - A concrete example to illustrate the changes brought about by UNESCO interventions is that nine out of 26 handicraft products from China that received the 2010 UNESCO Award of Excellence for Handicrafts came from artisans who improved their quality, designs and crafts through UNESCO training workshops conducted within the CDPF framework.
 - UNESCO Beijing has also contributed to the promotion of ethnic minority education in China by conducting a systematic review of education policies for ethnic minorities using both macro and micro approaches to policy analysis and research under the CDPF joint programme. The project aims at capacity-building of planners and policy makers in preparing and implementing culturally sensitive educational policies and programmes using evidence from the field.
- *Climate Change Partnership Framework (CCPF)*
- Through UNESCO, the CCPF has a direct link to the knowledge and expertise accumulated by the United Nations World Water Assessment Programme. The mid-term evaluation report of the joint programme notes that the third global report (WWDR-3 – Water in a Changing World) published by UNESCO in 2009 had a special focus on the impact of climate change on water resources and included a case study on the Yellow River Basin to discuss a more integrated approach to managing China's water resources. UNESCO worked in partnership with the Yellow River Basin Commission (YRCC) to assess the water resources (surface water) in the Yellow River Basin. The assessment of the water resources in the Yellow River Basin has led to the identification of management models and policy recommendations which can be adopted by other member states. The CCPF joint programme is an effective model to implement the Delivering as One approach and also a concrete demonstration on how to apply the Paris Declaration.
- *Youth, Employment and Migration (YEM)*
- UNESCO activities under the Youth, Employment and Migration (YEM) Joint Programme have contributed to the exploration of innovative and inclusive approaches to reaching the rural-urban young migrant workers through multi-sectoral collaboration. As the lead agency for the core output on community services, UNESCO coordinates project interventions with the participating UN, national and local partners. The recently completed Mid-Term Review (MTR) acknowledges the effectiveness of UNESCO activities in this area. The MTR highlighted the potential and initial success of Community Learning Centres as a platform for providing skills development and comprehensive services to young migrant workers.
- *Children, Food Security and Nutrition (CFSN)*
- Under the Children, Food Security and Safety and Nutrition (CFSN) joint programme , UNESCO works with education, media and civil society organizations in promoting food safety, security and nutrition among vulnerable groups in China, particularly women and children. UNESCO's work with the Ministry of Education (MOE) is

expected to lead to the development of national guidelines and integration of food security, safety and nutrition issues in the curriculum.

- The programme seeks to improve food safety, especially for child nutrition products, through introduction of international standards in production, processing, testing and preparation of food. UNESCO is working with the State Administration of Radio, Film, and Television of China (SARFT) to train 100 journalists to improve the quality of reporting on food safety and nutrition issues. It is expected that by the end of the project there will be a 10% increase in news and articles on food security, safety and nutrition in the target areas.
 - UNESCO has promoted and disseminated the new food safety law in partnership with civil society, especially women’s groups in local communities.
- *End of Violence against Women (EVAW)*
- UNESCO Beijing collaborated with UNIFEM, UNDP and UNFPA in mobilizing a sum of US\$ 798,000 from the United Nations Trust Fund in New York to respond to Domestic Violence in China through a multi-sectoral approach .UNESCO, in partnership with the Chinese Academy of Social Sciences (CASS) and the All China Women’s Federation (ACWF), is engaged in capacity-building of social workers, officials and policy makers in three programme counties. UNESCO led research would help assess the incidence of domestic violence through an extensive baseline survey .This would help in exploring policy options for addressing the issue of domestic violence in China

614. UNESCO’s participation in the United Nations theme groups and teams on Gender (Chair); Poverty and Inequality (Vice-Chair); Climate Change and Environment; HIV and AIDS, and Disaster Management has added value to the UN’s work in China:

- UNESCO’s contributions as Chair of the United Nations Theme Group on Gender have been appreciated by United Nations partners, government counterparts, bilateral donors, the private sector and civil society representatives. Director UNESCO led the successful mobilization of financial resources for the second phase of the China Gender Facility (CGF), a multi-donor trust fund for supporting research and advocacy on gender issues, and for two major advocacy events organized by the UN.
- The UNTG supported the successful bid of the All China Women’s Federation (ACWF) in accessing funds from the UN’s Gender Equality Fund for “Promoting Chinese Women’s Political Participation”.
- UNESCO Beijing played an instrumental role in supporting the Chinese Government in the preparation of its Medium and Long-term Education Reform and Development Plan Outline (2010-2020) by mobilizing UNESCO Offices and Institutes as well as the United Nations and international community based in China in providing technical inputs on various education issues and in collating comments on the draft document. The final Outline largely incorporates the technical inputs offered by the international community.
- As a first step towards the implementation of the Outline, UNESCO Beijing in coordination with the Regional Bureau of Education at Bangkok and HQs organized the International High Level Expert Meeting on Standards of Basic Education Quality in November 2010 that aimed at preparing a framework for monitoring and assessing the quality of basic education, drawing from international as well as China’s experiences. UNESCO Beijing has initiated capacity-building initiatives for provincial educational planners, particularly in the Western regions, that are currently engaged in the preparation of provincial education plans within the framework of the national outline.

MONGOLIA

615. UNESCO Beijing joined other United Nations agencies in the preparation of the new UNDAF (2013-16) in Mongolia. This office also provided modest financial support to the process. UNESCO will contribute to national development priorities in three areas: education, natural sciences and culture. UNESCO led the preparation of analytic papers and formulation of UNDAF outcome areas and joint United Nations interventions in identified areas.

616. As the lead agency of the United Nations Joint Programme “Comprehensive Community Services to Improve Human Security for Rural Disadvantaged Populations in Mongolia,” UNESCO, in collaboration with the Government of Mongolia and other participating United Nations agencies, has been able to establish necessary institutional and coordination mechanisms for implementation and monitoring of the Joint Programme. UNESCO has successfully overcome the particular challenges of leading the programme as a non-resident agency by establishing a well-functioning project office in the Ministry of Education and by establishing excellent working relationships with the UNRC, partner United Nations agencies and government counterparts at national and provincial levels. United Nations agencies have successfully completed the implementation of first year activities.

617. In order to improve rural populations’ access to, and quality of, non-formal education and basic information services, UNESCO has supported the establishment of 20 community learning centres for the most disadvantaged ethnic minority population in rural Mongolia in the project area. Culturally and linguistically appropriate literacy and life-skills materials for rural illiterates and semi-literates have been developed and translated into ethnic minority languages based on the findings of a NFE needs assessment and review of international experience. The 20 community learning centres are expected to provide non-formal education and other basic social services to about 2000 ethnic minority people in rural Mongolia.

618. UNESCO is working to build the broadcasting capacity of local communities in ethnic/minority languages. To this end ten Community Radios will be established in the remote western region of Mongolia. Managerial and technical capacities will be built to operate these radio stations in partnership with local communities and with support from government agencies.

619. UNESCO Beijing has supplemented project funds with contributions from its regular budget for developing a media and communication strategy for enhancing the visibility of the project and will provide internet access for the disadvantaged sections of society in partnership with the local authorities in one of the remote eastern provinces. This is a good example of integration of RP and extra-budgetary funds.

World AIDS Day in China and Mongolia

620. UNESCO Beijing has been able to secure visibility and recognition for UNESCO’s role in combating HIV and AIDS through its collaboration with other United Nations agencies on World AIDS Day in both China and Mongolia. The advocacy around youth participation in HIV prevention and de-stigmatization has involved tens of thousands of university students in Beijing and nationwide, through campus-based participatory activities and web-based knowledge contest and on-line discussions. In Mongolia, a national workshop at the eve of the World AIDS Day engaged high-level officials and leaders from different elements of the education system in serious discussions on HIV mainstreaming and multi-sectoral collaboration.

DEMOCRATIC PEOPLE’S REPUBLIC OF KOREA

621. In the DPRK, the UNCT recognizes that the country’s political circumstances are not conducive to the preparation of a full-fledged United Nations Development Framework (UNDAF) process. It has therefore been agreed that the UNCT would prepare a new **United Nations Strategic Framework** (UNSF) for the next programme cycle (2011-2015). UNESCO carried out

the sectoral analysis of the education sector in collaboration with UNICEF and was involved in the drafting of the new UNSF in consultation with national counterparts.

Salient Features and Trends

622. It may be noted that in becoming an indispensable partner of the United Nations in the East Asia cluster, the Beijing office has enhanced UNESCO's professional reputation, its credibility, and relevance. The two articles written by Director UNESCO on China's education reform and the joint United Nations project on Culture and Development in the "China Daily", the premier English language newspaper in the country, have enhanced the Organization's profile and visibility. The commitment of UNESCO staff to delivering as one has been recognized and appreciated by United Nations colleagues and national counterparts.

623. With the Spanish funded United Nations programmes winding down over the next couple of years, UNESCO Beijing has, in line with the new resource mobilization strategy approved by the Executive Board, turned its attention to the private sector for supplementing the RP budget.

UNESCO Office in Dhaka

624. **Background** – During the period under review, the UNESCO Dhaka Office worked steadily with ministries and governing bodies. In the **MDG Annual Review** (2009), UNESCO supported the working group on MDG 2, 3 and 6 and submitted a quality report to General Economic Division (GED). In **UNDAF 2012 – 2016**, UNESCO is involved in five out of seven UNDAF Pillars finalized by UNCT. Inputs were provided in the relevant UNDAF result matrixes and accordingly draft 36 C/5 activities (ED, SC and CI) were planned and two extra-budgetary proposals developed to address specific niches once joint programming and fundraising is agreed within UNCT. Efforts are made to better link 36 C/5 activities with UNDAF outcomes and outputs with focus on UNESCO's strengths and comparative advantage. The main challenge is to address gaps in human resources and capacity for the implementation of four extra-budgetary projects which have not been developed with reference to the cost-recovery policy.

625. **Main achievements in 2010** – education and culture remained the two main areas of UNESCO where substantial impact was achieved. Some major achievements in these two fields are outlined below.

626. In **education**, as per GMR 2010 in Bangladesh there are 49 million illiterate adults and limited resources. Bureau of Non Formal Education (BNFE)'s Basic Literacy and Continuing Education Project only proposed coverage of 37 million illiterates (11 to 45 years of age). In terms of results, two researcher forums were organized and two educational journals were published. The literacy module was integrated into the national labour force survey 2010; capacity strengthened for Upazilla (district) Project Coordinators of BNFE to act as a master trainer for HIV-AIDS; awareness increased on progress of EFA goals 3 and 4 through an advocacy campaign of the International Literacy Day and Global Action Week observation at national and district levels. Providing support for Teacher Development in Bangladesh is an ongoing activity, with studies focusing on teacher's development, status, and role in formal primary and secondary education; 25 ASP net school teachers on using ICT in Classroom; and a better understanding created on UNESCO and ILO recommendation concerning Status of Teachers (1966) by translating and dissemination, including observation of World Teachers Day.

627. Major results have been achieved in Early Childhood Care and Education (ECCE). UNESCO Dhaka developed a strong relationship with Ministry of Women and Children Affairs (MOWCA), Bangladesh Shishu Academy (BSA), Bangladesh ECD Network (BEN) and IED-BRAC University by supporting their participation in the first World Conference on Early Childhood Care and Education (WCECCE) held in Moscow in September 2010. In follow-up, the first South Asia Regional ECD Conference for ECCE advocacy was organized from 7 to 9 December 2010. A

strong partnership was developed with National Curriculum and Textbook Board (NCTB) through a Joint Programme on Violence Against Women, which is supportive of curriculum and textbook review issues. The existing partnership with UNICEF, UNDP and NGOs was strengthened for advocacy and policy dialogue while developing the next UNDAF (2012 - 2016). However, awareness on ECCE remains still very low among community, parents and local government. Government has no fund for pre-primary teachers' training; inter-ministerial as well as inter-agency coordination is weak; and donors do not focus on ECCE.

628. There is a strong relationship between UNAIDS, National AIDS/STD Programme, Bureau of Non Formal Education (BNFE), National Commission and NGOs in developing National HIV and AIDS Strategic Plan, mainstreaming HIV and AIDS including life-skills into non-formal education and initiating policy advocacy and awareness raising campaign. The capacities of BNFE, all the Master Trainers (MT) and Upazilla Project Coordinators (UPC) of BNFE were strengthened. Memorandum of Understanding was established with Family Planning Association of Bangladesh (FPAB) to sensitize the service providers on STI, HIV and AIDS prevention.

629. In the field of **culture**, a Periodic Reporting Workshop was organized in collaboration with Department of Archaeology to draft a statement on outstanding universal value for the world heritage properties in Bangladesh. A national management plan, including the management of World Heritage sites, will be developed. With regards to intangible cultural heritage, preparations for the launching ceremony of the Baul Song publications were launched to promote the awareness of safeguarding of the intangible heritage of Bangladesh. The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Universal Copyright Convention was implemented and hundreds of design motifs of traditional Jamdani Textile and weaving techniques were documented.

630. **United Nations Joint programming and programmes** – The UNESCO Dhaka office developed partnerships with Ministries of Education (MOE and MOPME) and their Departments; collaborations with UNICEF, UNFPA, UNIFEM, UNAIDS, ILO, IOM, WHO and UNDP, and development partners, universities, institutions and NGOs. Major results were achieved in the extra-budgetary programme “Addressing Violence Against Women: Gender Responsive Programmes in Education System of Bangladesh”. The TAPP (Technical Assistance Project Proposal) was approved by MOE and Implementation Partnership Agreement signed with NCTB; required curricula and textbooks were collected and review is going on. Furthermore, a questionnaire was developed for action research to be undertaken by the end of February 2011. The National Education Policy focusing on gender violence was approved and will be addressed through curricula and textbooks starting from 2012.

631. **Challenges** – UNESCO Dhaka faces numerous challenges in many sectors because of its limited resources. The implementation of some programmes in cooperation with the government and civil society partners has been delayed because of the revision of contracts. The Male Sexual Health Project has been hindered because of deeply embedded socio-cultural attitudes, perceptions, beliefs and behaviours.

UNESCO Office in Hanoi

VIET NAM

632. Background: 2010 was a significant year for Viet Nam. Despite the global economic downturn, the country achieved lower middle income country (MIC) status, a classification which both recognizes socio-economic progress and defines a new set of requirements for development assistance. With a view to these evolving challenges, the government, UN, and development partners have worked together to continue their effort to promote Viet Nam's sustainable growth in

line with the principles and commitments agreed upon in the Ha Noi Core Statement on Aid Effectiveness.⁴

633. In 2010, the UNESCO Director-General Mme Irina Bokova made her first official visit to Viet Nam. The Director-General's visit played a key role in raising the profile of UNESCO with the government and development partners as well as within the United Nations. While in Ha Noi, the DG renewed UNESCO's Memorandum of Understanding (MoU) with the Government of Viet Nam, providing a framework for the Organization's engagement until 2016.

634. Delivering as One: As a United Nations reform pilot country, the United Nations' development work in Viet Nam is defined by the One Plan. In 2010, the United Nations undertook a series of reviews and analyses to prepare for the next One Plan 2012-2016 (OP3). UNESCO contributed throughout the various stages of this process which included a Country Led Evaluation, a Joint Country Analysis, reviews of the government's Socio-Economic Development Strategy 2011-2020 (SEDS) and Socio-Economic Development Plan 2011-2015 (SEDP), a prioritisation of strategic areas by the Programme Coordination Groups (PCG), and a United Nations Synthesis Report. This last document provided an analysis of Viet Nam's development situation and medium term challenges and led to the defining of three "outcome areas" that will be addressed in the OP3: (i) Inclusive, Equitable, and Sustainable Growth, (ii) Access to Quality Essential Services and Social Protection, and (iii) Governance and Participation.

635. UNESCO successfully advocated including 'culturally-appropriate programming' as one of the six cross-cutting issues that will shape OP3 programming. This reinforces UNESCO's global position on cultural diversity as the fourth policy area, or 'pillar', of sustainable development that should be mainstreamed throughout all development programming.

636. As an active member of five Programme Coordination Group (PCGs - the One Plan's coordinating mechanism for country programming): Education, Sustainable Development, HIV, Gender, and Natural Disasters and Emergencies UNESCO provided the Secretariat for the Education and Sustainable Development PCG's in 2010. UNESCO has also contributed to reinforce the tenets of results-based planning, monitoring, reporting, and management (RBM) in the United Nations reform process through its active membership in the inter-agency Monitoring and Evaluation Working Group (MEWG).

637. In addition to One United Nations programmatic activities, UNESCO chairs the Management Meetings Secretariat, a clearing house for management issues related to the Delivering as One process that includes working groups on the One Green United Nations House, Change Management, Common Services, and Business Practices.

638. **Main achievements in 2010:** In late 2009, UNESCO received \$776,137 through the OPF and \$996,043 in 2010. 100% of the funds and program activities have been implemented during 2010.⁵ While the education and culture sectors are the two main areas of UNESCO's support to the government, 2010 saw significant growth in two additional programming sectors. In Communications and Information, UNESCO is working with the government to develop curriculum and methodology to raise Journalism and ICT training programmes standards. In Natural Sciences, research models were developed in each of the Viet Nam's World Natural Heritage and Biosphere Reserve Sites to harmonize conservation and livelihood practices, thereby contributing to Viet Nam's efforts to balance the demands of its growing tourism economy with biodiversity conservation and the rights and customs of communities who have occupied these sites for generations.

⁴ Ownership (of the "developing countries"), Alignment (to national development priorities), Harmonization (of donor actions), Managing for results, and Mutual accountability (for development results).

⁵ The One Plan Fund (OPF) mobilizes resources for the op as a whole, and these are allocated by the One Plan Fund Mobilization And Allocation Committee (OPFMAC), consisting of the heads of the participating agencies and the Resident Coordinator (RC).

639. In the Culture sector, UNESCO continued to assist the government to sustainably manage and promote its cultural heritage against the backdrop of Viet Nam's rapidly expanding tourism economy. Strategic interventions have focussed on producing resource protection and participatory tourism development planning models that improve the opportunity cost of local communities, especially ethnic minorities, living on protected sites. One of these conservation sites, the Thang Long Citadel in Ha Noi, was inscribed on the World Heritage List in 2010, an event that coincided with the city's 1000 year anniversary celebration and that was inaugurated by the UNESCO Director General.

640. In Viet Nam's education sector, the policy debate is shifting away from quantity of access to improved quality of learning, and UNESCO has continued to advocate for equal access to quality education and training at all levels, especially for vulnerable and disadvantaged groups, improvements in education and training quality to meet international standards and national goals, and further strengthening of educational management systems at all levels to deliver quality education and training for all.

641. To keep pace with new responsibilities transferred under decentralization, education management needs reform at all levels. In 2010 UNESCO strengthened MOET capacities by designing and conducting education management and leadership training for its Departments and Central Level Institutions. While the main thrust of programming was to strengthen management capacity, it has also contributed to facilitating cooperation and coordination between UNESCO and the MOET, resulting in ownership by MOET of UNESCO's education programme results on literacy assessment, teacher education, quality assurance in higher education, Education for Sustainable Development, education in emergencies, HIV, gender, literacy, and lifelong learning.

642. UNESCO continues to provide leadership to Viet Nam's Education sector by co-convening, with MOET, both the Education PCG and the Education Sector Group (ESG). The ESG brings together government institutions, multi- and bilateral donors, and international NGO's with the aim of harmonizing and aligning aid effectiveness in the sector. As the ESG Co-Chair, UNESCO was designated Coordinating Agency (CA) for the EFA-FTI process, through which Viet Nam is eligible to obtain up to \$147 million over a three-year period to support its achievement of EFA goals. In 2010, UNESCO successfully facilitated the 2003-2015 EFA Action Plan review and update, the results of which are being used to prepare the Catalytic Fund Proposal.

643. UNESCO worked with the ESG to ensure that member inputs were reflected in the draft Education Development Strategic Plan 2011-2020, which will set the direction, objectives and targets for the education sector at the national level. UNESCO also led an ESG study to identify negative impacts of the economic crisis on Viet Nam's education sector and address these challenges in future education sector plans.

644. Other equally important highlights of UNESCO's policy support in education in 2010 were the (1) finalization and adoption the Viet Nam DESD Action Plan for 2010-2014, (2) preparation and adoption of the MOET Action Plan for Education Sector Response to Climate Change, and (3) exchange between international and national experts and researchers to support the National Strategy on Building a Learning Society through the Viet Nam Forum on Lifelong Learning organized together with the MOET and ASEM Hub on Lifelong Learning.

645. **Global Priority Gender Equality:** While the government's recently passed laws on Gender Equality (2006) and Domestic Violence Prevention and Control (2007) have reinforced Viet Nam's political commitment to gender equality, implementation remains a challenge. Gender stereotypes continue to be reinforced through education and the media, and UNESCO has addressed this by working within the Spanish MDG-F funded UN-GOV Joint Programme on Gender Equality (JPGE) to carry out and capacity-building of journalists and education officials and teachers on gender equality and primary textbook analyses. Findings from these analyses have informed the National Strategy on Gender Equality 2011-2020.

646. Two studies were published in 2010 which identified opportunities for future gender-sensitive interventions in the culture and education sectors. UNESCO collaborated with the Gender PCG on the study 'Tourism, gender, and challenges to sustainable development in multiethnic upland of Viet Nam', which provided recommendations relevant to the Organization's culture programming. Additionally, WHO and the General Statistics Office completed a landmark survey, "The National Study on Domestic Violence against Women in Viet Nam", which provided data proving that domestic violence is a serious social issue. The study indicated the significant role of education in primary prevention and this should serve as a basis for future UNESCO programming.

UNESCO Office in Islamabad

Background

647. During 2010, Pakistan went through a number of crises, including terrorist attacks and the Monsoon floods which caused colossal loss to the national economy and human lives. An important reform was the 18th Constitutional Amendment, which led to the abolition of concurrent Federal Ministries, thus paving the way for more provincial autonomy in various sectors, including education, health, agriculture and livestock, and administrative powers to manage development. A positive feature of this Constitutional Amendment was the legal recognition of the right of children to free education. Terror attacks by extremists, sectarian killings, and military operations in northern part of the country and insurgency in Baluchistan province all led to deterioration of law and order in the country, killings and migration of minority ethnic groups. National economy received a significant set-back due to floods, inflation, and country's loan basket swelled. The country is struggling to meet the recommendations of IMF for generating additional revenue and elimination of subsidies, which may have an impact on social sectors. Education budget suffered a decline (from 2.49% of GDP in 2007-08 to 2.05% in 2009-10) and the budget of a number of development projects was slashed. As a result of Constitutional Amendment, a number of federal Ministries, including Education and Culture, Youth Affairs, Local Government and Rural Development, Social Welfare etc. are already being abolished and their responsibilities, assets, and future liabilities are being transferred to the provinces.

Challenges

648. Constitutional Amendment and devolution have created new challenges for all international agencies, particularly UNESCO, which has limited resources and focus on upstream policy work. United Nations machinery behind Delivering as One, donors, and implications of devolution now demand regular presence of UNESCO in the provincial capital for various planning processes, consultations, and implementation. This puts additional pressure on UNESCO's limited resources. There are fears that the abolition of certain Ministries may create coordination vacuum at national level and that international agencies including UNESCO will face challenges of interacting and reporting for increased number of entities (4 provinces and 4 Areas).

649. A number of questions remain to be addressed, including those related to the transfer of legal responsibilities and commitments under international treaties and conventions to the provinces (e.g. internationally agreed goals and treaties including MDGs, EFA, and World Heritage related responsibilities).

650. Sustained funding for early recovery and development beyond emergency is a challenge for UNESCO and other United Nations agencies. The UNCT is struggling to find the right position and balance in aid community in supporting sustainable development agenda to achieve the goals of MDG, as well as other internationally agreed development goals such as EFA.

651. **Main Achievements in 2010** – Education and PCPD remained two main domains of UNESCO assistance in Pakistan in 2010. UNESCO expanded the scope of its activities in Pakistan during 2010, thematically as well geographically. UNESOC Islamabad was able to maintain the

medium size portfolio on development activities and also additional budget on humanitarian work, totalling some 8 million dollars, at the end of 2010. UNESCO interventions covered all the 4 provinces, and a growing number of districts were assisted. Major thrust was on policy advice on reforms in the field of education, support for the protection of cultural heritage sites, and disaster risk management during floods in affected areas of two provinces bordering Afghanistan.

652. In **education**, insertion of Article 25-A, recognition of free education as fundamental right (and the provision of free education to all 5 to 16 years old children as a responsibility of the state) has been an indirect outcome of consistent and persistent advocacy by UNESCO for EFA. This is evidenced by the fact that the Upper House of the Parliament (Senate) has requested UNESCO to extend technical assistance for formulation of Laws for enforcement of Article 25-A. Efforts were made to raise public awareness about the need to increase education budget and the capacities of education departments in Early Childhood Education, Literacy and NFBE, educational planning and management, were significantly increased. EFA Plan for Balochistan, Provincial Literacy Plans and National Literacy Plan were prepared.

653. National Professional Standards for Teachers (NPST) was finalized, approved by the Ministry and launched with UNESCO support. Preparatory work for introduction of mechanisms for accreditation of teacher education programmes was completed. Another important intervention was in the area of gender equality in education through sensitization of teachers, printing and dissemination of advocacy material, and opening of learning centres for illiterate women.

654. In response to IDP emergency, UNESCO ensured continuation of middle and secondary education opportunities for 1,168 students. Safe return of 22,970 IDPs was facilitated by providing non-formal education on Mine/UXO. UNESCO continued to support the government in reconstruction of earthquake-affected education system in the State of Azad Jammu and Kashmir (AJK), and three seismically safe middle and secondary schools were built benefitting 248 students, including 391 girls. To strengthen **Disaster Risk Reduction (DRR)**, assistance was provided for development of competency standards and curricula in two construction trades with focus on earthquake resistant construction.

655. In main focus of the activities in the field of **culture** was on the biennial priority of protecting, safeguarding and managing the tangible and intangible heritage. Following the floods, livelihoods have become an issue of attention. Through its projects and activities, UNESCO Islamabad has highlighted that culture is a resource which can be harnessed for the economic development and well-being of communities. UNESCO has proved that culture-related livelihood opportunities (e.g. cultural handicrafts) can alleviate poverty while engendering identity in the communities. Besides training and capacity-building of relevant personnel in documentation and conservation techniques, particular attention is being paid to building the national capacities to safeguard the country's intangible cultural heritage through community-based initiatives.

656. In **natural science**, UNESCO has been providing its technical support to national partners, including higher education institutions, such as the strategies to transform natural disasters to an opportunity for sustainable development and mapping an effective strategy to manage future disasters on flood warning/managements and other catastrophes.

657. In response to the floods, UNESCO's main activity in the field of communication and information was the production and airing of a radio drama series to ensure that accurate and life saving messages and humanitarian information reach flood-affected populations. Another priority was to promote the freedom of expression through the capacity-building of local journalists and media with special emphasis on women journalists in post conflict situations, and awareness boosting for the Constitutional right to information after 18th Amendment.

United Nations joint programming and programmes (Delivering as One)

658. UNESCO Islamabad has played a leading role in **Joint United Nations Programme** on Education. UNESCO is Co-chair of the United Nations Thematic Working Group on Education and Convening Agency for two of its four components. UNESCO actively participated in all meetings and processes of Joint United Nations Programme. UNESCO was the second major recipient of United Nations (EFW) Funds (after UNICEF). UNESCO also participated as a member in some relevant components of all five Joint programmes under DaO in Pakistan, namely (i) Agriculture, Rural Development and Poverty, (ii) Disaster Risk management, (iii) Education, (iv) Environment, and (v) Health and Population.

UNESCO Office in Jakarta

659. The first year of the 35C5 period has seen a number of important developments in the Asia and the Pacific region, both in terms of UNESCO Jakarta's programme and partnerships, as well as in the broader context of United Nations cooperation and United Nations reform. This includes the intensification of collaboration with Category 2 Regional Centres, with National Commissions, including the DG Regional Consultation for Asia and the Pacific with the National Commissions, which was held late May 2010 in Changwaon, Republic of South Korea, as well as cooperation with other regional and sub-regional partners and networks, such as SEAMEO, ASEAN, School on Internet Asia (Keio University) and others. The Office, in its function as the Regional Science Bureau for Asia and the Pacific has also provided backstopping support and guidance to other UNESCO field offices in the region. This relates for example to support in providing inputs (on STI) during UNDAF roll out or One Plan (e.g. for Hanoi Office), or in post disaster context (e.g. support by head of Water Unit JKLT Office to Pakistan in the aftermath of the flooding disaster). The office also coordinated and co-hosted (together with UNESCO's Bangkok office) a two-day meeting for Heads of Field Offices in Asia and the Pacific to discuss strategic issues on programme delivery and effectiveness, United Nations reform and Regional Directors Team (UNDG-AP), proposed new Field structure and on other matters of relevance to all FO in the region. This meeting was held end of May 2010 in Seoul, Republic of South Korea, back-to-back with the DG Regional Consultation meeting with the National Commissions.

660. The five countries covered by the UNESCO Jakarta Office are very diverse in terms of size, population, socio-economic development, MDG status, and intensity of United Nations cooperation. Brunei Darussalam, with a population of only about 400,000, has a per capita GDP of \$50,700, which is almost 15 times higher than that of Indonesia (\$3,700) with close to 240 million inhabitants. United Nations presence is strong in Indonesia, Timor Leste and the Philippines. The United Nations presence and programme in Malaysia is limited to a few organizations, mostly with a small number of staff and limited programme and budget, while others, including UNESCO, cover Malaysia from elsewhere in the region. The United Nations system has no office in Brunei Darussalam.

661. The UNESCO Jakarta Office serves two dimensions: a) as a Cluster Office, representing UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor Leste in all UNESCO fields of competence, and b) as a Regional Bureau for Science, covering the Asia and Pacific Region, with programmes in Freshwater, Oceans, Environmental Sciences, Basic and Engineering Sciences, Earth Sciences, and Coastal zones and Small Islands. During the year 2010, the Office has consolidated its strategy, which aims at maximising programme delivery in Cluster countries and in the region (ASPAC) in terms of effectiveness, impact and visibility.

662. The four core elements of this strategy are:

- The development of coherent and demand driven country based programmes (UCPD), which articulate UNESCO's role within the country's Development Plan and within the joint United Nations Programme (UNDAF). UCPDs have been produced for Indonesia,

the Philippines and Timor Leste. The strength of these UCPDs is in the fact that these were developed via a joint consultative process between the office and the Government, and therefore are fully demand based. This approach has clearly strengthened the cooperation with the National Commissions in these countries, while it has also provided a better positioning of UNESCO in discussions within the United Nations system in these countries about joint programming initiatives. UNESCO Education Support Strategy (UNESS) documents were also prepared in these three countries of the Jakarta Cluster. The JKT Office is currently reviewing the possibility of developing cooperation programming documents with Malaysia and Brunei Darussalam (via self benefitting or Funds-in-Trust modalities).

- The adoption of a Regional Science Strategy, that aims at the development and implementation of a focused and coherent science programme, which addresses priority problems and challenges in the Asia and Pacific region. In October 2010 Jakarta Office launched ‘The Regional Bureau’s Science Support Strategy 2010-2013’ (cf. www.unesco.org/jakarta). This Regional Science Support Strategy builds on the Science Strategic Programme Objectives outlined in the current C4 (2008-2013), while reflecting on the main challenges faced in the region that would benefit from a Science, Technology and Innovation approach. As such, the support strategy identified four main Themes (Climate Change, Water, Disaster, and Science Education linked to ESD). In terms of programmatic focus the support strategy has identified four Flagship Programmes, corresponding to these four themes. These Flagship Programmes are all heavily rooted in the Natural Sciences domain, but require inter-sectoral cooperation to generate maximum impact and benefits. The flagship Programmes are: a) BREES: a climate change and poverty alleviation programme, b) SWITCH-in-Asia: a programme on water in the city of the future, c) COMPETENCE: which focuses on science education and ESD, and d) FORCE: a natural disaster and climate change preparedness programme. The development of the regional science flagship programmes is supported via the Regular Programme and support from the JFIT-UNESCO “Science Programme on Global Challenges in Asia and the Pacific” supported by MEXT.
- The development of strong partnerships in the region. This includes partnerships at national level, with Government, National Commissions, United Nations agencies, stakeholders, NGOs, donors, and at regional level, with a.o. SEAMEO (new MoU was signed by the Director-General in March 2008), ASEAN, ICSU, AIT, ADB, university networks, and with category 2 centres. The strengthening of cooperation with National Commissions and category 2 centres receives particular attention.
- Improvement of programme effectiveness, which is crucial considering the limited resources available via the Regular Programme. The aim is to gradually shift the office portfolio from the current large number of smaller, often isolated and ad-hoc activities towards a coherent and consolidated programme with larger initiatives (regional and national). An example is the development of four flagship Science Regional initiatives listed above. Similarly, at country level, the UCPDs (and UNDAFs) will guide the development of larger extra-budgetary initiatives. Such larger initiatives also provide opportunities for collaboration with partners, including other United Nations agencies. An example is the CLCC project in Indonesia on school based management, which is jointly implemented by UNESCO (as lead agency) and UNICEF, with support from NZAid (some 8.6 million US\$).

UNCT and United Nations Cooperation at country level

663. In the past few years (2008-2010) UNESCO Jakarta Office has been pro-actively involved in the development and roll-out of new UNDAFs for Timor Leste (2008), Indonesia (2009/2010) and the Philippines (2010-ongoing). In Indonesia, a middle income country, the new United Nations

Partnership for Development Framework (UNPDF, 2011-2015) focuses in particular on three disadvantaged regions (Aceh/Nias, NTT, and Papua). In Timor Leste the United Nations System developed a new UNDAF (2009-2013), which was developed via regular consultation sessions with the Government. The new UNDAF became operational in 2009. The 'observer' status of the Secretary General of the National Commission in the UNCT in the Philippines has improved the communications and information exchange. In 2010, with support from the 2% support modality of BSP/BFC, the Jakarta Office hired a National Programme Officer, who has substantially improved UNESCO's visibility and participation in the new UNDAF roll-out which will be ongoing in 2011 (UNDAF period 2012-2017). The development of UCPDs and UNESS for Indonesia, the Philippines and Timor Leste has proved to be very useful in the positioning of UNESCO's mandate and programme initiatives in the UNDAF roll-out processes in these countries. Another important development relates to the further strengthening and consolidation of the work of the Asia Pacific United Nations Regional Directors Teams (RDT).

The Asia and the Pacific region

664. The United Nations system is working towards improved coherence and synergy between the various programmes, funds and specialized agencies, with a view to ensuring that the full diversity and depth of expertise available across the United Nations is mobilized to respond effectively to the global challenges of the twenty-first century. A positive development for the United Nations system in the region has been the expansion of the Asia-Pacific Regional Directors Team (UNDG-AP). Since the first meeting of the expanded Regional Directors Team in November 2008, its membership now includes 15 agencies, including UNESCO. Both the Director of UNESCO Bangkok Office, and the UNESCO Jakarta Office are members of the Regional Directors Team. The RDT Asia-Pacific, now renamed UNGD A-P has met four times in the year 2010. The meeting in November 2010, in Dhaka, Bangladesh, was a joint meeting with the Resident Coordinators from the region, so as to facilitate efficient information exchange between the UNGD-AP and the RC/UNCTs in the region. UNESCO has participated pro-actively and has been requested in various meetings to give presentations and to lead discussions, notably on the subjects of United Nations Reform and DaO, and on specific issues of Disaster Management (Trust Fund Modality Indonesia) and aid harmonisation (the Jakarta Commitment). The inclusiveness of Regional UNGDs is expected to significantly improve the interaction, cooperation and 'delivery as one' of the United Nations system in the region. Nevertheless, UNESCO continues to be excluded from one of the main functions of the UNGD-AP, namely the assessment of RCs and UNCTs (due to lack of level and of oversight function). This needs special attention in the design and detailing of the new field structure for UNESCO.

Cooperation with category 2 centres

665. UNESCO Jakarta office has, as part of its strategy to increase programme effectiveness, impact and visibility, increased its cooperation with Category 2 regional centres. The office has also been involved in the preparatory work leading to the establishment of three new Category 2 centres, SEA-CLLSD, ISTIC, and APCE. The category 2 water centres, currently six in Asia and the Pacific, have become important gateways and partners for the implementation of activities in the framework of the International Hydrological Programme (IHP). During 2010, these partners were also involved in joint programme development (additional programme), fund raising and implementation. The SWITCH-in-Asia flagship programme, which focuses on integrated approaches to address water challenges in cities and corresponding catchments, provides a good opportunity for intensive cooperation. Together with ISTIC in Malaysia, UNESCO Jakarta Office co-organised the 'ISTIC Partners Round Table Workshop' in June 2010 in Kuala Lumpur.

Other Partnerships

666. As a follow up to the MoU signing in 2008, the partnership with SEAMEO was consolidated in collaboration mainly with the two regional bureaux in Bangkok and Jakarta. UNESCO Jakarta further coordinated the drafting of a broad cooperation programme UNESCO-ASEAN, which will

form the basis for the signing of a new MoU between UNESCO and ASEAN in 2011, after endorsement by ASEAN Member States and UNESCO Executive Board.

667. Another important and new regional initiative relates to the establishment of the Forum of Asia Pacific Parliamentarians for Education (FASPPED), which was launched in a meeting of Parliamentarians in Jakarta in 2008. The aim of the forum is to forge stronger partnership and cooperation to stimulate legislative discussions leading to the development of laws for achieving the EFA goals. Indonesia, as the Chair of FASPPED and UNESCO co-organized a meeting of FASPPED in Jakarta in July 2010. The meeting gathered 60 participants from 27 countries in Asia and the Pacific, and resulted in a joint declaration in which Asia Pacific Parliamentarians reconfirmed their strong commitment to achieve the EFA Goals. The Directors of UNESCO's Offices in Bangkok and Jakarta and colleagues from HQ participated in this important event. At the end of the meeting the new chair was elected (Iran).

668. The strengthening of partnerships will continue in the coming period, as this will contribute to the further improvement of the delivery, impact and visibility of UNESCO's programme in the cluster and in the region.

BRUNEI DARUSSALAM

669. Members of the Brunei Darussalam National Commission were invited to visit the UNESCO Jakarta Office and the National Commission in Indonesia for a briefing about UNESCO activities and about the functions and activities of the Indonesian National Commission. The visit aimed to improve the understanding on the work of UNESCO in the region, and to strengthen the capacity of the Brunei Darussalam National Commission to fully function and perform their duties.

670. There is no United Nations presence in Brunei Darussalam and there is no continuing United Nations programme in the country. This is related to the strong economic position of the country, which is fully based on income from oil. The country is committed to an expansion of its economic base by developing other sectors besides the current oil based economy. Although it is clear that this will require a strong Science and Technology base, current government spending in Research and Development is less than 0.1% of GDP, which is substantially below the OECD target of 3% of GDP. UNESCO Jakarta will continue to advise the Ministry of Development in developing a strong Science, Technology and Innovation policy. Without systematic planning and capacity-building, Brunei Darussalam also faces serious limitations in the human resources needed for the diversification of the economic activities. UNESCO could provide assistance to Brunei in the development of national policies. So far UNESCO has been assisting Brunei in policy formulation for Biodiversity in Borneo, for Science and Technology, and for Cultural Heritage.

671. UNESCO Jakarta supported the participation of experts from Brunei Darussalam in a number of important regional and cluster level events, workshops and conferences. Examples include: the "Regional Seminar on ESD in Action to Reorient Teacher Education to Address Sustainability" (12-14 July 2010, Bangkok); the "Capacity Development of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste in Reorienting Teacher Education to Address Sustainability" held in Jakarta from 8 to 10 December 2010, with support from the UNESCO-Japanese Funds-in-Trust Project; the "1st Sub-regional Country Report Meeting 2010 on Education for Sustainable Development (ESD) in South-East Asia: Centred on the Five Cluster Countries of UNESCO Office, Jakarta" held 27-28 September 2010 in Jakarta; participation in the 1st Session of the General Assembly of the Forum of the Asia Pacific Parliamentarians for Education (FASPPED)" held in July 2010 hosted by UNESCO and the Indonesian House of Representatives. With contribution from the Unified Budget Workplan (UBW) funding from UNAIDS, UNESCO Jakarta is closely cooperating with Brunei Darussalam and Malaysia in developing their country "Review of the Education Sector Response to HIV, Drugs and Sexuality". The draft reviews will be presented during a peer review workshop to be held in Kuala Lumpur (Malaysia) in April 2011.

INDONESIA

672. Indonesia's economic status has shifted up to middle income country. Vice Minister for National Development Planning Agency (BAPPENAS) and the United Nations Resident Coordinator signed the Indonesia - United Nations Partnership for Development Framework 2011-2015 on 10 August 2010 in Jakarta. The term UNPDF was chosen instead of UNDAF, to reflect the MIC status of the country. The UNPDF focuses on five outcomes: Social Services (incl. Education), Governance, Climate Change and Environmental Sustainability, Disaster Risk Reduction and Resilience, and Economic Development. UNESCO leads the United Nations Working Group on Climate Change and Environmental Sustainability, and participates actively in the four other UNWGs. In view of the size of Indonesia, the large number of islands (about 17,500) and the differences in socio-economic development and MDG-status in different parts of the country, the UNCT, in consultation with the Government, has identified three priority areas for United Nations agencies to work together: Papua Land, Province East Nusa Tenggara (NTT), and Province Aceh/Nias.

673. UNESCO Jakarta Office has pro-actively participated in the UNCT in Indonesia, and as such contributed to new approaches taken by the United Nations system in Indonesia, promoting United Nations reform and Delivering as One. UNESCO Jakarta Office has taken several initiatives to develop joint activities with other United Nations agencies. One example relates to the very successful project entitled "Creating Learning Communities for Children", which focuses on school based management, and is implemented in collaboration with UNICEF and with support from NZAid (budget US\$ 8.6 million). This cooperation, which started already in 1999, was concluded in July 2010, via a "National Meeting on 'MBS'/CLCC Achievement Report", which was chaired by the Minister of Education. By the end of second phase, a majority of the 2020 schools under CLCC have reached advanced performance standards as a result of the program. Another initiative proposed by the UNESCO Jakarta Office relates to the establishment of a sub-working group on 'HIV/AIDS Education' under the Education Sector Working Group in Indonesia, which gathers all development partners in education. UNESCO Jakarta also proposed that the UNPDF should be followed by the development of a detailed Action Plan, which would detail further the joint delivery of programmes, in particular in the three geographical focus areas. This has been accepted by the UNCT, and the Action Plan will be developed via the five UNWGs in 2011.

674. Indonesia assumed the Chair of the the Forum of Asia Pacific Parliamentarians for Education (FASPPED), which was launched during a meeting of Parliamentarians in Jakarta in October 2008. In July 2010, Indonesia and UNESCO co-organized the first meeting of the General Assembly of FASPPED, and via an open election process Iran was chosen as the new Chair.

675. Overall, UNESCO has been very active in participating in the United Nations reform discussions and the agenda towards 'Delivery as One' in Indonesia. UNESCO endorsed the signing of "Jakarta Commitment", a Road Map to harmonize international aid in Indonesia. The document, an initiative of the Indonesian Government, and developed in consultation with the development partners in Indonesia, is a follow-up to the Paris Declaration and Accra Agenda for Action.

676. The year 2010 was marked by several major disaster events in Indonesia. In October 2010 three impacting disasters happened, namely an earthquake and tsunami event affecting the Mentawai Islands (Sumatra), a flash flood event in Papua, and the volcano outburst of Mount Merapi (Central Java). Both disaster events caused substantial loss of life (together about 1000 people) and damage to infrastructure and livelihoods of people. In response to these natural disasters, UNESCO Jakarta developed two proposals. One proposal focuses on the delivery of disaster preparedness schemes to schools and communities in Mentawai islands. While UNESCO has been able to deliver this programme in many different parts in Indonesia, there are still major parts, in often very vulnerable locations (near field tsunami events, such as was the case in Mentawai) that have not benefited from such programme due to lack of funding. The proposal has been submitted to main donors. Another proposal focused on the safeguarding of the Borobudur

Temple Compounds, which were covered by some 3-4 cm of volcanic ashes. This proposal, which has attracted financial support from a wide range of donors and private sector partners, focuses not only on the recovery of the Borobudur temple, but also on restoring and stimulating income generation and livelihoods of affected communities and people in Yogyakarta and surroundings.

677. In the field of HIV/AIDS, Indonesia and other countries in the Jakarta Cluster benefited from support provided under the Unified Budget and Workplan (UBW) programme managed via UNAIDS, under which UNESCO received extrabudgetary funds. This activity has focused on curriculum and e-learning module development, which is now being tailored to the needs of different countries in the cluster.

678. Indonesia is one of nine pilot countries for the initial phase of implementation under REDD+, and started its implementation phase in March 2010. The United Nations agencies use a coordinated approach in the UN-REDD programme, through efforts from UNDP, FAO and UNEP to “deliver as one”. The aim of the UN-REDD+ programme in Indonesia is to broaden this cooperation towards other United Nations agencies, including UNESCO, to assist the Government of Indonesia in establishing and organizing a fair, equitable and transparent REDD+ architecture as well as in attaining ‘REDD-Readiness’. Due to Indonesia’s particular decentralized governance system, it is further essential to contribute to building capacities for the implementation of REDD+ also at decentralized levels, especially at the district level. The Government of Norway has pledged US\$1 billion to support the REDD+ programme in Indonesia, and a first phase of this project (US\$30 Million) is currently being implemented by UNDP. The United Nations Working Group on Climate Change lead by UNESCO provides technical advise and backstopping to the first phase (to both UNDP and to the Gol REDD+ Task Force). The United Nations coordination and delivering as one remains a challenge. It is unfortunate to note that, while the UNCT had agreed to improve its DaO, that UNDP developed a cooperation agreement with Norway and Gol without involving other United Nations agencies (other REDD partners, nor UNESCO as lead of the UNWG were involved).

679. Pursuant to an MoU signed with the Indonesian Journalists Association (Persatuan Wartawan Indonesia or PWI) in February 2010, UNESCO has provided assistance in new journalism school curriculum development, using the UNESCO guide.

680. In the field of Culture there were various important initiatives that were co-organised or supported by UNESCO. The International Conference on “Papuan Cultural Diversity in the Mosaic of Indonesian Cultures” was organized by the Provincial Government of Papua in collaboration with the Republic of Indonesia’s Ministry of Culture and Tourism, UNDP Indonesia and the UNESCO Office in Jakarta. The conference concluded by the formulation of recommendations for action with a view to ensuring the preservation, conservation and promotion of the rich Papuan cultural heritage, including tangible and intangible cultural properties, local values and knowledge and cultural expressions. Another important event was the WISDOM2010 Conference, held in Yogyakarta in December 2010, which was launched as a preparative event towards the organization of the World Cultural Forum 2012 in Bali.

681. An event on the evaluation of UNESCO Award of Excellence for Handicrafts 2010, Southeast Asia Programme was organised in Indonesia on 22-23 September 2010.

MALAYSIA

682. The United Nations presence and programme in Malaysia is limited due to Malaysia’s status as a country in transition to developed country status.

683. In his speech delivered in the General Conference during his official visit to UNESCO in October 2009, the Prime Minister of Malaysia pledged \$5 million (supplemented by \$1 million per year) to establish a Cooperation Programme Malaysia – UNESCO. During the year 2010, various rounds of negotiations were held between the Malaysian Government and UNESCO to establish

an MoU to cover this new cooperation programme. These discussions are still ongoing and are expected to be concluded early 2011. It is hoped that with the establishing of this new cooperation modality and Fund, the cooperation between UNESCO and Malaysia will be strengthened substantially, in particular as regards south-south cooperation and the mobilisation of expertise and services of Malaysian category 2 centres (ISTIC and the Centre for Humid Tropics).

684. The International Centre for South-South Cooperation in Science, Technology and Innovation, established in Malaysia in 2008, was approved as a category 2 centre under the auspices of UNESCO. The Centre has been temporarily located within the premises of the Malaysian Academy of Sciences, which also hosts the ICSU Regional Office for Asia and the Pacific (ROAP). Together with ISTIC, UNESCO JKT Office co-organised the 'ISTIC Partners Round Table Workshop' in June 2010 in Kuala Lumpur, which was attended by the Director ISESCO and by Directors of UNESCO Regional Science Bureaux from Montevideo, Nairobi and Jakarta.

685. UNESCO provided advice to the Sabah Government on the preparation for the Crocker Basin nomination as a Biosphere Reserve.

PHILIPPINES

686. In 2010 the Philippines elected a new President, Benigno S Aquino III, who has completed his first six months in office with high survey ratings thanks to a capable cabinet, a sound economic platform, an emphasis on education, a resolve on many population issues and a strong programme to enhance the welfare of the poor. Under the leadership of the President and the National Economic Development Authority (NEDA), the 2011-2016 Mid-Term Philippine Development Plan (MTPDP) is now in its final stage and will soon be launched (scheduled for February 2011) as a strategic blueprint to address national development challenges and to achieve the administration's main objectives, which are: poverty reduction, job creation, social justice and an enabling environment for inclusive growth.

687. The nomination of Dr. Virginia Miralao, a respected social scientist and previous rapporteur of the UNESCO MOST Program, as the new Secretary-General of the UNESCO National Commission of the Philippines will contribute to UNESCO's cooperation in the Philippines.

688. The 35th session of the General Conference (October 2009) recognized the Southeast Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD) as a category 2 centre under the auspices of UNESCO. The Agreement was signed in October 2009, but the Philippine Government is yet to ratify the agreement. Under the agreement, the Philippine Government is committed to contribute to the amount of PhP 50 million plus PhP 2.5 million annually from its national budget for the Centre's operational and administrative expenses. It has also committed to provide Secretariat staff, infrastructure, equipment and utilities.

689. UNESCO's participation in United Nations joint programming in the Philippines has substantially improved in 2010, mainly due to the recruitment of a full time NPO staff and a part time senior consultant in Manila. This has enabled the UNESCO JKT Office to fully participate in the UNCT and in the UNDAF roll out process, which started in 2010 and will continue early 2011. The UNDAF roll out in the Philippines was postponed at as requested by the Government of Philippines with a view to align the UNDAF with the next Medium Term Philippines Development Plan (2011-2017). The new schedule will enable United Nations country programming to be aligned with the national government's programming cycle and the programming cycle of the World Bank (WB) and Asian Development Bank (ADB).

690. In February 2010, the Philippine National Commission and UNESCO Jakarta launched the Philippines UCPD. The Philippines is one of the first countries in the Asia Pacific Region to develop its **UNESCO Country Programming Document**. It was prepared in close coordination with the Philippine Government and civil society organizations. Review and revision of the Programming

Document is scheduled first quarter of 2011, to ensure full alignment with the new UNDAF and with the Government's MTPDP. Completed in 2010, the UNESCO Education Sector Strategy (UNESS) has become a valuable reference in national education planning, including the Basic Education Sector Reform Agenda (BESRA) and UNDAF.

691. While UNESCO is a non-resident agency in the Philippines, it is an active member of the Philippine UNCT. The participation of UNESCO in the UNDAF roll out is pro-active and visible. UNESCO is included in 12 out of the 21 sub-outcome areas. In addition, cross-cutting themes identified in the UNDAF include areas within UNESCO's competence. These themes have been categorized as either normative principles or operational strategies. Among others, normative principles include Culture while the operational strategies include *Communication for Development (C4D)* and *Science and Technology*. During the last United Nations Inter-Agency Round Table on Communication for Development, it was recommended that C4D be included in the UNDAF guidelines in order to provide practical tools to educate each agency how to look beyond one's own lens of programme priorities.

692. UNESCO enhanced its visibility through its participation, in collaboration with the Goethe Institute and the French Embassy, in the organization of the Science Film Festival.

693. To support the establishment of Education for Sustainable Development in the Philippines, UNESCO Jakarta participated as resource agency in the "Regional Research Workshop on Integrating Education for Sustainable Development (ESD) Concepts in Southeast Asian Social Studies Secondary Education Curriculum" organized by SEAMEO INNOTECH Regional Education Program (SIREP) in April 2010.

694. The Philippine Government has been actively promoting interfaith dialogue at the United Nations and other global forums. The 65th session of the United Nations General Assembly recently approved the Philippine-sponsored resolution "*Promotion on Inter-Religious and Inter-Cultural Dialogue*" under the agenda item Culture of Peace. The resolution was co-sponsored by 54 other states.

695. The Philippines continued to implement corrective measures to ensure long-term conservation of the Philippine Rice Terraces in view of its removal from the World Heritage in Danger list. The Philippine government has satisfactorily complied with the requirement of setting up an appropriate management structure for conservation, i.e., the Ifugao Cultural Heritage Office. In line with this, the Philippine focal point for the World Heritage sites participated in the Second Cycle of Periodic Reporting on the Implementation of World Heritage Convention for Southeast Asia in Jakarta in December 2010.

696. A series of cultural events were organized by the National Commission for Culture and the Arts (NCCA) to launch the UNESCO international festival, Dia del Galeon (Galleon Day), for the first time in Manila.

697. Culture, as an essential component of human development, a source of identity, innovation, and creativity for individuals and communities, as well as a tool for reconciliation and social cohesion, has been included as a cross-cutting theme in the draft United Nations Development Assistance Framework (UNDAF).

698. The Philippines remains one of the most dangerous countries for journalists and the Director-General issued a number of statements condemning the killings of Filipino journalists in 2010. In order to promote free flow of ideas, UNESCO organized the Fifth Session of the ICT Literacy Workshop in partnership with the Asia Pacific Information Network (APIN), the Asian Institute of Journalism and Communication (AIJC), and the UNACOM in November 2010. The theme of the session was "Information Policy: Information Access, Media and Information literacy" which provided a forum to discuss and develop an action plan for establishing Information For All Programme (IFAP) Committees in the APIN countries.

699. The Philippine UNCT has recognised Science and Technology as a cross-cutting theme in the emerging UNDAF 2012-2018. As the lead United Nations agency for Science, Technology and Innovation, UNESCO underscores the crucial role of S&T in poverty eradication and sustainable development and in addressing pressing global challenges such as climate change, desertification, water scarcity, deforestation, biodiversity loss, and the food and energy crises.

700. UNESCO Jakarta is currently working with local partners and foreign donors to develop two of the Regional Science Bureau's flagship programmes in the Philippines, the BREES/ the Biosphere Reserves for Environmental and Economic Security; and SWITCH-in-Asia/ Sustainable Water Management Improves Tomorrow's City's Health in Asia. The Bicol province, a typhoon-prone area, will benefit from the pilot initiatives of BREES and SWITCH-in-Asia, by strengthening the provincial government's capacities to plan and adapt to climate change, particularly in the areas of environmental management, economic development and disaster management. BREES will alleviate poverty in the province and will provide positive socio-economic incentives to rural communities to maintain/improve the condition of the Mount Isarog National Park and its surrounding areas. SWITCH-in-Asia will help Naga City steer clear of ad hoc water solutions and move towards an integrated sustainable approach in urban water management. During 2010 partnerships and proposals were developed. Another flagship programme, FORCE/ Fostering Safer and Resilient Communities, aims to foster awareness and capacities in response to natural disasters and other climate change impacts. In the context of a sub-regional project funded by UNESCAP/SIDA, UNESCO Jakarta partnered with the Philippine Institute of Volcanology and Seismology (PHIVOLCS) in developing awareness, preparedness, and education materials for community and schools, focusing on earthquakes and tsunamis. Another project, entitled Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts, was launched (2010-2013) in the Philippines with the support of the Japanese Funds-in-Trust for Science (MEXT).

701. In April 2010, the One Million Safe Schools and Hospitals Campaign, a global advocacy initiative to make schools and hospitals safer from disasters, was launched in Manila. Christine Hakim, as UNESCO Goodwill Ambassador attended the event. In Indonesia, the project was launched in July 2010, attended by Coordinating Minister for Social Affairs, Minister of National Education, Ministry of Health and BNPB.

TIMOR LESTE

702. The situation in Timor Leste has remained stable throughout the year 2010. This allowed the government and development partners to fully focus on the development and implementation of programmes in support of capacity development and nation building.

703. The cooperation with the newly established National Commission was further strengthened during 2010. UNESCO also provided support and training to the National Commission e.g. by organizing a workshop providing detailed briefings and information on UNESCO, its Governing bodies, and its programme cycle. Capacity-building in all sectors and at all levels remains a prime challenge in the country. With limited programme budget available for Timor Leste, UNESCO provided financial support for the participation of officials from Timor Leste in UNESCO events. This resulted in an improved knowledge and awareness of UNESCO's mandate and programmes, and also helped to upgrade technical expertise of participants. UNESCO also continued to provide support to the development of a Management Information System for the Education sector.

704. In 2010, UNESCO initiated a project on EFA-literacy in Timor Leste (projected budget \$1 million), and has started the recruitment of project staff and the design of an inception workshop scheduled for January 2011. The project aims to address the high illiteracy rate in Timor Leste in a complex setting of a post-conflict country with multiple national languages.

705. The UNESCO Antenna Office coordinates a number of projects such as Development of the National Museum, media capacity-building, science education linked to ESD, disaster risk reduction capacity-building, and vocational training.

706. UNESCO and CONNECT-Asia partners responded to the need to improve the capacity of local human resources in Timor Leste by coordinating ICT networks in Asia to share knowledge and expertise with the University of Timor Leste (UNTL) in developing and disseminating e-learning materials and tools. After a year of preparation, system installation and training, UNTL was linked up to the Regional Information and Communication Technology network via SOI. The UNTL inaugurated a satellite connection to the School on Internet Asia (SOI) project in December 2010. The inauguration ceremony was attended by CONNECT-Asia partners, and SOI member universities in many Asian countries including Timor Leste, Indonesia, Malaysia, the Philippines, Japan and Bangladesh.

707. In the framework of International Programme for the Development of Communication (IPDC) UNESCO Jakarta worked with Community Radio Association Timor-Leste (ARKTL) to create a module for running community radio. The module was first introduced to three radio stations called Radio Mauloko Maubisse, Bukoli and Oecuse that are located in the districts of Ainaro, Baucau and Oecusse. UNESCO also assisted in the development of a proposal for media capacity development for which funding is to be raised in 2011.

708. UNESCO involved institutions in Timor Leste in two sub-regional projects in disaster preparedness. Funded by UNESCAP/SIDA, the first project aims at developing awareness, preparedness, and education materials for community and schools, focusing on earthquakes and tsunamis. The other project entitled Strengthening Resilience of Coastal and Small Island Communities towards Hydro-meteorological Hazards and Climate Change Impacts is funded from the Japanese Funds-in-Trust for Science (MEXT).

Challenges and lessons learned

- The Jakarta Office's engagement in recent UNDAF roll out in Indonesia and the Philippines has demonstrated that it is essential to develop a pro-active approach to this. The preparation of UCPDs and UNESS documents ahead of the UNDAF roll out, helped to articulate UNESCO's support to and positioning in these joint United Nations programmes. As such, the UNDAF in the Philippines mentions Culture, Science and Technology and Communication and Information as cross cutting themes, while in the UNDAF in Indonesia, UNESCO leads the United Nations Working Group on Climate Change and Environmental Sustainability.
- Regarding the UNDAF Philippines, where UNESCO is a non-resident agency, the office hired a full time temporary staff, which proved to be essential to be able to engage in the numerous meetings, retreats and negotiations on the new UNDAF. This was made possible via the 2% support mechanism by BSP/BFC. The challenge, however, remains to ensure a smooth transition towards a situation where we will be able to support country presence via EXB projects; the 2% support modality stops once the UNDAF is ready, but exactly at that time further engagement will be needed to develop and implement joint programmes. UNESCO needs to reflect on how such transition period can be managed. This is particularly important in view of the proposed new field structure, which anticipates a more flexible presence at country level, based on extra budgetary opportunities and engagement in UNDAF implementation.
- The UNDAF roll out in Indonesia provided a good opportunity to reflect on how the United Nations should position its support in Middle Income Countries (MICs). The UNCT decided to focus on three geographical disadvantaged areas (Aceh/Nias, NTT and Papua) which still show major MDG challenges. The lessons learned have been incorporated in the work of the UNDG-AP, leading to a guidance note on MICs.

- The regional dimensions of United Nations operations are gaining significantly in importance with the invigorated regional UNDGs. UNESCO is well represented in the UNDG-AP via both the Director of the Regional Education and the Regional Science Bureaux (BKK and JKT). However, due to the non-compliance with two of the criteria for full membership (D2 level and oversight role), UNESCO is not allowed to assume the full mandate as member of the regional UNDG. This means that UNESCO can currently not participate in the most important function of the regional UNDG, namely that of oversight and performance assessment of RCs and UNCTs.
- The development of a regional Science Support Strategy, with corresponding main themes and Science Flagship Programmes, has created a solid framework for a more focused regional science programme that addresses major challenges in the region. It remains a challenge to get all UNESCO field offices and partners (incl. Cat II Centres, NatComs, Chairs, networks, etc) on board to align their programmes along the main themes of the regional support strategy. This will be essential in order to ensure that the sum of RP and CAP initiatives developed and implemented by the 14 offices in the region eventually add up to a coherent, effective and impacting regional science programme.
- Fund raising to develop larger extra budgetary initiatives remains a challenge. The office has, over the past 4 years, substantially increased the extra budgetary programme, but needs to see further growth to implement its strategy to gradually move away from the currently large number of smaller (and often ad-hoc) activities, to a much lesser number of larger programmatic initiatives. UNESCO should reflect on new approaches and work modalities to help realise such transition, including the development of project delivery teams, stronger collaboration between field offices and CFS on targeted fund raising initiatives, and by improving the capacity of programme specialists on project development and fund raising.

UNESCO Office in Kabul

Major results achieved

709. Enhancement of Literacy in Afghanistan (ELA) Programme with US\$35 million financial support from the Government of Japan set a milestone in showing and proving UNESCO's capability in field operation to directly address the needs of people on the ground in a PCPD country. ELA Programme provided literacy and income generation skills to 100,000 youth and adults in nine provinces and developed institutional and human capacities for quality literacy education within the Ministry of Education (MoE). Graduation rate reached nearly 95% and learners achievement tests showed almost 65% correct answer rate in average. UNESCO Kabul continues implementing the Programme until 2013, targeting 600,000 illiterate people in 18 provinces. The uniqueness of the Programme is four-fold; (1) establishment of new delivering structure of literacy and skill development activities down to village level through setting up of provincial/district literacy centres and village literacy classes, all of which had not been in place, (2) entire joint operation with Ministry of Education from central to provincial and district level, which has been building capacity of MOE staff through day-to-day joint work in same offices (3) contractual bound up with the Government of Afghanistan, UNOPS and NGOs to compensate insufficient delivering capacity of UNESCO, (4) Contribution to sustainable development and peace building within the framework of UNDAF and in strategic coordination with the Afghanistan National Development Strategy (ANDS).

710. The success of the Programme led to further funding for the Skill Development Programme (\$2 million) approved by the government of Japan in December 2010 and another possible funding for Police Literacy Programme (under negotiation, \$3 million). The success also increased the visibility of UNESCO in UNCT and credibility vis-à-vis the Government of Afghanistan.

Education

711. To address education sector issues and challenges facing Afghanistan, UNESCO has contributed to strengthen the Government's capacity in planning, managing, implementing and monitoring of the education system at all levels from pre-school to higher education, including formal and non-formal approaches. The overall goal of the various projects implemented in the education sector was to assist national efforts to promote quality education for all and achieve EFA goals, Afghan MDGs, and NESP and ANDS goals with a particular focus on children, youth and adults vulnerable to exclusion and marginalization with the strategic objective of supporting the Ministries of Education and Higher Education to develop and improve policy, planning, delivery, monitoring, evaluation and research, at different levels.

Culture

712. The culture section of the UNESCO Office in Kabul worked in cooperation with the Afghan authorities to safeguard and promote the tangible and intangible cultural heritage, cultural diversity and human rights in Afghanistan. UNESCO's activities in Afghanistan re-affirmed UNESCO's mission to promote peace through the intellectual and moral solidarity of humankind. To this end, UNESCO continued to assist the Afghan authorities in delivering projects to safeguard Afghanistan's tangible and intangible cultural heritage and to promote public awareness amongst the Afghan Nation of the value of preserving that heritage for future generations. UNESCO also promoted cross-cultural understanding and dialogue by raising awareness on Afghanistan's cultural and natural heritage and on its contribution to world history, art and science.

Communication and Information

713. UNESCO has been working with the Government of Afghanistan and media professionals to develop policy frameworks to support media pluralism, and to develop effective Communication and Information guidelines. UNESCO has been supporting the effective communications and collaborations with Governmental and civil society stakeholders to preserve the freedom of press and freedom of expression. These activities activated dialogues among media sector, Government and international communities around such issues as Media Law and Public Service Broadcasting. UNESCO also supported the national radio and television institution, RTA, and has played a decisive role in the development of a national distance education strategy based on ERTV.

Gender

714. Gender based violence (GBV) is a serious human rights violation and a complex problem all over the world, including Afghanistan. As part of the promotion of the Education for All (EFA) and Millennium Development Goals (MDGs) related to gender equality, UNESCO in collaboration with UNDP, supported the Gender Studies Institute (GSI) based in Kabul University to conduct a multi province research project in universities (Kabul, Mazar, Herat) which documented the experience, nature and forms of GBV within educational institutions in Afghanistan. Through this research, evidence has been created by documenting experience of female and male respondents, to advocate for legislations and policy addressing GBV in educational institutions.

Contribution to the UNCT's activities and common country programming exercises

UNDAF implementation

715. UNESCO co-chairs one of the three working groups of UNDAF implementation, i.e. Basic Social Services: Health, Education, Water and Sanitation.

Joint Programmes

716. UNESCO has been the lead agency for the United Nations joint literacy programme, LEARN (Literacy & Education in Afghanistan, Right Now!), which seeks to enhance and improve the quality

of literacy programmes in Afghanistan. UNESCO is chairing the working group of the Joint United Nations Team on AIDS (JUNTA) focusing on prevention/communication.

UNESCO is also a partner of the United Nations Joint Youth Programme, implemented together with UNDP, UNICEF, ILO, FAO, UNFPA, UNV, and UN-Habitat.

Challenges and lessons learned

717. Success of a single high impact project/programme can significantly enhance the credibility and visibility of the UNESCO Office vis-à-vis the government, donors and UNCT. Success of the ELA Programme invited further funding and increased the presence of UNESCO in the UNCT and government. The incremental funding opened the opportunity to work with other United Nations agencies more closely and substantially in such areas as TVET. Upstream work and downstream field operation could supplement each other well and together helped UNESCO increase its visibility and credibility. UNESCO has a potential in delivering high impact programmes by exploiting strategic partnerships with other United Nations agencies and NGOs which are good at logistics and field work.

UNESCO Office in Kathmandu

718. In 2010, the situation in Nepal was still characterized by political instability and post conflict transition and transformation on all levels. It will take many more years to achieve a democratic system that provides peace and access to development for all people. The role of UNESCO in the country is therefore ever more important. The UNESCO Kathmandu Office worked to assist the Government to provide educational opportunities to all people in Nepal so that they could become responsible and independent actors for democracy, create a sense of national identity through the protection of the very diverse, yet commonly shared heritage, and create conditions to give access to information and knowledge for people's empowerment.

719. Harnessing UNESCO's comparative advantage as a technical agency, the Office planned and implemented its actions in a more up-stream way. They focused on combating illiteracy, fostering the establishment of a national science and technology policy, promoting the preservation of cultural heritage and comprehensively assessing the media sector. A special emphasis was placed on providing platforms for debate on the implications of Nepal's future decentralized, federal state structure, particularly in the education sector.

720. In the area of **education**, the Office's strategy consisted in supporting national efforts to reach the Education for All (EFA) goals within the framework of education related national policies and strategies.⁶ Main strategic elements included harnessing UNESCO's technical expertise and its function as capacity builder in the field of education with an emphasis on non formal education, mother tongue literacy, education management information systems, inclusive basic education and gender equality.

721. Contributing to the establishment of building blocks for EFA, the Office focused on improving literacy with particular focus on women and disadvantaged groups resulting in an increased capacity of community learning centres and their staff to provide literacy training, particularly for women and girls, in their mother tongues.

722. In support of building an effective education system, the Office focused on secondary education. Actions in this area resulted in a better understanding of challenges in transition from primary to secondary education and a greater gender responsiveness in educational planning, including the establishment of gender responsive budgeting. Furthermore, the Office provided

⁶ EFA National Plan of Action 2001-2015, the Three Year Interim Plan 2010-2013, the School Sector Reform Plan (SSRP) 2009-2015, 10 Year Non-formal Education and Literacy Policy and Programme Framework, and the National Literacy Campaign.

assistance in early childhood development and multilingual education resulting in a better understanding of policy makers on how to translate the national policy in these areas into concrete actions.

723. In support to government to plan and manage the education sector, the Office focused on integrating education for sustainable development (ESD) in a sector-wide framework. This action resulted in capacity enhancement and an action plan for reflecting ESD elements in teacher training and curriculum. In the area of strengthening capacities in disaster risk reduction in education, a mapping and analysis of existing frameworks, initiatives and tools were prepared and partners were sensitized to the needs in this area.

724. The activities of the Office resulted in strengthening capacities in data collection and analysis, both in formal and non-formal education. A special emphasis of the work was on fostering the debate on the education system in the future federal state structure, resulting in a better understanding of the impact of federalism on the education sector. The Office also contributed towards a better understanding of education policy simulation and costing and the initiation of the preparation of an ICT in education master plan.

725. In the area of **culture**, the Office's strategy consisted in supporting national efforts for protecting and conserving immovable cultural and natural properties through the effective implementation of the World Heritage Convention and the safeguarding of Nepal's intangible cultural heritage. Elements of the strategy included working closely with national partners to conserve and manage the World Heritage sites and building capacity of national partners for the promotion and implementation of the 2003 Convention on the Safeguarding of Intangible Cultural Heritage.

726. As regards protecting and conserving cultural heritage, the Office put a strong emphasis on the two cultural and two natural heritage properties. This action resulted in increased national capacity to manage the sites and report on their status, and the integration in management plans of components, such as tourism and disaster risk management.

727. A major challenge was to find solutions for reconciling the protection of the sites with the development needs of the communities living at their boundaries, for example in the Pashupati Monument Zone (Kathmandu Valley).

728. The 2003 Convention for the Safeguarding of Intangible Cultural Heritage was ratified by the Government in June 2010. Work started to adopt relevant policy and develop a framework for inventory making and intangible heritage governance; and awareness creation and capacity-building activities were launched.

729. In the area of **communication and information**, UNESCO's strategy consisted in promoting freedom of expression, freedom of the press and the right to information as well as in building capacity of journalists and community media actors. The strategy included creating strong national ownership of UNESCO approaches to the field of communication and information and applying CI's standard setting tools and frameworks in Nepal.

730. As regards promoting freedom of expression and access to information, the work of the Office focused on promoting freedom of expression and freedom of the press, e.g. through the celebration of the World Press Freedom Day. This action resulted in increased awareness about the importance of these freedoms and the danger of impunity of violence against journalists, contributing to a safer working environment for Nepal's media.

731. In the area of strengthening free, independent and pluralistic media and communication for sustainable development, the Office put a strong emphasis on upstreaming its activities related to capacity-building and strengthening of the Nepali media. The Office translated to Nepali and introduced the "Model Curricula for Journalism Education" and "Media Development Indicators: a

framework for assessing media development” through consultations and workshops, resulting in national interest and partnerships with local media actors.

732. UNESCO launched a new project focusing on building the capacity of and creating networks between community multimedia centres and community learning centres. The celebration of the World Audiovisual Heritage Day for the first time in Nepal resulted in increased awareness of the importance of audiovisual heritage and the critical stage of Nepal’s audiovisual archives.

733. The Office’s actively contributed to the **work of the UNCT** within the framework of the present UNDAF covering the period 2008-2012. The Office participated in all four UNDAF theme groups, and other thematic or organizational coordination mechanisms, including the United Nations Joint Team on HIV/AIDS, the Gender Team Group, the Security Management Team, and the Operational Management Team. The Office has contributed to the preparation the Nepal “Peace and Development Strategy”, which articulates how development partners could assist Nepal to realize the development agenda embedded in the Comprehensive Peace Agreement.

UNESCO Office in Phnom Penh

734. The new UNDAF for 2011-2015 was signed in January 2010 by the UNCT and the Royal Government of Cambodia. UNESCO was active in the UNDAF formulation, in particular as regards the outcomes of “Health and Education” and “Economic Growth and Sustainable Development”. UNESCO participates in two MDG-F Joint Programmes: 1. The Creative Industries Support Programme (3.3 million US\$) coordinated by UNESCO and jointly implemented by ILO, FAO and UNDP in partnership with the Royal Government of Cambodia. This project has entered its third and final year of implementation. 2. The Children Food Security and Nutrition Programme. Coordinated by UNICEF, the project is jointly implemented by UNESCO, WHO, FAO, WFP and ILO and contributes to efforts undertaken by Cambodia to reach the four MDGs: MDG 1, MDG 3, MDG 4, and MDG 5. During the latest Cambodia Development Cooperation Forum (CDCF) which took place in Phnom Penh on 3-4 July 2010, donors pledged more than 1 billion US\$ to support Cambodia in 2011.

Education

735. In Cambodia, UNESCO has helped to raise the primary school enrolment rate to nearly 95%. One of the major challenges is to retain these students in school as only 52% of the students reach secondary-level education. The Education for All (EFA) National Action Plan for Cambodia (2003-2015) focuses on strategies to achieve the six EFA goals and on increasing both the quantity and quality of education. The UNESCO Phnom Penh Office is the Co-Chair and the Secretariat of the Education Sector Working Group (ESWG) which includes representatives from across the donor sector. In addition, as one of the 20 countries in urgent need of putting education improvement as its priority, Cambodia benefitted from a major programme (to the tune of 1 million US\$) for the Capacity Development to Mainstream Literacy and Non-formal Education (NFE) in the Education Sector-Wide Planning that was launched in May 2010. Several workshops and an exhibition were organized to promote collaboration amongst the different partners in Technical Vocational Education and Training (TVET). In its capacity as the Deputy Chair of the United Nations Theme Group on HIV/AIDS, UNESCO Phnom Penh Office supported information publications on HIV/AIDS and a HIV/AIDS Campaign (six radio Public Service Announcements) on safe sexual behaviours aimed at reaching most-at-risk youth in Cambodia.

736. **Challenges:** One of the biggest challenges is to reach the ‘hard-to-reach’ segments of populations (rural, poor, ethnic, disabled, girls and women) and provide them with quality education. The institutional capacity of the education sector is still weak to meet the EFA goals by 2015. While a very good cooperation has been established among the Development Partners and the government, the application of the aid effectiveness principles is still under discussion among the stakeholders concerned.

Culture

737. UNESCO supports the implementation of the all Conventions related to culture ratified by Cambodia. Through the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC/Angkor), UNESCO Phnom Penh Office assisted the Royal Government of Cambodia in coordinating conservation (e.g. monuments) and development efforts (e.g. the local population's livelihood) in the World Heritage Site of Angkor as well as in the nearby town of Siem Reap.

738. UNESCO manages major restoration works in the Bayon Temple (financed from the Japanese Funds-in-Trust) and in Angkor Wat (financed from the Italian Funds-in-Trust) as well as a newly adopted Heritage Framework Management Plan (financed from the Australian Funds-in-Trust). It provided also technical assistance to the National Authority for Preah Vihear to support the Government's efforts in implementing the World Heritage Committee's decisions on the conservation and development of the site and alleviating tensions around the inscribed site. The project Safeguarding and Dissemination of Ancient Cambodian Manuscripts was jointly implemented by the *Ecole Française d'Extrême Orient* thanks a Singapore Funds-in-Trust.

739. **Challenges:** The elaboration of a tourism management plan for the World Heritage Site of Angkor remains a challenge because of the uncontrolled and growing tourism within a complex site featuring living communities, heritage and environmental issues. The development of sustainable cultural centres and a global museum for minority groups in the provinces of Mondulkiri, Ratanakiri and Preah Vihear through the MDG-F remains a challenge because of the lack of accessibility of these provinces and the innovative approaches put in place.

Communication and Information

740. Following the inscription of the Tuol Sleng Genocide Museum (S-21) Archives on the Memory of the World International Register, the UNESCO Phnom Penh Office, through a partnership with Berkeley and Stanford Universities, assisted the museum in consolidating damaged parts, reorganizing the visitors' circuits and starting a major conservation project of the archives. UNESCO organized and provided two trainings on *How to do Community Radio* to the indigenous people of Cambodia in the provinces. Thanks to UNESCO's donation of essential radio equipment, the community radio can now broadcast on a daily basis. Under the IPDC programme, the Press Council of Cambodia (PCC) conducted four five-day provincial media trainings, focusing on specific skills required by media professionals working in rural and remote areas.

741. **Challenges:** Local press organizations in Cambodia, such as the Press Council of Cambodia, often lack financial and human resources and need support through technical assistance and capacity-building. Programmes and activities need to be planned well in advance so as to allow sufficient time for administrative and planning issues.

UNESCO Office in Tashkent

742. The implementation of UNESCO Tashkent Office activities in 2010, in the framework of biennium 2010-2011, was carried out in a smooth way, with the execution rate for all sectoral activities reaching almost 75 %. Taking into account the results during the biennium, the main activities per Sector are as follows:

Education

(a) **Inclusive Education** remained a priority area for the Government of Uzbekistan. UNESCO Tashkent supported the government in drafting policy, developing capacities, elaboration of materials and awareness-raising about the socially excluded children. Efforts focused on working with parents, teachers, social workers and education officials in selected regions to ensure access

to rights-based quality education for children educated at home. Psychiatrists, speech therapists, pediatrics and other social workers and specialists of the consulting centres mandated for social adaptation of the children were trained on early diagnosis and recovery to mitigate impairments of the children. Negotiations were launched with private sector partners (e.g. Intel) for promoting inclusive education through introduction of ICTs.

(b) **ICT in Education:** UNESCO continued its support for the strengthening of the quality of education by integration of ICTs in teaching and learning, school administration and planning. In cooperation with UNESCO Regional Bureau in Bangkok and INTEL UK, teacher training modules on New Information and Pedagogical Technologies were prepared in local languages. In 5 regions of Uzbekistan over 120 teacher and methodologists were trained in effective use of ICTs for developing 21st century skills of school graduates. In cooperation with the Ministry of Public Education, teacher – mentor initiatives were put in place. An evaluation of the activity is envisaged for 2011.

(c) **Scaling up EDUCAIDS** at all levels of education sector is taking place as inter-sectoral approach through a wide advocacy campaign, capacity-building of policy makers at secondary and tertiary levels, and the development of HIV prevention educational materials. In this regard, local media journalists were trained for effective and culturally adequate HIV prevention advocacy through mass media. Education policy makers, educational institutions and centres, key decision makers of the higher educational institutions were trained in HIV preventive education at upper secondary and tertiary levels. Digital recourse materials for teachers and self learning on HIV prevention were developed in local languages for dissemination nationwide. A close collaboration with Republican Centre for Social Adaptation of Children with special needs was developed.

Sciences

(a) Activities promoting sustainable management and conservation of freshwater in collaboration with the University of Bonn and the University of Urgench (UNESCO/ZEF project), Aral Gene Pool Protection Fund, KRASS (Khorezm Rural Advisory Support Service) focused on the development of eco-friendly technologies and introduction of new innovative crops (such as Indigofera) on degraded lands of Aral See Basin and Karakalpakstan.

(b) Strategic studies and recommendations regarding national STI systems and policies were supported in close collaboration with the UNESCO Division of Science Policy and Sustainable Development, the UNESCO Institute for Statistics (UIS), the Islamic Educational, Scientific and Cultural Organization (ISESCO), Uzbekistan Academy of Science, National Commission of Uzbekistan for UNESCO and UNESCO Office in Tashkent.

(c) A critical analysis of the strengths and weaknesses of science in Central Asia which was published in UNESCO 2010 Science Report highlighted changes and trends which have emerged in the past five years in science, technology and innovation.

Culture

(a) Tangible Cultural Heritage: assistance was provided in the elaboration of the Management Plans in conformity with the 1972 Convention for the 4 World Heritage-listed sites in Uzbekistan. With the financial support from the Spanish Funds-in-Trust (FIT), a 4-day international workshop was organized on the development of a management plan for the World Heritage property Samarkand-Crossroad of Cultures from 25 to 28 October 2010. In line with this, the third phase of the assessment of the condition of urban fabric of the historic part of Bukhara was undertaken in 2010. A technical report, supported by a GIS technical assistance, was developed.

(b) Another Spanish FIT extrabudgetary project “Conservation and Preservation of archaeological sites of Ancient Termez, Surkhandarya” was launched. It aims at studying, conservation and preservation of monuments of Ancient Termez by establishing long term

cooperation with Spanish partners for scientific-archaeological researches, archaeological excavations, capacity-building activities, conservation and reservation of walls, ruins, archaeological findings, sculpture, wall paintings, and renovating premises of archaeological base in Termez city.

(c) In preparation of the Central Asian Rock Art World Heritage Nomination, a sub-regional workshop was organized. Bringing together representatives and experts from five Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan), as well as Iran, Mongolia and Pakistan, the seminar aimed at discussing the serial transboundary nomination of Rock Art sites in Central Asia. Also, assistance was provided to the national authorities in the elaboration of a national list of serial nominations within Silk Roads Project for the World Heritage list, in liaison with other Central Asian countries.

(d) Important progress was achieved as regards the 2003 Convention on Intangible Heritage. Two intangible treasures “Navruz” and “Katta Ashula” were added to the World Heritage list in September 2009. UNESCO’s action in promoting the 2003 Convention focuses on enhancing the capacities of the State Parties.

(e) Cultural diversity and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions remained one of the top national priorities. UNESCO promotes cultural diversity as a driving force of development, not only in respect of economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life. UNESCO office in Tashkent contributed to the strengthening of national capacities and ensuring the safe transmission of revived and safeguarded cultural expressions to the new generations, with a focus on gender equality.

Communication and information

(a) Tashkent Office continued to support different campaigns developed by the Government in order to strengthen the capacity of national media professionals using new technologies. Several training workshops were organized for journalists in the field of HIV/AIDS prevention with funding from the regular programme and IPDC.

(b) A joint programme on advocacy for journalists and youth was launched with UNFPA. In this framework, a non-formal education model, such as radio “soap-operas”, initiated several years ago, delivered educational messages on different related topics. These programmes cover most of the regions of the country and raise public awareness on HIV/AIDS.

Partnership relations

(a) UNESCO has established good relations with national and international development partners represented in Uzbekistan. The national authorities, through the ministries and State organizations, as well as the Senate (particularly for environment issues), continue to support UNESCO’s activities, providing good media coverage, including in state mass media channels (Radio, TV and Newspapers in Russian and Uzbek languages).

(b) In the framework of UNCT, under UNDAF 2010-2015, several Thematic Groups were in priority areas. UNESCO Tashkent Office is leading the Education Sector Group (ESG), in which the Ministries of Public Education and Higher Education play an active role. UNESCO Tashkent Office also co-chairs the Environment group along with WHO.

(c) Relations with the National Commission are good and efficient. Several common activities, within the Regular Programme were launched contributing to UNESCO’s visibility in Uzbekistan. The respective roles of the UNESCO Office and the National Commission need to be further clarified.

Challenges and lessons learned

- The scarcity of financial resources (both regular as well as extra budgetary programs) remains the main challenge for a more efficient implementation of UNESCO's activities, in particular in light of the high expectations and demands of the Government.
- Efforts should be continued to further develop partnerships and joint programmes with the other United Nations agencies, especially in the fields like education and HIV/AIDS prevention.

UNESCO Office in Tehran

743. UNESCO Tehran Cluster Office [UTCO] hosts UNESCO's Representative function to the Islamic Republic of Iran and Turkmenistan and has a full mandate for the implementation of UNESCO Programmes in Education, Sciences, Culture and Communication as defined by 34C/4 and 35C/5. With this assignment, UTCO works in full co-operation with the Governments and United Nations Country Teams (UNCTs) in Iran and Turkmenistan in the development of UNDAF and inter-agency cooperation.

744. In Afghanistan and Pakistan, the Representative function of the Organization is assigned respectively to UNESCO Kabul Office and UNESCO Islamabad Office. The development of cooperation with the two Member States, including the cooperation with UNCTs, is led by the two Field Offices. Tehran Cluster Office provides certain back-up support, when is required, in the fields of Science, Culture, Communication and Information.

ISLAMIC REPUBLIC OF IRAN

745. UNESCO's central mandates and its current global leading roles in promoting EFA, science for development, culture diversity and rapprochement of cultures makes UNESCO one of the best accepted United Nations agencies in the country. Relationship between UTCO and the Iranian National Commission for UNESCO, line ministries, academic institutions and management authorities related to UNESCO designed sites is interactive, effective and sound.

746. Updated data show that Iran is well positioned to achieve MDG Goal 2 and the EFA Goals on primary education and literacy. In 2010, UNESCO contribution in education sector continued to focus on upstream advice. UNESCO provided assistance in capacity-building in national education planning and budgeting, education statistics, and the improvement of quality of teacher institutions. The wide dissemination of EFA Global Monitoring Reports (both Farsi and English versions) and national campaign activities for EFA, all as joint effort with the governmental education institutions, helped to improve awareness and stimulate policy debates on quality and inclusive education. Progress was made in dialogue with national parliament on education and science policy issues. Iran was nominated to chair an Asia-Pacific parliamentary forum for EFA for 2011-2012. Such development provides high level policy platform for Iran and other countries in the Asia-Pacific region to exchange lessons learned, discuss needed actions for EFA and debate national and international policy issues from basic education to higher education.

747. **The main challenges include** (a) lack of extra-budgetary resources for UNESCO education programmes; (b) need for sustained capacity development in central and provincial level institutions for education planning and education statistics and teacher training; (c) need to improve transparency of the use of education resources related to EFA. In addition, TVET programmes need to be further developed as a means to support youth employment; new partners are required to move forward education for sustainable development (ESD); and, better cooperation should be formulated in HIV/AIDS and drug abuse prevention education.

748. Science, technology and innovation is considered as a main driving force for growth and sustainable development in Iran, with reports of significant advances in science and technology domains and applications, increasing numbers of people entering higher education (in particular women) and achieving post graduate qualifications. UNESCO's programmes in science policy, science education, sustainable management of land and water resources, biodiversity conservation, oceanography studies, climate change and natural disaster management, including earthquake and tsunami warning systems, are therefore considered highly relevant to the national development. The Iranian research communities take an interest in social and human sciences, especially in science ethics, social transformation, global studies, philosophy and studies on human security. At the request of the country authorities, a new field of cooperation for the next years will be updating science museums as instruments for science education.

749. To promote STI in job creation and south-south cooperation through science parks and technology business incubators, a new category 2 regional centre on S/T Parks and Incubators Development was established in Isfahan in 2010. Technical training programmes for both Iranians and participants from other countries commenced. Through IHP programme, UTCO developed strong partnership with the leading ministries, research institutions and local governments, and two UNESCO category 2 centres (one on urban water and another on qanats and historical hydraulic structures) for sustainable water management. 2010 saw successful launching of IHP International Drought Initiative (IDI) proposed by Iran, the progress on the preparation of two five-year pilot water basin projects on climate change impacts and adaptation under IHP/G-WADI and the initial capacity-building on transborder water management. To sustain Iran's land resources and biodiversity, Biosphere Reserves were promoted as a means to mainstreaming biodiversity in local development planning. Progress was also made in building initial scientific and technical capacity in earthquake and tsunami warning systems through IOC and SC Sector.

750. Apart from the scarce resources, **the main challenge** for UNESCO is the growing complexities for international scientific exchanges.

751. UNESCO Culture Programme continued to enjoy very high visibility in the media in Iran, thanks to the continued progress in the inscription of cultural heritage sites (two new properties added to the World Heritage List in 2010, making twelve sites in total) and UNESCO efforts in promoting sustainable management of these World Heritage properties. Considerable progress was also made in the area of intangible cultural heritage under the 2003 Convention, with five items registered on UNESCO List of Intangible Cultural Heritage of Humanity in 2010. Training and capacity-building efforts focused on urban development planning and community participation in historical cities and towns. UNESCO Award of Excellence for Handicraft in June 2010 granted 65 certificates out of 277 applications from the country, both record high in the Programme history, making a strong indication of the potential of UNESCO cultural programmes in promoting cultural industries and intangible heritage.

752. Iran's lack of technical capacity to identify and prepare nominations of natural World Heritage properties needs to be addressed in 2011 onward.

753. Communication and Information Sector gained new dynamics in 2010 after the CI Advisor post in Tehran was filled. Capacity-building in journalism and reporting on specific issues related to climate change and natural disasters were continued through cooperation with IRIB and ABU training workshops. Seminars on ICTs for young people's initiative for e-governance and virtual technology parks were organized. New cooperation was launched with IRNA, with UTCO's provision of technical training on UNESCO's main programmes and conventions to reporters and journalists.

754. Further efforts are needed to introduce new instruments, including the Media Development Indicators in Iran and to assist Iran in more effective participation in the IPDC.

755. UTCO is fully engaged with UNCT on the UNDAF development. UTCO chairs the Operational Management Team (OMT), and participates in, and contributes to, the working groups on the MDGs, monitoring and evaluation (M&E), information and communication, gender, HIV/AIDS and Disaster Management Team (DMT). UNESCO related international events, such as the Global EFA week and the launching of the EFA Global Monitoring Report were included in the UNCT/RC workplan. For the new UNDAF, the preparation of which was launched in 2010, UNESCO contributes to all the theme groups identified by the Government, namely, a) public health, b) poverty reduction, c) environment and sustainable development, d) drug control and e) natural disaster management. UTCO serves at the Advisory Committee for UNDAF Narratives together with UNDP, UNICEF and UNAIDS. Once launched, UNESCO will take the lead in the group of environment and sustainable development, and may have major roles in cross-cutting issues in STI. The UNESCO Country Programming Document (UCPD-Iran) will be updated after the new UNDAF is launched.

756. **The main challenge** related to the development of the new UNDAF is firstly related to coordination, at both sides of government and UNCT. The process is not fully inclusive, for example, the authorities in charge of education have not been engaged through governmental coordination in the elaboration of the new UNDAF. The delay in official launching of the final version of the 5th National Development Plan prolonged the process of UNDAF preparation. In addition, the difficulty in mobilizing extra-budgetary resources from outside donors will limit the full use of UNDAF as well as the potential of UNESCO programmes. The overall guiding principles for the UNDAF implementation in Iran remain to be clarified and negotiated between UNCT and the Government.

TURKMENISTAN

757. The overall relationship between UNESCO and Turkmenistan has been sound, very constructive and gradually growing. The visit of the President of Turkmenistan to UNESCO Headquarters in Paris in February 2010 confirms the strong interest of Turkmenistan in UNESCO and its programmes. UNESCO, although not a resident agency in Turkmenistan, is a well known and respected United Nations agency in Turkmenistan. This positive image is particularly attributed to the work of UNESCO in the field of culture, especially the World Heritage, but also in the fields of education and sciences. Turkmenistan has expressed its wish to further broaden and strengthen its cooperation with UNESCO in the fields of intangible culture and natural heritage, as well as in other fields such as higher education, environmental sciences and information and communication.

758. Good progress was made in the culture sector under the World Heritage Convention. Within the Silk Roads serial nomination, 29 cultural properties in Turkmenistan were included in the Tentative List of the World Heritage. The nomination file of the first natural WH site of "Bathyz" State Nature Reserve was prepared and submitted for review, with technical support from UTCO and the WHC. Technical work progressed in the revision of the Statements of Outstanding Universal Values for the two existing WH properties "Ancient Merv" and "Kunya Urgench". UTCO maintained tight and interactive contacts with Turkmen authorities responsible for culture and heritage through frequent advisory and monitoring missions.

759. Turkmenistan has expressed strong interest and launched the ratification process to become state party to 2003 Convention on Intangible Cultural Heritage. It is expected that in this field UNESCO and Turkmenistan will have major and fruitful cooperation. UNESCO's future activities will focus on (a) capacity-building for heritage management, through UNESCO training courses; (b) preparation of natural WH nomination and new cultural WH nomination; (c) promoting safeguarding and vitalizing intangible cultural heritage; (d) promotion of Turkmenistan crafts and art productions as a means to support livelihoods of communities especially women, and cultural and heritage tourism (Silk Road). The possibility of establishing a regional centre on traditional knowledge will be explored.

760. In education, progress was made in the preparations of the development and establishment of an 'International Children's Centre' at the Caspian seashore recreation area "Awaza" as a category 2 centre. Other cooperation projects include the establishment of an art education centre and ICTs centre for research and higher education. Education sector continued to address the key needs in Turkmenistan including a) lack of capacity in education planning in the Ministry of Education and other related institutions and need to improve policy coordination; (b) capacity constraints in producing quality education statistics; ((c) effective use of ICTs for quality education. Preparations continued for the establishment of a Chair on Higher Education.

761. In Science and Environment, UNESCO continued its long-term cooperation on IHP and MAB, with particular attention to trans-border water management, efficient irrigation schemes, dry land management, biodiversity conservation, long-term ecological monitoring, and preparation of new Biosphere Reserve nominations. A MAB mission was carried out in 2010 on Turkmenistan's coastal development including ecotourism around the Caspian Seashore, with possible nomination of a first coastal Biosphere Reserve. A feasibility study was requested by the Government for the Garagum Desert regarding its potential for nomination as natural property on the World Heritage List. A UNESCO Chair on sustainable management of dry lands including water resource management at the Academy of Sciences of Turkmenistan (TAS) is to become a main contribution. Ministry of Foreign Affairs indicated Turkmen's interest in developing a Chair on transborder water resource management. Technical contact was established through the Regional Bureau in Jakarta for the assessment of qualities of sands in Turkmenistan as solar panel production raw materials.

762. In the field of Communication and Information, UNESCO promoted the reduction of digital gap and improvement of access to information and knowledge as well as inclusive knowledge society, given the Government's interest in facilitating internet growth. Cross-cutting initiatives on e-learning and e-curricula were initiated. With the growing interest of the country in information and knowledge societies, access to information and use of ICTs for higher education and research may improve, and open new avenues for cooperation.

763. UNESCO contribution to UNDAF Turkmenistan (2005-2009) was mainly focusing on education. This was done through direct cooperation with the Ministry of Education and Turkmen National Commission for UNESCO, and through a joint programming with UNICEF-Turkmenistan. Progress was made in a number of areas such as the extension of the duration of the primary education for all children, improvement of teacher salaries, curriculum review and improvement, capacity-building for education planning, use of ICTs for education, including production of prototype e-text books and ICT teaching guidelines, improving school conditions and quality of higher education.

764. Since 2008, UNESCO has contributed to the preparation of the new CCA and UNDAF. In the new UNDAF (2010-2014), UNESCO is included in all the four main Development Outcomes: a) Strengthening Democratization and Rule of Law (ED, CI); b) Strengthening Human Development to Achieve the MDGs (ED, CLT, CI); c) Improving Sustainable Development and Inclusive Growth (SC, CLT); d) Promoting Peace and Security (ED, SC, CLT).

765. **Challenges:** Further efforts are needed to assist Turkmenistan to upgrade technical capacities for international cooperation, including the capacity of the National Commission for UNESCO.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

Background

766. Brazil acknowledges the participation of UNESCO in responding to the challenges of the country through the implementation of around 60 cooperation agreements in all UNESCO areas, providing technical support to the development of programmatic strategies. UBO is being requested to provide high level advice to Brazilian institutions to consolidate national policies. Some examples of this contribution can be highlighted, such as:

- Support to the implementation of a national law on the teaching of African history and culture in basic education, including the launching of the Portuguese edition of eight volumes of UNESCO's General History of Africa Collection – addressing, at the same time, one of UNESCO's global priority, once it is being disseminated in African Portuguese-speaking countries.
- Evaluation of the methodology of the social programmes of the federal government;
- Training of public civil servants on Educational Planning (activity developed in partnership with IIPE-Buenos Aires);
- Promotion and documentation of immaterial heritage, with special attention to indigenous languages

767. On the top of that, UNESCO was also recognized for the advocacy of important issues for the Brazilian society, bringing to the national agenda relevant themes of the international scenario, such as the recent debates on media regulation, which were supported by the results of UNESCO's researches on Media and Democracy.

768. UNESCO Brasilia Office worked in 2010, in close collaboration with the UNCT, to fine tune its positioning to meet the specific needs of Brazil, which is currently in a position to formulate and implement its own national development strategies and to demand a specific level of cooperation from the United Nations System.

769. The capacity of the Office to advocate and disseminate the international commitments on UNESCO fields of competence was reinforced by the UNSSC's training on knowledge management, which took place in Brasilia on October, 2010 – for the first time this training was offered in Latin America and counted on the participation of other United Nations agencies staff, from Brazil and Latin America.

Challenges

770. The main challenge for UNESCO in Brazil – and for various United Nations agencies – is the sustainability of the model of international cooperation. The new position in development of the country demands a revision of the current model of cooperation, in order to ensure continued relevance and value added in the country. This issue is being discussed within the preparation of the next UNDAF cycle (2012-2015) and is being supported by a recent comparative study commissioned by the RC on legal, operational and programmatic framework of the United Nations System in Brazil.

771. Internally, UBO has worked during the second half of 2010 in an internal process of foreseen the future of the Office vis a vis the new challenges of the country, arriving at a Plan of Action for 2010-2013, which includes measures to be taken both at the programmatic and operational levels.

A recent IOS audit confirmed the significant programmatic and administrative progress made over the last year and stressed the need for the Organization to clarify its political and operational stand with respect to Brazil. The major challenge is to design the model of international cooperation with and within a middle income country.

Main achievements in 2010

Priority Africa

Major Achievements:

- Support to the implementation of a national law on the teaching of African history and culture in basic education, including the launching of the Portuguese edition of eight volumes of UNESCO's General History of Africa Collection
- Signature of an Executive Programme to support the south-south cooperation of the Brazilian government in Guinea Bissau, based on successful experiences developed by UNESCO in Brazil

Challenges:

- Ensure the dissemination of the publication in African Portuguese-speaking countries
- Make operational the network of field offices, in order to support the implementation of south-south projects in Africa

Lessons learned:

- The surprising effect of the use of electronic media for content dissemination. Within less than one month, the whole collection was downloaded more than 190,000 times.
- UNESCO Offices in Africa shall be informed and requested to participate on the cooperation projects from the negotiation of them with Brazilian government and the beneficiary country in Africa

Priority Gender Equality

Major Achievement:

- Constant UNESCO participation in the national UNCT working group on "gender and race" which established joint initiatives (events, in-house trainings for United Nations agencies in Brazil, publications, etc.) focused on the fight against racism and discrimination, with a particular focus on afro-descendent girls and women.

Challenges

- Re-open the discussions and approximation with the new Special Secretary for Women and Gender Equality, due to the starting of the mandate of the recent elected President Dilma Rouseff.

Lessons learned

- Although clearly cross-cutting and transversal, gender equality is still a topic which requires further efforts of inter-sectoral work within the Brasilia Office. Brazil has

relatively comfortable gender equality indicator in education (gender parity in schools), however there are "hot issues" such as domestic violence, women empowerment and gender discrimination in school (including homophobia) which are potential avenues for further UNESCO cooperation.

Education

Major Achievement(s)

- Monitoring and support to national efforts regarding the implementation of international commitments, including the assessment of CONFINTEA VI process;
- Promotion of cooperation between Brazil and other countries in the field of education, including preventive education.
- Development of activities to subsidize the formulation and implementation of education public policies to improve education efficacy and efficiency at all levels.
- Promotion of educational guidelines on ethnical-racial relationships, including the launching of the Africa General History Collection published in Portuguese and the correspondent pedagogical materials.
- Support to the formulation and implementation of innovative strategies to improve education quality, including aspects of Inclusive Education, early childhood care and education policies, vocational and higher education.
- Support to the continuous strengthening of preventive education at schools

Challenges

- Contribute to improve the educational system's internal efficiency.
- Strengthen the educational policies management at all governmental levels (federal, state and municipal).
- Support the development and implementation of policies on initial and continuous training of teachers, the development of career plans and valuation of teaching staff.
- Support initiatives oriented to grant proper investments to the quality education supply at all educational levels.
- Enable stronger articulation and cooperation between higher and basic educations.

Natural Sciences

Major Achievement(s)

- Support to national initiatives towards the implementation of the MaB national policy, integrating biological and cultural diversity and the sustainable use of World Natural Heritage Sites (economic zones located at buffer and transition areas), as well as the strengthening of the regional and sub-regional network, such as Iberomab commission
- Support to the recognition of areas of significant geological relevance in the country as UNESCO Geo-parks;

- Definition of guidelines and/or programmes on coastal and marine biodiversity conservation, fostering the cooperation with other South Cone countries (mainly Argentina and Uruguay)
- Promotion of exchange of successful experiences in water resources management;
- Support to the Brazilian participation on the regional network on S&T (RECyT), including the connection of the national databases to that developed by the ORCyT
- Support to the elaboration of a national S&T planning, as well as the fostering of scientific education

Challenges

- Contribute toward consolidating the national policy on science, technology and innovation
- Build awareness among the Brazilian society on the role played by science for peace and for development
- Strengthen education for sustainable development, by integrating formal and non-formal education, and through the teachers' capacity-building
- Consolidate new strategic partnerships on international cooperation in Natural Sciences
- Improve the policy and new participatory management models aiming at the sustainable development in biosphere reserves
- Recognition of the role played by biodiversity in the generation of goods and services, and its socio-economic impacts
- Improve the management models for territories, marine and water resources, pursuing cross-sector actions and social participation.
- Increase the human resources capacity to implement new policies and water resources management models

Social and Human Sciences

Major Achievement(s)

- Creation of a quantitative and qualitative database on poverty, imbalance, social exclusion and youth, in support of formulation, implementation, improvement, assessment and replication of policies and initiatives, both public and from the civil society, to reduce poverty, cope with social and gender imbalances, attaching priority to youth.
- Systematization of concepts and practices on conflicts mediation and restoration justice.
- Joint programming with other UNESCO offices in south-south cooperation: successful expansion of the Brazilian "Open School" programme to Guinea-Bissau and Central America with the help of the UNESCO offices in Dakar and San Jose.
- Human rights education reinforced in the Brazilian public-policy agenda.

- Development of capacity-building contents and methodologies to train public managers and police forces on practices to prevent violence.

Challenges

- Face poverty, social exclusion and social imbalances, focusing in youth.
- To further promote human rights, notably among youth, women, children, Afro-descendants and disabled people, within the framework of the United Nations International Year for People of African Descent (2011).
- To prevent violence through social, sportive, educational, and cultural actions.
- To push forward the UNESCO agenda on sport (fairplay, anti-doping, sport as instrument for human development, etc) with the opportunities arising with the forthcoming Olympic Games (2016) and FIFA World Cup (2014) in Brazil.

Lessons learned

- The share of RP to UBO is inexistent today and represents a missed opportunity to UNESCO in a large middle-income country such as Brazil. All UBO SHS projects rely entirely on self-benefiting funds from the government or contributions from the private sector, which means that these funds are earmarked obeying the commitments signed with the partner/donor. Seed-money from UNESCO would enable new avenues of cooperation within the SHS mandate for which matching funds could be gathered after UNESCO signs of willingness to contribute with resources (even minor or in-kind).
- The UNESCO chairs represent a major asset for the SHS programme in the country and we expect to foster new joint projects (publications, research, etc) taking advantage of this existing network.
- With the reduction of funding from the Government, private sector is now seen as an increasingly important contributor for the SHS priorities in the country. Partnership with reliable Brazilian companies embedded by ideals of corporate social responsibility (CSR) have proven to be highly effective and of mutual interest.

Culture

Major Achievement(s)

- Advances on the promotion of the World Heritage sites and Intangible Heritage, through the support to the hosting of the World Heritage Meeting (July, 2010), the 1st phase of implementation of a Heritage Training Centre (Cat2 Centre), launching of a handbook on Communications and World Heritage Cities to support training programmes for managers of World Heritage sites and of 2014 FIFA World Cup cities.
- Development of safeguard plans, tools, references and guidelines for the documentation of indigenous languages and cultures.
- Study on alternate institutional and financial models to recover urban areas of historical-cultural interest, based on Brazilian and international experiences.

- Advocacy at the National Congress and other stakeholders in favor of the revision of the national legislation envisaging the adoption of a legal framework compatible with the ratification of the UNESCO Convention to the Protection of Underwater Cultural Heritage.
- Production, in cooperation with national institutions on statistics, of an indicator on Culture's Economy Development at the municipal level – IDECULT
- Support to the re-activation of the Brazilian Committee of the Slave Route Programme, having as reference the publication of the General History of Africa in Portuguese.

Challenges

- Contribute to the training of local managers and civil society agents capable of implementing actions on identification, safeguard and promotion of cultural heritage.
- Cooperate to the improvement of policies and programmes on promotion of the cross-cultural and cross-religious dialogue
- Foster the incorporation of new practices of urban cultural, archaeological and underwater heritage preservation into the Brazilian development agenda.
- Develop methodologies to value the economic and social dimensions of culture
- Support strategies to expand the access and production of cultural assets and services in Brazil

Lessons learned

- The diffusion of the principles of UNESCO Conventions helps introducing new approaches and new ways of working in the government agenda. For instance, the concepts of protection and promotion of indigenous peoples have been mainstreamed in FUNAI's planning, which used to focus solely on the land tenure rights of those peoples; the rapprochement of the national cultural heritage and environment bodies implementing the World Heritage Convention, redefining their understanding of how that instrument can contribute to improving site management and to an integrated approach to cultural and natural heritage.
- Consolidation of an inter-sector work with the office's Education unit have led to more relevant, innovative and visible (intercultural dialogue issues concerning indigenous and afro-descendent population and the fight against religious discrimination) actions.
- Difficulty in intervening in politically complex processes, jeopardizing the outcomes of UNESCO's work, such as the exiguous adoption of the new proposed alternatives for the planning and management of Salvador's historical core.
- The preparation of projects could improve to accommodate more measurable results capable of clearly engaging the government partners.

Communication and Information

Major Achievement(s)

- UNESCO was recognized as major international reference for the Regulatory Framework reform process for the Brazilian Media. UNESCO's Media Development indicators were incorporated on the official discussion on the subject;
- Support to national public policies and management practices on the promotion of the access to information and knowledge, as well as the fostering of e-government to improve the links with citizens;
- Rising of awareness among social communication professionals, to understand the sustainable development and human rights issues;
- Production of multimedia content focusing on the teachers' training, using ICTs at public school network to improve the education quality and impact, as well as the learning process;
- Improvement of community-based media quality;
- Organization of the Annual Conference of the Web4Dev community, placing UNESCO as a relevant player on the discussions about new media;
- Inclusion of the Model Curricula for the Teaching of Journalism on the debates on the revision of journalism courses in Brazil.

Challenges

- Discuss, in a public and well-informed way, the restructuring of the communications regulatory framework and the development of media system in Brazil
- Qualify media professionals (journalists, community communicators, among others) to better cover the great national topics and cross-cutting knowledge areas
- Promote an institutional environment capable of ensuring access to information for all.
- Develop the actual potential of the ICTs in education, while working on factors that support such potential
- Foster the re-focusing of the infrastructures of public power so as to meet the citizens' needs
- Cooperate with the effective transition of the Information Societies into Knowledge Societies

Lessons learned

- Despite the recognition of the importance and urgency for strengthening public policies on communication and information, there's still a long path towards concrete actions;
- Lack of knowledge among national partners of UNESCO's mandate as a specialized agency in this area; the tools and standards developed internationally by UNESCO were useful to build this recognition.
- Importance of involving all levels of government – federal, state and municipal – as well as private and non-government actors on the discussions.

Involvement in UNCT/common country programming

772. Regarding the implementation of United Nations joint programmes, there are currently three ongoing ones: an interagency programme on HIV/Aids prevention and protection in two remote areas in the Amazon and in the State of Bahia; a joint programme of the MDG Fund on violence prevention in three municipalities and another joint programme on Human Security, financed by the Japanese Cooperation (JICA). In all of them, the role of UNESCO and its contribution is well recognized by the United Nations system and national partners.

Challenges

- Develop a new model of cooperation to be rendered to a middle income country, to meet the specific needs of Brazil, which is currently in a position to formulate and implement its own national development strategies but, at the same time, has significant inequalities to overcome.

Lessons learned

- The impact of UNESCO's intervention can be amplified through activities of joint programming; in the three ongoing United Nations joint programmes (HIV/Aids prevention; violence prevention and human security), the role of UNESCO and its contribution is well recognized by the United Nations system and national partners

UNESCO Office in Havana

Background

773. The UNESCO Office in Havana was established in 1950 as the UNESCO Office for the Western Hemisphere. In 1972, it became the Regional Bureau for Culture in Latin America and the Caribbean. With the implementation of UNESCO's decentralization strategy since 2001, the Office became also the Cluster Office covering Cuba, Dominican Republic, Haiti and Aruba and represents UNESCO to the Governments of Cuba, the Dominican Republic and Aruba. The cluster includes Haiti that has a National UNESCO Office.

774. In addition to the implementation of Regular Programme funds (approximately. \$750.000 per biennium for programme activities, mainly in education, culture and communication and information), the office considerably increased its portfolio of extra-budgetary funds that now amounts to more than \$3 million.

775. On 13 January 2011, the Office received the International Fernando Ortiz Prize in recognition of its achievements over the past more than 60 years.

Regional Bureau for Culture in Latin America and the Caribbean

776. The Regional Bureau supports regional integration and cooperation through intergovernmental mechanisms, particularly the Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean and the Portal for Culture of Latin America and the Caribbean, as well as through regional institutions, festivals, congresses and encounters. It implements regional programmes and activities in the areas of cultural policies, the management of cultural properties,-both material and immaterial- networking on indigenous and afro-American religions and cultures, promotion of UNESCO cultural conventions, the safeguarding of the immaterial heritage, endangered languages, cultural diversity and cultural industries –with emphasis on film and handicrafts-, arts education and the cultural approach to HIV/AIDS (SIDACULT). It promotes networking and dissemination through its Portal for Culture, its Documentation Centre and two regional periodicals (Oralidad and Cultura y desarrollo). During

2010, there was a considerable increase in the capacity of the office in the implementation of the 2001, 2003 and 2005 conventions that is having a considerable impact on its scope of work in the region.

777. The XVII Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean took place in Quito, Ecuador in April 2010. The delegates confirmed its relevance in view of the Unity Summit of Latin America and the Caribbean (Mayan Riviera, Mexico, February 2010), participated in the joint workshop with UNESCO on cultural policies for cultural diversity and mandated the presidency to negotiate and sign a framework agreement or memorandum of understanding with UNESCO. The next Forum will be held in Sucre, Bolivia, on 28 and 29 April 2011.

778. The functions of clearing house, facilitator and coordinator have been strengthened over the past years. The fourth meeting of UNESCO culture specialists in Latin America and the Caribbean will take place in Havana in April 2011 with the view to consolidate the regional programme for culture.

Cluster Office (Cuba, Dominican Republic, Haiti and Aruba)

779. The Cluster Office covers three Member States (Cuba, Dominican Republic and Haiti) and one Associate Member (Aruba), with a national office in Haiti. In this function, the office promotes cluster consultations, implements programme activities in Cuba, Dominican Republic and Aruba. Efforts continued to serve equally the interests of the four countries that integrate the cluster. In education emphasis was placed on raising the quality of education for all and in science on disaster preparedness and management of Biosphere Reserves. In culture, highlights were programmes that were implemented in cooperation with the offices in Port-au-Prince and Kingston, namely the Caribbean Capacity-Building Programme for World Heritage and the Travelling Caribbean Film Showcase. In communication and information, special emphasis is placed on the training of communication professionals in areas such as hurricanes, basic sciences, education and the cultural approach to the prevention of VIH and Aids.

780. The offices in Havana, Kingston and Port-au-Prince jointly cover the Caribbean sub-region that calls for increased coordination and cooperation to respond to the specific interests and needs of the sixteen member states and four associate member states of the Caribbean.

781. In **Cuba**, the Office continues its intensive participation in the United Nations Country Team (that consists of representatives of six agencies, funds and programmes) and its five inter-agency thematic working groups, all aligned with the five priority areas of the UNDAF: (1) local human development, (2) natural disasters, (3) environment and energy, (4) health and (5) food security. The preparation of a new UNDAF is scheduled for 2011. At the same time important measures are being taken by the government in the areas of planning and the economy that may impact on cooperation mechanisms and priorities.

782. Following the reestablishment of the cooperation of Cuba with the European Union and a number of its Member States, UNESCO is now implementing a major cultural rehabilitation project in Havana Vieja and UNESCO-IHE is about to start implementation of two projects in water management, environment and food security. UNESCO also participates with UNDP and FAO in the implementation of the project on "Support for new decentralization initiatives and production stimulation in Cuba". In this project, UNESCO has reached in 2010 by far the highest implementation level, both in financial and programmatic terms.

783. In the **Dominican Republic**, UNESCO co-signed the UNDAF in April 2006 that identifies four priority areas: (1) democratic governance, (2) growth and development with equity, (3) social services with quality for all and (4) sustainable environmental management and management of risks, facing emergency situations and disasters. During 2010 the Office participated intensively in the preparation of the new UNDAF that will be signed early 2011. The condition of Non Resident

Agency continues to pose challenges, but the establishment of a UNESCO focal point in the Office of the Resident Coordinator and the strengthening of the capacities of the National Commission significantly contributed to the successful implementation of activities and full participation in the United Nations system.

784. The collaboration with **Aruba** was strengthened through the National Commission and particular needs were identified – such as multi-lingual education and material and immaterial heritage, whereas Aruba has shown keen interest in participating in cluster activities that has proven to be of benefit to all participants.

785. The **main challenges** during 2011 will be to strengthen the function of Regional Bureau for Culture, respond to the dynamics in member states, maintain and increase the level of extra-budgetary funding and to fully participate in United Nations coordination mechanisms in Cuba and the Dominican Republic.

UNESCO Office in Kingston

786. The Kingston Cluster Office covers 13 Member States and three Associate Member States and is also responsible for UNESCO's actions involving the non-self-governing territories of Anguilla, Bermuda, Montserrat, and Turks and Caicos. The majority of the 16 Member and Associate Member States in the cluster are classified as Small Island Developing States (SIDS) with their principal features being smallness in geographical size and population; insularity; vulnerability to natural and human-made disasters and the impact of the global climate change; high dependence on tourism as well as remittances from Caribbean nationals in the Diaspora and the consequent vulnerability of their economies to external shocks. As a whole, SIDS constitutes one of the priority geographical groups for UNESCO's programme actions in the 2010-2011 period. During the year 2010, the implementation of UNESCO's programme actions, like those of other United Nations agencies was done in an environment of the global economic shortfalls and diminishing resources from Official Development Assistance (principally because of the middle-income status of Member and Associate Member States in the cluster).

787. The Kingston Cluster Office belongs to four United Nations Country Teams (UNCTs) (in Jamaica, Guyana, Suriname, and Trinidad and Tobago) and the United Nations sub-regional Team (UNST) for Barbados and the Organization of Eastern Caribbean Countries (Anguilla; Antigua and Barbuda; the British Virgin Island; Dominica; Grenada; Montserrat; St. Kitts and Nevis; St. Lucia, and St. Vincent and the Grenadines). During the period of January to December 2010, the Office made considerable efforts to participate effectively in the work of the United Nations system in the sub-region and the joint mechanisms set up to provide United Nations development assistance to the Member States, in collaboration with other International Development Partners. The Office continued to contribute to the implementation and review of the United Nations Development Assistance Frameworks (UNDAFs) in Jamaica, Guyana, Suriname, and Trinidad and Tobago (2007-2011). Also, the preparations of new Common Country Assessments (CCAs) and new UNDAFs in Barbados and the OECS; Guyana and Jamaica were initiated in 2010 and the Kingston Office participated fully in the process to ensure that UNESCO's mandates, priorities, and programme areas are adequately incorporated or reflected in the those critical instruments of joint United Nations system actions in the sub-region. It is expected that the new CCAs and new UNDAFs, which will cover the period of 2012-2016, will be completed in the first quarter of 2011.

788. The Kingston Cluster Office equally participated in several major meetings and conferences organized by the CARICOM and the OECS Secretariats or in collaboration with those regional entities. Among these, it is important to single out (i) the Caribbean Regional Review Meeting of the Mauritius Strategy for the Further Implementation of the Barbados Programme of Action held in St. George's, Grenada, in March 2010; (ii) the meeting of the CARICOM Council of Human and Social Development (COSHOD which brings together Ministers of Education and Social Development) held in Georgetown, Guyana in October 2010; (iii) meeting of the Ministers of

Education in the OECS held in Castries, St. Lucia; and (iv) the 10th Annual General Meeting of the Pan-Caribbean Partnership Against HIV and AIDS (PANCAP) held in St. Maarten on 31 October to 2 November 2010 at which the Director of the Kingston Office was designated to make a presentation dealing with perspectives on future directions for PANCAP on behalf of the United Nations system in the Caribbean. Participation in such important gatherings enabled the Kingston Cluster Office to bring to bear UNESCO's views and areas of concern in the discussions and recommendations.

789. During 2010, the implementation of both regular programme activities and extra-budgetary projects in the **Education Programme** was geared towards assisting Member States in the cluster to address some of the development challenges in education, including the need to improve access, equity, quality and relevance of education at all levels (primary through to higher education). special emphasis was put on gender equality, youth and the most vulnerable segments of society, and on literacy, teachers, skills development for the world of work and sector-wide education plans and policies. To address the challenges of preparing quality skilled graduates for the needs of the Caribbean labour market, the Education Programme worked **to strengthen Technical and Vocational Education and Training** through support to develop policies in TVET, procure basic equipment and awareness building on the global UNEVOC network and UNEVOC e-forum for TVET experts in which 40 Caribbean TVET experts participated. The status and profile of 16 UNEVOC centres in the Caribbean were reviewed, technical support was provided to Guyana, Jamaica, Suriname, and St. Vincent and the Grenadines, and new UNEVOC centres were established in Antigua and Barbuda as well as Guyana. The Office also strengthened its collaboration with the ILO on TVET policy development in the sub-region. The Office continued **its action to strengthen the response of education systems in the cluster to the HIV/AIDS epidemic** through institutional capacity-building in HIV and AIDS evidence-based policy, planning and programme implementation in Guyana, St. Lucia and Trinidad and Tobago in partnership with the World Bank, the Partnership for Child Development at Imperial College, London, and the Education Development Centre in the U.S. It also provided support for advocacy and awareness-building activities on HIV prevention and reducing AIDS-related stigma and discrimination in the Bahamas and Dominica. At the sub-regional level, the Kingston Office worked to enhance capacities in the 16 countries in the cluster in monitoring and evaluating HIV prevention programmes in the education sector and initiated action to strengthen teacher training in skills-based sexuality education, in collaboration with UNAIDS, UNICEF, UNFPA, the CARICOM Secretariat and the University of the West Indies. Similarly during 2010, the Office produced both scholarly and capacity-building resources and publications on HIV and AIDS for the education sector while also collaborating with Caribbean writers and international publishers, Macmillan, to develop culturally appropriate teaching and learning resources on HIV and AIDS for Caribbean schools.

790. To help to improve the quality of **early childhood care and education (ECCE)**, UNESCO, in partnership with UNICEF and the CARICOM Regional Early Childhood Development Working Group, prepared a regional report on the current status of **ECCE in the Caribbean** for the 2010 World Conference on Early Childhood Care and Education (WECCE) held in Moscow. The Kingston Cluster Office also disseminated best practices in ECCE in the sub-region and assisted in finalizing ECCE policy briefs in Antigua and Barbuda as well as St. Kitts and Nevis. In **literacy and non-formal education**, the Office helped to strengthen institutional capacities to deliver quality adult literacy and life skills programmes in Jamaica and Suriname within the framework of United Nations Literacy Decade and CONFINTEA VI Belem Framework for Action. Over 150 personnel were trained to implement effective adult literacy programmes in the sub-region. The UNESCO Institute of Statistics approved Jamaica as one of the Literacy Assessment and Monitoring Programme (LAMP) pilot countries in 2010 and completed an assessment mission to Jamaica. The Office supported Jamaica and St. Kitts and Nevis to promote and raise awareness of 2010 International Literacy Day. Similarly, the Office provided support to strengthen institutional capacity in **education policy, strategies and planning** and to develop effective national education strategies using manuals and tools produced by UNESCO. The regional network of education planners trained by UNESCO was revitalized and 20 education planners and managers

participated in a workshop to develop UNESCO Education Support Strategy (UNESS) in Barbados and the Eastern Caribbean States in collaboration with the OECS Secretariat.

791. To strengthen the capacity of tertiary institutions and government bodies in **higher education policy, research, quality assurance, science, technology and innovation**, the Kingston Cluster Office organized, jointly with IESALC, the Organization of American States (OAS), and Government of Suriname, a Pan-Caribbean Conference on higher education in Paramaribo, Suriname, in April 2010. The Paramaribo Declaration, which was adopted at the end of the conference, put strong emphasis on improving policy framework, quality and relevance of higher education and strengthening science technology and innovation in Caribbean countries. Also, UNESCO collaborated with the OECS Secretariat, and the Commonwealth of Learning (CoL) to organize a conference in St. Lucia on “transition from colleges to universities” in Eastern Caribbean countries. To contribute to the expected result of **strengthened institutional and national capacities in Education for Sustainable Development**, the Kingston Cluster Office supported a regional capacity-building activity in ESD monitoring and evaluation in 16 Caribbean Member and Associate Member States in the cluster. Climate change education was incorporated in the revised resource manuals produced jointly by UNESCO and the Sandwatch Foundation. The Education Programme collaborated with the Science Programme to strengthen the curriculum units of Ministries of Education in science education and to train 50 secondary school teachers in Jamaica in a pilot project on micro-science. Also in 2010, the Office completed the Japanese-funded regional project on capacity-building the capacity of education officers in the Caribbean in data collection, analysis and reporting on education statistics.

792. In the implementation of the **Culture Programme** activities during 2010 emphasis was placed on a selected number of sub-regional priority areas with a view to increasing impact and visibility of the programme in the Caribbean. Major efforts were made in **advocating and promoting** the Convention on the Protection of the Underwater Cultural Heritage (2001); the Convention for the Safeguarding of the Intangible Cultural Heritage (2003); and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). Concrete results of these efforts were seen in the increased ratification of the Conventions by Caribbean Member States in 2010: the 2003 Convention by Jamaica; the 2001 Convention by St. Vincent & the Grenadines; and all three Conventions by Trinidad & Tobago. Jointly with the Havana Regional Office for Culture in Latin America and the Caribbean, the Kingston Cluster Office organized a Caribbean sub-regional workshop on the implementation of the **World Heritage Convention** to review national situations, identify needs for heritage protection and assess the progress made in the Caribbean under the periodic reporting cycle and the 2004-2014 Caribbean Plan of Action. The workshop, with 45 participants from 12 countries (Aruba, Belize, Cuba, Dominica, Haiti, Guyana, the British Virgin Islands, Jamaica, the Dominican Republic, St. Lucia, St. Kitts and Nevis, and Suriname) provided an opportunity, for the first time, to introduce the training modules developed under the Caribbean Capacity-Building Programme developed jointly by UNESCO Offices in Havana and Kingston. The participation in and presentation on “UNESCO’s Opportunities for Cultural/Heritage Tourism Development in the Caribbean” at the Caribbean Tourism Organization’s 11th annual conference on Sustainable Tourism Development held in Barbados in May 2010 contributed to increase awareness among major stakeholders and partners in cultural tourism on the importance of World Heritage.

793. The organization of the Caribbean sub-regional meeting on Intangible Cultural Heritage, jointly with the Havana Office and the Grenada National Commission for UNESCO in Grenada in June 2010, attended by experts in culture from 16 Caribbean countries, resulted in (i) the adoption of the **2010-2012 Action Plan** for the **Safeguarding of the Intangible Cultural Heritage** in the Caribbean; (ii) increased awareness of the importance of the culture for development through the introduction of the UNESCO toolkit on Cultural Diversity Programming Lens, which encouraged Member States such as Grenada and St. Kitts and Nevis to initiate the preparation of national cultural policy documents; and (iii) led to successful efforts of Grenada and St. Lucia to secure funds from the International Fund for Cultural Diversity. Similarly, the dissemination of information and resource materials on the second phase of the **Slave Route** project gained momentum in the

Caribbean and resulted in the setting-up of a National Scientific Committee on Slave Route in St. Kitts and Nevis. Member States in the Kingston Cluster also benefitted from participating in the XVII Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean held in Quito, Ecuador, in April 2010. Two major lessons learned during the implementation of the Culture Programme in 2010 worth noting here are: (i) selected sub-regional activities rather than country specific activities were more effective in terms of the impact and visibility of the programme; and (ii) joint collaboration between the Kingston and Havana Offices proved to be beneficial in many aspects, including cost-effectiveness in the implementation.

794. The actions undertaken by the **Communication and Information Programme** in the Kingston Cluster Office in 2010 focused on developing media capacity, especially Community Multi-Media Centres (CMCs); promoting freedom of expression; encouraging the preservation of documentary heritage; and promoting access to information. The Programme continued its actions on **freedom of expression** and the celebration of World Press Freedom Day by supporting the Caribbean Media and Communication conference held in May in Trinidad and Tobago to deliberate on the state of the media in the Caribbean and it highlighted the specific needs of the media in Haiti in the wake of the January 2010 earthquake. To contribute to **strengthening media capacity**, the Office provided financial and technical support to establish the Association of Caribbean Community Multi-Media Centres (ACCMC), and train its members in “Internet Administration and Broadcasting”. The Office also supported a sub-regional workshop, which was hosted by CARIMAC in Jamaica, in December 2010, to train 20 journalists from eight Caribbean countries in reporting on science, education and culture. The implementation of IPDC projects in 2010 equally contributed to media capacity-building in Grenada, Guyana, and St. Lucia; and the setting up of a new community radio station in Spring Village, Jamaica. With support from the Office, Jamaica embarked on a **media literacy project for primary schools** in five pilot schools. Notable progress was made in the **Memory of the World Programme** in the sub-region in 2010 as seen in the approval of 14 new heritage collections by the MOW Regional Committee for the Latin America and the Caribbean Regional Register, four of which were from Caribbean countries under the Kingston cluster. The increasing number of nominations for the MOW Register and actions by many of the 17 National Committees in Latin America and the Caribbean point to the increasing awareness of the importance of preserving the documentary heritage of Latin America and Caribbean countries.

795. The main focus of the **Social and Human Sciences Programme** during the year under review was on assisting countries under the Kingston cluster to strengthen their capacities to design and implement effective responses to the challenges of **sustainable development in Small Island Developing States and the social impact of global climate change**. Among the main achievements were (i) regional policy dialogue supported to address the social impact of the crises in Caribbean SIDS -- especially on youth -- through the First Forum of Ministers Responsible for Social & Sustainable Development in the Caribbean, (Kingston, Jamaica, January 24-26, 2010); (ii) exchanges among sustainable development stakeholders from the different language zones of the Caribbean facilitated; (iii) South-South cooperation in research endeavours encouraged, particularly through support provided to social science departments in universities and social scientists to undertake joint policy-oriented research studies; and (iv) international visibility of **UNESCO actions on youth** in the sub-region increased during the World Youth Conference (Leon, Mexico, August 2010) through the dissemination of best cases of UNESCO’s interventions in favor of Caribbean youth in the context of the project “Youth Poverty Alleviation Through Tourism and Heritage (Youth PATH)”, implemented in English- and Dutch speaking countries in the Caribbean.

796. The main challenge faced in the implementation of the Social and Human programme in the Caribbean was insufficient funds to support activities highly demanded by Member States, in particular under the Youth PATH project which ended in September 2010. The scarcity of funding also hindered the ability of the Office to respond to demands made by Member States for UNESCO’s support for activities aimed at reducing crime and violence among the youth, which is remains a primary obstacle to sustainable development in Caribbean countries. Another important

challenge was to design and implement activities – in areas like the sustainable development of SIDS and adaptation to global climate change -- that require region-wide cooperation between UNESCO Offices in Latin America and the Caribbean and other major stakeholders. The main lessons learned were that: (i) successful coordination between social scientists and other development stakeholders from different language zones in the Caribbean is a time consuming process which requires adequate funding and carefully designed projects; (ii) increased collaboration among UNESCO offices in Latin America and the Caribbean is feasible and indispensable for enhanced delivery of UNESCO's SHS programmes in the Caribbean; and (iii) prioritization of extrabudgetary allocation is required to address the demands made by Member States, especially in the areas of global climate change and youth development, given the unique challenges that SIDS face in these fields.

797. Among the main achievements of the **Natural Sciences Programme** during the year under review which need highlighting are: (i) **the development of national science, technology and innovation policy guidelines and strategies** that articulate and lend support to national efforts at sustainable development in the SIDS as well as take into consideration local knowledge and vulnerability to the effects of global climate change; (ii) the completion of a major Report on Science, Technology and Sustainable Development in Caribbean SIDS and the formulation of a Science and Technology National Plan in Guyana (prepared with UNESCO's support), in addition to Jamaica and Trinidad and Tobago which have already formulated such plans. (iii) integration of local knowledge content on climate change mitigation and adaptation into education curricula was enhanced through the development of specific policies and practices; and (iv) science education policies were promoted and quality of science teaching improved. As a pilot and to address the high failure rate of students in the region's CXC (CSEC) Mathematics Examinations, the Kingston Cluster Office supported the University of West Indies (UWI) to develop a **Mathematics Bridging Programme** and to organize Mathematics Olympiad workshops, mathematics problem-solving competitions, and a Mathematical Modelling programme. Also during 2010, the Office supported networking among scientists and engineers from the sub-region to enhance collaboration and provide young scientists and engineers with an opportunity to learn about and explore their career opportunities. The Office supported and participated in the launch of the Caribbean Science Foundation (CSF) in Trinidad and Tobago, in September 2010; the CSF's principal focus is the application of science, technology and innovation in such areas as energy, water, transportation, agriculture, manufacturing, ICTs, and crime prevention in the Caribbean. The main challenges faced in the implementation of the Natural Science programme are: (i) considerable lack of capacity (institutional and/or human) in some countries in the cluster; (ii) lack of a multidisciplinary approach that is needed for science education at the pre-primary, primary and secondary levels; (iii) the need to revamp the curricula in schools to ensure that research and innovation are taught properly and throughout the education cycles; and (iv) the low or insignificant financial resources dedicated to research and development in science and technology.

798. In implementing regular programme actions and extra-budgetary projects during 2010, the Kingston Cluster Office sought close collaboration with such key stakeholders as sister United Nations agencies working in the cluster, the World Bank, National Commissions for UNESCO in Member States, CARICOM and OECS Secretariats, International Development Partners, academic institutions, especially the University of the West Indies, professional bodies and civil society groups. Such efforts helped to strengthen partnerships between the Office and those stakeholders and increase the recognition of UNESCO's position, mandates, multi-sectoral expertise, and comparative advantage within the United Nations system operating in the Caribbean countries in the Kingston cluster. But another major lesson learned in the implementation of programme actions in 2010 is the need for greater coherence to further reduce duplication and overlaps in the work of the United Nations system in the sub-region. The development of the new UNDAFs for 2012-2016 in countries in the sub-region provides a good opportunity for the United Nations agencies to address gaps in coherence and the formulation and implementation of joint programmes. Collaboration with the NATCOMs was particularly essential in the delivery of the programmes; however, in some instances, such collaboration faced challenges because of inadequate capacity of some of the NATCOMs. Where the NATCOMs have the requisite capacity,

the collaboration was quite effective and productive such as the collaboration with the Trinidad and Tobago NATCOM to organize the DG's consultation with the LAC National Commissions for UNESCO on the preparation of the Draft Programme and Budget for 2012-2013 (draft 36 C/5) as well as the UNESCO Future Forum on SIDS, with special emphasis on the Caribbean, both of which were held in Port of Spain in July 2010.

UNESCO Office in Lima

Major results for the UNESCO Lima office in 2010 are as follows:

Education

Education sector risk management capacity-building

799. We drafted a handbook titled "A School Principal's Risk Management Guide" that includes theory, instruction, and essential tools for school principals and their task forces to coordinate and to execute a suitable disaster risk management process. It promotes and strengthens a culture of prevention in schools.

800. We collaborated with OREALC to implement the project titled "Adaptive Learning Mechanisms for community level tsunami preparation and response in Colombia, Ecuador, Peru, and Chile", which was funded by the sixth DIPECHO action plan for South America. It built local, sub-national, and national stakeholder capacities in emergency preparedness and disaster risk reduction with emphasis on tsunamis and provided specialized equipment for dealing with tsunamis for national authorities.

Strengthening education sector response to STI, HIV, and AIDS prevention within the agenda of comprehensive sex education (CSE)

801. While providing technical assistance to the Ministry of Education Office of Guidance Counseling Programs (DITOE), we prepared the following with other institutions:

- CSE program for the education system
- CSE guidelines for teachers. Regular basic education teacher and homeroom teacher handbook
- STI/HIV/AIDS prevention guidelines for teachers
- CSE teacher training proposal
- Peer guidance strategy proposal (for homeroom teachers)

802. We carried out (with the MoE) monitoring visits in different regions, verifying that 90% of schools have formed "Committees for educational orientation", whose purpose is to promote CSE. We obtained copies of resolutions instituting, and/or copies of plans for incorporating CSE in 34% of schools visited: 5 in Ica, 3 in Callao, and 3 in Lima.

Education in the decentralization process

803. We are supporting the Vice Ministry of Institutional Management as it systematizes the Municipalization Pilot Plan. Other counterpart institutions, namely the World Bank, USAID, and the Embassy of Finland in Peru, have been brought on board to provide complementary assistance that the Peruvian government requires.

Promoting Education for Sustainable Development

Under the Decade of Education for Sustainable Development (DESD), the office is providing assistance to the MoE so it can prepare a National Education for Sustainable Development Strategy through a participatory and intersectoral process. One step in that direction has been creation of a technical team led by the Community and Environmental Education Office (DIECA) and comprised of the Peruvian NatCom and these MoE offices: (1) Coordination with Civil Society Institutions, (2) Higher Education, and (3) Strategic Planning.

Culture

Natural heritage preservation

804. In preserving world heritage sites in Peru, we have implemented the Swiss Agency for Development and Cooperation (SDC)-funded project “Local Climate Change Adaptation and Risk Management Capacities: Manu National Park in Peru – World Heritage Site”. We forged a strategic alliance with the Ministry of the Environment (MINAM) National Protected Area Service (SERNANP) to implement the project and set up a steering committee for supervising project progress, members of which are the SERNANP, SDC, UNESCO, Peruvian Agency for International Cooperation (APCI), and the NatCom.

Cultural heritage preservation

805. We are completing the Lines and Geoglyphs of Nasca and Pampas de Jumana and the Pachacamac Archeological Complex management plans, producing them in a participatory fashion; drafts are being reviewed by Ministry of Culture specialists for subsequent editing.

Promoting Intangible Cultural Heritage safeguarding policies

806. As part of Peru’s decentralization process, we are promoting regional actions for safeguarding ICH, doing so through proposing guidelines for regional government approval (in the form of a regional law) and incorporation into their development plans. A cross cutting objective in the proposal is raising regional authorities awareness on ICH safeguarding; we are also looking to actively engage them in designing the policy guidelines for proposal viability and sustainability.

Creative industries

807. “Inclusive Creative Industries: an Innovative Tool for Poverty Alleviation in Peru” is the global project UNESCO and five other United Nations agencies are implementing.

808. Project progress thus far:

- Inventorying and registering ICH expressions in four regions of Peru with the Ministry of Culture
- Preparing a cultural heritage awareness raising program
- Conducting a study on the inclusive creative industry legal framework

Communication and information

Risk management in communication

809. We are executing a journalist training program, one step having been partnering with the National Association of Journalists and the San Martin de Porres School of Communication for carrying out student and graduate training programs. We also produced a risk management handbook for journalists that is now being validated by National Civil Defense Institute specialists and journalists.

Memory of the World Program

810. Our office and the National Library of Peru organized an international seminar workshop in October 2010 on the Memory of the World Program. 50 officials and specialists on archive and documentary heritage management took part. Following this event, the NatCom lobbied for the creation of the Commission for the National Memory of the World Program.

Social and human sciences

Fighting HIV/AIDS-related stigma and discrimination

811. We are leading the effort in Peru to fight against HIV/AIDS-related stigma and discrimination through a peer education methodology. Working alongside our office is UNAIDS and UNFPA. We designed a peer educator training program using a module that covers HIV/AIDS stigma and discrimination. It will strengthen adolescent and young adult participants as they conduct awareness-raising and HIV/AIDS prevention activities.

Natural sciences

812. We provided technical assistance to Peru's National Weather Bureau (SENAMHI) and the National Committee for the International Hydrological Program (CONAPHI) for their international workshop on "maximum hydrological phenomena" held in May 2010. Participants included specialists from Cuba, Bolivia, Guatemala, Costa Rica, Mexico, and Peru.

UNESCO Lima Office contribution to the United Nations country team activities and country programming

813. We are actively participating in drafting the 2012 – 2016 UNDAF as part of the UNRC-promoted joint programming and thus managed to get culture sector topics incorporated in the UNDAF, a significant accomplishment since that sector was not considered in the last UNDAF. Topics include preserving natural and cultural heritage, safeguarding ICH, and promoting creative industries as a development tool.

814. In education, we proposed lining up our UNESS strategies with those from the UNDAF in order to generate synergies and to direct efforts towards results that will have greater impact on the country.

UNESCO Office in Mexico

815. Since 2008 the Office has reoriented its operations in order to build local capacities and strengthen relationships with federal government bodies. Examples of this are its work with the Mexican Commission for Cooperation with UNESCO (CONALMEX), the Ministry of Foreign Affairs, the Ministry of Public Education, the National Institute of Anthropology and History, and the Ministry of the Environment and Natural Resources, among others.

816. UNESCO in Mexico has focused on issues which are priorities to the Mexican Government, such as evaluation of the basic education reform and the implementation of upper secondary education policies, tangible and intangible world heritage, cultural diversity and culture of peace, youth participation, prevention of gender violence, communication for development, water education for sustainable development, and monitoring and follow-up of the Mexico City Ministerial Declaration *Educating to Prevent HIV*.

817. In order to address these issues, the operational structure of the Office was reorganized in correlation to the areas of UNESCO's mandate. The Programme Coordination and Strategic Planning area was also created.

818. In the same vein, the office has been working on a platform to provide specialized technical assistance to government at federal, state, and municipal levels. In view of the size of Mexico's territory and population, the effort to institute a working relationship with the different levels of government is crucial but at the same time intricate. Accordingly the office has focused its work in Chiapas, Tabasco, Veracruz, and Oaxaca, four southern and south-eastern states whose human development indicators are among the lowest in the country. In these states, the office is implementing extra budgetary projects which have made it possible to strengthen local capacities and have a closer and more effective relationship with the communities in question. This has led to a significant local presence and growing ownership of local governments and communities of the concepts and main lines of actions promoted by UNESCO in the different spheres of its mandate.

819. In 2010 Mexico was very active in both regional and global issues and was host to several extremely important international events, among them the World Youth Conference, the International Forum on Migration, the Ibero-American Conference on Biosphere Reserves, and the World Climate Change Summit (COP16). At each of these events, the UNESCO Office in Mexico worked in parallel with governmental institutions, United Nations agencies, UNESCO headquarters and several of its offices in the region to ensure UNESCO's presence and contribution. The Director of the Office and its staff, supported and accompanied the participation of Ms. Pilar Alvarez Lazo, ADG / SHS, both at the World Youth Conference (August 2010) and the Forum for Migration (November 2010); Mr. Jorge Grandi, Regional Science Director for Latin America and the Caribbean (November 2010), Ms Gretchen Kalonji, ADG/SC, and Ms. Wendy Watson-Wright, ADG/IOC, at the World Summit on Climate Change (COP 16 9 (December 2010).

UNESCO AND THE UNITED NATIONS SYSTEM

820. The relationship with the United Nations System in Mexico has grown stronger and we have participated actively in the country team, particularly with regard to alignment of interests and complementarity of efforts between the agencies, funds, and programmes. We have also achieved greater recognition of the value added by UNESCO in the different areas of our mandate. Particular mention should be made regarding the role of culture of communication for development, cultural diversity and peace culture, and water education for sustainable development. It is important to stress UNESCO's contribution to the country team's thinking on the role of the United Nations System in countries with emerging economies.

821. The UNESCO Office in Mexico is also working in a coordinated and systematic manner with the United Nations System in Mexico, both in the inter-agency groups and through four joint programmes:

- (1) Strengthening of effective and democratic water and sanitation management to facilitate achievement of the MDGs.
- (2) Conflict prevention, development of agreements, and peace building in communities with internally displaced persons in Chiapas, Mexico.
- (3) Construction and evaluation of a comprehensive model to prevent gender-based violence among indigenous people in Mexico, on the basis of an intercultural approach.
- (4) Supporting young people of upper secondary education to develop their life projects and risk prevention: Building Yourself in Learning Communities. A program of the Ministry of Education in conjunction with civil society organizations and the support of UNDP, UNESCO and UNICEF aiming to assist and encourage the development of students in educational environments of inclusion, equity and democratic participation.

822. The Office is participating actively in these programmes together with UNDP, UNICEF, UNFPA, UN Women, FAO, and WHO, among other United Nations agencies.

EDUCATION

823. Education is one of the most important priorities for Mexico, and UNESCO is particularly involved in public policy research and evaluation. Thanks to expert contributions from the Office in Mexico, the International Institute of Educational Planning in Buenos Aires, the International Bureau of Education in Geneva, the Institute for Lifelong Learning in Hamburg, and the UNESCO Regional Bureau of Education for Latin America and the Caribbean in Santiago, Chile, we are influencing decision making in key areas of the country's education policy.

824. Both the *Building Yourself in Learning Communities Programme* and the *Comprehensive Basic Education Reform (RIEB) Evaluation Project* are strategic initiatives of Mexico's education policy in which UNESCO is making an important contribution in the formulation of new policy guidelines for national education.

825. In the field of lifelong learning, Mexico has developed an innovative package of initiatives through the National Institute of Adult Education (INEA). In 2011 the UNESCO Office will be working with INEA to develop learning outcome indicators for young people and adults in indigenous communities. Also in 2011, INEA, with the support of the UNESCO Office and the UIL, will host the follow-up regional meeting of the Sixth International Conference on Adult Education (CONFINTEA VI) which took place in Belem, Brazil, in 2009.

826. Another important initiative has been the monitoring and follow-up of the *Mexico City Ministerial Declaration Educating to Prevent HIV*, signed in August 2008 by the Ministers of Health and Education of Latin America and the Caribbean. It is a strategic tool to strengthen HIV prevention efforts in the region by ensuring access to quality, comprehensive sexuality education and sexual and reproductive health services. In the framework of EDUCAIDS, the Global Initiative on Education and HIV & AIDS, the Office has worked together with the UNESCO Regional Bureau of Education for Latin America and the Caribbean to promote comprehensive education sector responses to HIV and AIDS. On the other hand, different training workshops on sexual and reproductive health have been organized addressed to vulnerable groups. Likewise, various technical meetings with key stakeholders and partners have taken place to build partnership and promote coordination.

827. After a long period of intermittence, Mexico resumed its participation in the E-9 Initiative, promoting policy dialogue in key education issues in the framework of the South-South cooperation policy with which the Mexican government is engaged.

828. The creation of the network of UNESCO chairs (13 in total) was a substantial step in the enhancement and development of training, research, and knowledge exchange among the academia. It is important to emphasize that the Office is using this network to strengthen its presence in the country while at the same time putting their expertise to benefit the various programmes and projects being implemented.

NATURAL SCIENCES

829. In the framework of the joint United Nations programme on water and sanitation implemented in coordination with Federal, State, and Municipal authorities, the Office, in close cooperation with the Regional Office for Sciences in Latin America and the Caribbean, has provided technical assistance in sustainable management of drinking water and water resources management, empowering local stakeholders and communities. At the same time, has promoted policy dialogue among local government and communities on key water management issues, and has assisted them in the formulation and implementation of public policies and targeted programmes.

830. Participative management of sustainable development, risk prevention, and adaptation to climate change in areas of special environmental interest, are other fields in which the Office is working with state governments, civil society and indigenous and farming communities. It is worth

emphasizing that the different activities implemented with indigenous communities on water related issues, including water rights, environmental health, culture and spirituality related to water, is giving a strong voice to their perspective, empowering them through a sharing of knowledge and experience and enhancing intercultural understanding and respect for different approaches to water management.

831. The Office's participation in the World Climate Change Summit and the Ibero-American Conference on Biosphere Reserves provided an opportunity to promote and disseminate information about the Organization's activities, and it opened new opportunities to engage in other national and regional projects led by the Regional Office for Sciences in Latin America and the Caribbean.

832. Solid cooperation with the Mexican Academy of Science and the Ministry of Public Education has been developed to broadcast and promote the L'Oreal-UNESCO Award. As a result, there is a growing interest on it within the Mexican academic community. Special mention deserves the "Women and Science National Conference" which will take place in 2011 headed by the First Lady.

SOCIAL SCIENCES

YOUTH

833. Although the Office does not count with a specific regular budget in this area, it is actively engaged in youth related issues making it the central pillar of all the Office's activities as established in its intersectoral biennial work plan.

834. One of the most significant achievements was last year's World Youth Conference held in the State of Guanajuato, which provided a privileged forum for governments, civil society, international organizations and young people for examining alternative ways of responding to the great challenges facing youth.

835. The Office in coordination with the Youth Section at Headquarters, and together with different United Nations agencies, was actively involved in the preparation and realization of the WYF in support to the Mexican Institute for Youth, the Ministry of Education and the Ministry of Foreign Affairs.

836. Through its Director and staff, the Office participated in the different activities of the global NGO meeting, the Forum for Governments and the Legislative Forum, as speakers, panelists and round table moderators. Likewise, the Office conducted two thematic workshops on world heritage for youth, arranged a booth for publications and audiovisual material and carried out various cultural activities to promote UNESCO's work in youth related issues and to attract youth to UNESCO's thematic workshops. The public Information staff of the Office ensured significant media coverage of all UNESCO's activities. Together with Headquarters, the Regional Office for Education in Latin America and the Caribbean, the Regional Office for Sciences in Latin America and the Caribbean, the Kingston Cluster Office, the Brazil National Office and the Mexico National Office, nine workshops took place on various youth issues related to education, culture, sustainable development, youth participation, gender, youth violence prevention and HIV & AIDS Education.

837. Both the government of Mexico and the United Nations system in the country recognized the quality of UNESCO's participation and its valuable contribution to the success of the event. As a result, the Mexican Institute for Youth has expressed keen interest in the Office's involvement in the follow-up activities of the WYC and requested its advice on youth policy formulation.

CULTURE OF PEACE

838. One of the cornerstones of the Organization is peace building and we have been fortunate to be implementing the United Nations joint programme on "*Conflict prevention, promoting consensus*

and peace building in communities of internally displaced persons in Chiapas, Mexico (2009-2012)".

839. Through this joint programme, the office is addressing the reconstruction of displaced communities in the State of Chiapas following the conflict that took place almost two decades ago. Conflict prevention, negotiation and mediation as key elements to peace making, are at the core of the Office's activities in this programme. Through art, education and communication for development, the concept of culture of peace is promoted with emphasis in values, attitudes, behaviors and lifestyles based on nonviolence and respect for fundamental human rights, intercultural understanding, tolerance, solidarity and full participation of men and women.

GENDER

840. The UNESCO Mexico Office is one of the five United Nations Agencies (ECLAC, UNDP, UNFPA, and UNICEF) actively involved in the Joint Programme "*Development and Evaluation of a Holistic Model to Prevent Gender-Based Violence in Indigenous Populations with an Intercultural Approach*".

841. In the framework of the United Nations Trust Fund in Support for Actions to Eliminate Violence against Women, (United Nations Trust Fund), the United Nations Country Team in Mexico and the United Nations Gender Thematic Group, in collaboration with INMUJERES, the Ministry of Education and the Ministry for Social Development, proposed to develop and pilot a holistic model to prevent gender-based violence in indigenous communities in the States of Chiapas and Oaxaca.

842. The model aims at strategically targeting girls, boys and adolescents at an age when gender identities are developed and root causes of gender-based violence can be addressed for effective primary prevention. In addition, a strong emphasis is placed on data collection to understand the particular needs of the indigenous population in order to address violence against women and girls.

843. Through UNESCO's intervention we are contributing to increase the knowledge and capacity of governmental officials and educators in indigenous communities to implement Mexico's Law on Women's Access to a Life Free of Violence and Law on Equality between Women and Men, for the prevention of violence against women and girls and improved quality related responses and services. Specifically, the Office is responsible for the component related to egalitarian identity construction from the perspective of human rights and intercultural relations.

844. On the other hand, the Office is closely working with the National Sports Commission, the National Women's Institute, and the Mexican Commission for Cooperation with UNESCO in promoting and recognizing women in sports.

CULTURE

845. Mexico has 31 World Heritage sites and six elements in the Representative List of the Intangible Cultural Heritage of Humanity, and has ratified 19 conventions. In this framework, culture is a priority for the office. In close cooperation with the Mexican National Commission, the National Institute of Anthropology and History, and the Ministry of Foreign Affairs, the Office is solidly positioned in the field of world heritage sites management.

846. In this biennium, the Office is working in the promotion and capacity-building in the field of Underwater Heritage, together with the Regional Office for Culture in Latin America and the Caribbean. An international conference on this subject will take place in March 2011 to address the technical and legal challenges of underwater archaeology in Central America and Mexico.

847. Similarly, the Office is focusing on migration and culture, taking into account that Mexico is a country in which the issue of migration is increasingly of great public and private interest. Historically, Mexico has had a strong migratory flow, to the United States in particular. It has

equally been a consistent recipient of immigrants and lately it has become a “passing-through” country to many in the process of migrating north. A cultural look at migration as well as the starting up of dialogue about intercultural programmes and sustainable development in border cities, combined, can help to balance the impacts and processes that these major cities and territories live through. It can also help to give a more positive and humanitarian interpretation of such a complex social process as international migration.

848. In this framework, the Office together with the Ministry of Foreign Affairs is organizing a conference on culture and migration that will take place in September 2011, with the aim of creating a space for multidisciplinary discussion and reflection on the significance and role of culture in the migration phenomenon and defining main lines of actions that would serve as framework for projects and programmes in this field.

COMMUNICATION AND INFORMATION

849. In the framework of the four joint United Nations field programmes that the Office is implementing, a Communication for Development comprehensive strategy was formulated with the aim of contributing to knowledge and information sharing at the community level to empower people to improve their livelihoods.

850. Based on participation and dialogue and through the use of a broad range of tools and methods, emphasis is made in raising awareness, the cultural dimension of the communities involved, experiential learning, information sharing and the active participation of the communities and other stakeholders in decision making processes. The key components of the different projects that the Office is executing (conflict resolution and culture of peace, water resources management, gender violence prevention, and youth development) are addressed through the integration of participatory communication methods, traditional and local media and the use of modern technologies.

851. On the other hand, freedom of expression, the use of ICTs, and the positioning of UNESCO in the media were promoted at the international events in which the Office took part, especially at the World Youth Conference, the World Climate Change Summit, the World Forum on Migration, and the Ibero-American Conference on Biosphere Reserves.

852. By publicizing the Office's activities, the Sector has drawn the attention of the media and society to the issues, as well as the programmes with which UNESCO is contributing to stronger public policies on development. For these activities, the Office has the backing of the Cluster Office for Central America and Mexico in San José, Costa Rica.

UNESCO Office in Montevideo

REGIONAL LEVEL

853. The Regional Bureau for Science in Latin America and the Caribbean supported Member States in developing national science, technology and innovation policies particularly through the provision of upstream policy advice and the benchmarking and monitoring of trends in science, technology and innovation systems.

- Science Policy and Sustainable Development, Basic Sciences and Engineering Sciences

854. The Regional Bureau contributed to the encouragement of evidence-based national science, technology and innovation policies in the Region, and to the global monitoring of science and technology (S&T) capacities and trends within it, but also comparatively between Latin America and the Caribbean and the rest of the world (34 C/4).

Regarding the provision of upstream policy advice as follow-up to the priorities set by the World Science Forum (Budapest, Hungary, November 2009) and the regional process undertaken towards the positioning of Latin America and the Caribbean STI policies authorities, and within this framework the MERCOSUR Forum on STI policies: Towards a new social contract of science was held in Montevideo, Uruguay, 17-18 August. It consisted of an intergovernmental activity that gathered 9 high officials responsible for the design of STI policies in Argentina, Brazil, Paraguay and Uruguay, as well as those in charge of international relations, also working on the subject. Presentations were made on the state of the arts and potentialities of the STI Systems in the Cluster, as well as on proposals for integrated action towards the achievement of the goals of the Regional Declaration. The aim was to reach consensus on how to integrate the potentialities of each of the countries towards a LAC Regional Framework for Action on STI in LAC. Results shall add-up to Regional Forums: Caribbean, Andean and Central America + Mexico to be organized towards the formulation of coordinated Regional Strategy in STI policies in Latin America and the Caribbean by the corresponding UNESCO Natural Sciences Officers of Costa Rica and Quito in 2011. This participatory process evidenced the need for the benchmarking and monitoring of trends in science, technology and innovation systems. Within this context the design of the Science Policy Information Network (SPIN) was accompanied by the launching of the Publication Series “Studies and Documents on science policy in Latin America and the Caribbean”.

855. The SPIN Platform was totally designed and implemented by the Regional Bureau for Science in Latin America and the Caribbean. It is a revolutionary platform of databases composed of strong graphic and analytic tools for decision-makers and STI policy experts in Latin America and the Caribbean.

856. The SC PSD Programme of the Regional Bureau for Science in LAC developed a methodology for standardization and systematization of data in science, technology and innovation policies, as well as a sophisticated information system which includes: a) a detailed inventory –in Spanish and English- describing the structure of each national system of science, technology and innovation in LAC, with a description of their institutional organigram (divided in STI policy level, STI funding level and STI Implementation level), details of their main programmes, priorities, performance, planning and international cooperation strategies; b) a database with the whole legal frameworks in science, technology and innovation for each country of the LAC region; c) an inventory with detailed descriptions of more than 900 different technical and financial science policy instruments implemented by the 33 Latin America and the Caribbean countries, classified into nine categories by objectives and strategic goals, in 11 categories by type of facility and in 18 categories by type of beneficiaries.

857. Human and institutional capacity-building in the basic sciences was supported to foster applications for societal needs and encourage careers in science through strategic support to activities fostered by centres of excellences such as the International Centre for Theoretical Physics (UNESCO- ICTP) and the American Society for Microbiology (ALAM).

858. Dialogue and exchange of expertise through South-South cooperation was a particularly important working priority as well. All activities were adapted to the social, cultural and environmental context of the Region and had at their core the ethical dimensions of science.

859. Member States were supported in engineering capacity-building and innovation in coordination with the International Science, Technology and Innovation Centre for South-South Cooperation (UNESCO-ISTIC).

- Ecological Sciences Programme

860. UNESCO cooperation in Latin America and the Caribbean on biosphere reserves increased during 2010, mainly due to the cooperation with UNESCO Headquarters (ESS) in obtaining extrabudgetary funds and coordinating IberoMaB networking activities. This was fundamental to renew LAC countries cooperation in MAB Programme and also in promoting biosphere reserves as

learning sites to research, adaptation and mitigation of climate change (IberoMaB Action Plan, 2010).

- International Hydrological Programme

861. In the framework of UNESCO support to the reconstruction of Haiti after the earthquake suffered in January 2010, a technical fact-finding mission for the elaboration of a medium and long term strategy on science was undertaken by the Director of UNESCO Montevideo Office together with 2 consultants to Santo Domingo, Dominican Republic, 3-4 May and Port-au-Prince, 5-6 May, 2010. A UNESCO science sector strategy in support to the Haitian Government was developed as a result. The UNESCO Advisory Working Group on Disaster Prevention and Sustainable Development also met in Santo Domingo, Dominican Republic, 3-4 November, 2010 in order to review the achievements of the Group and define short and middle-term actions, as well as to define the platform of cooperation of the group in the case of Haiti.

862. During the XII Water Information Summit (WIS-12) (Santo Domingo, Dominican Republic, 2-3 November), educational, governmental, non-profit and commercial entities interested in water research, conservation, and management discussed the status of water information for disaster preparedness. This annual event is co-organized by IHP-LAC and the Water web Consortium to promote the sharing of information concerning water and the earth's environment.

863. The VIII Coordination Meeting of the IHP-LAC Working Group on Snow and Ice took place in Valdivia, Chile, 1-6 February, 2010 jointly organized with the Centre for Scientific Studies (CECS). Evidence on glacier recession in the Andean countries and Mexico was presented during the meeting, and the increase of glacier recession and thickness reduction rates were brought to the attention. The Working Group is carrying out a coordinated work in the region, thus undertaking concerted initiatives, which has allowed establishing a consolidated glacier observation programme with a scientific strategy, a consistent data-gathering methodology, and network logic. This strategy includes experience-sharing, and data valuation and publication through a consensus-defined standard.

864. One of the major problems nations will be facing in the next decades, especially in (semi)arid locations, IHP-LAC, together with CAZALAC and other partner institutions, organized an International Conference on Arid and Semi Arid Development through Water Augmentation and G-WADI Latin America and the Caribbean Meeting, which was held in Valparaíso, Chile on 14 and 15 December, 2010). During the conference, participants presented works on development, efficiency assessment, design, implementation, impact, constraints and social, economical and cultural aspects of methods for water augmentation. In this framework the Latin America working group of G-WADI was established, with the aim of strengthening the capacity to manage the water resources of arid and semi-arid areas through a network of international and regional cooperation.

865. The English version of the Atlas of Arid Zones LAC was published. This work shows the final results of this initiative that includes the entire region, where more than 26 countries cooperated to create the map of arid, semi-arid and sub-humid zones of LAC. Until present, the region had not presented the common indicators referred to the availability of water resources in all countries, which limited a precise vision of the effective supply and demand that exists in each region from a climatic point of view. This is especially relevant in those countries where aridity gradients exist or those areas with water excess.

866. In view of the need of supporting the Members States of the region in the implementation of actions towards Integrated Water Resources Management, the reinforcement of the capacities to attend the regional requirements has been strengthened. In this regard, professional expertise to reinforce the existing capabilities has been incorporated in the region, to allow the IHP-LAC to better address the demands of the countries on the different aspects of water resources management from a comprehensive and holistic viewpoint.

867. Since 2008, UNESCO has been working towards becoming a GEF Executing Agency, being GEF the main funding agency for environmental related initiatives. In this sense, an internal programmatic and administrative process has taken place, aimed at adapt the requirement of both GEF and UNESCO. The realization of this alliance is crucial for the implementation of projects within the scope of UNESCO's natural sciences priorities and objectives. Within this aim, UNESCO was present at the 4th GEF Assembly with a sound delegation that followed-up in the presentation of GEF forthcoming cycle (GEF5) and in the feedback provided by country representatives.

- Earth Sciences

868. In response to Member States interest manifested on the need for training on leadership in Climate Change and Disaster Management, the Regional Bureau for Science joined the Avina Foundation in the organization of activities for the launching of the Sub-regional Centre for Climate Change leadership training and management. A sub-regional workshop was held, with the participation of representatives from Universidad Torcuato Di Tella (Argentina), Universidad ORT (Uruguay), Universidad de la República (Uruguay), Fundación Getulio Vargas, Secretaría General Iberoamericana (SEGIB), Ministerio de Educación y Cultura from Uruguay, and the Inter American Development Bank. As a result a preliminary project proposal has been drafted by participating institutions to be presented to the Inter American Development Bank.

869. Support delivered in the development of a UNESCO inter-sectoral strategy in support to the Action Plan for National Recovery and Development of Haiti. Priority was given to the development of the UNESCO inter-sectoral strategy in support to the Action Plan for National Recovery and Development of Haiti (APNRDH), with UNESCO HQ, the UNESCO Port-au-Prince Office.

870. Technical assistance was given for the organization of the First Latin America and the Caribbean Geopark Conference held at Juazeiro do Norte (Brazil) from 17 to 29 November 2010, in coordination of the Secretaría de Ciencia, Tecnología y Educación Superior del Estado de Ceará, jointly with Geopark Araripe, and the Universidad Regional del Cariri (Brazil). It had the participation of representatives from Argentina, Brazil, Nicaragua and Venezuela. As a result, advances were made towards the elaboration of a proposal for action and activities on Geoparks in the Region.

Intersectoral Platform on Climate Change

871. Concerning the UNESO Climate Change Initiative, the Regional Bureau for Science in Latin America and the Caribbean is actively participating in the Thematic Working Group on Climate Change (TWGCC) and sent LAC proposal for action for possible inclusion under the Initiative, which was quite well received.

- Social and Human Sciences

872. Reinforcing dialogue between social science community, policy-makers and civil society representatives at national level through activities organized by MOST National Liaison Committees. Member States strongly support the specific feature of the MOST Programme in terms of research-policy linkages.

873. In Latin America, the Forum of Ministers of Social Development has contributed to a better mutual understanding of the different social policies in the region and has given the opportunity to develop and establish common cooperation paths and guidelines in several areas, based on the exchange and sharing of experiences between Ministers of Social Development, as well as representatives of other Ministries (education, health, culture, economy, etc.), in view of reaching a shared comprehensive social policy that could be transmitted to all countries in the region. It is important to take into account that in several countries in Latin America Social Cabinets have been established under the coordination of the Ministers of Social Development. These Cabinets are integrated by the Ministers of economy, education, health, culture, etc. In the context of the Forum

the Ministers have discussed about their best action as coordinators of the Social Cabinets. This has contributed to the establishment of more comprehensive social policy in the region. Also, supporting research and policy development on regional agreements on migration in LAC contributes to the elaboration of recommendations in the field of migration in view of public policy elaboration.

874. One of the key objectives of the “Rethinking Latin America” Project is to present to the Forum of Ministers of Social Development a medium and long term analysis on the current situation in the region taking into consideration the international context, the possible future scenarios in the global economy and its likely impact on social policies and alternatives for strengthening of strategies towards social development emphasizing on youth and gender. A network has been created, which is an important tool for reinforcing dialogue among academics, policy-makers and NGOs in the region. This reinforces the social science-policy nexus. Member States in Latin America are better integrated in UNESCO’s strategy in the field of social development.

875. Training of junior professionals: Summer Schools attract young professionals coming from governments, NGOs, research centres and universities under the guidance of senior scholars. The LAC-MOST Summer School held in the Dominican Republic in September 2009 trained 20 young professionals (from government, NGOs, research centres and universities) in the field of the research-policy nexus, with a special focus on youth.

876. The on-line distance Teaching Courses on Bioethics carried out by Redbioética UNESCO aims at training members of ethics committees, governmental advisers and members of governmental and non-governmental organizations in three different areas, clinical bioethics, research ethics and ethics science and technology. In this sense, students elaborate final project to produce changes to be developed in two areas: (1) Educational: by developing new Bioethics chairs at Universities, by giving institutional courses, at hospitals and including the Human Right approach to bioethics in educative programs; (2) Normative: by participating as advisor in different levels: (a) proposing guidelines for making decision in the health institutions regarding to bioethics; (b) advising in the process of ethics decision making, (authorities, parliamentarians, governors, stake holders and policy makers).

877. Scholarships and distance learning give accessibility to bioethics education to people from poor and low income countries. The activity increases the capacity of member states to deal with new challenges in bioethics and research ethics developing new ethics committees. Awareness raised on the protection of Human Rights, (more members of research ethics committees involved with bioethics and human rights, and more ethics research committees). The activity also increases the visibility of UNESCO as a referent in the field of Bioethics education in the region. It generates partnerships with local institutions and governments to implement the courses.

878. UNESCO has supported Member States in the development of policies for ethics in science and technology and bioethics and disseminated the existing declarations in the field of bioethics. These activities involve researchers, academics, journalists specialized in science and technology and decision-makers and representatives of the community in the process of dialogue and debate about ethical issues. Support was given to a network of 11 National Bioethics Committees (NBC), through the promotion and support of independent, multidisciplinary and pluralist ethics committees in the countries at the appropriate level. The project aims at strengthening the national system of ethics research and to develop national independent systems to evaluate not only the ethics issues regarding emerging new technologies, but also the health problems and the ethics issues of life sciences. UNESCO provides training in order to develop and reinforce capacities of the members. In addition, and with a view to promoting ethical principles and sensitizing the public, UNESCO together with REDBIOETICA promote the principles of the Universal Declaration on Bioethics and Human Rights and strengthen Member States’ capacities in the field of Bioethics.

879. Regarding the ethical principles in relation with climate change, a Workshop of experts from South and Central America held in Montevideo on 17 and 18 June 2010 was organized. During the

workshop 18 experts from 10 countries participated. On this occasion, a network of experts related to Ethics and Climate Change was established.

CLUSTER LEVEL

- Culture

880. In the context of the sub region, UNESCO's programme for culture implemented in Argentina, Paraguay and, Uruguay is a coherent set of activities that contribute to the sub-regional integration in the field of culture through established mechanisms of cooperation in the framework of the "MERCOSUR CULTURAL" action plan. Activities were identified along the lines and recommendations that arose from the Meetings of Ministers of Culture of MERCOSUR who have required the cooperation of UNESCO in two main domains:

- Cultural Heritage itineraries as such: the Guaranis Jesuitic Mission project
- Cultural Statistics and the Convention on the protection and promotion of the diversity of cultural expressions (2005)

881. Also, stronger emphasis was placed on the contribution of culture and heritage as crucial factor for sustainable development, social cohesion and national identity consolidation. Continued support was provided to give an approach to heritage that is both holistic and integrated. The vast diversity of the forms of heritage that exists in the countries of the sub-region is more and more recognized and has changed and broadened the conception of the heritage and its linkage with sustainable development goals. These conceptual advances were disseminated among professionals and policy-makers alike, to improve coordination concerning the preservation, conservation and safeguarding of the different forms of heritage.

882. New partners were identified to support UNESCO actions and the UNESCO Montevideo Culture Sector was invited to bring technical support on the analysis of the state of the arts of cultural heritage conservation and clarify its challenges, emphasizing the links between tangible and intangible heritage and the concept of historic urban landscape that will be debated during the next session of the General Conference of UNESCO. The Sector could rely on the support of Basque Government cooperation, European Union and the Municipality of Vitoria (Spain), and activities of follow-up will be organized in 2011 and 2012 in the sub region, in order to foster exchange of knowledge and experience accumulated in Europe and support urban policy and revitalization of the Historical Centres of Montevideo and Buenos Aires.

883. In the countries of the sub-region, a continued support should be given at the national level to further raise stakeholders' awareness of the importance and vulnerability of the intangible heritage and its safeguarding. The identification and safeguarding of the intangible heritage was promoted through activities directed towards inventory making and the identification of the most important intangible cultural expressions. Continuous support was provided to implement safeguarding actions for the most relevant intangible expressions identified at the national level (e.g. Tango, Candombe and other intangible heritage expressions). An increased attention was given to training activities for national stakeholders on intangible heritage safeguarding. The participation of national experts from the sub-region was encouraged in regional events related the promotion and safeguarding of intangible heritage. Technical assistance was provided for the presentation of projects to the 2003 Convention International Fund.

884. Intersectoral contribution was given to the project Water and Culture of the International Hydrological Programme (IHP) the realization of studies on indigenous peoples, cultural good practices and intangible heritage related to water access, use and management. These studies enabled to identify intangible heritage expressions to be safeguarded and constitute an important component for the formulation of strategies aiming at sustainable water management. The cooperation was reinforced with the "broader UNESCO constituencies" especially with the regional

centres “category 2” or UNESCO Chairs specialized in heritage: CRESPIAL and UNESCO Chair on Cultural Tourism. As a result of the efforts made to raise extrabudgetary funds, Japanese Funds in Trust cooperation approved to give financial support to the Intangible Heritage Capacity-Building activities in the cluster.

885. Special effort was made to build capacity of policy makers and social actors for developing intercultural skills and highlighting shared values within the countries and at the sub regional level. These priorities started to be implemented through the dynamization of the intercultural projects like the Slave route and indigenous orientated actions such as the Guaraní Jesuit Mission project.

- Education

886. Taking PRELAC recommendations, the Education Sector of UNESCO Montevideo has developed two, interrelated, experimental programs, aimed at a) bridging the gap between teachers and researchers to enrich life-long learning and collaboration (research internships for science teachers), and b) developing networks of committed teachers, in association with scholars, to produce practices and materials relevant to the teaching community. These efforts, known as "Acortando distancias" (shortening distances) and "DAR: docentes aprendiendo en red" (teachers learning in networks), respectively, have been successful and received the recognition of national authorities. Specifically, they have been adopted as part of national policy by the National Agency for Research and Innovation (ANII, Uruguay), and were launched at the national level by the Ministries of Education in Argentina and Paraguay. Each of these programmes is based on earlier work at the level of "laboratories of ideas" and has led to the signature of MOUs between national authorities and UNESCO Montevideo.

887. The Education Sector of the Cluster Office for MERCOSUR continued supporting official meetings of "MERCOSUR Educativo", seeking to strengthen assumed commitments at the national and subregional levels to increase awareness and action on ECCE issues. The Programme "Punto de Encuentro" (UNESCO Meeting Point) was developed to provide a flexible platform for the promotion of education, with public and private participants in the field of ECCE. Several agreements have been reached to support these actions. In support of this line, the Office has working agreements with the Secretary of Childhood and Adolescence of Paraguay and with a departmental government in Uruguay, which are our key partners for developing the activity.

888. In accordance with EFA (goal 6) and PRELAC II (focus 3), the Education Sector of UNESCO Montevideo supports member states (Uruguay, Paraguay) in the development of policies and strategies to promote school centres as innovative agents in their communities. In this sense, the National Administration of Public Education (ANEP/CODICEN, Uruguay) requested the assistance of the Education Sector of UNESCO Montevideo, and a MOU was signed in support of promote democratic practices with educators and students learning to live together (non-formal and formal education). In the case of Paraguay, efforts in the development of schools as community centres have been centred on the Associated Schools Network.

- Communication and Information

889. Based on the UNESCO supported FELAFACS study on journalism education institutions in Latin America and the Caribbean, the UNESCO model curriculum for journalism education was presented and discussed with faculty directors and curriculum coordinators of various universities in Argentina, Paraguay and Uruguay. Cooperation with networks of communication faculties in Argentina and Uruguay is planned to maintain the dialogue on curriculum adaptation. Media training institutions in the target countries have well established journalism curricula for bachelor studies, which – according to their interpretation reflect in big lines UNESCO's model curricula. However, there are significant differences between the focus and structure of UNESCO's model and the local curricula. A main feedback implied that a focus on media journalism was inapplicable to the South American journalism schools and faculties, as the job market asked for more generically trained communication experts. The implementation of journalism master's degrees

according to UNESCO's curriculum seems more likely. An ongoing discussion with communication schools and faculties will allow concretising this process.

890. In order to counterbalance Chilean media concentration, a national project aims to strengthen two community radio stations in rural areas of the region of Maule: (1) Radio Romeral managed by the municipality of Romeral, (2) Radio Los Queñes in a UNESCO-founded Community Multimedia Centre that is currently run by the local community. Community members receive training in radio programme production and editing as well as technical training on radio broadcasting and operating. Additionally, a seminar on internet research on development topics helps community members to investigate adequate information for broadcasting. The project is being implemented; the first results are expected in February 2011.

891. Strengthening the role of community radios in the Uruguayan-Argentinian border region of the Río Uruguay between Salto and Concordia as platforms of democratic debate is set as a priority. Planned activities include provision of required infrastructure to the community radio FM Impactos in Salto and training for twenty radio broadcasters from Salto and Concordia in order to improve the quality of radio journalism and raise awareness of the importance of media pluralism in the micro-region. The project is still in a preparation phase due to administrative problems of the implementing body, Universidad Católica del Uruguay.

892. At the “Interamerican Forum on strengthening broadband connection” the CI Adviser presented, among other projects, the promotion of digital libraries using the free and open source software Greenstone. Broadband internet connection is a pre-condition for free access to information in many regions of the target countries and contributes to social inclusion through digital inclusion.

893. The guidebook “Greenstone: free and open-source software to build digital libraries. Experience in Latin America and the Caribbean” was published by UNESCO Montevideo showing the variety of Greenstone applications in the construction of digital archives and libraries. The e-version is available for download on www.unesco.org/uy/ci and the print copies are being distributed to libraries, universities and other target audiences. A presentation of the software and the construction of digital libraries, given in Argentina, raised the awareness of library and archive staff as well as universities on the importance of digital heritage. The National Greenstone Centre of Argentina provides information, training and support for institutions interested in using Greenstone.

894. In order to raise governments', companies', civil society organizations' and students' awareness on the more and more urgent issue of electronic waste, a publication and a video were published in cooperation with Plataforma RELAC, IDRC/SUR. Building on a situation analysis in Latin America and the Caribbean, both materials show the need of national and regional policies to support sustainable e-waste management. On a regional basis, UNESCO Montevideo supports the Centro Latinoamericano sobre Juventud (CELAJU) to promote ethical standards in Cyberspace among young people in Latin America and the Caribbean. Virtual training sessions are currently being held for teachers and youth associations.

UNESCO Montevideo's contribution to United Nations country team's (UNCT) activities and country programming in Argentina, Paraguay and Uruguay

ARGENTINA

UNCT activities and Common Country Programming exercises:

895. 2010 marked the first year of the implementation of the United Nations Development Assistance Framework 2010-2014. To support and give impetus to this process, agreements were reached for thematic and operational prioritization within the country team and at government level.

896. As a result of this work, efforts will focus on three cross-cutting themes - Human Rights, Gender and MDGs - in six priority areas: sustainable productive development, decent work, social inclusion and equity, right to education, right to health, institutional development. Currently there are eight interagency working groups.⁷ In response to the UNDAF challenging objectives there are plans to compose two additional working groups where UNESCO plans to participate actively: partnerships with the private sector and civil society and knowledge management.

897. In addition, at the operational level, a deployment strategy was agreed that includes five core functions: coordination, implementation, monitoring & evaluation, resource mobilization and communication. For each of them, were identified specific mechanisms, deliverables, tools, leadership and operating frequencies. In order to start working, three key decisions were taken: the launch of six groups of coordinated effects by the sectoral agencies that led to the formulation of the UNDAF process, the establishment of an Interagency Group on UNDAF Monitoring & Evaluation and development and the implementation of joint communication strategy.

898. UNESCO contributes to the UNDAF through a range of outputs and sub-outputs: (1) Sub-output 1.1.2. "Skills and tools for the generation, dissemination and incorporation of scientific knowledge and technological innovations in the productive sector, strengthened and implemented, including institutional mechanisms for regional cooperation"; (2) Sub-output 1.1.4 "Capacities of the national, provincial and local State enhanced for strengthening preparedness for work and learning in secondary education and vocational and technical training as well as basic science and engineering"; (3) Sub-output 1.3.1 "Policies and strategies designed and implemented for the management and conservation of lands, forests, water resources and biodiversity, in a sustainable and equitable manner at the national, provincial and local levels"; (4) Sub-output 1.3.2 "Strengthened capacity to incorporate environmental sustainability into the design and implementation of sectoral and land management strategies, policies and programs"; (5) Sub-output 1.3.3 "Initiatives and policies to address environmental challenges with critical socio-economic impact, such as climate change, desertification and the efficient use of new energy sources"; (6) Sub-output 1.3.4 "Strengthened institutional and social capacities for prevention, preparedness, mitigation, response and recovery of risk situations and/or natural disasters or man-made disasters, with special attention to vulnerable populations and groups as well as the different needs of men and women"; (7) Sub-output 3.1.1 "Comprehensive strategies and policies aimed at poverty reduction, eradication of extreme poverty and the achievement of Millennium Development Goals"; (8) Sub-output 3.2.2 "Implemented support strategies and policies to eliminate discrimination of all kinds, to promote inclusion and to ensure the rights of vulnerable groups such as migrants, persons with disabilities, sexual minorities, persons deprived of liberty, drug users and people with HIV"; (9) Sub-output 3.3.1 "Policy and institutional mechanisms for ensuring and defending human rights, formulated with social participation and under implementation"; (10) Sub-output 4.1.1 "Implemented regulatory framework, policies and programs to advance in the creation of a model of health care that exceeds the fragmentation and segmentation of the current system, ensuring universal access to health"; (11) Sub-output 4.2.2 "Implemented policies and training, development and management programs on health, giving priority to nursing and technical programs"; (12) Sub-output 4.4.1 "Strengthened and sustained prevention policies at the national and provincial levels, based on evidence, prioritizing most affected populations and ensuring the provision of supplies"; (13) Sub-output 5.1.1 "Policies and educational and social programs implemented at national and provincial levels aimed at reducing disparities in the educational system in order to ensure universal basic education"; (14) Sub-output 5.1.2 "Changes implemented in secondary schools according to the National Education Act"; (15) Sub-output 5.1.3 "Assessment and self-assessment policies for improving educational quality, implemented at the national and provincial levels"; (15) Sub-output 5.1.4 "Policies and programs for continuing teacher education strengthened"; (16) Sub-output 6.2.2 "Instruments and innovative management procedures to improve the effectiveness, efficiency and transparency - including those that support strategic management, e-government and, in particular, procurement systems -, supported through long-term reforms and short-term public strategic acquisitions in order to improve services to citizens

⁷ Technical Committee, Communications, Gender, HIV/AIDS, Operations, Security, Human Rights and UNETE.

and access to public information, integrated in the national and sub-national levels”; (17) Sub-output 6.2.3. “Institutional capacity at national and provincial level developed for strengthening information systems, improving data gathering, databases and the production of indicators for monitoring the MDGs and the rights of vulnerable sectors and groups”.

Joint programmes:

899. In response to the initiatives proposed by the Council of Executive Secretaries of the United Nations as a result of the global crisis of 2008, the United Nations System in Argentina developed a series of proposals for short and medium term actions aimed at supporting the Argentine Government in the consolidation of a Social Protection Floor as a State policy. This initiative aimed at supporting the various plans and programs in social security through three main lines of action: (1) awareness of relevant stakeholders, (2) analysis of coverage gaps, and (3) strengthening of existing public policies. During 2010, the Country Team advanced in the preparation of Conceptual Notes to define a minimum level of social protection in the following dimensions: education, health and labour conditions. In that process, UNESCO played a leading role in the elaboration of the Conceptual Note on the educational component (UNESCO/UNICEF/UNFPA/WB). Together with UNESCO IPE (Buenos Aires), UNESCO Montevideo made a specific contribution that was subsequently validated and supported by the RC and other Agencies..

Stand-alone activities:

900. Under the UNCT provincial interventions in support of achieving the MDGs, UNESCO Montevideo followed its agenda with the Province of Santa Fe through the planning and / or implementation of specific activities in the following fields: (1) Creation of a circuit of cultural tourism for the promotion and protection of the cultural heritage of the old city of Santa Fe; (2) Promotion of cultural industries and publishing industry at local level; (3) Analysis of flood risk management in urban contexts; (4) Training in water education; (5) Creation of a biosphere reserve; (6) Creation of a public system for the promotion of ethics and human rights in biomedical research; (7) Formulation of projects for developing innovative, creative and entrepreneurial capacities in children and youth; (8) Formulation of projects to reduce the digital divide and to promote social inclusion in the knowledge society.

901. UNESCO signed a Memorandum of Understanding with the Ministry of education to implement the national project “Teachers Learning Network Program”. In addition, the media literacy training course “Teacher training course on media and ICT literacy” was held in the Province of Jujuy for primary school teachers in rural areas. Furthermore, cooperation agreements with the Province of La Rioja and the Municipality of Pergamino (Province of Buenos Aires) were signed to provide ICT teacher training related to the modality “one laptop: one learner”.

Entry points for future cooperation and joint programming:

(1) UNESCO, UNDP and UNICEF, will lead the new working team on “Mobilization of Extrabudgetary Resources”. Under the approval of the RC, this group will organize a first internal debate on a possible joint strategy for the UNS in Argentina.

(2) As proposed during UNCT meetings of 2010, in 2011, UNESCO will organize a United Nations activity on cultural industries. The purpose of this initiative is to introduce the potential role of cultural industries as a solid and vast platform for joint cooperation, as well as to present UNESCO’s experiences and achievements in said field.

(3) In response to a petition made by the Governor of the Province of Santa Fe, and as a result of UNESCO’s cooperation links with that Province, there is the possibility of collaborating with UNDP in the project “Port of Music” in the city of Rosario. This is an important provincial project which would imply a strong cooperation work among the UNDP (infrastructure) and UNESCO (culture).

PARAGUAY**UNCT activities and Common Country Programming exercises:**

902. In 2010, UNESCO had a very active role in participating in Paraguay's United Nations system activities. UNESCO has been a regular participant of Paraguay's United Nations Country Team (UNCT) meetings held every month. In these meetings details are given on the execution and follow-up of the United Nations Development Assistance Framework (UNDAF), the execution of the different United Nations agencies' programmes and activities and joint United Nations programmes, UNCT and national priorities and possible and future opportunities of establishing inter-agency projects and activities.

903. The UNDAF in Paraguay has three (3) priority areas of cooperation: governance, poverty, environment and sustainable development. Originally, it was planned to be effective from 2007 to 2011. In 2010, Paraguay UNCT agreed to request to UNDG LAC the possibility of extending the UNDAF until 2013. This request of extension was based in the need of aligning the UNDAF priorities with the country's priorities and planning processes. The UNDAF was planned and elaborated during the government of the President Nicanor Duarte Frutos, however it is part of the government of President Lugo and some amendments were needed. UNDG LAC agreed to give the extension with the condition that a UNDAF mid-term revision was made by the end of 2009/ beginning of 2010.

904. UNESCO contributes to the UNDAF through the following activities: (1) Sub-output 1.1 "Reform and modernization of state institutions supported for the deepening of democracy"; (2) Sub-output 1.4. "National mechanisms of production and access to information and knowledge promoted"; (3) Sub-output 3.2. "Policies and programs for conservation and sustainable use of biological and cultural resources promoted and implemented". As an agency we have an active participation in the UNDAF follow-up, as well, as in the debates on extending the UNDAF. UNESCO has also participated in the planning activities of the UNDAF mid-term revision, process still on-going and pending.

905. During 2010, UNESCO also participated in the Human Rights Interagency Group, having an active role in the elaboration of Paraguay's report for the Universal Periodic Review (UPR) on Human Rights requested by the OACDH. UNESCO provided inputs on Education and Cultural Rights and Freedom of Expression, based in the activities executed by UNESCO in Paraguay. This report was sent to the OACDH on 9 July 2010. UNESCO also participated in the planning of the report that Paraguay prepared for the Committee on the Elimination of Discrimination against Women (CEDAW) sent on 21 January of 2011. UNESCO also participated in the Communication's Interagency Group in which there were discussed and planned Paraguay's United Nations communication strategies and activities; as well as in the Gender and HIV/AIDS Interagency Groups.

906. In addition to the above mentioned, UNESCO has also provided several publications on UNESCO's areas of expertise to the United Nations Information Centre (UNIC) for Paraguay.

Joint programmes:

907. In 2010, Paraguay's UNCT decided to support and to participate with the Pan America Alliance for Nutrition and Development. This initiative was initiated by the OPS/OMS and has as an objective establishing and inter-agency project that addresses malnutrition and poverty in a more integral and holistic view, not only from the medical and health view.

908. A project with a regional scope located in the Chaco was proposed, being the following priorities the ones designated for the Paraguayan Chaco: water with special emphasis on potable water, safe maternity, family planning and STD/HIV prevention, improving access to health services (with special emphasis on women and indigenous populations), local empowerment of

indigenous women, livestock, aquaculture and forest managing. The Office of the Resident Coordinator requested all the agencies in the system to provide data on their respective projects in the Chaco Region, and each agency's opinion on the main problems observed in this region and possible future areas of intervention.

909. UNESCO provided inputs related to on-going activities from the International Hydrological Programme (IHP), specifically on researches and studies made on the transboundary aquifer Yrendá-Toba-Tarijeño shared by Argentina, Bolivia and Paraguay and on educational activities related to community radios in the Paraguayan Chaco (joint project with the Secretariat of Information and Communication for Development). UNESCO also provided inputs on main problems observed and future projects to be developed such as projects on sustainable management of desertification and climate change, educational policies in border areas (borders between Paraguay-Argentina, Paraguay-Brazil, Paraguay-Bolivia), empowerment of indigenous population through community radios. This joint programme is still on a planning phase and Paraguay's UNCT team has agreed in proposing it as a national project, should the regional project not be executed.

Stand-alone activities:

910. "Teachers Learning Network Programme: Writing in Paraguay". This program is considered by the Ministry of Education as part of the national "Reading Plan." Specifically, addressing teacher education in a decentralized manner with the cooperation of the National University.

911. In February 2010 the second phase of the Brazilian-Paraguayan cross-border project "No Violence Movement" was closed in Foz de Iguazú, Brazil. The project aimed to promote a culture of no violence and social inclusion targeting young Paraguayans and Brazilians from the border region, who learned to use ICT and multimedia tools to express their thoughts and feelings on this matter.

912. On 11, 12 and 13 August of 2010, UNESCO's Culture and Communication and Information Sector organized an activity held in Ypacaraí, San Bernardino on "Alternatives for diffusion and distribution of Indigenous and Community Cine and Audiovisual Creations (www.encuentrodellagoypacarai.com) which main objective was to promote the presence of national and regional experts and institutions related to indigenous and community audiovisuals and cine in order to generate a public debate on the challenges of audiovisual distribution in the region.

913. On July 2010, UNESCO's CI Sector provided technical assistance to the MERCOSUR's Permanent Review Tribunal on library management software, specifically UNESCO's software Winisis. A joint workshop on building digital libraries using Greenstone software is planned for 2011.

Entry points for future cooperation and joint programming:

914. The extension of the UNDAF until 2013 allows UNESCO to assess the possibility of having more participation in some of the UNDAF's priorities; for example:

- "Teacher Education" and "Care and Early Childhood Education", both national government priorities
- The creation of a National System of Information and Statistics. Both UNESCO CI's sector and the UIS have an important and relevant expertise on this matter.
- Promotion of new Information and Communication Technologies, an area of expertise for the UNESCO's CI sector.

- Management of Water Resources and environmental sanitation; as well as prevention of natural disasters where UNESCO's SC Sector and the IHP will be very interesting partners.
- Conservation and sustainable use of cultural resources. The CLT sector and the WHC can provide inputs for this kind of activities.

915. In addition to the above mentioned, the Representative of UN Women in Paraguay has expressed her interest in working together with UNESCO to introduce a gender perspective on cultural activities. UNIC Paraguay has also expressed its interested in developing joint activities with UNESCO, such as activities related to the International Year of Chemistry, promoting UNITWIN/UNESCO Chairs Programme in Paraguay and having UNESCO as a provider of educational, scientific and cultural materials for the "Arandurape" educational TV channel recently launched by the Paraguayan Ministry of Education.

URUGUAY

UNCT activities and Common Country Programming exercises:

916. On May 20th, 2010, the United Nations System (UNS) and the Uruguayan Government signed the United Nations Development Assistance Framework 2011-2015, which aligns United Nations actions with the national priorities and identifies four strategic cooperation areas between the UNS, the Uruguayan government and the organized civil society: (1) To foster the productive diversification and the country's international position, the increase of productive investment, the increasing incorporation of science and technology in the productive processes, as pillars for economic development; (2) To move forward to sustainable development models which contemplate the conservation of natural resources and ecosystems, the mitigation and adaptation to climate change and the use of renewable energies; (3) To move forward to social development (with special emphasis on children development, health and education), so as to fight against inequalities and its different expressions (generational, gender, racial and geographical); and (4) To consolidate the democratic governance at national and local scale, through citizenship participation, by strengthening the State's institutions and the national system of protection of human rights.

917. Based on this document, the United Nations designed the United Nations Development Action Plan (UNDAP). Following a participative approach, joint workshops between the Uruguayan Government and the UNS agencies were held in order to define the UNDAP products inside each strategic area. UNESCO actively participated in the UNDAP process, identifying specific activities and resources for each priority area. In several cases, in order to appeal to the "ONE United Nations Coherence Fund", such activities entailed joint activities with other agencies/funds/programs.

918. Outputs and sub-outputs of relevance to UNESCO: (1) Sub-output 1.1 "The country will have policies and actions designed to diversify its production structure and to promote trade and investments in order to improve its international insertion, in a equitable and sustainable way"; (2) Sub-output 1.2 "The country will have promoted the incorporation of technological innovations in the production structure"; (3) Sub-output 1.3 "The Public and Private Sector will have made progress in promoting decent work and gender equality in the labor market"; (4) Sub-output 2.1 "The state, with the participation of civil society, will be have designed, implemented and/or strengthened policies, programs and plans for the sustainable management of natural resources and biodiversity conservation, reducing socio-environmental vulnerabilities and inter-generational inequities"; (5) Sub-output 2.2 "The State, with the participation of civil society, has developed and implemented national and departmental plans for responding to climate change and risk reduction and disaster prevention"; (6) Sub-output 2.3 "The state, with the participation of civil society, continues increasing renewable energy generation and sustainable, responsible and efficient use of energy, promoting access for all social sectors as well as climate change mitigation"; (7) Sub-

output 3.1 “The State will have advanced in the design and implementation of social protection policies aimed at early childhood and their family environment”; (8) Sub-output 3.2 “The education system will have advanced in the design and implementation of policies to improve educational quality, to increase the outflow of secondary education (by reducing social gaps) and to expand access to tertiary education”; (9) Sub-output 3.6 “The State will have implemented social cohesion policies (in particular habitats and residential integration) to reduce the gaps of exclusion expressed territorially and through the Diaspora”; (10) Sub-output 4.1 “The state, with broad participation of civil society, will have advanced in the design and implementation of policies and instruments for the promotion and full protection of human rights, with emphasis on vulnerable groups”; (11) Sub-output 4.3 “Public institutions, with the broadest participation of civil society, will have improved the quality, access, transparency of information and the accountability for design, implementation and monitoring of public management”.

Joint programmes:

- “Vulnerability and territorial environmental sustainability” (ONE-UN pilot: UNESCO/UNDP/UNEP). The project mainly aims at strengthening the National Response System to Climate Change and Variability.
- “Development of instruments for monitoring the environment and territory” (ONE-UN pilot: UNESCO/UNEP). The project supports the policies for environmental protection through the development of monitoring instruments that incorporate socio-economic, environmental, and territorial indicators at the national scale along with a strong component on the Uruguayan coast. It also strengthens the National Emergency System with information and data to improve its operations, decision making ability, and management.
- “Strengthening Cultural Industries and Improving Accessibility of Cultural Goods and Services of Uruguay” VIVI CULTURA (MDGF-1763-G, UNESCO/UNIDO/UNFPA/UNICEF/UNIFEM). Implementation of activities corresponding to the last part of the Plan of the Year II (September 2009-August 2010) and early Year Plan III (September 2010-August 2011). This project (US\$ 3.370.000) strengthened the joint United Nations country level programming and the ONE United Nations reform process and the achievement of the MDGs in general, and goals 1, 3 and 8 in particular: eradicating poverty and hunger, promoting gender equality and the empowerment of women and developing a global association for development.
- “Canelones Grows With You” (UNESCO/UNDP, European Community, National Government, Municipality of Canelones). The project seeks to promote the active participation and empowerment of children to address the problems of the city from a human rights perspective.
- “United Nations Assessment Mission on Disaster Risk Reduction” (UNESCO, UNISDR, UNDP, ECLAC, UNEP and WHO/PAHO). Responding to a request from the Presidency of Uruguay to UNISDR through the United Nations Resident Coordinator's Office in the country, this evaluation mission was co-led by UNISDR and UNDP Regional Centre on the subject in LAC. The mission was carried out from 12-20 December with the active involvement of UNESCO Montevideo.
- “Strengthening the capacities of civil society organizations in Uruguay (Project J)” (ONE-UN pilot: UNESCO/UNDP/UNFPA). The project promotes citizen participation within the framework of the democratic reform of the State.
- “Supporting the strengthening of educational policies” (ONE UN pilot: UNESCO, UNICEF, and National Government).

- Other joint activities: (1) Workshop "Training of early childhood educators in Uruguay" (UNESCO, UNICEF, National Government). (2) "Inventiveness Project" (UNESCO, UNAIDS, National Government). (3) "Brainstorming workshop on the socio-cultural characteristics of craft marketing strategies currently implemented in MERCOSUR countries". (4) Participation in the Fourth Session of the Assembly of Parties of the World Environment Fund (UNESCO, UNCT). (5) First national contest of short videos on youth participation "Contá en Corto" (UNESCO, ILO, UNDP, UNFPA, UNIFEM, National Government). (6) "Awareness campaign against domestic violence" (UNESCO/UNIFEM).

Stand-alone activities (main projects and activities):

- Projects: "Science Policy Information Network – SPIN" (UNESCO); "Bridging the Divide: Model of Cooperation between Researchers and Teachers of Science" (UNESCO/ National Agency for Research and Innovation- ANII); "UNESCO Meeting Point" (UNESCO/ Municipalities of Montevideo, Lavalleja, Canelones, Maldonado and Tacuarembó / NGOs "OMEP Uruguay" and "Instituto SEXUR"); "Natural and Cultural Tourism: Sustainable Development of the Biosphere Reserve Bañados del Este" (UNESCO/National Government).
- Activities: "Educational camps" (UNESCO/ National Government); L'OREAL-UNESCO Award "Women in Science 2010"; exhibition "Biodiversity is life; biodiversity is our life" at the Fourth Assembly of the Global Environment Facility (GEF); "National Week of Science and Technology" (UNESCO/ National Government); "24th National Fair of Science Clubs" (UNESCO/ National Government); "MERCOSUR Policy Forum on Science, Technology and Innovation: Towards a new social contract with science" (UNESCO/ National Government); "Graduate school in applied mathematics" (UNESCO/University of the Republic); "II Latin American Olympiad of Astronomy and Astronautics (OLAA)"; "Workshop on education of microbiology" (UNESCO/ University of the Republic/Latin American Association for Microbiology); Conference "Communication for development, social change and participation"; Seminar "Freedom of information: the right to know"; Congress "Two eyes for one purpose, inclusive community"; "Meeting of the American documentary television"; "Experts Workshop on Ethics and Climate Change"; launching of the project "Sub-regional Centre for Climate Change leadership training and management" (UNESCO/Avina Foundation/National Government/NGOs); First Workshop "Design of an entity for capacity-building and research on hydrometeorology in Uruguay"(UNESCO/National Government); Second Workshop "Towards the creation of a Hydrometeorological and Environmental Laboratory in Uruguay" (UNESCO/National Government); "Introductory Workshop on Environmental Flows" (UNESCO/UNEP/National Government).

Entry points for future cooperation and joint programming:

919. UNESCO participated in the elaboration of the project proposal "Uruguay united to end violence against women, girls and adolescents", presented to the annual call of the "United Nations Trust Fund to End Violence against Women" (November, 2010). (UNESCO/UNWOMEN/UNDP/UNICEF/IOM/UNFPA/WHO). In addition, UNESCO also contributes to following the different inter-agency groups: Communications, Gender, MDGs, Operation Management Team, Climate Change and Variability, Risk Management and Natural Disasters (UNETE), and HIV/AIDS. Within the framework of the new UNDAF/UNDAP, these actions could open new opportunities for cooperation and joint programming in Uruguay.

Impact of activities at the National Level

ARGENTINA

- **Science Policy and Sustainable Development, Basic Sciences and Engineering Sciences**

920. The ISTIC UNESCO Workshop on “Science, Engineering and Industry: Innovation for Sustainable Development”, was held in the framework of the World Congress “Engineering 2010 – Argentina” and sponsored by the World Federation of Engineering Organizations (WFEO), la Unión Argentina de Ingenieros (UADI), Centro Argentino de Ingenieros (CAI), Instituto Tecnológico de Buenos Aires (ITBA), UNESCO Regional Bureau for Science in Latin America and the Caribbean, and the Argentine Ministry of Foreign Affairs reaffirmed the importance of engineering with regards to Sustainable Development.

Main achievement(s): Engineers in LAC are (more) aware of the importance of sustainable development in their profession and contribute

Challenges: The workshop concluded that the use of engineering should be strengthened to minimize or mitigate the consequences of natural disasters (floods, droughts, tropical hurricanes, earthquakes, and volcanoes) which are a priority in Latin America and the Caribbean. Social inclusion and the accomplishment of the United Nations Millennium Development Goals (MDGs) should become cross-cutting issues in every engineering work, design of new technologies and productive innovations resulting from researches for sustainable development.

Lessons learned: South-South cooperation experience proved to be efficient for promoting capacity-building in science, engineering and industry in LAC.

921. The International Congress Gender policies in Perspective: new scenarios, actors and dynamics was held by the Latin American Faculty of Social Sciences (FLACSO) in Buenos Aires (Argentina) from 9-12 November. It was supported also by IDRC, UNFPA, *Instituto de la Mujer* of Spain, UNDP, *Fundación Carolina*, and the Ministry of Science, Technology and Productive Innovation of Argentina. It had the participation of 30 lecturers, 25 special invitees and 250 participants. Representatives from Argentina, Chile, Costa Rica, India, Mexico, Paraguay, Peru, Spain, The Netherlands and the United States attended the activity.

Main achievement (s): 1. Inclusion of STI policy decision-making could be increased and reasons for inclusion were understood by policy makers.

Challenges: satisfying the demands and opportunities that social scenarios and transformation processes are currently posing to the world.

Lessons learned: The congress established a scenario of new knowledge and innovative approaches for the articulation of gender-oriented policies and institutions

- Ecological Sciences Programme

922. The role of MAB National Committee in Argentina during the last years was very important due to the increase of number of biosphere reserves to 13 sites and also by the creation and functioning of the Argentine Network of Biosphere Reserves. During the Iberoamerican Conference on Biosphere Reserves in Puerto Morelos (México) in November 2010, this Network organized an informal meeting whose results were presented in XIV IberoMaB Meeting held in the Conference.

Major achievement(s): strengthen National Network of Biosphere Reserves (14 BR)

Challenges: restructuration of the Argentine MAB Committee; (gender) number of women and men managers of biosphere reserves should be balanced

Lessons learned: a participative National Network of Biosphere Reserves has an important role in the functioning and restructuration of MAB Programme at national level

- International Hydrological Programme

Major achievement(s): Contribution has been given to the development of capacities in the field of water resources management, especially in the emerging field of ecohydrology through the implementation of MSc degree, and the management of sediments through the strengthening of a scientific network and publication of scientific studies in this field. Support to the development of science in the field of hydrology has been provided by sponsoring scientific events that foster development of research capacities and networking in LAC.

Lessons learned: It was possible to strengthen management capacities by developing tools for decision makers in the field of flood management through support to publications of applied research developed at the regional level.

- **Earth Sciences/IOC-ICAM/Climate Change**

923. In terms of vulnerability mapping of coastal erosion support was given for the Seminar: The coastal problem in the South of Brazil, Uruguay and north-east Argentina (Buenos Aires, Argentina, 29 November 2010). Subjects tackled included: evolution, morphodynamics, coastal management, geology and environmental problems. As a result the publication of presentation and documents presented during the seminar would be made available in paper and on line during the first semester of 2011.

Major achievement(s): Earth Sciences scientists in LAC are aware of the importance of Sustainable Development in coastal areas in their profession and contribute towards it.

Challenges: The workshop concluded that the use of Earth Sciences should be particularly strengthened to minimize or mitigate the consequences of natural disasters (floods, droughts, tropical hurricanes, earthquakes, and volcanoes) which are a priority in Latin America and the Caribbean.

Lessons learned: South-South cooperation (Argentina, Brazil, Uruguay) experience proved efficient for promoting capacity-building in the Earth Sciences in Latin America and the Caribbean.

- **Social and Human Sciences**

924. The International Institute for the Promotion of Human Rights (UNESCO category 2 institute), Buenos Aires, Argentina will operate in the premises of the former Escuela Mecánica de la Armada. It's the first Centre on Human Rights in the South.

Major achievement(s): Relevance and sustainability: (a) promotion of international rules on Human Rights; (b) capacity-building on Human Rights; (c) South-South cooperation

Lessons learned: Long procedure until official establishment.

925. Development of educational resources to support the proposal of the Core Bioethics Curriculum

Major Achievement(s): (a) implementation of Bioethics Core Curriculum determined a strong linkage between bioethics educational programs and human rights; (b) Human Rights approach to bioethics was taken into account by the teachers in different levels, (universities, young students, ethics committees, etc); and (c) UNESCO achieved visibility with this proposal

- **Culture**

926. Intangible cultural heritage and intercultural dialogue were addressed through activities ("The voice of the voiceless" project among others) to assist local communities and indigenous people to recuperate and safeguard their identities and develop their own music productions.

Major achievement(s): (a) joining efforts and working towards the respect of the cultural diversity and social integration; (b) assessment and documentation cooperates with those cultural expressions which have been silenced; (c) strengthen cultural identity of the communities involved

Challenges: communication of results achieved in the program to be broadcasted.

Lessons learned: need to continue spreading this work along the Latin American and Caribbean territories; need for a real and equitable communication between diverse cultural regions that inhabit Latin America.

- **Communication and Information**

927. The regional project strengthens AMARC LAC's news agency PÚLSAR by expanding its regional correspondents' network from 7 to 14, providing training and knowledge exchange for the network in the build-up of AMARC's tenth world conference held in La Plata (Argentina) from 7th to 13th of November 2010.

Major achievement(s): (a) the extension of PÚLSAR resulted in a greater diversity of voices, journalistic expertise and additional sub-regional journalistic coverage of the network. (b) the three-day training course for the new correspondents held from 4-6 November 2010 gave room to analyse the human rights situation in Latin America with specific focus on freedom of press/expression, gender equality, the rights of marginalized groups and indigenous communities; the correspondents flagged up issues of human rights infractions and discrimination in their sub-region. (c) participants also learned how to apply criteria of newsworthiness and received guidance on how to select and treat information sources. (d) the correspondents' network practiced news writing for radio journalism and prepared the coverage of AMARC's tenth world conference, which followed the training. Overall, the extension of the correspondents' network helped increasing the coverage on the issues faced by minorities and built a strong and dynamic team. Feedback provided by participants of AMARC 10 was entirely positive.

Challenges: With the dates of the AMARC 10 congress being fixed, the time schedule for capacity-building and preparation proved to be ambitious, but deadlines were met successfully.

Lessons learned: The extension of PÚLSAR correspondents' network proved entirely successful thanks to an organized close project management. It is recommended to keep working with the network in future projects.

PARAGUAY

- **Science Policy and Sustainable Development, Basic Sciences and Engineering Sciences**

928. The Regional Bureau for Science supported the organization of the International Centre for Pure and Applied Mathematics - CIMPA School: Applied Mathematics and Engineering held in Solis, Uruguay from March, 15-17. A lecturer and two students from Paraguay had the opportunity to join international professors and students from Argentina, Brazil, Colombia, Chile, Ecuador, France, Saudi Arabia, Sweden, United States, Uruguay and Venezuela. Subjects tackled by the School focused on engineering applications, such as telecommunications and signal and image processing, and numerical methods, stochastic calculus and its applications in finance.

Major achievement(s): Applied Mathematics research capacity increased in Paraguay

Challenges: Continue work towards consolidating an important scientific and technological pole in the country.

Lessons learned: Top level international and regional experts provided courses and held conferences considered as key steps in building a community in applied mathematics in Paraguay.

- **Ecological Sciences Programme**

929. MaB Programme participated in a First Paraguayan Congress on Environment and Sustainable Development by presenting a conference. Paraguayan National MAB Committee has organized this activity, in particular, a Symposium about the Chaco BR. Moreover a meeting with NGOs from Paraguay, Argentine and Bolivia was held in order to discuss the creation of a trinational biosphere reserve in Chaco.

Major achievement(s): dissemination of updated information and programmes related to environment in Paraguay

Challenges: national follow-up of debates initiated during this Congress

Lessons learned: need to increase national research in Paraguay about the Congress themes

Gender: high participation of women lecturers in this activity

- **International Hydrological Programme**

Major achievement(s): a) introduction of the importance of water education in children and youth by promoting programmes aimed at including such concepts since the early childhood. This effort falls within the efforts of the Organization in the framework of the United Nations Decades “Education for Sustainable Development” and “Water for Life” (2005-2015); b) through its groundwater initiatives, and more specifically through the ISARM Americas Programmes, UNESCO has contributed to the decision of the countries sharing the Guarani trans-boundary aquifer of signing a cooperation agreement. The agreement’s objective is to widen the scope of the actions developed for the conservation and exploitation of the Guarani water resources.

Lessons learned: This agreement has been highlighted as unprecedented by outstanding experts in this issue, including United Nations International Law Commission that was responsible for drafting the United Nations Law of Trans-boundary Aquifers.

- **Culture**

930. In the framework of the Cameras of Diversity Project created in 2004 and in coordination with the Regional Office for Culture of UNESCO in Havana and the support of the Paraguayan Coalition for Cultural Diversity and the local authorities, the UNESCO Montevideo Culture Sector organized the “Ypacaraí Lake Workshop: Alternatives in diffusion - distribution for the indigenous and communitarian cinema and audiovisual creation” (August 2010, Paraguay).

Major achievement(s): (a) the Workshop reached a positive level of impact and interaction with the local population fostering intercultural contacts and dialogue through the mobile film performances and several cultural activities. High level personalities attended the workshop; (b) it is noteworthy that last December 2010, in Paris, a dossier that included best practices identified locally, internationally and regionally in the indigenous audiovisual sector, as well as proposals that were given during the Ypacaraí Lake workshop were presented to the Intergovernmental Committee of the 2005 Convention.

- **Communication and Information**

931. A contract with the National Network of Community Radios in Paraguay (Red Nacional de Emisoras de Paraguay) was signed in December 2010 to provide a media needs assessment based on IPDC's Media Development Indicators and capacity-building for indigenous radios in the country. Two community radios in the indigenous communities La Herencia and Armonía receive broadcast infrastructure, as well as capacity-building. Auto-regulation mechanisms are set in order to guarantee freedom of press, equal access to information and transparency. The beneficiary

body, in cooperation with Paraguayan Secretariat of Communication and Information (SICOM) and communication faculties also designs and prepares a methodology to conduct a media development study in Paraguay based on IPDC's Media Development Indicators: Current status: The project is in implementation, first results are expected in April 2011. The partnership agreement between the National Network of Community Radios in Paraguay and the SICOM that provides consultancy and monitors the project implementation, can be considered as a **first major achievement**.

Challenges: SICOM as a Paraguayan Government Entity is not entitled to receive external funding. However, the partnership agreement between SICOM and the National Network of Community Radios regulates the cooperation between both institutions. Generally speaking, cooperation with many Paraguayan partners suffers from distance communication, as some public institutions as well as non-governmental organizations are not very used to a fluent timely email communication. Capacity-building for community radio broadcasters is designed to strengthen democratic debate, especially in rural areas of Paraguay, providing community radio training over a five-month period.

932. The Paraguayan Government has started a regulatory process for the distribution of community radio licenses in order to foster citizens' participation. The implementing body ACER (Association of Radio Communication and Education) teamed up with the Paraguayan National Radio. Current status: The project is in implementation, results are expected in July 2011.

Major achievement(s): The project helps to increase production and diffusion of radio micro programs on issues related to human rights, children rights, gender equality and environment. Furthermore, it strengthens indigenous people's inclusion.

Challenges: Originally it was planned to sign the contract directly with the Paraguayan National Radio (RNP), but RNP was not entitled to receive external funding. However, the partnership agreement between ACER and RNP regulates the cooperation between both institutions.

933. The Association Tembapiora is assisting Radio Nacional de Paraguay in the transition process towards public service broadcasting. Two international experts from Latin America and Europe analyzed processes and structures subjects to change. Tembapiora organized two training workshops for indigenous groups who will actively participate in Radio Nacional's programming design. Current status: The project is in implementation, first results are expected in April 2011.

Major achievement(s): The project helps increase pluralism of media content, the production of local content by and for indigenous people. In cooperation with Tembapiora, RNP's programming board was restructured and now includes representatives of indigenous groups.

Challenges: Originally it was planned to sign the contract directly with RNP that was not entitled to receive external funding.

- **Education**

934. In accordance with EFA (goal 6) and PRELAC II (focus 3), the Education Sector of UNESCO Montevideo supports Paraguay in the development of policies and strategies to promote school centres as innovative agents in their communities.

Major Achievement(s): a) Visualization of our priority EFA 6;

Challenges: Time and financial support for technical assistance

Lessons learned: The involvement of local counterparts in the planning, implementation and evaluation stages is crucial for carrying out activities and ensures its pertinence.

URUGUAY

- **Science Policy and Sustainable Development, Basic Sciences and Engineering Sciences**

935. The Regional Bureau for Science supported the organization of the International Centre for Pure and Applied Mathematics - CIMPA School: Applied Mathematics and Engineering held in Solís, Uruguay from March, 15-17. The event gathered international professors and students from Argentina, Brazil, Colombia, Chile, Ecuador, France, Paraguay, Saudi Arabia, Sweden, United States, Uruguay and Venezuela. Subjects tackled by the School focused on engineering applications, such as telecommunications and signal and image processing, and numerical methods, stochastic calculus and its applications in finance.

Major achievement(s): Applied Mathematics research capacity increased in Uruguay.

Challenges: Continue work towards consolidating an important scientific and technological pole in the country.

Lessons learned: Top level international and regional experts provided courses and held conferences considered as key step in building a community in applied mathematics in the Uruguay. It was organized on the basis of engineering mathematics master programme recently created. Participants: 50 master degree students.

936. The Regional Bureau for Science supported the organization of the II Latin American Olympiad on Astronomy and Astronautics – II OLAA which was held in Bogotá, Colombia from 5-11 September. It was organized by Corporación Cosmos of Colombia. The event enabled participation of young Latin America and the Caribbean students from seven countries of the Region, among which 35 medals were distributed. Two astronomy professors from Uruguay collaborated with the activity implementation. The Uruguayan delegation earned one silver and two bronze medals, as well as two mentions of honour.

Major achievement(s): Astronomy education improved in LAC.

Challenges: To keep up the priority of developing Astronomy teaching and learning in the Region among the rest of urgent needs that request UNESCO's response and cooperation in the remaining areas of the natural sciences.

Lessons learned: High interest proved by institutions and young students and teachers participating from seven countries of the Region, among which 35 medals were distributed.

937. The Regional Bureau for Science supported the Ministry of Education and Culture in Uruguay (MEC) in the organization of the National Science and Technology Week (May). It gathered 165 voluntary lecturers, who delivered 350 conferences throughout the country and 155 open door activities took place in parallel in selected science-related centres and museums. An estimate of 32000 persons was involved in different way during the event.

Major achievement(s): Science and technology education improved in Uruguay through popularization of science

Challenges: To keep up the priority of supporting a national best practice with long-standing tradition in one country among the rest of urgent needs that request UNESCO's response and cooperation in the remaining Member States in the Region.

Lessons learned: High interest proved by institutions and young students and teachers participating. National Science week: 165 voluntary lecturers delivered 350 conferences throughout the country and 155 open door activities held in selected science-related centres and museums.

Participation of more than 32,000 people. National Science Fair: 1000 students took part, 142 Science Clubs presented their projects and were awarded prizes by national STI authorities

- **Ecological Sciences Programme**

938. Cooperation with national government mainly DINAMA (National Environmental Direction) was carried out in support to the naturalist art about Bañados del Este Biosphere Reserve. A book on “A National Strategy for Management Invasive Alien Species” in Uruguay was produced. The cooperation also involved the elaboration of the intersectoral project “Cultural and Natural Tourism: Sustainable Development of the Bañados del Este Biosphere Reserve in Uruguay” which was presented in the Iberoamerican Conference on Biosphere Reserves in Puerto Morelos (México) in November 2010. A Uruguayan consultant on tourism is reviewing this project to meet national and local expectations in the project formulation.

Major achievement(s): dissemination at IberoMab updated information on the regional pilot project Cultural and Natural Tourism: Sustainable Development of the Bañados del Este Biosphere Reserve

Challenges: national follow-up of the project in Uruguay and other Latin American countries; involvement of private partners to funding this project; consideration of the relationship between tourism and the development of the biosphere reserves, as well as conservation of biodiversity functions.

Lessons learned: the debate on this project in IberoMaB Network shows a great potential to develop it in other IberoMAB countries including Spain and Portugal. It also shows that IberoMaB is an excellent network to undertake regional projects and activities involving countries and individual biosphere reserves.

- **International Hydrological Programme**

Major achievement(s): (a) the National Emergency System was strengthened; it was responsible for the development of the National Climate Change Response Plan currently operative in the country. (b) the System is a pioneer multidisciplinary initiative in the region in the combat to climate change impacts. (c) a contribution was made to the development of the National Water Resources Plan that refers specifically to some of the IHP initiatives that have provided inputs given by a greater understanding and more thorough knowledge of water resources.

Challenges: Introduction in the National Environmental Agenda of the concept of “Environmental Flows” as a tool for integrated water resources management.

- **Earth Sciences/IOC-ICAM/Climate Change**

939. Technical assistance to the organization of Seminar on Migration, population movements and mobility: challenges linked to Climate Change and Risk Assessment (Montevideo, Uruguay, 14 September 2010) was provided. The Seminar had as main objectives to present the state of the art on the linkage between the subject and different scenarios in public management, the academia and civil society; as well as discuss and agenda / lines of action for institutional and technical strengthening that enable to efficiently cope with the subject in Uruguay. It was organized in coordination with the International Migration Organization (IMO).

Major achievement(s): Inter agency work achieved with positive impact in the political agenda: UNESCO, jointly with IMO (the International Migrations Organization) was able to set the subject in the political agenda of Uruguay.

Challenges: Inter agency work appears as a task that will require special attention and commitment.

Lessons learned: At the country level coordination among political and social actors exists and is operating.

Focal points meeting. Regional process for the formulation of Project Atlasur: Promoting adaptation to Climate Change through Integrated Coastal Management

940. As a follow-up to workshop held on the formulation of a Regional Project on Integrated Coastal Zone Management in South-West Atlantic: Promoting environmental and socio-economic sustainability through adaptation to climate change (Project ATLASUR) (Montevideo, Uruguay, 1-3 December 2009), progress was made towards the joint formulation between Argentina, Brazil and Uruguay of the project proposal.

Major achievement(s): Governments in the region working together to elaborate a project document for funding by the Global Environmental Fund (GEF)

Challenges: Reaching the commitment of Member States for engaging to engage in an interactive process as those who hold public office keep moving due to the frequent political changes that characterize the countries of the sub-region

Lessons learned: Flexibility required working with political actors in the countries involved.

For more information on the Project process:

- **Social and Human Sciences**

941. A seminar was held last year as the first stage of a series of activities.

Major achievement(s): a) response to Member States request (in the region) on technical and substantial assistance previous to the formulation of policies in the field of migration and free movement of people which includes employment policy; b) researches to be carried out will serve as substantial input for discussion and debate during the For a of Ministers.

Challenges: More funds are needed

Lessons learned: Very high interest from stakeholders on the topic

942. Concerning the Ethical Principles in relation with climate change a workshop of experts from South and Central America was held in Montevideo, (17 and 18 June 2010) where 18 experts from 10 countries participated

Major achievement(s): A network of expert related to Ethics and Climate Change was established

Lessons learned: Need to create a specific link in UNESCO Bioethics Network's webpage for Ethics and Environment

- **Culture**

943. Efforts were pursued to contribute to the strengthening of the joint United Nations country level programming and the One United Nations reform process and the achievement of the MDGs in general (goals 1, 3, 8 in particular). The implementation of the UNDP-Spain MDG-Achievement Fund No. 1763 ("Strengthening cultural industries and improving access..."-VIVI CULTURA) was until now successfully carried out and started to have a real impact on national public policies, which are increasingly taking into consideration Culture as a factor for development and social cohesion.

Namely, it has shown a direct impact on the four national priorities, as defined under the UNDAF: (1) sustained and sustainable growth of the Uruguayan economy; (2) poverty reduction; (3)

reduction of inequality and the promotion of human rights; (4) strengthening democracy while increasing civil, political and social citizenship. This pilot experience as One United Nations project has started to be replicated in the other countries of the sub-region.

Major achievement(s): (a) the conglomerates of Music, Publisher and Crafts are operating with their strategic plans and presenting projects to improve sector competitiveness; (b) the crafts' sector has been supported to participate successfully in national and international fairs; (c) four culture factories with the assistance of the Project, have finalized their training stage, and are presently development their business strategy.

Challenges: Implementing the Knowledge Management System.

Lesson learned: (a) the Project is an innovation both from the thematic and the wide of management. It's very complex and requires good coordination among the United Nations agencies and the national partners for following the work plan; (b) some aspects of the Project need more time for implementation and extra time would be necessary.

944. In cooperation with UNAIDS in Uruguay and the Ministry of Education and Culture (MEC), the project "Inventiva" was conducted, aiming at promoting the cultural approach to raise awareness of HIV and AIDS in Uruguay. The outdoor road shows raised awareness among the audience (more than 600 people in six different cities). A systematic survey on audience impressions of the movie sample (through questionnaires) was conducted, which demonstrates the positive impact of art as an adequate response to HIV and AIDS projects.

Major achievement(s): strengthening and ratification of commitment of cooperation between UNESCO, UNAIDS and the Ministry of Education and Culture in order to enable a long-term cooperation using a cultural approach to HIV and AIDS projects.

Challenges: strengthen the communication of the project in order to improve the impact of the activities

Lessons learned: (a) the importance of the cultural approach as an appropriate response to HIV and AIDS; (b) intend to participate in the initiative by various stakeholders of Uruguayan culture.

- **Communication and Information**

945. The two-day seminar "Freedom of Information: The Right to Know" was held on 16-17 September 2010 in the Uruguay's Presidential Office. Co-hosted by the Uruguayan Ministry of Education and Culture (MEC), the Uruguayan Agency for Electronic Government and Information Society (AGESIC) as well as the Argentinian, Paraguayan and Uruguayan Press Associations FOPEA, FOPEP and APU respectively, the seminar gathered approx. 40 participants from Argentina, Paraguay, Uruguay and Brazil, representing government institutions, media and media associations, communication faculties and NGOs. Discussions were recorded and podcasts are accessible on UNESCO's website.

Major achievement(s): (a) participants lively discussed the current situation of freedom of expression and access to information in the target countries, exchanged experiences and shared best practices. (b) most participants were experts in their fields, which enabled in-depth analysis and problem solving; (c) discussions between representatives of government institutions and press associations on professional and ethical standards contributed to an ongoing constructive dialogue on these issues. (d) given the politically sensitive subject of media concentration in the region, UNESCO managed to act as a fair and neutral broker; (e) a debate on digital TV was specifically useful to install a regional dialogue among key stakeholders who are currently regulating their digital TV policies.

Challenges: In spite of a widespread announcement of the event, it proved challenging to ensure broad participation by journalists.

Lessons learned: The cooperation with partner organizations (e.g. the Uruguayan Press Association) was less effective than expected in terms of public announcements of the event. Participation of journalists from outside the capital has to be organized more in advance and financial and logistical assistance might be necessary.

946. Best practices on communication for sustainable development were demonstrated in the course of a Conference on Communication for Development, Social Change and Participation, held on 28 October 2010 in Montevideo. The conference gathered approx. 200 journalists and communication experts, students, government representatives and civil society organizations. The selection of panellists included gender criteria and the share of female panellists was approx. 40%. The blog <http://www.cpd-unesco.blogspot.com/> summarises the debates of the conference and provides an open forum for discussion and exchange of ideas. The publication “Communication for Development: a tool for social change and participation”, launched on this occasion, includes articles from various authors on environment communication and media communication on sustainable development.

Major achievement(s): (a) high number of participants demonstrated the society's broad interest in topic area; (b) panellists shared experiences, best practices and challenges of communication for development in their work; (c) print media, radio and TV channels covered the event; (d) the cooperation with national public institutions and NGOs proved particularly useful to announce the conference; (e) the publication presented and distributed during the conference was in high demand. It was downloaded more than 27.000 times in one month only.

Challenges: Although participants were asked to confirm their assistance upfront, it was difficult to estimate how many people would attend the conference. In fact, the number of attendants almost doubled inscriptions and not all inscribed persons attended the conference. Additional chairs had to be organized to provide seats for all. In spite of a specific briefing of the roundtable moderators, panellists exceeded their presentations, which meant that debates were rather limited to the panel instead of including the whole audience.

Lessons learned: (a) when the number of participants cannot be estimated exactly, different scenarios should be planned and prepared in detail; (b) strict time management will be essential to guarantee an open debate among all participants.

- **Education**

947. In accordance with EFA (goal 6) and PRELAC II (focus 3), the Education Sector of UNESCO Montevideo supports Uruguay in the development of policies and strategies to promote school centres as innovative agents in their communities.

Major Achievement(s): a) Visualization of our priority EFA 6; b) MoU with National Administration of Public Education (ANEP/CODICEN, Uruguay).

Challenges: Time and financial support for technical assistance

Lessons learned: The involvement of local counterparts in the planning, implementation and evaluation stages is crucial for carrying out activities and ensures its pertinence.

UNESCO Office in Port-au-Prince

948. As there is a separate and inclusive document pertaining to programmatic implementation in Haiti, you are kindly requested to refer to document 186 EX/5 Add, entitled “Progress on the

implementation of the medium and long-term cooperation strategy for Haiti”. This document can be found at the following URL: <http://unesdoc.unesco.org/images/0019/001917/191700e.pdf>.

UNESCO Office in Quito

Background

949. The countries of the Andean region are undergoing political, economic and social reforms which call for a concerted response from the United Nations system. All four countries of the Cluster are middle income countries (Colombia and Venezuela being at a higher level). Nevertheless, there are still important economic and social disparities (poverty remains a big issue especially among indigenous and afro-descendent people and migrants; an important group of population has no access to basic social services). National development plans adopted by the current governments put emphasis on the promotion of human rights and democracy, social inclusion, poverty reduction, cultural diversity, regional integration and security, and priority is given to social investments that guarantee the realization of national unity and peace (MDGs are a reference for all the development plans implemented at national level). Bolivia y Ecuador en particular are promoting the concept of “Buen Vivir (Suma Kawsak)” which originates from the traditional cultural cosmo-vision of the Andean people (living in harmony with nature, the right of mother Earth, etc.) and permeates all official plans.

Main Challenges

950. In this context, UNESCO’s response remains in line with its mandate and follows the priorities established by the Governments. The United Nations system globally works in a coordinated manner in particular through MDG’s joint projects and the implementation of on-going UNDAF. In Ecuador, the Government has adopted a National development Plan which aims at building a Pluri-national State through the recognition of the cultural diversity of the country. New laws on Education and Culture have been adopted which guarantee the recognition and full inclusion of the cultures of minority groups such as indigenous people and afro descendent population (e.g. intercultural bilingual education, promotion of traditional knowledge and intangible cultural heritage...). A new Law on Medias is still under debate at the National assembly. The Law has raised a series of controversies at national level and UNESCO has been called upon by the President of the National Assembly to comment on the Law and to provide technical guidance based on international standards. In Bolivia, the Government has promulgated a series of laws which guarantee the promotion of the rights of indigenous people, in particular in education (adaptation of the curriculum to the cultural environment); Intercultural Education has become one of the main priorities of the Government. In Colombia, the government has launched a new policy on quality education including the revision of the curriculum and the introduction of quality indicators. The issue of national security remains however a challenge and a priority for the new government. Several actions have been undertaken in order to promote the right to education especially in the areas where insecurity is still prevailing. Venezuela has a strong policy of south-south cooperation (e.g. direct support to African and neighbouring countries through fellowships). The office has developed actions mainly in education and communication, the most significant ones being the launching of the EFA/GMR in Caracas in collaboration with the Ministry of Education, and the training of 100 media professionals on safety of journalists.

Main achievements in 2010

951. During the period under consideration, UNESCO Quito has provided technical assistance to develop and strengthen policies contributing to the achievement of international global objectives. Capacity-building and policy advice are central to our cooperation with Andean countries. All activities give priority to the participation of women and marginalized groups (youth, minority groups including migrants).

952. In education, the main focus has been on supporting national efforts towards the improvement of quality education and the inclusion of marginalized groups (youth, people of African ascendance). An Andean Committee for Quality Education has been established under the leadership of UNESCO; the objective is to create a space for dialogue on issues related to Quality Education and to (re)define the concept of Quality education taking into account the intercultural dimension of the region. A forum of Ministers of education of the Andean region is foreseen in 2011 (possibly in Colombia). Events for the launching and dissemination of the EFA/GM Reports have also been organized with the participation of high-level authorities (Ministers, Members of Parliaments, United Nations agencies, civil society, etc.). The report is well received in all countries except in Colombia where the authorities consider that the data do not reflect the reality of the countries.

953. In Sciences, Advice has been provided on environmental issues in the framework of the activities of the Man and the Biosphere Programme (MAB) and the International Hydrological Programme (IHP). UNESCO supports the elaboration of national policies for the conservation of the reserve and the protection of indigenous people living in isolation through the implementation of a MDG-funded project (“Conservation and management of the natural heritage site of the Yasuni Reserve”, Ecuador- total budget: \$4.000.000; UNESCO: \$650.000). With the support of UNESCO and UNDP, preliminary consultations have taken place between the Government and local indigenous organizations.

954. In Culture, the office is implementing in Ecuador a MDG project on Cultural diversity and social inclusion (total budget: \$ 5.500.000 – UNESCO component: \$ 1.300.000). One of the main results of the project has been the adoption of a National Plan against discrimination and racism (the first one to be ever adopted in the history of Ecuador). The plan has been officially launched by the President of the Republic. UNESCO has supported the organization of the Forum of LAC Ministers of Culture which took place in Quito. In 2010, Galapagos has been withdrawn from the list of WH sites in danger. The Gvt has requested UNESCO to assist in the design of an integrated Plan for the protection and conservation of Galapagos (an educational reform for Galapagos is under finalization with the support of UNESCO).

955. In Communication, 2010 has been a year of major controversies between the Governments and private Medias (Bolivia, Ecuador, and Venezuela). Advice has been provided to Member States on media legislation and international freedom of expression standards and instruments. UNESCO’s position and proposals have had a significant impact on parliamentary, media, government and academic circles. In this sense, UNESCO’s work has been successful and widely recognized by main CI actors and observers. UNESCO has succeeded in being one of the leading institutions in this field, together with the Organization of American States (OAS) and the United Nations Rapporteur on Freedom of Expression. In Ecuador, UNESCO’s comments on the Law were widely reported by national Medias. Seven new IPDC projects were approved and launched in 2010 in the Andean region contributing to the reinforcement of capacities of several local Medias. Collaboration with universities has also been strengthened: a joint CI/ED initiative was launched (“New teachers, new technologies: towards the building of a proposal for the pedagogic appropriation of ICTs and digital literacy in the training of teachers in the Andean countries”) and UNESCO’s Journalism Model Curricula has been promoted in Bolivia and Ecuador. In Colombia, UNESCO has finalized an agreement for a project (Japan-FIT) on the development of community radios. Media Development Indicators (MDI) was applied in Ecuador, and arrangements have been made for implementation in Bolivia and Venezuela. Support has been given to the organization of the World social Forum on migrations (Quito, October 2010).

Office’s contribution to the UNCT activities and UNDAF:

956. A big challenge that UNESCO faces at cluster level is to ensure an effective presence and participation in all UNCT’s activities. While in Ecuador, the office plays a very active and recognized role in the UNCT, in other countries, our capacity to intervene remains limited, in particular in areas where regular budget is very tight (SC) or almost inexistent (SHS). In Ecuador,

UNESCO participates in the following interagency thematic groups: Education (Lead Agency); Interculturality (Alternate); Sustainable development (Alternate); Gender; Human rights and Governance; Frontera Norte (Colombia/Ecuador); HIV/AIDS (active member). Two MDG-funded projects in Ecuador (Culture and Sciences).

957. Possible entry points for future cooperation and joint programming:

- Education remains the main area of intervention of UNESCO. While the current UNDAFs focus on the eradication of poverty and fight against exclusion through “universal access to basic education”, issues like peace and human rights education are not fully integrated.
- In Culture, the issue of Cultural Industries and protection of intellectual property can be emergent topics for UNDAF;
- Communication and information does not receive enough attention. UNESCO could develop a strategy for incorporating issues like freedom of expression, community radios, ICT and Education.
- In Sciences, there is a growing interest of the governments of the region to promote, protect, and revitalize indigenous knowledge.

UNESCO Office in San José

Background:

958. In 2010 the San Jose office continued to improve its participation in the United Nations Country Teams (UNCTs) of the countries in this cluster: Costa Rica, El Salvador, Honduras, Nicaragua and Panama. This was achieved through active participation in evaluations of UNDAFs and in the new UNDAF rollouts in the sub-region. Videoconferencing equipment enables the office to participate on a regular basis in the UNCT meetings where is is a non-resident agency. We did carry out specific missions to El Salvador and Honduras for the UNDAF rollouts and have contracted a consultant who provides representation at the UNDAF and UNCT meetings in Panama. We also travel on mission as frequently as possible to Nicaragua, Honduras and Panama to take part technical and country-team meetings related to our activities for the Spanish MDGF joint programmes in those countries.

959. The office professionals have made it a priority to strengthen their reporting for the UNDAFs of the respective countries of the clusters by emphasizing the links between the expected results of the MLAs with those of the UNDAF results and those of the Millennium Development Goals.

960. The improved participation in the UNCTs and the UNDAF processes have achieved several key objectives:

- Enhanced standing and visibility in the cluster countries;
- Improved contacts with the relevant government ministries and better alignment of activities with national development plans and UNDAF expected results;
- Improved implementation of country-level activities; and
- Strengthened participation in United Nations reform processes and Delivering as One.

961. 2011 will see the completion of two UNDAF rollouts, Honduras, and El Salvador, and new rollouts being undertaken in Panama, Costa Rica and Nicaragua. The rollouts will provide new

opportunities for UNESCO to strengthen its overall presence in the UNDAFs and to assure that UNESCO's priorities and expected results of its workplan are well reflected in the document. The directive from the UNDP administrator that the new UNDAFs be more in line with the Millennium Development Goals will benefit the office given the direct correspondences between the objectives of our programme sectors with the MDGs.

962. SJO continues its participation in a total of eight MDGF joint programmes: three projects on culture and development – in Honduras, Nicaragua and Costa Rica; and on climate change and economic governance in Nicaragua, on youth, employment and migration in Costa Rica, and conflict resolution and peace-building in Panama and Costa Rica. Carrying out the various activities of these MDGF programmes will be a major focus of the office in 2011. The good results achieved so far by SJO in all eight of these joint programmes have been recognized by the MDGF evaluation unit as well as by the United Nations agency and government partners.

Main Achievements

Education

963. In 2010, emphasis was placed on strengthening the capabilities of Education Ministries through the regional programme Institutional Strengthening of Education Ministries, with the main objective of assisting Member States in reaching their EFA goals. Two of the four planned components have already been designed: *Economy of Education and Public Budgeting and Finance*. A main achievement of the programme was to bring together high ranking civil servants from the Education and the Treasury Ministries, who after completing the course, acquired a multidimensional perspective of education and that aided them in meeting the challenges which persistently occur in each of their areas of specialization. More than 50 civil servants from Central America attended the courses that combined classroom training and e-learning to improve their skills in management, administration, finance and budgeting and strengthen public policies on education in the sub-region.

964. In the year 2011, the ED unit with the support of other key actors such as OREALC, IIEP, the Central American Educational and Cultural Cooperation (CECC), will introduce two other two courses: *Statistics, Monitoring and Evaluation and Teaching Training Public Policies*.

965. A second priority at the regional level of the sector in 2010 was to analyse the regional Programmes for Illiterate Youth and Adults and to develop and present a new data collection system to measure illiteracy rates of the region. To do so, the sector worked hard to organize country units from Education Ministries as well as Statistics Departments in each of the countries and to name a focal point for future cooperation. A regional meeting of all country teams was celebrated in the city Granada, (Nicaragua) in April 2010 and two videoconferences were held in regard to the follow up of the project.

Natural Sciences

966. Emphasis in 2010 was placed in the areas of climate change, including participation in COP 16 in Cancun Mexico to present various climate change related activities, and in natural disaster prevention. The areas of managing natural resources are specific cases where SJO activities are focused on promoting subregional cooperation.

967. The office secured a landmark extrabudgetary contribution from the European Commission for a project entitled "Strengthening Early Warning Systems in Central America from a multi-threat perspective". This project is an excellent example of successful intersectoral work in this field (including ED and SC sectors). The project will be developed in the six countries of the region, and its principal focus will be to strengthen the capacities of vulnerable people and local, national, and regional institutions to confront natural disasters, such as floods, landslides, volcanic activity and tsunamis.

968. Work is also being developed in the area of science policy for the region, notably by organizing a regional workshop on science parks and business incubators for all of Latin America, which enabled the most developed countries from the region to share their best practices with some of the least developed countries, a good example of how South/South collaboration can assist countries to sustainably develop their economies through science.

969. The Office has also been active in developing projects in the region relating to biosphere reserves, notably their governance, and the role of indigenous populations play in promoting sustainable practices in biosphere reserves, considered learning sites for sustainable development.

Social and Human Sciences

970. The Office promoted the right to take part in cultural life through the launching of national states-of-the-art studies, one in Costa Rica and another one in Bolivia, which identified the main achievements in the promotion and protection of this right as well as the obstacles that the countries in question still face.

971. The skills of young people for the developing and running of micro-enterprises were promoted in Costa Rica as part of UNESCO's activities in the MDG-funded window on "Youth, employment and migration". With this training several young people have acquired the necessary skills to run their own small businesses. This has given them not only a source of income but also an opportunity to do something productive which makes them feel part of their community.

972. The link between research and policy making in the area of poverty eradication in Latin America was reinforced through the presentation of a study carried out in Mexico during the previous biennium. Important members of Mexico's academic community exchanged views and opinions with relevant members of the policy-making circle regarding the relevance of strengthening the link between their two fields in order to improve the formulation of policy aimed at the eradication of poverty.

Culture

973. The Office continued its activities under the three MDGF joint programmes on culture and development (Honduras, Nicaragua and Costa Rica), which will be a major focus of its work in 2011. In this sense, as a common line action on those countries, CLT has provided technical guidance on cultural mapping, cultural expressions' revitalization processes, cultural and creative enterprises and entrepreneurs, cultural management training programs and Cultural Information Systems including cultural indicators.

974. The Office also has received Italian FIT for carrying out of a sub-regional meeting on the implementation of the 2003 Convention for the Safeguarding the Intangible Cultural heritage. The CLT unit will also be working closely with Member States in the cluster and the WHC in Paris on the identification and development of new World Heritage cultural sites.

975. CLT, working with other partners such as ILAM (Latin American Institute for Museums) has elaborated an innovative manual *Museums committed to their local heritage. A Manual for Self Training, Self Assessment and Obtaining a Certification*, which consider museums as potential agents of change and sustainable local development. This Manual will be turned into internet tutorial in order to be accessible for all Museums.

976. The Office's culture strategy for the biennium is based on highlighting and showcasing the close correlation that exists between culture and development as a means to achieve the MDGs.

Communication and Information

977. The Office contributed to strengthening freedom of expression and freedom of press as fundamental human rights, the promotion of safety of journalists, the development of community media, and the development of policies on citizen access to information and uses of information technologies for transparency and good governance.

978. UNESCO supported countries of the subregion in improving freedom and pluralism in information, and in strengthening the capacities of media and civil society to exercise the right to information and the communication mechanisms that empower citizens to participate effectively in governance processes. The CI unit also promoted strategies of communication for development with local governments, with a view to also increasing citizen participation.

979. The use of new technologies –reinforced by UNESCO in Central America- such as the Internet and digital media offer unprecedented opportunities to promote freedom of expression and information. Through out the subregion, UNESCO San José trained youth, women and children in the use of ICTs as tools for creating access to information, preventing violence, creation of new content for radio and television and designing of web pages for exchanging information in rural communities.

980. The Central American Countries and Mexico are currently suffering an epidemic of journalist killings, with Honduras and Mexico particularly hard hit. The Organization of American States has declared Mexico to be the most dangerous country for journalists in the Americas. Since 2000, 60 journalists in Mexico alone have died because of their work. Drug gangs are seeking to control the media. Local, National Regional and International organizations have protested impunity and have demanded protection, full investigations and prosecutions. In response to this crisis, the CI unit in 2011 will devote special attention to assisting journalists and media organizations in the sub-region in developing the initiatives to help end impunity for crimes against journalists.

981. The CI unit will also emphasize:

- Democratization of the knowledge and access; and also the importance of the social, political and economical implications of the Information Society. Organization of activities in Central America and Mexico related to: (a) Economical and political implication of the digitalization process in broadcasting (TV and radio); (b) Creation of local contents and a better knowledge on the adequate uses of ICTs; (c) Freedom of expression and ICTs; (d) To aim the creation of Knowledge Societies to reduce the digital gap and to strengthen the participation of civil society in processes related.
- Creation of policies related to promote the participation of minority groups and excluded communities on media management;
- Strengthen the leadership of social media in democratic societies as basis for an ethical exercise of journalism.

National Commissions

982. The San Jose office has worked to strengthen its cooperation with the National Commissions of the cluster. The office has worked with NATCOMS, particularly San Jose and Honduras, in the preparation of participation programme proposals and also in the development of activities related to education, culture and communication and information.

The key issues in the sub-region that tie-in with UNESCO priorities are:

- Youth development and strategies for reducing youth violence, including activities focusing on training in conflict resolution techniques, retaining youth in school or

providing them opportunities to return to school or take part in education initiatives aimed at skills building for future employability. The MDGF projects on youth employment and migration and on conflict resolution and peace-building in Costa Rica and Panama address these priority areas concerning youth.

- Gender equality, promoting women's rights as well as educational and development opportunities as vehicle to empowerment, and working to end domestic violence
- Strengthening the Associated Schools Networks in the sub-region including through teacher training, capacity-building in educational planning, management and budgeting; developing adult education initiatives.
- Promoting media literacy, both among students and among teachers
- Collaborating with Member States in the development of their HIV/AIDS preventive education and information programmes.
- Natural resources management with links to sustainable development practices in the management of ecosystems, and capacity-building in responding to natural disasters and in meeting the challenge of climate change.
- Culture and development, including the role that the tangible and intangible heritage play in development.
- Good governance and citizen participation, such as through the development of online services, digital media and community media centres

Country Level Activities

COSTA RICA

983. In Costa Rica for the MDGF joint programme on Youth, Employment and Migration, the ED unit carried out activities to strengthen technical education with the goal of improving the employability of the young participants, as well as enhancing the quality of the technical education offered by the Ministry of Public Education.

In the field of AIDS the presence and constant contributions of Education sector during 2010, was rewarded. Since June Education sector is holding the presidency of Costa Rica's GEAV⁸ and has been an active actor in the definition of the Annual Plan of UNAIDS in the country.

984. Two other notable activities of the education unit were the celebration of the International Day of AIDS in collaboration with the UNAIDS team and the Familiar Day of AIDS, in collaboration with GEAV team. The goal of these activities was to help prevent the spread of HIV/AIDS by contributing to the diffusion of information and knowledge of AIDS and to strengthen the links with other United Nations agencies to work, in this regard, as One UN.

985. These education activities tied in with the UNDAF expected result of strengthening the capacity of public institutions and the area of priority dealing with sustainable and equitable human development. The regional activity on Public Policies for Teachers was a key component of this cooperation in Costa Rica.

986. SJO's culture unit continues to play the leading role in the development and implementation of the MDGF project "Intercultural Policies for social inclusion and generation of opportunities." This project seeks to empower rural and marginalized urban communities in relation to their

⁸ In Spanish *Grupo de NN.UU. de Estrategias y Aprendizajes en VIH*, (UN Group of Strategies and Learnings on AIDS).

cultural expressions and rights, as well as to provide capacity-building in the sustainable management of their cultural resources. The project also seeks to build institutional capacity in the management of cultural policies, including promoting strengthened intercultural policies in Costa Rica's cultural, educational, health, economic and agricultural sectors. The main achievements obtained so far are centred on incubation model for cultural and creative entrepreneurs; training sessions on subjects such as production of public shows, audio-visual media and digital animation and creating productive chains. One of the cultural productive chains created it has been called "La Ruta de los Héroes" in Sarapiquí; production of 5 festivals on traditional food, dance, theater, literature and music conceived as spaces for exhibiting cultural expressions and fostering intercultural dialogue; creation and implementation of the Cultural Information System which already have more than 300 entries and the elaboration of the methodology for the Cultural Indicators System which will be nurture by the results obtained through the First National Survey of Cultural Habits and Practices, held last October, with a representative sample of 1,068 households.

987. This MDGF project on culture and development constitutes a main area where SJO is working closely with the other United Nations partners, UNDP, UNICEF, WHO and FAO, and its activities are contributing to the UNDAF priority area of reinforcing socio-cultural practices that promote respect for human rights, non-discrimination and cultural and ethnic diversity.

988. Besides, MDGF Joint Program on Culture and Development, culture unit has worked on educational materials which emphasizes on the knowledge of African history and of the tragedy of the slave trade reinforced such as "Del olvido a la memoria". This material will be accessible as an internet tutorial. Another pedagogical tool implemented has been "Diversidades: el juego de la creatividad" which look forward to strengthen intercultural dialogue at schools.

989. In addition, CLT has provided through a workshop, technical tools to improve the process for constructing cultural public policies in a moment where the Costa Rican government is working on a strategy to elaborate the first National Policy and Law on Culture.

990. The MDGF thematic windows on youth, employment and migration and on conflict resolution and peacebuilding have served to strengthen the office's cooperation with the UNCT and government ministries, notably planning, education, labor, justice and culture and youth. SJO's activities for these windows are intersectoral, concerning SHS, ED and CI, and concentrate on youth development in the areas of formal and non-formal educational opportunities, training in the uses of media and ICTs (including using ICTs for online training in learning a second language), and training of youth in leadership and conflict resolution techniques.

991. The science sector of the San Jose office has considerably expanded its work in the area of science policy in the region, in particular in Costa Rica, where it held a regional meeting on science parks and business incubators with participants from throughout Latin America and the Caribbean. The meeting was a unique opportunity for countries from the continent to exchange best practices and move forward together in this key area for development. Following the meeting, Costa Rica put forward a proposal to become the pilot country in the region for the development of a science park with the assistance of UNESCO and of the World Technopolis Association (WTA). The proposal, submitted by the University of Costa Rica, is under consideration by UNESCO and WTA.

992. UNESCO and key partners in biosphere reserves in Costa Rica (such as the Agua y Paz biosphere reserve) are developing projects together which will be submitted for funding to donors – these include the possible establishment of a fund to support clean production activities to make the reserve carbon neutral, creating a workable governance structure for the biosphere reserve, and establishing a learning centre in the biosphere reserve.

993. In addition, UNESCO and Costa Rica's MAB community, with the support of the Costa Rican Government, are planning to hold a regional meeting in 2011 to celebrate the 50 year anniversary of MAB, which will include a seminar and a high-level event.

994. Costa Rica was one of the countries where the SJO unit for social and human sciences carried out a study on the right to take part in cultural life.. The main objective of this study was to identify the state of implementation of this right, the obstacles that the country still faces for the total fulfillment of this right and make recommendations on policies for the promotion and protection of this right.

995. SHS was also one of the sector units participating in the Spanish MDGF joint programme on “Youth, employment and migration,” and its activities for the JP focused on the promotion of entrepreneurship skills among young people in Desamparados and Upala. The activity had two components: 1) training of trainers on micro-entrepreneurship, and; 2) first edition of the contest entitled “Make your business a reality”. This contest handed out several prizes or incentives to young people who are in the process of launching their micro-enterprise.

996. The CI unit trained youth in the rural communities of Bijagua and Upala in web pages design and online radio as part of its initiative to promote access to information and communication. The training had a total of 63 participants, 25 women and 38 men.

997. Another training programme for youth, “The use of ICTs on Violence Prevention,” took place in San Jose and focused on the participants (25 women and 5 men) developing their own radio productions for preventing violence and providing information to the public on anti-violence measures.

998. As part of the Spanish MDGF joint programme on Youth, Migration and Employment, the CI unit began in 2010 the refurbishing and equipping a of community multimedia and training centre in Frailes region of Desamparados that became fully operational in January, and another centre will be developed in Upala.

EL SALVADOR:

999. In order to re-structure the SJO’s education in El Salvador, UNESCO developed its Education Support Strategy that required multiple inquiries with Ministry officials and partner agencies. As a result of this consultation, the Organization was able to present a mid-term strategy to the new government, which took office in the mid of 2009. In 2010, the education unit has been working in the construction of new indicators to measure Illiteracy rates in Youth and Adults. The main success of it, has been the important alliance created together with AECID,⁹ OEI¹⁰ and UNESCO, that counted as well with the political support of Salvadorian’s Government.

1000. Of particular importance are the activities related to education in HIV/AIDS. In this domain UNECO has worked extensively with officials in the Ministries of Education and Health, as well as with teachers’ unions. The Sector has been involved in curriculum development on the topic and reproduced material that has been issued by UNESCO in Paris, and which is part of a joint United Nations effort to assist countries in this domain.

1001. El Salvador will participate in the regional project ‘Strengthening Early Warning Systems (hereinafter EWS) in Central America from a multi-threat perspective’. In addition to the regional and national activities within the project, at the local level, the project will be working in the San Salvador EWS for landslides on the Picacho Volcano.

1002. Following the IBEROMAB conference held in Mexico in November 2010, for which UNESCO provided support to representatives from El Salvador, UNESCO SJO and MAB officials/ biosphere reserve directors from El Salvador are also developing activities of biosphere reserves for possible financing, based on the Madrid Action Plan (2008) and the Puerto Morelos Action Plan (2010).

⁹ In Spanish *Agencia Española de Cooperación Internacional para el Desarrollo* (Spanish Agency of Development and International Cooperation).

¹⁰ In Spanish *Organización de Estados Iberoamericanos*, (Organization of Iberoamerican States).

1003. El Salvador was one of the countries included in UNESCO's series of national studies on Education as a Human Right, which focused on the dimensions of adaptability (how the schools are focused on child-needs instead of the other way around) and quality of education. The study also examined issues of discrimination including access of women and girls to education.

1004. Culture unit in El Salvador has focus the efforts on strengthening capacities of the Culture Secretariat by providing methodological strategies centred on community participation process related to cultural mapping, cultural policies and decentralisation.

1005. The CI unit in El Salvador Media Communicators trained on Journalism Education Programmes for the Prevention of Disasters in El Salvador. Sixty Media Communicators (35 women and 25 men) learned to use new communication techniques for diffusing news related to the Prevention of Disasters, thus improving the flow of information to the public through the organization of the Workshop "**The Role of Media in the Prevention of Disasters**"

1006. The capacities of PSB were strengthened in the promotion of a better knowledge of the PSB functions through the workshop "**Los Medios de Servicio Público y su desarrollo comunitario**". In total 50 journalists and media communicators (20 women, 30 men) were trained.

HONDURAS

1007. In 2010, UNESCO's completed its second year of activities for the MDGF joint programme on Creativity and Cultural Identity for Local Development. The culture unit's activities in the second year focused on:

- Establishing cultural strategies and inclusive cultural programs and applying them for the development of the local sector, in order to create the basis for the design of a Culture and Development National Policy promoting cultural diversity and strengthening cultural identities.
- Setting up creative and cultural industries created in order to promote social and economical growth, allowing the expansion of opportunities for the national population in eight regions.
- Generating information on the contribution of culture to national development and as a tool for public policy and private investment.

1008. Throughout the second year, UNESCO activities have accomplished as relevant products: the methodological guideline for protecting community's cultural resources, restoring 14 cultural centres in different municipalities, workshops focus on making awareness on cultural rights, methodology for academic-community research, mapping of resources and cultural industries, the design of the study plan for Cultural Management Training Program, the design of the Cultural Information System, traveling exhibitions on cultural diversity and technical support on strategic annual planning on "Casas de la Cultura" to foster and execute cultural events.

1009. In the area of education, SJO's activities contributed to the UNDAF objective of "equal and universal access to formal, non-formal and cultural educational services" and involved studies on the teachers' burn out as well as on HIV/AIDS, literacy and teacher training as well as the assisting with the formulation of policies on basic education and literacy, including education for adults and out-of-school youth.

1010. Both the Ministry of Education and UNESCO National Commission worked closely with the ED unit to organize a major event for the presentation of the Education For All Report. The presentation led to improved visibility of UNESCO and proved to be an impetus for developing further cooperation with the government, NGOs and civil society and other United Nations agencies.

1011. The office also completed activities to strengthen the capacities of anthropological and historical museums to preserve their collections, improve their management, and promote more use of the museums' facilities by local residents. These cultural activities contributed to the UNDAF objective of improving access to cultural educational services under the priority of investing in human resources.

1012. SJO's science unit continued its support for initiatives to establish new biosphere reserves in Honduras including transboundary reserves with Nicaragua, El Salvador and Guatemala, and is involving Honduras in the development of a Mesoamerican Network of Biosphere Reserves.

1013. As noted above, Honduras will be involved in the regional project 'Strengthening Early Warning Systems (hereinafter EWS) in Central America from a multi-threat perspective'. In addition to the regional and national activities within the project, at the local level, the project will be working in the El Paraiso and Francisco Morazan EWS for floods and landslides due to the Choluteca River.

1014. Following the IBEROMAB conference held in Mexico in November 2010, for which UNESCO provided support to representatives from Honduras, UNESCO SJO and MAB officials/ biosphere reserve directors Honduras counties are also developing activities in biosphere reserves for possible financing, based on the Madrid Action Plan (2008) and the Puerto Morelos Action Plan (2010).

1015. The CI unit helped develop an IPDC project by the NGO C-Libre for the training of journalists in themes related to promoting freedom of expression, access to information and ending impunity for crimes against journalists.

NICARAGUA

1016. The Spanish MDGF joint programmes on climate change, on water and sanitation under the economic governance window, and on culture and development continue to be a major focus of SJO's cooperation in Nicaragua. The climate change window, involving the CI and SC sectors, completed its second year of activities in 2010 and has begun implementing activities for 2011. The two other MDGF joint programmes began implementing their activities in the first quarter of 2009 and continued to carry out activities successfully during 2010.

1017. The objective of the MDGF programme on water and sanitation is to strengthen democratic economic governance in that sector in the RAAN and RAAS through increased participation and coordination between social and institutional actors, strengthening of institutional frameworks and investment in infrastructure.

1018. The climate change project is focusing its activities on the Bosawas Biosphere Reserve, while the water and sanitation and the culture and development projects are being carried out in the north and southern regional autonomous zones of the Atlantic coast, known respectively as the RAAN and the RAAS.

1019. Another key activity being developed within the context of the climate change window is the establishment of an early warning system for risks such as floods, earthquakes etc within the Bosawas biosphere reserve, in coordination with the Nicaraguan Ministry of the Environment and the Nicaraguan Civil Defense. An agreement is presently being finalized with the Ministry of the Environment to implement this activity in 2011.

1020. Nicaragua is one of the six countries covered by the regional activity 'Strengthening Early Warning Systems (hereinafter EWS) in Central America from a multi-threat perspective'.

1021. The Central American tropical rainforest along the border between Nicaragua and Honduras has been the home of the indigenous Mayangna and Miskito populations for centuries. Their knowledge about the local flora and fauna is extensive. The production by UNESCO of the book

entitled 'Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles' by UNESCO, with the support of the Norwegian Embassy in Nicaragua, is therefore a major achievement, following five years of intense work with the Mayangna. The book contains a wide range of information about the 30 fishes and six turtles that live in Mayangna waterways, and links empirical observations on behaviour, habitat, reproduction and migration patterns, with social commentaries on sharing, learning or harvesting, and cosmological reflections on human-animal relations and master spirits. Available in Mayangna and Spanish, the 400-page book in two volumes captures the knowledge, know-how and worldview of the Mayangna people.

1022. Following the launch of the book in its Spanish version in February 2010 in Paris, and the launch in Managua of its Spanish and Mayangna versions in July 2010, UNESCO and its partners, including the Ministry of Education of Nicaragua, will seek to incorporate some of the elements of the book into the national school curricula of Nicaragua, and provide indigenous populations in Nicaragua a more familiar way to learn about science and nature through their own experiences.

1023. SJO has also been working in close collaboration with the National Commission of Nicaragua to UNESCO to undertake activities that ensure a greater participation of indigenous populations in the management of the Bosawas Biosphere Reserve and the putting in place of a governance structure in the reserve for this purpose.

1024. The CI unit, which is participating in both the water and health and climate change joint programmes, carried out activities for both in the area of training residents of the target communities in the use of ICTs for gathering information and for radio production. In addition, the CI unit for both joint programmes is developing community multimedia centres, including the provision of equipment, for hosting community multimedia centres. These centres also provide a venue for training community members in the uses of ICTs.

1025. UNESCO SJO has the technical leadership of the MDGF joint programme on culture and development, in recognition of the Organization's global leadership in this area. SJO's activities have as their main objectives the Strengthening skills of the indigenous and Afro-descendant populations of the RAAN and RAAS for cultural revitalization, cultural management and cultural production, as well as promoting policies for preserving cultural diversity and protecting their tangible and intangible cultural heritage, including through cultural and creative entrepreneurial initiatives.

1026. In this context, the main achievements have been mapping on cultural resources on the Caribbean Coast, conservation plan on cultural spaces, methodological guidelines for revitalization of cultural expressions and consequently the revitalization process of at least one cultural expression from 6 cities in Nicaragua, a conservation plan for documentary and literary heritage, with special attention to the regional government files, a cultural management training proposal that meets the needs of potential beneficiaries (at the community and professional levels) and the region's cultural diversity, the design of specified cultural infrastructure that integrates Cultural Centres and Community Cultural Centres, developing of seven processes in cultural revitalization of endangered immaterial heritage, operational and regulatory framework of the "Cultural Revitalization Research Fund": Financing of research which has already began his labour, publications and translations and activation of processes on craft revitalization and innovation, based on UNESCO's experience in promoting craftsmanship.

1027. As in other countries in the sub-region, SJO helped implement workshops on the sustainable management of natural resources and biosphere reserves, as well as promoted transboundary cooperation concerning aquifers and conservation of biodiversity. Nicaragua is also taking part in activities of the Local and Indigenous Knowledge Systems programme (LINKS), with the participation of Mayangna communities and including the publication of the book *Conocimientos del Pueblo Mayangna sobre la Convivencia del Hombre y la Naturaleza: Peces y Tortugas*.

1028. During the year 2010 the Education sector of the cluster office of UNESCO has achieved crucial targets through an active participation and with UNESCO National Commission and Education Ministry.

1029. One of the priorities of the sector in 2010 was to analysis the regional Programs for Illiterate Youth and Adults and to develop and present a new data collection system to measure illiteracy rates of the region.

1030. A second major issue in which this sector has focused its attention during 2010 was to raise the capabilities of Education Ministries through the program Institutional Strengthening of Education Ministries. The main objective of this four-year program is strengthening of the institutional capacities of the countries in order to reach the EFA goals. During the year 2010, there were developed two of the four components designed in the program, which are: *Economy of Education* and *Public Budgeting and Finance*. The main achievement was joining high ranking civil servants both from the Education and the Treasury Ministries, who after completing the course, acquired a multidimensional perspective of Education as a whole.

1031. Thirdly, Education sector has successfully strengthened its communications regarding Nicaragua's UNDAF roll-out, with frequent missions and meetings. It is positive to highlight the fluent communication established through 2010 in this regard.

1032. In addition to its country level programs, the Education sector is collaborating with Science Sector regarding to one extra budgetary project named DIPECHO. This project, financed by the European Commission, aims to create an Early Warning System in Central America. The component of the Education sector will be, fundamentally, to prevent natural disaster damages in the schools environment. The general framework of the project has been presented in Managua with representatives from ECHO (European Commission Humanitarian Aid & Civil Protection), WHO (World Health Organization) and other agencies.

1033. In 2011, the actions foreseen by the Education Sector for Nicaragua will continue in the lines from the previous year.

1034. The ED unit will be in permanent contact with the Nicaragua's focal point for the Literacy Programme for Youth and Adults, in order to make progress in the construction of literacy indicators.

1035. The programme Institutional Strengthening of Education Ministries is already working on the developing of its two next components: *Statistics, Monitoring and Evaluation and Teaching Training Public Policies* and is planning training sessions in the areas concerned.

1036. The ED unit also will present the Education For All report in Nicaragua in 2011.

1037. The CI unit, as part of its participation in the MDGF joint programmes on climate change and on water and health, carried out activities training residents of the target Caribbean communities in the use of ICTs for gathering information and for radio production. In addition, the CI unit for both joint programmes is developing and equipping sites that can serve as community multimedia centres. These sites, once completed, will serve as venues for future training in ICTs.

1038. Pluralism and independence of the media were promoted through the exchange of information with specialists in the development of radio programs by training community radio associations of the Caribbean Coast (Bilwi and Puerto Cabezas) in the workshop "*Tècnicas de Comunicaciòn para Analfatècnicos*". In total 40 participants (15 women and 25 men) were trained.

1039. The workshop on "Sensibilización sobre Infraestructura de Clave Pública (PKI)", that took place in Managua last December focused on the use of ICTs in the creation and establishment of online services in government institutions.

PANAMA

1040. For the past two years, the San Jose Office has been working closely with the Ministry for Social Development on the Literacy Programme the government has been implementing. The Education Sector has carried out several missions to evaluate the Programme and to monitor the progress made on the recommendations. UNESCO served as a bridge and guarantee of continuation in the transition phase with the new government.

1041. The ED unit focused its efforts for the MDGF joint programme “Communities without Fear,” on creating a manual of conflicts management and peaceful resolutions that had multiplier effect on teacher’s trainings among their peers, to make them able to insert this learning into the academic curricula of the students.

1042. As part of this MDGF joint programme, the CI unit published a DVD on the use of ICTs in violence prevention and used the DVD as the basis for training more than 200 youth, 100 women and 120 men, in the production of radio programmes on conflict resolution and the prevention of violence. The training was took place in the commuities of Chorrera, San Miguelito and Arraiján.

1043. The CI unit began developing last year a community multimedia centre in Chorrera that became operational this year, and organized in Panama City the national forum “INFOPLAZAS 2010 that promoted access to and exchange of information through the establishment of multimedia and telecentres.

1044. Panama was involved in the regional meeting on science parks and business incubators held in Costa Rica in March 2010, and it is expected will be one of the leaders in the region in this area, acting as a model for the rest of the region, notably due to the presence of the City of Knowledge in Panama. UNESCO SJO will therefore be seeking to further develop its cooperation with Panama in this respect. In particular, UNESCO SJO is planning to hold the sub-regional meeting on science policy for Central America, bringing together the six countries of the sub-region, in Panama in the first half of 2011.

1045. In addition, as noted above, Panama is one of the countries covered by the regional activity ‘Strengthening Early Warning Systems (hereinafter EWS) in Central America from a multi-threat perspective’.

1046. The culture unit facilitated Panama’s participation in a sub-regional workshop on cultural indicators that was organized in cooperation with UIS and took place last year. The office also assisted Panama in developing a methodology for measuring how cultural activities contribute to Panama’s economic growth. In 2010, Panama will host a UNESCO-organized regional conference on implementing the Convention on the Safeguarding an Preservation of the Intangible Cultural Heritage that will provide training in areas such as cultural mapping, intangible heritage inventories, revitalization methodologies and the process for proposing new inscriptions.

MEXICO

1047. The SHS unit is one of two in the office that carried out activities in Mexico, where it organized an International seminar to present the results of the study on the “Links between research and public policy in the area of poverty eradication in México and other Latin American countries”. The seminar took place from 13 to 14 September 2010 in Guadalajara, México.

1048. This study was part of a series of studies commissioned by UNESCO San José to strengthen the links between research in poverty eradication and the formulation of social policy. The other studies were carried out in Argentina, Bolivia and Colombia. The study in Mexico was carried out by Dr. Enrique Valencia and his team at the University of Guadalajara. Two of the other researchers, Isabel Rauber (Bolivia) and Luis Eduardo Pérez (Colombia) also presented the

results of their studies. Unfortunately the researcher for Argentina (Clara Braun) was not able to participate in the seminar due to previous engagements.

1049. The seminar was attended by over 50 participants from various sectors. There were representatives from governmental agencies (mainly from the Ministry of Social Development of the State of Jalisco) and from the academia (mostly from the University of Guadalajara and other leading local universities).

1050. CI was the other unit to carry out activities in Mexico. Fifty media communicators participated in the workshop on “The Role of Media in the Prevention of Disasters” where they received training in new communication techniques for diffusing news and information related to disaster prevention and alleviation.

UNESCO Office in Santiago

Background:

1051. The UNESCO Regional Office for Education, UNESCO Santiago, focused its work on those priority issues that put the right to quality education at risk for all in the region as well as concentrating on the goal achievement of EFA, as projected for 2015.

1052. The strategic framework of the Regional Education Project for Latin America and Caribbean – PRELAC – ensures that all the organization’s efforts be oriented to develop actions in order to meet the increasingly complex challenges for quality of education. This task has caused the Office particular challenges, calling for increased and more complex assistance, data and information for all countries of the region.

1053. Work undertaken during the past two years by the Regional Office to reposition the PRELAC as the main common strategy in Latin America and the Caribbean intended to align its actions to the changing priorities of the region; it has achieved an increasing role of the ministers who have appropriated their objectives by making complex recommendations, consistent with their needs.

1054. Work experience reaffirms the need to develop the program of the organization within the framework of a regional strategy that, taking into account national particularities, moves the educational agenda of the region both in defining the priorities for international cooperation as the development of concrete actions aligned with those goals. There is no doubt about the joint commitment of the ministers with shared priorities, promotes sustainability for both the work of UNESCO and the countries themselves.

1055. Taking into account that in 2015 the EFA goals will be evaluated to move into a new phase with renewed demands and complexities, it will be necessary now to advance defining a strategy, gather the results of PRELAC, in order to set a new joint work plan set to deliver sustainability achievements and allow movement of the limits of the results of educational activities in LAC with the assistance of UNESCO.

Main Achievements

1056. UNESCO, Santiago Office has made significant progress in the dissemination and communication of actions taken by developing an annual summary of activities, a media newsletter, preparing news bulletins and organizing a special task force to address development of quality publications. However, it is necessary to draw attention to the fact that the expected results involved in the C5 does not include a specific line for this purpose, which requires considerable resources in each line of action separately, it is adding complexity to communication tasks which is crucial for the visibility of the organization.

1057. Some special circumstances related to Post-disaster situations in three countries within the region in 2010 (Haiti, Chile, Guatemala) re-directed UNESCO Santiago work and resources. These efforts were allocated to meet the mandatory education requirements resulting from these situations. We must consider that these situations will be presented increasingly in the future and the program should consider this.

1058. Following their staff training plan for education team in LAC, a Training workshop for Education Staff of UNESCO LAC Offices was successfully organized by UNESCO Santiago in June 2010, in Buenos Aires, jointly with IIEP UNESCO Bs. Aires. This workshop trained the LAC education Officers in teacher policies, program implementation and in equity in education.

Challenges and lessons learned

1059. Promoting and strengthening alliances between the different governmental and non-governmental actors in order to support joint efforts is recommended. The involvement of local counterparts in the planning, implementation and evaluation stages reinforces the activities and ensures their pertinence.

1060. It is evident that one of the crucial factors when designing policies in the region is to create and maintain commitment at political and technical levels toward accomplishment of lasting results in the more specific areas covered by UNESCO. Without political will is not possible to establish commitments and sustainable actions.

1061. Changes in authorities have brought difficulties for some activities, but this is an expected situation that frequently occurs in LAC. Coordination with other agencies/institutions that support and are involved in education policies is needed.

1062. Obtaining extra-budgetary resources for the development of activities is a permanent challenge. This need has been satisfactorily met in 2010, mobilizing significant resources from major donors. However, there is an important opportunity to work with donors in which further progress is needed. Extrabudgetary projects mobilized by the Office are directly linked to planned and obtained results in 2010.

1063. Aligning actions or interventions with the commitments made by Member States in geopolitical agreements such as CARICOM (Caribbean Community) and MERCOSUR (Southern Common Market), CECCSICA (Educational and Cultural Centroamerican Coordination) legitimates and strengthens UNESCO's work and is desirable and recommended. The Ministers of Education are engaged in sub-spaces with intense agendas whose priorities are in line with the global objectives pursued by UNESCO and therefore they represent areas of great potential to be exploited.

1064. In terms of PCPD and specifically regarding emergencies in education, foreseeing a line of activities that can act upon emergency situations as they arise is a step forward for this Office, something that had not been done in the past. Incorporating the main local institutions involved in the prevention of risks due to natural disasters is essential in order to guarantee a proper validation of our activities in PCPD situations, and to ensure they are aligned with national priorities and strategies. More flexibility in administrative regulations would help improve efficiency and speed of activities that have to deal with little details that unexpectedly become a bigger problem.

1065. UNESCO Santiago coordinated the help with the Office at Port-of-Prince and HQ. Needless to say, this is a huge task, in itself demanding many years of exclusive attention to a situation that needs a multisectoral approach. UNESCO Santiago maintains its commitment to Haiti and will provide specific assistance in coordination with POP Office in the coming years.

1066. Finally, it is necessary to stress the outstanding work done by the Planning, Management, Monitoring and Evaluation Section of UNESCO Santiago. This unit produces information and data

from educational systems and student learning which is highly valued by countries. At the same time, this unit offers high-level technical training to Ministries technicians, in an effort to bridge the capacity gaps in the region.

Contribution to UNCT activities and common country programming exercises in CHILE

General

1067. A joint strategy with regional objectives that are manifested at the national level, allows for meaningful participation in United Nations reform, which aims precisely in that direction. Contribute to the team of United Nations regional strategy allows the UNESCO education show a strong position from the point of view of their action and contribution to making public policy decisions in the region. At the same time, a regional strategy promotes the development of a coordinated task of the education team which must be strengthened. Break up the efforts of the offices only weakens the impact of the action of the organization.

1068. In 2010, as part of its mandate, the Regional Office for Education participated actively in a) the RCM (Regional Coordination Mechanism chaired by ECLAC), b) the UNDG LAC (United Nations Regional Directors Team), and c) the United Nations PSG (Peer Support Group), the latter through its Regional Programme Coordinator. While the RCM is a regional policy-driven mechanism, the role of the UNDG LAC is to provide leadership, strategic guidance and support to UNRCs and UNCTs for the achievement of country-level results. The PSG is the operational arm of the UNDG LAC that provides Quality Support Assurance for the UNDAF process.

1069. In Chile, UNESCO Santiago leads the United Nations Inter-agency Education Group (GIE) which implements a One-United Nations approach to education through TA on education policies and programmes. The main achievements of the GIE were: advice and support to the Ministry of Education on issues such as school violence and bullying, raising awareness on UNESCO concepts on a Culture of Peace and pacific coexistence in schools, and discussing the recently enacted Education Law. The GIE also organized joint events for the World Literacy Day and World Teachers Day.

UNESCO Santiago and the GIE also implemented a number of activities relating to some of the Areas of Cooperation of UNDAF in Chile:

1070. **Area of Cooperation: Reduction of Inequalities.** The Chilean Civil Society Forum on Education for All: this forum contributes to reinforcing national consensus in support of EFA with UNESCO as the main facilitator. It has wide social representation and brings together EFA actors around four topics: equitable access and financing of education; greater participation of civil society in education; advocacy for the Right to lifelong education; and the notion of education quality from a perspective of Human Rights. Over 12 meetings and seminars for debate and discussion were organized by the Forum in 2010.

1071. Technical Support to Arica and Parinacota Regions for an integrated education project on sexuality with emphasis on HIV/AIDS prevention: as part of the work of the HIV/AIDS Inter-agency Group, agreements were set up with the Education and Health Divisions in both regions of Northern Chile to prepare a mapping of relevant actors and prepare an education project on sexuality.

1072. **Area of Cooperation: Climate Change, Energy and Environmental Sustainability.** The sixth ESD Seminar: Universities and Sustainability, June, 2010 was organized by the National Environmental Commission (CONAMA) with support from UNESCO. The activity promoted the exchange of good practices on sustainable management of varsity campuses. A protocol for the promotion of sustainable campuses was prepared with representatives from Peru, USA, Germany and Japan.

1073. Support to the National Environment Certification System for Educational Institutions (SNCAE): the SNCAE promotes environmental education, the protection of the environment and networking between schools for sound environmental practices. Over 700 schools have already been certified. UNESCO makes part of the coordination committee of the SNCAE which is led by the Ministry of the Environment.

1074. A review of the Chilean curriculum on the relevance of ESD contents within the national curricular framework is ongoing. The Terms of Reference for the task are being considered by the Ministries of Education and Environment.

1075. Support to the 7th Summer International University course "Audiovisual Communication: Renewable Energy, Energy Efficiency and Climate Change" 2010–2011. The course promotes such concepts among journalists, students, public sector communicators and the general public. UNESCO Santiago financed 12 Chilean journalists to participate in the course. Participants' capacities on scientific knowledge, scientific journalism, ecology, global economy, ethics, mass media, as well as journalistic skills to report objectively on climate change, energy efficiency and renewable energies, were strengthened.

1076. **Area of Cooperation: South-South Cooperation.** The first Forum of LAC Parliamentarians for Education was held in Santiago, May, 2010, jointly with ERC. Parliamentarians from 21 countries discussed education issues, reached alliances and launched the Declaration of the 1st Forum, committing themselves to promoting and passing laws to improve education in their countries, and creating a permanent LAC Education forum that will meet every two years.

1077. **Area of Cooperation: Support to Emergency and Post-Disaster Situations.** The CERF Project "Reactivation of primary and secondary schooling in communities affected by the earthquake" was implemented (\$1.3 million). It was coordinated with other United Nations agencies working in the education response to the earthquake. The project ensured that primary and secondary students in the affected areas by the earthquake and tsunami rejoined the education as quickly as possible, having as backdrop a safer and caring environment. An estimated 3,374 students benefitted from the intervention.

1078. **UNCT Group on Indigenous Issues and Human Rights; support to a National Policy for ethnic minorities/indigenous groups.** In 2010, the conflict between the authorities and indigenous minorities escalated. This was worsened by the earthquake as it took place in areas where a fair number of the ethnic population resides. With support of the MDG Spanish Fund UNESCO Santiago is implementing a joint project on indigenous minorities. UNESCO joined the UNCT discussions on how to address the situation. Salient activities concerned the development of a National Indigenous Policy in Chile, and the strengthening of national capacities for intercultural conflict prevention and management. UNESCO implemented the media campaign "Color es Diversidad" ("Color is Diversity") to promote cultural diversity www.coloresdiversidad.org, and organized a workshop for 25 indigenous leaders on the use of the Internet and another for journalists on how to handle intercultural and indigenous news in the media.

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

Background

1079.2010 was a significant year for the UNESCO Moscow Office in terms of the changing work environment. Firstly, the fact that the Russian Federation is consistently moving away from being a recipient of foreign aid affects not only the United Nations agencies but also donor countries' bilateral aid programmes. Therefore, the 'one way' aid paradigm of bringing resources and expertise/technical assistance to Russia is now coming to an end. The most significant consequences of this paradigm are the completion of the UNDP and UNFPA country programmes and phasing-out of the officially designated RC function in Russia at the end of the year. Secondly, it was the first year of the two-year transitional arrangement at the Moscow office and the UNESCO Institute for Information Technologies in Education (IITE). This arrangement was instrumental for the re-activation of IITE and for the delivery of coordinated and quality responses at country and regional levels.

1080. Although a non-resident agency, the Moscow Office played a proactive role in the United Nations Development Assistance Framework (UNDAF) preparation process for Azerbaijan and Belarus, as a mechanism to plan together in order to provide the best joint response to development needs at the country level. UNESCO participation in UNDAF-related UNCT and team group meetings was reinforced by active engagement of National Commissions for UNESCO during the entire process. In parallel with the UNDAF, the Moscow Office has been significantly involved in the preparation of the UCPD for the Republic of Moldova, Belarus and Azerbaijan in close cooperation with the National Commissions.

1081. The UNESCO Moscow Office continued to provide technical support to HIV programming to Eastern European and Central Asian (EE & CA) countries, where the number of people affected by HIV has almost doubled since 2000, reaching an estimated total of 1.4 million in 2010. This is the only region in the world with a growing HIV prevalence. The development of a comprehensive and scaled-up education sector response to HIV and AIDS has been included in national AIDS plans, UNDAFs and UCPDs in all Moscow Office cluster countries.

Main Achievements

RUSSIAN-FEDERATION

1082. Taking into account the changing nature of partnership between the United Nations and the Russian Federation, the UNCT in Russia has identified main common strategic directions beyond the traditional cooperation with Russia within the political and the security agendas.

1083. The most significant and visible achievement in the Russian Federation was a broadened engagement of the Russian National Commission for UNESCO in a sub-regional meeting of experts on the subject of biosphere reserves, in the UNESCO Associated Schools projects in CIS and Baltic countries, as well as in the International network of the UNESCO Chairs in the field of environmental education and sustainable development.

1084. The World Conference on Early Childhood Care and Education (WC ECCE), initiated by UNESCO and the Russian Government and held in September 2010 in Moscow, was an important step to mobilize stronger commitments to ECCE and to reinforce effective ECCE programme delivery.

1085. Another highlight was the establishment of a long-term partnership with the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO) and

the Coca-Cola Company in the field of museum management, arts education, biodiversity and environmental education. The results obtained through this partnership were instrumental in promoting bio- and cultural diversity and sustainable use of water and associated ecosystems.

1086. The strong focus on bioethics, in particular on bioethics education in Russia and other cluster countries, has resulted in introducing the UNESCO Bioethics Core Curriculum at Lomonosov Moscow State University and Kazan State Medical University. This has proven to be an important benchmark in promotion of bioethics and human rights education in Russian higher education institutions.

1087. The promotion of freedom of expression and press freedom is indispensable for democratic development of Russia. To strengthen free, independent and pluralistic media in Russia, UNESCO continues to assist by producing relevant educational materials for journalists and facilitating their training.

ARMENIA

1088. Armenia cooperates with the United Nations through the UNDAF developed for 2010-2015 in line with the main national priorities: poverty reduction, democratic governance, basic social services, environmental management and disaster risk reduction. For its cooperation with Armenia, the UNCT has prioritized vulnerable groups – the poor, women and children, the disabled, elderly people and refugees. UNESCO's cooperation with Armenia is guided by the UNESCO Country Programming Document signed in 2008 and its commitment to the UNDAF for Armenia.

1089. Armenia is restructuring its education system and striving to secure sufficient funding to sustain universal access to quality education. Therefore, the UNESCO Moscow Office jointly with UNDP in Armenia assisted the Ministry of Education and Science in developing and piloting Capacity Needs Assessment Methodology to perform restructuring strategies. Close collaboration was maintained with the UNESCO Networks – the National UNEVOC Centre and UNESCO Chairs.

1090. Within the framework of the UNDAF, and in close cooperation with the UNESCO Division of Policy and Science Development, the Moscow Office continued to support Armenia in the area of Science, Technology and Innovation policy evaluation, formulation and implementation. Technical capacity-building and experience sharing opportunities provided by UNESCO brought about significant progress in the establishment of the first biosphere reserve in Armenia on the basis of the Shikakhokhsky natural reserve.

1091. UNESCO's cooperation with Armenia in the sphere of social and human sciences mainly focused on promotion of bioethics and strengthening of the national Ombudsman and other human rights institutions. UNESCO Bioethics Core Curriculum pilot testing was organised among young scientists and professionals in bioethics.

1092. Under a long-term Pilot Project elaborated within UNDAF/UCPD-Armenia, UNESCO has enhanced governmental and public awareness about the value of World Heritage sites, as well as of the active participation of local communities in their management and conservation. Special efforts were made to promote cultural and linguistic diversity and to reinforce arts education in Armenia through diverse sub-regional projects.

1093. UNESCO also mobilised an IPDC supported project to develop community media and enhance local communities' access to quality information.

AZERBAIJAN

1094. The UNCT in Azerbaijan has made efforts to achieve the best possible match between the development priorities identified in the country's national development strategy document for 2008-2015 (SPPRSD), the specific features of Azerbaijan's current phase of development, and the

UNCT's comparative advantage. The latter relates areas where the United Nations agencies, both resident and non-resident, have the capacity to provide meaningful support to national efforts to meet development priorities, both in terms of building on their previous track record and of establishing partnerships in preparation of the UNDAF.

1095. Within the overall aim of achieving sustainable economic development and poverty reduction, the strategic goals identified in the SPPRSD have formed the basis for the formulation of three UNDAF outcomes for 2011-2015. They cover broad policy areas of economic development, social development, and the promotion of good governance. Progress in all of these areas is vital for the country's long term inclusive development. The timeframe of the SPPRSD (2008-2015) is aligned with that of the Millennium Development Goals (MDGs), and the strategy incorporates the country's national MDG targets.

1096. Azerbaijan currently faces some development challenges, which are common to other transition countries. However, there are also country-specific challenges, deriving, in part, from the nature and scale of economic growth since 2005. In general, the analyses and discussions conducted as part of the UNDAF preparation suggest that the country has reached a crossroad in all three broad policy areas mentioned above. While much progress has been made, further results will require continued reform efforts, and the UNDAF for 2011-2015 reflects the desire of the UNCT to work together to support the Government and civil society in moving forward, beyond this crossroad.

1097. UNESCO's cooperation with Azerbaijan in the sphere of education is aligned with the ten-year (2003-2013) strategy to reform secondary compulsory education and adapt TVET to the needs of the fast-evolving market economy. With funding provided by the Governments of Japan and Azerbaijan, a new TVET curriculum and related training materials were developed. Close collaboration was maintained to revoke activities of the National UNEVOC Centre. As the Ministry of Education is now developing a new concept for the national curriculum, as well as a national curriculum framework and subject curricula for primary and secondary education, UNESCO has been requested to provide technical assistance to review the primary and secondary education curriculum and suggest ways to increase the use of ICT in education.

1098. The UNESCO Moscow Office continued to support capacity-building for the establishment and management of biosphere reserve sites in Azerbaijan. A significant milestone was achieved with the adoption of several environmental laws and the initiation of the government's endeavour to create the first biosphere reserve in Azerbaijan on the basis of the Zagatala natural reserve.

1099. UNESCO also continued to cooperate with the Commissioner for Human Rights (CHR) of Azerbaijan, with UNESCO Chairs and representatives of academic community, as well as with governmental and civil society organizations dealing with human rights issues. To promote the active participation of Azerbaijani youth in intercultural dialogue and social transformations with an emphasis on young women's issues, UNESCO provided support to research which brought about evidence for the formulation of relevant policy recommendations and briefs. In June 2010, an International conference on legal and ethical aspects of climate change was organized in Baku with UNESCO's assistance.

1100. In line with the UCPD and UNDAF for 2011-2015, UNESCO supported numerous national projects with the aim of strengthening national capacities in the safeguarding of cultural heritage, mainstreaming culture for local economic development, promoting cultural tourism, and reinforcing museums as entry points for knowledge, culture and research as well as for the preservation and documentation of cultural heritage.

1101. As a follow-up to the International Conference on Broadcast Media and Climate Change, and with IPDC financial assistance, UNESCO supported a series of training activities for Azerbaijani broadcast journalists and other media workers on coverage of climate change related issues.

BELARUS

1102. The UNDAF developed for the Republic of Belarus 2011-2015 is the first strategy reflecting joint action of United Nations agencies in the country. The UNDAF focuses on five strategic areas within the United Nations mandate in order to most effectively respond to key national priorities. These areas will set the direction for the United Nations development assistance to Belarus over the next five years: sustainable social and economic development; the national health care system; environmental sustainability; national migration management in line with international standards; and the national governance system.

1103. The UNDAF supports the achievement of the MDGs, and it is symbolic that the period covered by the UNDAF coincides with the remaining timeframe for achieving the MDGs. While most of the MDGs have already been achieved in Belarus, more attention should now be given to further enhance the quality of the results and the sustainability of the country's progress.

1104. In view of the new national Code of Education, coming into force on September 1, 2011, UNESCO has assisted Belarus in strengthening national capacities in education policy research and analysis. UNESCO's technical support was also requested to develop the necessary capacities to ensure universal access to inclusive quality education and to further develop TVET.

1105. National policy development on renewable energy sources (RES) initiated in Belarus was supported by UNESCO through assistance to the sharing of regional knowledge and good practices in the sphere of efficient energy use. Representing an important contribution to UCPD and UNDAF implementation in Belarus, UNESCO's also facilitated the establishment of cooperation between institutions from countries participating in the RES initiative. Further progress was made in Belarus' efforts to create a biosphere reserve with water and wetlands ecosystems of significant importance in the Eastern Polesie region, and to establish a trans-boundary biosphere reserve in cooperation with the Russian Federation.

1106. Within the framework of UNESCO Programme on the Environmental Ethics and International Decade on Education for Sustainable Development (2005-2014), the UNESCO Moscow Office assisted Belarus in reinforcing and increasing national capacities in the area of bioethics and human rights in higher education through the pilot testing of UNESCO Bioethics Core Curriculum and the development of plans for follow-up activities in 2011.

1107. The Moscow Office continued to strengthen the national capacities of Belarus in safeguarding intangible cultural heritage, promoting diversity of cultural expressions and reinforcing arts education, networking and management of museums for protection of cultural objects.

1108. UNESCO also assisted Belarus in enhancing capacities in documentary heritage preservation through cooperation of library and archive specialists, in particular through a joint project with the Russian Federation on the virtual reconstruction of the Sapiieha library.

THE REPUBLIC OF MOLDOVA

1109. Focusing on their combined comparative advantages, United Nations Agencies increasingly aligned their support with key national priorities reflected in the National Development Strategy, the medium-term strategic outlook document "Rethink Moldova", the EU-Moldova Action Plan, the national MDGs, and other strategic documents and objectives.

1110. 2011 will be an important year for the United Nations system in Moldova. Following the extension of the current UNDAF by one year to 2012, the United Nations will formulate the next UNDAF for 2013-2017 with inputs from its partners - the government, civil society and the donor community. There are high expectations from our partners to work more closely together as One United Nations and to incorporate relevant aspects from Delivering as One self-starter countries. The upcoming UNDAF will aim to make United Nations assistance more effective in providing for

increased national leadership, alignment with key national priorities, harmonization among United Nations Agencies and accountability – to further evidence-based policy making, strengthen government capacities and, ultimately, improve lives of the people of Moldova.

1111.UNESCO, UNICEF and the World Bank successfully accomplished the Education for All – Fast Track Initiative (EFA FTI) Catalytic Trust Fund project and supported the Government programme to achieve primary education for all children in line with the priorities of the Consolidated Strategy and Action Plan for the Education Sector, endorsed by the donors in 2005. Technical assistance was provided to the Ministry of Education and Youth in establishing a National UNEVOC Centre.

1112.With UNESCO's assistance, recommendations were provided to the Government of Moldova on the reinforcement of efforts to establish biosphere reserve(s) in the country. This would help to apply sustainable development principles to water and wetlands ecosystems and rural areas and, in turn, contribute to poverty reduction and biodiversity protection and conservation.

1113.Contributing to the UNESCO Programme on the Environmental Ethics and International Decade on Education for Sustainable Development (2005-2014), UNESCO Moscow Office assisted the Republic of Moldova in reinforcing and increasing national capacities in the area of bioethics and environmental ethics by means of organizing training seminars for journalists and youth.

1114.UNESCO also supported the participation of Moldovan experts in training seminars and meetings on the safeguarding of cultural heritage. This has strengthened their capacities to protect cultural tangible and intangible heritage at national and local levels and to promote traditional arts and crafts, cultural diversity and intercultural and interreligious dialogue.

1115.With UNESCO's support, the notion and practice of a "culture of tolerance" was launched among Moldovan media professionals and their skills in using information technologies and multimedia were further improved.

UNESCO Office in Venice

1116.During 2010, UNESCO Venice Office (UVO) reinforced its cooperation with countries, institutions and other field offices in the Mediterranean and the Black Sea area. UVO participated in, or organized meetings with Field Offices, Directors, conferences including delegates from the countries of these areas, and networks from the neighboring areas, mainly in the fields of Science (MAB) and Culture. Thanks to the Director's membership in the Europe and Central Asia United Nations Development Group (UNDG), as well as his participation in the Regional Coordination Mechanism (RCM) meetings, the Office is much more involved in the interagency cooperation in Central Asia and the Mediterranean. Further milestones include the first official visit to Cyprus as well as the initiative to create a MAB network in the Mediterranean and Black Sea linking the network to the EUROMED.

1117.The Office continued to closely cooperate with the National Commissions for UNESCO and the authorities of the countries of South-East Europe, as well as other EU and non-EU countries in Central Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the former Yugoslav Republic of Macedonia, Greece, Hungary, Moldova, Montenegro, Romania, Serbia, Slovenia, Turkey and Ukraine) for the implementation of the approved programme for 2010-2011 in the fields of science and culture, whilst increasing its previous year's trend to implement inter-sectoral programmes, mainly connected to the United Nations reform processes.

1118.The total amount of the 2010 Office budget increased to \$9,704,382.27. The main contribution resulted from the MDG-F funds for the United Nations Joint Programmes in the SEE countries (\$3,255,912.85). The budget for Science (\$1,104,755.53) is till one third of that for

Culture (\$3,432,135.39) and efforts have been undertaken to increase extra-budgetary funding for Science. Due to the current economic crisis, it will take some more time than expected to increase the Funds in Trust (FIT).

Main programme achievements in SEE at regional or subregional level:

1119. The results attained by the UNESCO Venice Office in 2010 once again underlined its mandate of fostering cooperation, enhancing capacity-building and providing specialized expertise in science and culture with special emphasis to SEE and the Mediterranean region while contributing to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue. The successful implementation of joint activities reflects shared objectives by both the UNESCO Venice Office and its host country, Italy.

1120. Thanks to both Regular Programme and Extra Budgetary Funding, the UNESCO Venice Office works with international experts and donors to improve and protect the natural and cultural heritage in Venice as well as in the South East Europe and Mediterranean area to foster dialogue among cultures and religions. International experts are active in providing inputs to the actions implemented by the Office as members of the Venice Office's Governance Bodies nominated by the Director-General. Recently the Governance Bodies have launched and endorsed the UNESCO Venice Office's cross disciplinary (Science and Culture) actions into 3 main focus areas:

- (i) *The Future of Venice and its Lagoon.* An integrated and holistic approach to the issues surrounding the safeguarding of the complex and unique urban and environmental system of the natural and cultural heritage of Venice and its Lagoon are foreseen for 2011. Joint activities will be aimed at sharing available knowledge and at enhancing cooperation among all concerned stakeholders regarding the links between conservation, urban development, cultural tourism and sustainable development in Venice.
- (ii) *Enhancing Regional Cooperation and Policy-advice in the Fields of Science and Culture.* Cross-disciplinary actions will be aimed at supporting the development and implementation of integrated cultural and scientific policies at the national and regional levels in SEE. The actions will focus on assistance to Member States, capacities to implement UNESCO Conventions and to establish platforms and networks of cooperation.
- (iii) *Safeguarding Natural and Cultural Heritage: Enhancing Intercultural Dialogue for Peace and Sustainable Development.* These cross-disciplinary actions are aimed at enhancing the protection, conservation, safeguarding and promotion of cultural and natural heritage, including intangible heritage and underwater cultural heritage, and emphasize the central role of heritage for sustainable development, social cohesion, as well as intercultural dialogue.

Main programme achievements in Culture:

1121. In the framework of the Regional project "Cultural Heritage: a Bridge towards a shared future" an Extraordinary meeting of the Ministries of culture of South-East European Countries was held in Venice on 20 November 2010. This project, thanks to the establishment of a "Trust Fund for Cultural Heritage in SEE" managed by the UNESCO Venice Office, has served as the main operational arm of the plans of action approved by the Annual Ministerial Conferences in South-East Europe on Cultural Heritage, initiated in 2004 on the occasion of the celebration of the reconstructed Mostar Bridge. The 6th edition of these conferences was held in Cetinje, Montenegro, in April 2010.

1122. During this period, 18 projects have been implemented in 9 SEE countries, among which were: the preparation of an Archaeological Map of Albania the support to training courses at the

Centre for Restoration of Monuments in Tirana, Albania; support to Traditional Arts and Crafts in Bosnia and Herzegovina; support to the rehabilitation of 3 museums on national history and the World War II in Bosnia and Herzegovina; promotion of Thracian archaeological heritage and cultural tourism in Bulgaria; support to the establishment of the International Centre for Underwater Archaeology in Zadar, Croatia; promotion of the Macedonian Cultural tangible and intangible Heritage, support to the establishment of the National Agency for Inspection and Restoration of Monuments in Moldova. promotion of Museums and cultural heritage in Montenegro; the promotion of Cultural Heritage Information Centres and cultural tourism in the region of Transylvania, Romania; promotion of medieval fortresses along the Danube, Serbia; Capacity-building courses for SEE ministries of culture on public communication about cultural heritage; and, support to the preparation of multinational candidature file for the inscription on the World Heritage List. The last ongoing initiative that was born within this project is Joint Nomination of Stecak's – medieval tombstones necropolis to the WH List. This initiative is being supported by Bosnia and Herzegovina, Croatia, Montenegro and Serbia.

1123. The Romanian Ministry of Culture and National Heritage, with the support of the UNESCO Office in Venice, hosted the annual Seminar of the South East European Experts Network on Intangible Cultural Heritage, held in Râmnicu Vâlcea during 3-7 May 2010.

Main programme achievements in Science:

1124. In the field of Environment, the Office supported the international workshop "Developing the biosphere reserves' network in the SEE and Caucasus regions", which was organized by the Turkish National Commission for UNESCO and the MaB National Committee on 15-19 February 2010 and supported by the UNESCO Office in Moscow.

1125. In the field of Basic and Engineering Sciences the office (i) co-organized the 6th edition of the REIC Summer School in Renewable energy and energy efficiency (Sarajevo, 23 August to 5 September 2010) and (ii) provided research grants in the field of applied chemistry and chemical engineering for the best 16 candidates of the 4th European Workshop on Food Engineering and Technology (Belgrade, Zemun, 27-28 May 2010).

Main programme achievements under the programme The Future of Venice and its Lagoon:

1126. In the framework of the "Future of Venice and the Lagoon", project inception workshops were held in cooperation with the Municipality of Venice. A Web-GIS data base and a platform of stakeholders and institutions was established and launched in 2009 as a basis for further consultations with Venetian stakeholders.

Main Results achieved under the Global Priority of Gender Equality:

1127. Regarding the Office's contribution to the Global Priority of Gender, in 2010 UNESCO provided approximately 18 travel grants to young female post-graduates science students in SEE, enabling them to attend the Euro Science Open Forum held in Turin 1-6 July 2010. The Office continues to pursue gender equity in the implementation of all of its activities.

Overall assessment of the Delivering as One UN, UNDAF and Joint Programmes:

1128. During 2010, the Venice Office has been strongly involved in the planning and implementation of United Nations Joint Programmes, UNDAFs and One United Nations Programme processes in Eastern and South-Eastern European (ESEE), while continuing its internal course of reform.

1129. The representation of the Venice Office in SEE has been strengthened over the past three years with the establishment of four Project Antenna Offices in Albania, Turkey, the former Yugoslav Republic of Macedonia and Montenegro, in addition to the existing established Antenna Office in Bosnia and Herzegovina. The physical presence of Antenna Officers in these countries

permitted the Venice Office to actively participate in joint United Nations initiatives at the country level.

1130. Since 2007, the UVO has also participated fully in the pilot “Delivering as One” United Nations reform. In 2010 the Office focused on implementing activities planned within the approved UNDAFs and/or One United Nations Programmes in the Region (Albania, Bosnia and Herzegovina, Montenegro, Serbia, the Former Yugoslav Republic of Macedonia). The Office also continued to plan and negotiate with the Governments and the United Nations Country Teams (UNCT) for the next cycle of UNDAFs and/or One United Nations Programmes in Albania, Montenegro, Turkey, Ukraine and UNMIK/Kosovo.

1131. UVO organized a two-day training workshop on the UNDAF in E/SEE on 10-11 February 2011. The UNESCO Bureau of Strategic Planning (BSP) also designated a trainer for this activity.

1132. An allotment in the amount of \$21,000 has been made to facilitate UVO’s participation in UNDAF rollout countries, in addition to an allotment of \$14,400 for the Office to coordinate activities for the One United Nations Albania process. Both allocations have been made from funds foreseen in the Regular Budget of BFC (Bureau for Field Coordination). In addition, \$37,000 was received from the Regular Budget of BSP, under the 2% modality foreseen for the support of programme activities, and \$10,000 for the Director’s involvement in the Regional undg for Europe and CIS.

1133. During 2010, UVO concluded the Joint Programme funded by the UNHSTF in Bosnia and Herzegovina, and continued to implement the United Nations Joint Programmes financed by the Spanish MDG Achievement Fund (MDG-F) under the thematic areas ‘Culture and Development’ (Albania, Bosnia and Herzegovina and Turkey) and ‘Conflict Prevention and Peace Building’ (the former Yugoslav Republic of Macedonia). In addition, the Office started to implement as a main partner a Joint Programme in the field of ‘Private Sector and Development’, financed by the One United Nations Coherence Fund in Montenegro, which received funds from the ‘Expanded Funding Window for DaO’. Finally, the Office signed two Letters of Agreement with UNDP in Bosnia and Herzegovina to implement, as a subcontractor, activities within the MDG-F Joint Programmes in the areas of ‘Environment and the Climate Change’ and ‘Economic Governance’.

The involvement of the Office in the above United Nations joint activities significantly increased its budget and greatly diversified the Office’s portfolio of donors.

Challenges and Lessons Learned:

1134. A major challenge faced by the Office in 2010 was the coordination of all of the necessary inputs to the UNDAF/DaO planning processes, as this took place in addition to the regular planning and reporting processes and required a considerable investment of additional time as compared to practices among resident agencies in each country. Different ways of coordinating the required inputs are being tested on a country-by-country basis, with a goal of identifying which method is most appropriate for UVO to employ. The participation of Antenna and Project Antenna offices in the various retreats and meetings has proven to be instrumental in alleviating some of the pressures placed on the programme officers and staff located in Venice by the office involvement in these activities.

1135. Another challenge faced by the Office in 2010 related to the inclusion of the National Commissions in the UNDAF/DaO planning processes and JPs. An absence of essential coordination mechanisms at the national level and of institutional competences to fully engage in the activities was observed. While their involvement should most certainly still be encouraged, it was evident that not all National Commissions entertain relationships with the other line ministries to contribute independently to the Venice Office’s participation. Hence, the lesson learned is that either National Commissions should be supported with training on the UNDAF/DaO processes and

how to prepare for such an intensive planning process, or the representing offices, such as UVO, should be reinforced to ensure continuous participation in these UNDAF/DaO planning processes.

1136. A further challenge to the UNDAF/DaO planning processes relates to the missing or low level of involvement of local authorities and the often poor coordination mechanisms within each country. It would be ideal if the national coordination mechanisms were moving in parallel with the inter-agency coordination mechanisms. This also means that the UNDAF/DaOs are often not streamlined with national strategies, which has resulted in missing coherence and ownership of the UNDAF/DaO. Thus, the United Nations further runs the risk that the UNDAF/DaO is just a list of agency activities and does not foster joint actions neither between agencies nor between agencies and the Government.

1137. In Albania, the agencies' involvement has increased and therefore the Coherence Fund is now reaching its limits. New mechanisms like prioritizing joint proposals (UN-Government, Interagency) for financing could help resolve this growing pressure.

1138. Finally, the frequent change of staff in the United Nations Agencies and national counterparts needs special attention; capacity-building within the United Nations but also within the national administration is crucial; the presence of Antenna and Project Antenna offices has been important in facilitating UVO involvement in the UNDAF/DaO planning processes; co-financing by the Government in the MDG-F Joint Programmes in the region should be secured for the continuation of the activities and initiatives started under the JPs; it is important to continue progressing in the harmonization of reporting and financial procedures amongst United Nations agencies; cooperation is always a person-driven process; hence, a careful composition of inter-agency teams is key and recruitment of key positions should be undertaken collectively.

ALBANIA

UNESCO Contribution to the One United Nations Programme in Albania:

1139. The current One United Nations Programme was officially launched on 24 October 2007 as a four-year Programme building on the priority areas as identified in the UNDAF that had started in January 2006. Eventually, the One United Nations Programme was extended until the end of 2011. UNESCO, through its Venice Office, continued during 2010 to implement activities under two of the five priority areas of the Programme, namely the Governance and Environment Pillars.

1140. In addition, UVO has been regularly participating in UNCT meetings and Technical as well as Thematic Working Group meetings, ensuring UNESCO's cooperation at both the strategic and operational levels. In autumn 2010, the Office contributed to all phases of the rollout of the new One United Nations Programme Albania 2012-2016, which is planned to be finalized in Spring 2011.

Achievements under the Governance Pillar:

1141. UVO continued the implementation of the project "Support the work of the Inter-ministerial, Advisory and Technical Working Groups on the Sectoral Strategy on Science, Technology and Innovation; build institutional capacity for, and monitor the collection of RTDI statistics and indicators", which was also supported by the Coherence Fund for Albania. The "Sectoral Strategy on Science, Technology and Innovation (STI)" was published in a bilingual English-Albanian version. The Albanian Government (Prime-Minister and Minister of Education and Science) hosted a high-level Ministerial meeting in May 2010 highlighting the importance of the return of the Diaspora for the implementation of this strategy.

1142. In 2010 the Office nearly concluded a multi-year FIT project for the "Restoration and revitalization of the historic centre of Gjirokastra, a UNESCO World Heritage Site". The roofs and facades of 17 historic monuments are being restored with funds from the Albanian Government.

Two out of three contracts have been completed (including the restoration of the facade and roof of an artisan centre, the remainder of which was financed by UNDP via the MDG-F Joint Programme on Culture and Development).

1143. UVO also continued to support to the Government of Albania in pursuing the activities of the Centre for Restoration of Monuments in Tirana. The 2nd course has been concluded and all planned training activities completed. A feasibility study on the transformation of the Centre into a category 2 centre has been finalized through funds from the Coherence Fund for Albania, and a publication on the Centre's activities is being prepared for distribution in 2011.

1144. Within the project "Safeguarding Albanian Iso-Polyphony", the Albanian Music Council, with United Nations support, has completed an electronic database of Albanian folk iso-polyphony and continued to support and promote the safeguarding of this element of Albanian heritage. This second phase of the project has also been financed by the Coherence Fund for Albania.

1145. Within the MDG-F Joint Programme, "Culture and Heritage for Social and Economic Development", the following main results were achieved during 2010:

- (i) The first ever MA-level Program on Culture Resource Management was established with the University of Tirana and officially launched on 25 October 2010 to ensure future qualified managers of the culture heritage of Albania. The Program is considered to be one of the flagships of the JP by national counterparts and is fully accredited by the Albanian Ministry of Education and Science.
- (ii) The management and governance structure of the National History Museum (NHM) in Tirana was upgraded by introducing new positions and enabling the staff to acquire new knowledge and skills to better cope with contemporary developments/challenges of museums. A concept note and technical proposal are being prepared for the renovation and conversion of the NHM Conference room into a multipurpose educational and film screening room.
- (iii) A report on the fiscal mechanisms and governance structure of the Archaeological park system has been shared with the national counterparts and sent for printing in English and Albanian languages. A technical proposal for risk mitigation interventions in the archaeological park of Apollonia has been submitted for approval to the Scientific Council of the Institute of Monuments of Culture. As per the request of the GoA, the international bid for the renovation of the Archaeological Museum in the Apollonia Archaeological Park will be announced shortly; the Antigonea map-guide has been printed in Albanian language and handed over to the Antigonea Park Administration office.
- (iv) The revision of the history and geography textbooks in line with the National Strategy linked to the Alliance of Civilizations (AoC) has been finalized (English and Albanian) and will form the basis of training of defined target groups. The Albanian Forum for the Alliance of Civilizations has monitored the media, prepared reports and organized training for journalists on issues related to the National Strategy, and the closing Conference is scheduled for March 2011. Cooperation with two local NGOs has started for the establishment of an AoC documentation centre and the organization of a series of AoC-related activities, such as an essay competition, TV talk shows, documentaries, etc.

1146. The Government fully owns the JP and steers its implementation according to national priorities. An ongoing dialogue is being maintained with the Government and the National Commission for UNESCO throughout all stages of decision-making and implementation of activities, in order to ensure continued national ownership of any policy changes generated by the JP. UNESCO and UNDP experts have worked closely together on technical issues and have

exchanges expertise/consultants with a view to reaching better conclusions and decisions on specific activities. Representatives of the participating agencies have participated in specific evaluation panels set up on several topics and UNESCO is using UNDP country-level procurement systems to speed up activities and benefit from VAT exemptions.

1147.JP has provided technical support to build the capacities within the relevant cultural heritage institutions at different levels within the national culture management hierarchy. A key factor in the discussions on sustainability with the Government has been the importance of allocating additional funds in the national budget for the National History Museum, starting in 2011.

Achievements under the Environment Pillar

1148.A biennial project on “Natural Risk Preparedness and Mitigation - Building capacity in the field of risk mitigation for Cultural Heritage properties” for a total of \$210,000 has been approved for co-financing by the Coherence Fund in Albania. Implementation of the first phase of the project, dedicated to risk assessment and awareness-raising, will start in the first part of 2011.

BOSNIA AND HERZEGOVINA

1149.During 2010, UVO continued to work closely with the UNCT and the Government of Bosnia and Herzegovina through its established Antenna in Sarajevo to implement the UNDAF 2010-2014. Major competences of UNESCO have been included into all four pillars of the UNDAF 2010-2014: (i) Social Inclusion; (ii) Environment; (iii) Economic Governance (iv) Human Security.

1150.In addition to the CCA and UNDAF processes, in which UNESCO is involved, the Office is also actively engaged in activities financed by the Spanish MDG Achievement Fund (MDG-F). The Organization is a full partner agency in the JP “Improving Cultural Understanding in Bosnia and Herzegovina” under the Culture and Development thematic window and is also a sub-contractor to UNDP in the JPs under the thematic windows of Economic Governance and Environment and Climate Change.

1151.During 2010, the following main results were achieved within the MDG-F JP “Improving Cultural Understanding in Bosnia and Herzegovina”:

- (i) A new methodology for collection of cultural statistics as well as the administrative mapping of the culture sector was fully completed and embraced by the government partners. The new system with the fresh database of all government partners will directly facilitate the completion of the Compendium form, thus enabling the country to fully comply with the methodology of the Council of Europe.
- (ii) Bosnia and Herzegovina is actively implementing all UNESCO Conventions in the field of culture and a tri-lingual publication of the Conventions distributed to all relevant institutions along with a kit on the 2005 Convention. A working group for Intangible Heritage is finalizing the representative list of Bosnia and Herzegovina.
- (iii) Over 50,000 beneficiaries were directly impacted (indirectly over 1.1. Million people) through the improvement of cross-cultural understanding at community level with a special focus on creating initiatives, partnerships and projects across the country. An intercultural module, consisting of a set of five different educational materials, and developed with the participation of respective education sector stake-holders, serves as reference for enhancing approaches and school practices relating to quality intercultural education.
- (iv) The capacities of cultural industry sector beneficiaries from focus municipalities were largely increased through targeted training, workshops and special projects. A number of municipally-driven initiatives have been created whereby culture industry workers interconnect and learn from each others experiences.

- (v) Over 2,400 teachers in four municipalities attended teacher training on the subject of inter-culturalism. The development of a system to monitor the implementation of improved education policies and the publishing and distribution of the above-mentioned Intercultural Module are also on track.
- (vi) Due to the sensitivity of the theme, additional efforts and time were invested in the development of a “Behaviour Change Campaign”. The number of events organized by the programme is now totalling 139 with an attendance of 4,583 beneficiaries (of which 3,047 were women).
- (vii) Targeted training on enhancing the cultural industries was completed and plans developed for future activities, extending the original scope of agreed projects. In response to the increased demand, additional training is scheduled to take place in the third year of the JP.
- (viii) UNESCO pursues the restoration/rehabilitation of cultural symbols. The original target of 5 monuments has been increased to 12, while the number of involved municipalities has increased from 5 to 9, ensuring a larger promotion of joint cultural values of the country and its cultural diversity: historical, cultural as well as ethnic. The creation of national ownership was the first step in ensuring sustainability of the JP.

1152. Within the MDG-F JP “Mainstreaming environmental governance: linking local and national action in B&H”, UNESCO is a subcontractor of UNDP (\$150,000 or 3% of the approved total amount) for this JP, which is jointly implemented also by FAO, UNEP and UNV. In 2010 UNESCO focused on activity planning while the implementation phase will start in 2011, also taking advantage of experience gained in initiatives such as the Man and the Biosphere (MAB) European network of Biosphere Reserves, supported by UNESCO. The environmental planning process will not be a “stand-alone” exercise, but will be integrated with other local level planning processes, reflecting EU's practice of integration into sectoral policies, as well as spatial planning at all levels, as major tools for achieving sustainable development in the Region.

1153. Within the MDG-F JP “Securing Access to Water through Institutional Development and Infrastructure”, UNESCO is likewise a subcontractor of UNDP. In 2010 UNESCO focused on activity planning while implementation will begin in 2011. UNESCO's contribution focuses on one particular Output of the JP, but also contributes to several others. Firstly, it will assist targeted municipalities in improving the provision of potable water by mounting a “water rights and responsibilities” awareness campaign among local communities. The awareness-raising actions will be implemented in close cooperation with UNICEF and through its Participatory Action Research - PAR methodology. Secondly, and subject to further negotiations and possible co-financing arrangements with the local NGO sector, support will be provided to the preparation of a plan for the detection of water losses and the repair of the distribution network as well as training for local government officials and staff from the local Utility companies in management, technical and HRBA aspects of water supply. A third thrust of the project will be to promote more effective water service delivery for vulnerable categories (IDPs, refugees). This will entail consultations with the appropriate authorities on the selection of one or more pilot areas in which to undertake surveys, and the identification of an appropriate group of IDPs for induction into the project's aims and objectives. It will further entail the design and implementation of a survey covering the full spectrum of opportunities and constraints faced by IDPs with regard to their access to water and sanitation services; the analysis and assessment of the survey results with particular focus on legal and regulatory issues, as well as the formulation of related recommendations to the appropriate authorities.

1154. 2010 has been the closing year of the JP financed by United Nations Human Security Trust Fund (UNHSTF), “Community Reconciliation through Poverty Reduction”. The total budget of this JP was \$2,286,269 out of which UNESCO's component was \$300,000. The project aimed to promote community reconciliation for a common future vision, which includes the development of

the ethnic communities in the region and from which all communities will benefit in the short and long term. The JP focused on activities in the municipalities of Mostar-Blagaj, Stolac and Trebinje, where three cultural-historical monuments were restored.

MONTENEGRO

1155.UVO supported the organization of the sixth Ministerial Conference on Cultural Heritage in South-Eastern Europe (SEE), convened by the Government of Montenegro (Ministry of Culture) in Cetinje and Budva, on 23 April 2010. The Conference led to the presentation and approval by the 10 participating countries of the Cetinje Declaration and Action Plan, as main strategic documents for the further strengthening of cultural cooperation in the sub-region.

1156.Within the framework of the sub-regional project “Cultural Heritage – a Bridge towards a Shared Future” (Italian FiT), UVO supported the preparation and approval of the Management Plan for the historical core of Cetinje. As a follow-up to this activity, UNESCO is now assisting the Montenegrin authorities with the preparation of the candidature file for the inscription of Cetinje on the World Heritage List (WHL).

1157.UVO also provided support to the Government of Montenegro in the preparation of a multinational file for inscription of the medieval tombstones “Stecci” on the WHL. Similar support was provided to the Governments of Bosnia and Herzegovina, Croatia, and Serbia. This activity was commended by the 6th Ministerial Conference on Cultural Heritage in SEE as a good practice for fostering intercultural dialogue in the region, based on the concept of a shared cultural heritage.

1158.UNESCO responded to the request/invitation by UNCT Montenegro to apply for funds under the Expanded Funding Window for DaO in December 2009. Since then, UVO has worked closely with the UNCT and the Montenegrin National Commission for UNESCO in the preparation of an Integrated United Nations Programme. The DaO programming cycle distinguishes two phases of the Integrated United Nations Programme: a transition phase covering 2010 and 2011, and a Phase II of the Integrated United Nations Programme, which represents the UNDAF and covers the period 2012-2016.

1159.The first Integrated United Nations Programme for Montenegro had three strategic programme pillars, namely: Social Inclusion, Democratic Governance, and Sustainable Economic Development & Environmental Protection (SEDEP). There is one strategic development goal for each Pillar and three outcomes per goal, which totals 9 outcomes in the Integrated United Nations Programme. As of December 2010, the Participating United Nations Organizations were: UNDP, UNHCR, UNICEF, WHO, IOM, FAO, UNEP, UNESCO, UNIDO and UN Women. The Integrated United Nations Programme, both Phase I and II, was developed by all participating Organizations and in close consultation with the Government through Pillar and Sector Working Groups. The working groups are expected to finalize the Phase II documents, the Executive Summary of CCA and the Results Matrix for the period 2012-2016, by March 2011.

1160.In 2010, UNESCO was mostly involved in the work of SEDEP Pillar, especially Outcome 3.3 “Established system for strengthening entrepreneurial capacity-building and facilitating private sector partnerships for ‘green jobs’, rural livelihoods and development of Medium, Small and Micro Enterprises (MSME) in order to improve economic choices and achieve balanced regional growth as well as address gender specific concerns and interests”. This Pillar initiated the implementation of a Joint Programme with UNDP, UNEP, UNESCO, UNIDO and FAO. The JP, "Improving the business environment through green jobs and institution building", builds on the project entitled "Preserving Natural World Heritage and Cultural Landscapes in South-Eastern Europe: Capacity-Building in Tourism Planning and Management", undertaken in close cooperation with the World Heritage Centre (WHC) and its Tourism Programme, which in Montenegro focused on the building of tourism planning capacities in the Durmitor National Park. An agreement was signed with the Veneto Region, Italy, and a project entitled “Strengthening Sustainable Development Governance in the Tara River Basin Biosphere Reserve and in the Durmitor World Heritage Site in Montenegro

(acronym: DURMITOR)” was approved in order to ensure appropriate coaching and the implementation of innovative planning and management approaches in the Durmitor World Heritage site and the Tara River Basin Biosphere Reserve in Montenegro, for the next 2 years.

1161. Within the MDG-F JP “Improving business environment through green jobs and institutional building” the following results were achieved in 2010:

- (i) With the aim of enhancing local governance processes and better integration between socio-economic development and the conservation and protection of natural and cultural assets of the Durmitor WH site/Tara River Basin Biosphere Reserve A Public-Use Planning (PUP), a training workshop was held in Zabljak, in the Durmitor National Park, from 26 April to 8 May 2010 and again from 27 to 31 October 2010.
- (ii) A multi-stakeholder consultation platform was activated at the national level and for the Durmitor area WH site and Tara River Basin BR. Government national representatives, national civil society and private sector organizations can now better align their efforts and give ensure continuity in their support to local governance processes, while considering the need for a better balance between socio-economic development and the conservation and protection of natural and cultural assets of the Durmitor WH/Tara River Basin BR.
- (iii) The management and coordination of UNESCO activities in Montenegro was strengthened in view of the need to ensure a more continuous and effective presence of UNESCO staff in Montenegro and, by doing so, to strengthen:
 - a smooth coordination of experts/consultants interventions in the area of Durmitor;
 - an effective coaching of the multi-stakeholder consultation process, initiated in the Autumn of 2010 (see below), and;
 - the liaison with UNDP and other partner United Nations Agencies.

1162. The implementation of this Programme will continue in 2011 and the SEDEP Pillar is aspiring to resource-mobilize and receive additional funds. Moreover, the SEDEP Pillar working group is planning to work on the creation and implementation of a new joint programme, which would involve all regionally-based organizations, including UNESCO. However, UNESCO has a significant role to play in the other two Pillars as well, especially in the Democratic Governance Pillar, which covers the following areas: improvement of the role of e-governance in the interaction between the inhabitants of Montenegro and State institutions; and enhancement of science and technology governance as well as synergies between culture and development.

1163. Regarding the potential future involvement for UNESCO in Phase II of the Integrated United Nations Programme, the Organization is likely to play a role in the MA-level program in the Management of Protected Areas to be established in 2011. Furthermore, with regard to culture and development, UNESCO is already in the working group set up for the “Beautiful Cetinje” project, which has been identified by the UNRC and SEDEP Pillar convener as having a huge potential for resource mobilization, and which is also of great importance to the Montenegrin Government and the Cetinje Municipality. The various levels of interest have been shared by the Secretary-General of the UNESCO National Commission for Montenegro.

SERBIA

1164. Serbia participates in the New Generation of UNDAFs moving from development assistance towards partnership for development. UVO has actively participated since 2008 in the preparation of the “United Nations Country Partnership Strategy for Serbia 2011-2015”, which involves 19 United Nations agencies and has three priority areas:

- (i) Strengthened Good Governance
- (ii) Sustainable Development and Social Inclusion Enhanced
- (iii) Increased Regional Stability and Cooperation

1165. In close consultation with the Serbian National Commission, UNESCO also contributed to the preparation of a non-legally binding document describing planned activities (with resource allocation).

1166. Seven medieval fortresses in Serbia were targeted within the activity “Safeguarding and Promotion of Medieval Fortresses along the Danube”, aiming at supporting the sustainable management of the medieval fortresses along the Danube. The results of this activity, part of the sub-regional project “Cultural Heritage – a Bridge towards a Shared Future” (Italian FiT), included:

- (i) Organization of workshops in the targeted sites, with participation of all relevant stakeholders, on the sustainable management of the fortresses;
- (ii) Identification and sharing of good practices in the sustainable use of cultural heritage resources and creation of a network of communities, experts and institutions;
- (iii) Organization of a final conference (Smederevo, 4 June 2010) to present the workshop results and good practices, and the establishment of a co-operation agreement between stakeholders of all involved sites;
- (iv) Creation of information and promotional materials, including a dedicated interactive web-portal (under construction);
- (v) Organization of a travelling exhibition on the fortresses to be displayed on all sites covered by the project;
- (vi) Development of a training programme on the sustainable management of cultural heritage, with the participation of students from 9 South-East European countries (to be completed in June 2011);
- (vii) The promotion of intercultural dialogue and the diversity of cultural expressions, with special focus on the support to the International Theatre Festival of Smederevo.

1167. The Institute for the Protection of Cultural Monuments of Serbia was involved in supporting the joint (trans-boundary) nomination file for the Medieval Tombstones of Stecak to UNESCO’s World Heritage List. The Institute was responsible for creating the documentation for the tombstone burial sites of Kosjeric, Bajina, Basta, Priboj and Prijepolje, and also for organizing team field trips for the purpose of creating a tentative list and nomination file in the neighbouring countries of BiH, Croatia, and Montenegro. As part of the joint nomination file, the Institute was also contracted to develop a management plan for the two sites in Serbia; the management plan is under production and scheduled to be finalized by end of March 2011.

1168. The Centre for Tourism Research and Studies of Novi Sad, Serbia, has been engaged to contribute to the activities within the regional project, “Preserving Natural World Heritage and Cultural Landscapes in South-Eastern Europe: Capacity-Building in Tourism Planning and Management”. The Centre was responsible for developing a framework for a University curriculum relating to the topic, based upon a study of the available training materials and courses already offered within the region, and culminating in an action plan for the provision of a regional university-based learning platform for professionals in protected area management.

1169. A project has been established in May 2010 with The Institute of Physics Development and Research Centre located in Belgrade, Serbia, to offer 15-16 research grants of 500 Euros each in

the field of applied chemistry and chemical engineering. The grants were awarded to young researchers from Eastern and South-eastern European countries on the occasion of “The 4th European Workshop on Food Engineering and Technology”, held on 27-28 May 2010 in Belgrade, Serbia.

1170.UVO provided high-level expertise to the Serbian government (Ministry of Science and Technological Development) leading to the formulation and approval by the Serbian Parliament of the National Scientific and Technological Development Strategy of the Republic of Serbia (2009-2014).

1171.UVO is also supporting capacity-building in basics sciences (mathematics and theoretical physics) in Serbia through the strengthening of the SEE Mathematical and Theoretical Physics Regional Network. In particular, the University of Nis, which hosts the secretariat of this Network, has been involved in a mapping activity related to mathematics and physics research institutions operating in SEE countries. A meeting entitled, “Excellence in Basic and Engineering Sciences and Education – Physics and Mathematics in South Eastern Europe” was held on 18-21 February 2010. Around 50 scientists from the region attended the meeting, during which the preliminary questionnaires for the mapping activity were finalized. This activity has been extended until 2011, when the final report will be due.

1172.Within the framework of the MDG-F Joint Programme, “Sustainable Tourism for Rural Development”, UNESCO collaborated with UNDP in a workshop held in Eastern Serbia, 1-2 December 2010, on “Cultural Heritage and Partnerships for Rural Development”. UNESCO also coordinated two cultural heritage consultants together with UNDP with a view to facilitating the required training courses. In addition, UNESCO provided the expertise on partnerships for development at UNESCO designated sites, an activity which raised awareness about the importance of preserving UNESCO designated sites and the need to create partnerships for rural development and/or cultural tourism. Around 30 local stakeholders attended the event.

1173.UVO is currently supporting Serbia (Ministry of Culture) in the preparation of the following major events to take place through sub-regional cooperation:

- (i) 7th Ministerial Conference on Cultural Heritage in South-Eastern Europe (Belgrade, 9-10 June 2011);
- (ii) Annual South-East European Seminar of Experts on Intangible Cultural Heritage (Belgrade, 11-14 May 2011).

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

1174.As a non-resident agency and in close consultation with the National Commission, UNESCO has participated since 2008 in the process for the preparation, finalization and implementation of the UNDAF 2010–2014. The major competences of UNESCO have been included into each of the UNDAF three priority areas: (i) Social Inclusion, (ii) Local Governance and Territorial Development, (iii) Environmental Protection

1175.Within the MDG-F JP “Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYROM”, which is under the Conflict Prevention and Peace Building Thematic Window, the total amount allotted to this 3-year JP is \$4,000,000, out of which UNESCO’s component is \$926,000. The main results achieved in 2010 under this JP included:

- (i) The second World Conference on Interreligious and Inter-civilization Dialogue brought over 300 religious leaders and theologians together in Ohrid, demonstrating their commitment to inter-faith dialogue in the Declaration on “Religions and Cultures – Contribution to Peace, Mutual Respect and Co-Existence, Ohrid 2010”;

- (ii) At the National Youth Conference “Shared Visions”, over 50 young people from around the country confirmed their commitment to interethnic dialogue, understanding and collaboration in a Declaration on Interethnic and Interreligious Understanding Amongst Youth;
- (iii) Youth in eight FYROM towns collaborated on projects of interethnic and interfaith dialogue on topics of shared cultural heritage;
- (iv) Seven new UNESCO Clubs were established in communities and universities around the country. The Clubs will undertake activities fostering interethnic dialogue amongst youth in communities and University settings.
- (v) The School of Journalism and Public Relations developed a program and submitted application for a UNESCO Chair in “Enhancing Responsible Journalism and Intercultural Communication”. The first activity of the program has been to produce a textbook titled Media, Citizens and Intercultural Communication, which is geared to educate journalist students in the ideas, principles and techniques for cultural, civic and conflict sensitive reporting. A shorter, handbook version for practicing journalists will also be presented at a February 2011 workshop where the proposed techniques will be put into practice.
- (vi) The JP is also focusing its efforts in the field of education through work with schools and institutions of higher education. An application for a UNESCO Chair in intercultural dialogue studies is currently being developed. The proposed Chair programme will include a Master’s degree in intercultural communication, with a special focus on future educators and building their skills to effectively teach in a multicultural and multilingual setting. A conference on the role of higher education in a multicultural society is in the planning for March 2011. Moreover, a partnership is developed with the Philosophical Faculty and the Ministry of Education and Science for the translation and adaptation of the World heritage in Young Hands teacher Kit, as an extracurricular activity in FYROM schools.

In the UNDAF priority area of Democratic Governance, UNESCO continued to implement the project “Establishment of Regional Centre for Digitization of Cultural Heritage” which in 2010 reached the expected results fixed by the project document agreed with the donor:

- (i) The centre became fully operational, the premises are fully equipped and required staff has been employed by the Ministry of Culture, Cultural Heritage Protection Office (6 staff employed);
- (ii) The draft Digitization Strategy has been finalized and submitted for approval to the Government;
- (iii) On 22 October 2010, a Regional workshop was held with the participation of SEE Member States;
- (iv) From 13-17 December 2010, a final training for the employees of cultural institutions of FYROM was held, with the participation of 30 professionals from all over the country;
- (v) The project allowed the Centre to concretely initiate work for the digitization of cultural heritage, starting with the digitization of the archives of the Cultural Heritage Conservation Centre in Skopje (currently under way).

1176. In 2010, UNESCO closed the project “Krushevo Ethno Town”. The inauguration of the Krushevo Ethno Festival took place on 18 July 2010 and the following results were achieved:

- (i) Visibility and awareness about Krusevo's cultural heritage and tourism offer greatly enhanced;
- (ii) Cultural heritage diversity promoted and supported by means of inclusion of different culture groups in the project's activities and support provided to the safeguarding of their specific forms of expression;
- (iii) Strengthened safeguarding and viability of local intangible cultural heritage;
- (iv) Contribution to the restoration and refurbishing of registered cultural monuments and buildings;
- (v) Promotion of local tourism-related entrepreneurship (with special focus on small businesses, private craftsmen, and cultural associations) and support provided to sustainability and capacity-building efforts;
- (vi) Encouragement of partnerships between local civil society, local authorities and central institutions;
- (vii) Gender-based approach ensured by inclusion of more than 50% of women in the project's training and capacity-building activities;
- (viii) Reinforcement of the local population's sense of ownership and awareness of their own cultural heritage;
- (ix) This project is also expected to increase job opportunities and income generating-activities in the mid-term, thus reducing the migration of the Krushevo population.

1177. Under the UNDAF priority area Environment Protection, UNESCO continued to support the national authorities for the preparation and implementation of a management plan for the Ohrid world heritage site. Following its submission to the WH Committee in February 2010, the Management Plan for the Natural and Cultural Heritage of the Ohrid region is now being implemented and stakeholders' involvement enhanced.

1178. In addition, UNESCO supported a project on "Trans-boundary dialogue and a Man & Biosphere Reserve co-management scheme facilitated for the Prespa region". In this context, a road map has been approved for the MAB Trans-boundary Biosphere Reserve Designation Process, a lead partner identified and a draft application dossier will be prepared by the end of 2011. A Draft Application Dossier is the expected output of the UNESCO Regional conference "Integrated Protection of the Trans-boundary Prespa Region - Establishment of a trilateral UNESCO Biosphere Reserve at Prespa Lake", to be held in Ohrid on February 17-19 February 2011.

TURKEY

1179. On 27 December 2010, the Resident Coordinator and the Government of Turkey signed the United Nations Development Cooperation Strategy (UNDCS) 2011-2015. This document is the result of a distinct new programming framework aimed at the repositioning of the United Nations System in the Middle Income Countries (MIC), for which Turkey has been requested to Pilot the new generation of UNDAFs. The State Planning Organization has the ownership of, and leads, the process with inclusive and extensive consultations with the stakeholders.

1180. The UNDCS is strongly aligned with the vision of the 9th Development Plan (2007-2013) for Turkey and the MDGs. The UNDCS seeks to bring in an innovative and simplified process for the United Nations System in Turkey, addressing specific developmental challenges faced by upper-middle-income countries. A strategic rather than operational document with focus on higher level results, it represents a common strategic framework that enables the United Nations System to

provide a collective, coherent and integrated response to national priorities and needs. It also allows for some flexibility in preparing the individual agency-specific country action plans. UNESCO has been involved in the preparation of the UNDAF rollout in Turkey since 2009.

1181. In 2010, UVO continued to closely work with the Turkish National Commission for UNESCO and the MAB National Committee on the designated sites to foster cultural and natural integration and, together with the UNESCO Moscow Office, supported the organization of the international workshop “Developing the biosphere reserves’ network in the SEE and Caucasus regions”, held in Antalya, 15-19 February 2010. The workshop explored topics of common interest that could be further investigated within the frame of a new coordinated experimental programme related to BRs in the region, allowing the development of appropriate and more adequate management guidelines and models to be extended to the countries involved.

1182. Since mid-2008, UVO has been requested to implement the already approved United Nations Joint Programme “Alliances for Culture Tourism (ACT) in Eastern Anatolia”, financed by the Spanish MDG Achievement Fund under the Culture and Development thematic window and involving UNESCO, UNICEF, UNWTO and UNDP. The Ministry of Foreign Affairs and the Ministry of Culture and Tourism of the Republic of Turkey signed the Joint Programme Document respectively on 13 November 2008.

JP “Alliance for Cultural Tourism in Eastern Anatolia”

1183. Within the MDG-F JP “Alliances for Cultural Tourism in Eastern Anatolia, the main results achieved in 2010 included:

- (i) The Kars Minstrelsy Tradition, which was included in the Representative List of UNESCO Intangible Cultural Heritage of Humanity in 2009, has been supported in different complementary ways. A CD of traditional Minstrel Performers from Kars has been produced. Furthermore, this has been complemented by support to the annual traditional Minstrel Festival and the creation of a Culture House for the Minstrel performers. The three-day Minstrel Festival of Kars attracted an audience of around 4,000 people.
- (ii) Kafkas University, with the supervision of Ministry of Culture and Tourism, researched the main intangible cultural assets in the Kars Province, which is expected to contribute to the preparation of the national inventory. Through this research, a significant increase in the quantity and quality of inventory forms for the definition of national intangible cultural heritage inventory in the target area has been achieved within the criteria of the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. The research covered 80 villages and 50 students were involved and trained. Following the completion of the research, Kafkas University presented the collected data comprising approximately 7,000 pages of transcriptions, 2,000 photographs, and 260 video recordings.
- (iii) A process for the preparation and establishment of a Site Management Plan for the Ani Site has been developed through a participatory approach for the first time. The local authorities have been directly and actively involved in the Site Management Planning process from the beginning. In addition, the local ownership of the process has been ensured. The approval of the “Ani Site Management Development Framework” and the agreement reached between the relevant stakeholders on the preparation of a draft 5-year Management Plan according to the current legislative framework is a decisive progress, and the overall experience may serve as a model for the establishment of management plans in different sites in Turkey.
- (iv) The development of the software and automated system for the creation of digital data on conservation, monitoring and supervision of cultural and natural assets in the

province of Kars provided relevant authorities with an effective tool for the management of cultural assets, and served as a good practice for similar actions in other Eastern Anatolian Provinces. It ensures an efficient and effective monitoring and the implementation of conservation, renovation, implementation, repair permit, building use permit, observation, inspection, licensing and project management activities in relation to the registered sites and assets.

- (v) The production of a set of 7 brochures aimed at raising awareness at both local and national levels on the legislative and normative framework for the safeguarding of cultural heritage in Turkey has been distributed. The brochures are expected to bring concrete results in terms of enhanced knowledge on the concerned issues, and thus to strengthen the respect and safeguarding of cultural heritage.

UKRAINE

1184. UNESCO, through its Venice Office, is one of the 18 United Nations Agencies (including IFC, IMF, and WB) participating in the Ukraine-United Nations Partnership Framework (PF) for the period of 2012-2016.

1185. UNESCO was not a signing party (only a partner under Education-related activities) to the previous UNDAF 2006-2010 (which was extended to 2011).

1186. The new UNDAF for Ukraine focuses on four priority areas:

- (i) Sustained Economic Growth and Poverty Reduction
- (ii) Social Development
- (iii) Governance
- (iv) Environment and Climate Change

1187. The UNDAF Ukraine has been approved by the Government of Ukraine in December 2010 and is awaiting final signatures. It bears a clear indication of the United Nations Comparative Advantage for each outcome.

1188. In the field of Sustained Economic Growth and Poverty Reduction, UNESCO is expected to contribute to outcome 1: "New economic opportunities created particularly in the small and medium business sector as a result of enabling improvements in the business and investment environment, improved skills, improved reintegration of migrants and better utilization of Ukraine's scientific and innovation potential".

1189. UNESCO is also expected to contribute to the thematic area Social Development namely to outcome 1 "Improved access to and utilization of quality health, education and social services", and outcome 4 "Social development policy making at national and sub-national level is evidence based".

1190. Under the thematic area Governance, UNESCO will contribute to outcome 3 "Government enables the active contribution of civil society in national and local decision-making processes and autonomy of civil society organizations".

1191. Under the thematic area 4: "Environment and Climate Change", UNESCO's contribution is foreseen under outcome 1 "Government of Ukraine adopts policy frameworks and mechanisms to ensure reversal of environmental degradation, climate change mitigation and adaptation, prevention and response to natural and man-made disasters", and Outcome 3: "Mechanisms for sustainable management of natural resources are created".

UNMIK/Kosovo* (as defined by United Nations Security Council Resolution 1244)

1192. The UNSCR 1244 remains in full force. The United Nations maintains a significant presence in Kosovo's international landscape, with 21 agencies, funds and programmes active in Kosovo, including 15 with permanent physical presence, in addition to support from the United Nations Mission in Kosovo (UNMIK). The NATO Kosovo Force (KFOR) still provides security throughout Kosovo although with its downsizing, the Kosovo Police has taken over responsibility for protection of certain cultural and religious sites.

Highlights on progress in United Nations Reform and entry points in the CDP for UNESCO:

1193. Due to Kosovo's sui generis status, the United Nations Kosovo Team (UNKT) has not been in a position to elaborate an UNDAF. However, in agreement with UNMIK, actions have been taken to enhance the coherence and impact of activities. 2010 marked two major UNKT achievements:

- (i) Under the leadership of the Special Representative of the Secretary-General (SRSG) and the United Nations Development Coordinator (UNDC), UNMIK and the UNKT¹¹ developed a United Nations Strategic Framework for Kosovo (UNSF) in compliance with an SG decision on Integration of 26 June 2008.¹² The UNSF establishes mechanisms for strengthened coordination and cooperation between UNMIK and the UNKT that capitalize on their respective, distinct political and long-term development mandates. Besides focusing on cost-efficiency, the UNSF identifies four result areas that lend themselves to joint action towards consolidating peace in Kosovo: 1) Increased inclusiveness in multi-ethnic municipalities, 2) Returnees' access to mechanisms that ensure sustainable return and reintegration, 3) Human rights and gender equality compliance by authorities and international institutions, 4) Harmonization of United Nations activities in the north of Kosovo (Mitrovica region). Implementation has commenced but funding is a challenge due to Kosovo's sui generis status, which does not allow the United Nations system in Kosovo to access funding streams available to other integrated missions.
- (ii) In the context of drafting the UNSF, the UNKT embarked in 2010 on a process to develop a multi-year United Nations Common Development Plan (CDP) for 2011-2015, tailored to Kosovo's context and applying an UNDAF light methodology. The CDP is now being finalized and its launch is foreseen for March 2011. Similar to the UNSF, resource mobilization for the CDP is a challenge due to Kosovo's sui generis status which prevents UNKT access to many funding windows (e.g. GEF, MDGF, One-United Nations start-up, etc).

1194. Non-resident agencies (NRAs) were convened by the UNDC and the SRSG for a consultation at Regional Director's level. As an outcome, five NRAs formally joined the UNKT and have signed on to the UNSF and the United Nations CDP processes, namely UNODC, UNESCO, UNEP, UNIDO and UNCTAD.

1195. Under the overall heading of social inclusion, the CDP comprises four central themes: 1) Enhanced legislative and policy frameworks for social inclusion and equity, 2) Enhanced accountable and responsive central and local institutions, 3) Increased citizen participation in local governance - focusing on livelihoods, quality social and public services and justice mechanisms, 4)

¹¹ UN Agencies, Funds, Programmes and affiliates in Kosovo are grouped under the coordinated umbrella of the United Nations Kosovo Team (UNKT) UN agencies present in Kosovo include OHCHR, UNICEF, UNFPA, UNHCR, IOM, WHO, FAO, ILO, UNDP, UN-HABITAT, UNOPS, UNIFEM (part of UN WOMEN), UNV as well as other Non-resident Agencies, UNESCO, UNEP, UNCTAD, UNODC, and UNIDO. The IMF and WB are also members of the UNKT.

¹² The UNSF responds to the UN Secretary-General Decision No. 2008/24 on Integration of 25 June 2008, calling on UN Country Teams and UN Peacekeeping missions to develop shared analysis, strategic direction and common vision on key peace consolidation and peace building issues.

Creating an enabling environment for low emission and climate resilient development as a key to sustainable development and reduced vulnerabilities to environmental risks.

1196. Under United Nations Outcome 3.2 “Access to sustainable and gender-equitable economic and livelihood opportunities, quality public and social services and prompt, accountable and gender-responsive justice mechanisms have increased”, it is foreseen that UNESCO may contribute to two Priority Joint Outputs and three activities as follows:

- (i) Priority Joint Output 3.2a “Municipal institutions and local public-private partnerships are strengthened towards enhancing decent work prospects for poor and excluded groups” and in particular:
 - a. Act 3.2.3: Strengthen employment prospects among vocational education students and university graduates through the implementation of internships and work-based learning schemes in a gender equitable manner, including for rural areas and sustainable agricultural practices.
 - b. Act 3.2.5: Strengthen the Rural Development Network outreach information service on best practices for local economic and environmental sustainable development, focused on sustainable management of agricultural and rural resources, eco-cultural and religious tourism opportunities, sustainable forest management, cooperatives and access to rural development resources including pre-accession support for rural development (IPARD).
- (ii) Priority Joint Output 3.2b: Cooperation between municipal authorities and civil society is strengthened to foster quality, delivery and uptake of social and public services, particularly for women and children.
 - c. Act 3.2.9: Provide support to inclusive, quality education in selected municipalities, focusing on girls, RAE communities and children with special needs.

UNESCO achievements in 2010

1197. Following the international donors’ conference to rehabilitate the cultural heritage of Kosovo (13 May 2005) and the first session of the UNESCO International Experts Committee on the Rehabilitation and Safeguarding of the Cultural Heritage in Kosovo (9 December 2005), UNESCO has been successful in signing a number of agreements with the donors that had pledged contributions in favour of Kosovar cultural heritage. Approximately \$3.5 million have been allotted by eight donor countries (Albania, Czech Republic, France, Germany, Greece, Hungary, Italy, Turkey and USA).

1198. During 2010, under the overall programme “Safeguarding of Cultural heritage in Kosovo”, UNESCO completed the implementation of the following restoration campaigns:

- (i) Second phase of the restoration project financed by Italy (\$1,609,157), focusing on enhancing inter-cultural dialogue in the region of Pec with special emphasis on cultural heritage as a tool for reconciliation. This second phase of the project was a continuation of the first phase, during which monuments were restored and preserved.
- (ii) Through the financial contribution by Germany (\$229,997), the church St Savior of Prizren has been fully restored.
- (iii) All of the seven sites which were part of the campaign and financed through the American contribution (\$1,000,000) were completed:
 - Djakovica: Hadum Mosque in Gjakove / Djakovica Municipality

- St. Sava Church in Mitrovica /Mitrovice
- St. Archangel Michael Church, Shtime/Stimlje Municipality
- Hamam, Mitrovice, Kosovska Mitrovica Budisavci Monastery,
- Budisavc/Budisavci, Klina Municipality
- The Church of the Presentation of the Virgin, Lipjan/Lipljan, Lipjan/Lipljan municipality
- Mosque, Decan/Decani Municipality



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and eighty-sixth session

186 EX/4
Part II

PARIS, 8 April 2011
Original: English

Item 4 of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

PART II

Budget adjustments authorized within the Appropriation Resolution for 2010-2011

and

Management Chart for Programme Execution in 2010-2011 (35 C/5 approved)

Status as at 31 December 2010 (non-audited)

No. 47

SUMMARY

Part II of document 186 EX/4 contains:

A. The report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011.

In accordance with 35 C/Resolution 106, paragraphs 2(b), (d) and (e), the Director-General presents to the Executive Board:

- (i) a report on the adjustments to the approved appropriation for 2010-2011 arising from donations and special contributions received since the last session of the Executive Board;
- (ii) proposed transfers between appropriation lines arising from organizational restructuring and redeployment of costs savings to priority programmes (following 185 EX/Decision 4 para. 11);
- (iii) proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and inflationary factors;

Action expected of the Executive Board: decision in paragraph 28.

B. The report by the Director-General on the execution of the programme adopted by the General Conference.

INTRODUCTION

1. This document contains:

Part A: the report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011, and

Part B: the report by the Director-General on the execution of the programme adopted by the General Conference – Management Chart for programme execution for 2010-2011 as at 31 December 2010.

2. **Part A** provides information on contributions received since the 185th session of the Executive Board, which have been appropriated to the 2010-2011 regular budget in accordance with 35 C/Resolution 106 paragraph 2(b).

3. This section also provides a report on transfers proposed between appropriation lines to reflect changes in organizational design and the redeployment of cost savings to priority programmes, pursuant to paragraph 2(e) of 35 C/Resolution 106 by which the Director-General is authorized to “make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing, at the session following such action, of the details of and reasons for these transfers”. In addition, this resolution provides that “in instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board”.

4. Furthermore, this section submits a proposal for the approval of the Executive Board on transfers from Part IV “Anticipated Cost Increases” to Parts I-III of the budget to cover increases in staff costs and in goods and services resulting from statutory and inflationary factors.

5. Consequently, **Annex I** (Revised Appropriation Table) provides a summary of all budgetary adjustments and transfers made between appropriation lines, including those relating to Part IV.

6. **Part B** of the document presents the Management Chart which provides the status of the programme execution of both regular budget and extrabudgetary resources as at 31 December 2010. For the regular budget, the figures presented cover the period starting 1 January to 31 December 2010.

7. As in previous sessions, this Management Chart being a reporting tool, contains **Table 1** which provides the overall status of implementation by principal appropriation line of both regular budget (by staff and activities) and extrabudgetary resources. In addition, **Table 2(A)** provides information on implementation of activities by main line of action only for the regular budget in accordance with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%”. Similarly, **Table 3** presents the implementation of regular budget decentralized funds by principal appropriation line and by region (activities only). As regards the United States contribution received in 2003, which is implemented over a multi-year period, **Table 2(B)** provides an update on the status of execution of remaining activities financed by such funds.

8. Furthermore, **Table 4** provides a budgetary situation by principal appropriation line for Temporary Assistance, Mission Travel and Contractual Services, as requested by the Executive Board (166 EX/Decision 3.1.1). This Management Chart also includes **Table 5** which contains information on the implementation of the Participation Programme and emergency assistance. A separate document containing further details on the implementation of the programme will be presented to the next session of the Executive Board.

9. Finally, **Annex II** presents a revised format of the report of the Director-General on the operating costs incurred by the Executive Board in 2010 following 184 EX/Decision 17 paragraph 11, which invites the Director-General “to include in her annual reports on the operating costs of the

Executive Board during the previous year a detailed breakdown for each item of expenditure in a table similar to the one contained in document 174 EX/5”.

10. For extrabudgetary resources, which usually finance multi-year projects, the allocations and expenditures reported are on an annual basis, and the figures are presented in Tables 6 to 10.

Note: Totals in the tables may present slight differences due to rounding-off of figures.

PART A

REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2010-2011

I. Adjustments to the Appropriation approved for 2010-2011 arising from donations and special contributions received since the last session of the Executive Board

11. In accordance with paragraph 2(b) of the Appropriation Resolution for 2010-2011, the Director-General is authorized to accept and add to the Appropriation approved for 2010-2011 voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments taking into account the provisions of Article 7.3 of the Financial Regulation. The Director-General is pleased to provide below information on donations and special contributions received since the last session of the Executive Board:

Source	Purpose	Amount US \$
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Major Programme I – Education

A. Governments

• Quito Metropolitan District Municipality	Design of a Monitoring and Evaluation system to measure the Education of Sexuality	50,000
• United States Mission to UNESCO	Teacher Training in Sub-Saharan Africa (TTISSA) Methodological Guide training	50,000
• Israel National Commission for UNESCO	Needs assessment in 4-5 sub-Saharan countries	25,000
• Ministry of Education, Literacy and National Languages (MEALN) Mali	Consolidation of the education sector statistics system in Mali	28,908
• Israel National Commission for UNESCO	Study tour of Israel education system	25,000

B. Other contributions

• United Nations Development Programme (UNDP) Mauritius and Seychelles	Improving the level of educational achievement in primary schools in deprived regions	23,000
• Flemish Association for Development Cooperation and Technical Assistance (VVOB)	Andean subregional course on teacher policies to improve the quality of performance of teachers in Bolivia, Colombia, Ecuador and Venezuela	16,285
• United Nations Children's Fund (UNICEF)	Develop capacities in the field of Early Childhood Care and Education (ECCE) in Cambodia	26,608
• The Arab League	Regional Conference for Early Childhood Care and Education (ECCE) in the Arab States, 20-22 September 2010 in Damascus, Syria	5,000
• Arab League's Educational, Scientific and Cultural Organization (ALECSO) Tunis	Regional Conference for Early Childhood Care and Education (ECCE) in the Arab States, 20-22 September 2010 in Damascus, Syria	4,970

Source	Purpose	Amount US \$
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Regional Conference for Early Childhood Care and Education (ECCE) in the Arab States, 20-22 September 2010 in Damascus, Syria	9,970
• United Nations Children's Fund (UNICEF)	Regional Conference for Early Childhood Care and Education (ECCE) in the Arab States, 20-22 September 2010 in Damascus, Syria	17,000
• United Nations Children's Fund (UNICEF)	Strengthening the information system for education management in the Democratic Republic of the Congo	61,500
• Intel Corporation (UK) Ltd.	Strengthening pre-service and in-service capacities of teacher training institutions in Uzbekistan	15,000
• Asia-Pacific Centre of Education for International Understanding (APCEIU)	Workshop on Global Citizenship Education for a Culture of Peace and Sustainable Future, 22-25 November 2010 in Penang, Malaysia	32,573
Total, MP I		390,814

Major Programme II – Natural sciences

A. Governments

• Israel National Commission for UNESCO	Ecological Sciences and the Man and the Biosphere (MAB) Programme activities	25,093
• Israel National Commission for UNESCO	Workshops on the Blue Planet Curriculum in Latin America	39,307

B. Other contributions

• World Wide Fund for Nature (WWF-France)	Round Table on the World Water Day 2010: "Water Quality, Quality of Life"	2,765
• United Nations Children's Fund (UNICEF)	Safe behaviour for school children in case of major earthquake	37,500
• Fondation d'Entreprise L'Oréal	L'OREAL-UNESCO for Women in Science partnership	28,000
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Activities in South-South cooperation on STI policy	2,976
• Islamic Education, Scientific and Cultural Organization (ISESCO)	International Conference on Chinese History of Science and its Interaction with other Civilizations	11,970
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Technical assistance on the development of science and technology park in Banjul, Gambia	11,970
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Inter-Parliamentary Forum on Science, Technology and Innovation for the Mediterranean Region, Paris 9-10 November 2010	11,970

Source	Purpose	Amount US \$
• U.S. Geological Survey (USGS)	International workshop on Seismicity and Earthquake Engineering in the Extended Mediterranean Region from 28 February to 3 March 2011 in Nicosia, Cyprus	50,000
• The Austrian Academy of Science (OAW)	Man and the Biosphere (MAB) Programme activities	25,982
Total, MP II		247,533

Major Programme III – Social and human sciences

A. Governments

• Principality of Monaco	Conference on Biodiversity and environmental evaluation, 20-23 September 2010	25,413
• Principality of Monaco	Conference on Biodiversity and environmental evaluation, 8-10 December 2010 in Monaco	136,264
• Great Socialist People's Libyan Arab Jamahiriya	World Philosophy Day 2010	6,693

B. Other contributions

• Sir Dorabji Tata Trust	Initiatives to promote social inclusion in urban areas (MOST)	21,404
• International Francophone Secretariat for Environmental Evaluation (SIFEE)	Conference on Biodiversity and environmental evaluation, 20-23 September 2010	73,939
• ECM ² Ltd.	Promoting the role of sports in youth development and community action	24,975

Total, MP III **288,688**

Major Programme IV – Culture

A. Governments

• Korean National Commission for UNESCO	2010 UNESCO Children's Performing Arts Festival of East Asia	50,000
• Azerbaijan Permanent Delegation	International Festival of Cultural Diversity	20,921
• National Commission of the People's Republic of China for UNESCO	2010 UNESCO Children's Performing Arts Festival of East Asia	49,980
• Government of the Republic of Kazakhstan	Celebration of the International Year for the Rapprochement of Cultures in 2010	49,964
• Consulate General of France (Jerusalem)	Conservation of Tell Umm Amer archaeological site in Gaza	6,553

Source	Purpose	Amount US \$
• Netherlands Delegation	UNESCO World Report “Investing in Cultural Diversity and Intercultural Dialogue”	15,060
• The Korea Arts and Culture Education Service	Reinforcing and expanding the UNESCO network of Arts Education Observatories in the Asia Pacific region – Promotion of cultural and creative industries	48,406
• The Israeli National Commission for UNESCO	Organizing a Meeting/Conference of the UNESCO/UNITWIN network of Universities “Culture, Tourism and Development” to take place in June 2011 in Haifa University, Israel	25,000
• Swiss Federal Office of Culture (FOC)	Fight against illicit trafficking of cultural heritage	15,270
B. Other contributions		
• Society for International Cultural Exchange	Publication of the Underwater Cultural Heritage in Oceania	10,753
• Ms. Mariam Shahin	Promoting Palestinian Culture Tourism in relation to development	9,000
• AIMA, Australasian Institute for Maritime Archaeology	Publication of a brochure on the implementation of the 2001 Convention and preservation of underwater cultural heritage	475
• K. Wah Real Estates Co. Ltd.	Publication of Best Practices in Conservation from the UNESCO Asia-Pacific Heritage Awards	15,000
• The Marc Rick Foundation	Contribution to the symposium “The Fate of Public Art”	9,942
• Conservation International	To support the organization of the first marine World Heritage site managers meeting held in Honolulu, Hawaii, 1-3 December 2010	25,000
Total, MP IV		351,324

Major Programme V – Communication and information

A. Governments

- | | | |
|---|---|--------|
| • Swedish National Commission for UNESCO | International Symposium on Freedom of Expression, 26 January 2011 | 62,182 |
| • Ministry of the Economy, the Plan and Regional Development (MINEPAT) Cameroon | Forum on Community Radio Stations in Cameroon | 37,338 |

B. Other contributions

- | | | |
|--|---|--------|
| • United Nations Development Fund for Women (UNIFEM) | Improving the image of women in the media in French-speaking North Africa | 29,800 |
|--|---|--------|

Source	Purpose	Amount US \$
• United Nations Development Programme (UNDP)	Setting-up of community radio in Garoua Boulai, Cameroon within the One United Nations framework	30,000
• Office of the United Nations High Commissioner for Refugees (UNHCR)	Setting-up of community radio in Garoua Boulai, Cameroon within the One United Nations framework	20,000
• United Nations Children's Fund (UNICEF)	Setting-up of community radio in Garoua Boulai, Cameroon within the One United Nations framework	15,368
• United Nations Population Fund (UNFPA)	Setting-up of community radio in Garoua Boulai, Cameroon within the One United Nations framework	19,269
• Islamic Education, Scientific and Cultural Organization (ISESCO)	Series of training-the-trainers for creating a gender-responsive media content and reducing gender stereotyping in the media	19,940
• United Nations Development Programme (UNDP)	UNESCO's Consultancy services for the development of a parliamentary radio station for the Parliament of Rwanda	4,552
Total, MP V		238,449

Part II.B – Programme related services

Public information (BPI)

• Permanent delegation of Azerbaïdjan	Celebration of the 65th anniversary of UNESCO	111,083
Total, BPI		111,083

Part III – Support for programme execution and administration

Part III.C – Human resources management (HRM)

• Mme M.C. Barsotti	Participation of the "Chorale d'Auroville" in the End of Year Party for the Children of UNESCO	2,500
Total, HRM		2,500

Part III.B – Field management and coordination**Indirect costs for the field offices under field management and coordination (BFC)**

The following contributions were received from Governments towards the running costs of established field offices:

• Chile	Santiago Office	55,000
• China	Beijing Office	23,599
• Costa Rica	San José Office	21,012
• India	New Delhi Office	2,247
• Kazakhstan	Almaty Office	77,959
• Kenya	Nairobi Office	12,245
• Pakistan	Islamabad Office	16,704
• Thailand	Bangkok Office	755

Total, Indirect Costs	209,521
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Grand Total, Donations and Special Contributions	1,839,912
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12. In addition to the above monetary contributions, the following governments are making in-kind contributions to field offices by providing rent-free premises during the 2010-2011 biennium:

Country	Field offices receiving rent-free premises
• Brazil	Brasilia Office
• Cameroon	Yaoundé Office
• Chile	Santiago Office
• Cuba	Havana Office
• Democratic Republic of Congo	Kinshasa Office
• Gabon	Libreville Office
• Iran, Islamic Republic of	Tehran Office
• Italy	Venice Office
• Jamaica	Kingston Office
• Jordan	Amman Office
• Kazakhstan	Almaty Office
• Lebanon	Beirut Office
• Mali	Bamako Office
• Mexico	Mexico City Office
• Morocco	Rabat Office
• Nigeria	Abuja Office
• Peru	Lima Office

- Qatar Doha Office
- Republic of Congo Brazzaville Office
- Russia Moscow Office
- Senegal Dakar Office
- Thailand Bangkok Office
- United Republic of Tanzania Dar es Salaam Office
- Uruguay Montevideo Office
- Uzbekistan Tashkent Office
- Zimbabwe Harare Office

Field offices are regularly requested to report on other types of in-kind contributions. Such information will be reported in the Management Chart as and when they are identified.

II. Proposed redeployment of 2010-2011 cost savings to priority programmes

13. In pursuance of 35 C/Resolution 106, savings (\$1,954,000) in both staff costs and activity costs, stemming from reforming organizational design, simplifying and streamlining processes, removing non-value added activities and reducing a top-heavy management structure, were reported by the Director-General to the Executive Board at its 185th session (185 EX/5 Add. 2).

14. The Board was informed that the proposed use of the budgetary resources thus freed up to reinforce priority programmes would be submitted for its consideration at the 186th session. The Board also noted action already taken to strengthen the implementation and coordination of the MDG-F Joint Programmes under CLT through the transfer of one extrabudgetary-funded P-3 post from Part II.B.

15. In line with 185 EX/5 Add. 2 and the Executive Board decision thereon (185 EX/Decision 4), the Director-General proposes that the cost savings of \$1.954 million be redeployed to priority programmes for the following purposes:

Savings identified for redeployment (185 EX/5 Add. 2)	
Staff costs items (\$1,254,000)	Proposed redeployment actions
D-2 post (ex-BB)	Temporary transfer of post to BSP to assist on issues pertaining to Delivering as One United Nations reform
D-1 post (BFC)	Position temporarily maintained in BFC to assist in the implementation of the first phase of the field reform
Downgrading of D-2 Post to D-1 (ex-BPI)	Redeployment of resulting staff costs savings (\$21,000) to priority programmes for the purposes indicated below under "Activity costs"
P-5 post (ex-BOC)	Transfer of post to the Gender Equality Division to strengthen its capacity to provide (i) relevant policy advice to the Secretariat and the Member States, (ii) technical assistance and backstopping, (iii) coordination and (iv) monitoring

P-5 post (ex-BOC)	(i) Downgrading to P-4 and transfer of post to IOC to strengthen programme delivery in Africa (ii) Redeployment of resulting staff costs savings (\$17,600) to priority programmes for the purposes indicated below under “Activity costs”
P-1/P-2 post (ex-BB)	Transfer of post to SC/PSD (Division of Science Policy and Sustainable Development) to assist in moving forward South-South cooperation activities, notably COSTIS, as well as with the preparatory work in the lead up to Rio+20
P-1/P-2 post (ex-BB)	Transfer of post to the Africa Department to strengthen its backstopping, coordination and monitoring functions
Activity costs (\$700,000)	Proposed redeployment actions
Travel and contractual services	<ol style="list-style-type: none"> 1. Science, Technology & Innovation for Africa Conference, in collaboration with the African Union and the African Development Bank (\$300,000) 2. New initiative on women’s and girls’ education to address gender inequalities in education, notably in Africa, in cooperation with Packard Foundation and other private sector partners (\$365,000) 3. Strengthening the implementation of Gender Equality activities through policy advice to the Secretariat and the Member States (\$73,600)

16. The above proposals are consonant with the strategic and global priorities and objectives of the Organization, and will contribute concretely to reinforcing UNESCO’s action in favour of Africa and gender equality or in support of South-South cooperation, as well as to improving the quality of programme delivery.

III. Transfers between appropriation lines

A. Authorized transfers (within 1% of the initial appropriation):

17. Paragraph 2(e) of the Appropriation Resolution for 2010-2011 states that “the Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing at the session following such action, of the details and reasons for these transfers”. Accordingly, the Director-General informs the Executive Board of the following transfer that has been made between appropriation lines:

Transfer of \$60,000 from savings in the National Commissions budget under External Relations and Cooperation (ERC) to Public Information (BPI) for the financing of the UNESCO 65th Anniversary.

B. Proposed transfers

18. Paragraph 2(e) of the Appropriation Resolution further states that “in instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board”. In this regard, the Director-General submits to the Executive Board for its approval the following transfer proposals.

(i) Transfers towards reinforcing priority programmes

The details and purposes of the proposed transfers feature under section II above.

FROM:				TO:		
Appropriation line	Activities	Staff	Total	Activities	Staff	Total
	\$	\$	\$	\$	\$	\$
Part I. B – Gender Equality Division				73,600	95,400	169,000
Part II. A – MP I Education				365,000	–	365,000
Part II. A – MP II - Natural Sciences <i>Of which IOC</i>				300,000	317,200 116,200	617,200 116,200
Part II. B – Coordination and monitoring of action to benefit Africa				–	201,000	201,000
Part II.B – Public Information	(50,000)	(35,000)	(85,000)			
Part II. B – Strategic planning and programme monitoring – United Nations Reform				–	306,300	306,300
Part II.B – Budget planning and management	(443,000)	(735,600)	(1,178,600)			
Part III. A – External relations and cooperation	–	(27,300)	(27,300)			
Part III. B – Field management and coordination	–	(27,300)	(27,300)			
Part III. D – Accounting, treasury management and financial control	(40,000)	(260,300)	(300,300)			
Part III. E – Administration	(40,000)		(40,000)			
Total transfers between appropriation lines	(573,000)	(1,085,500)	(1,658,500)*	738,600	919,900	1,658,500

* Versus \$1,954,000 reported in 185 EX/5 Add. 2., with the difference of \$295,500 representing the full cost of a D-1 post maintained in BFC (18 months).

(ii) Transfers induced by changes in organizational design

Transfers are proposed to reflect the following changes in organizational design:

- merger of the Bureau of the Comptroller (BOC) with parts of the Bureau of the Budget (BB) as well as part of the Bureau of Field Coordination (BFC) to form the Bureau of Financial Management (BFM);
- incorporation of part of ex-BB into the Bureau of Strategic Planning (BSP);
- integration of the Bureau of Public Information (BPI) and the Sector for External Relations and Cooperation (ERC) to form the Sector for External Relations and Public Information (ERI);
- transfer of one ex-BPI post to BFC.

(in US Dollars)

FROM:	TO:	Total
BB	BFM (staff only)	1,279,900
BB	BSP (staff only)	483,600
BFC	BFM (staff only)	518,500
BOC	BFM (staff of \$4.78M + activities of \$722.9K)	5,504,100
ERC	ERI (staff of \$6.90M + activities of \$1.34M)	8,247,600
BPI	ERI (staff of \$5.88M + activities of \$1.04M)	6,924,500
BPI	BFC (staff only)	117,400

IV. Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and inflationary factors

19. Paragraph 2(d) of the Appropriation Resolution for 2010-2011 stipulates that “with the approval of the Executive Board, the Director-General is authorized to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III of the budget, for the purpose of meeting increases in staff costs and in the costs of goods and services”. Accordingly, the Director-General submits for the approval of the Executive Board, the following transfers from Part IV to other parts of the budget to cover various increases under staff costs and goods and services resulting from statutory and inflationary factors.

Staff Costs	Amounts proposed for transfer from Part IV
<p>20. Increase in the post adjustment allowance for Professional category and above at Headquarters, effective 1 May 2010: Post adjustment of the Professional and higher category staff in Paris was increased by around 4.75% in Euros. The budgetary impact arising from this increase translates into \$5,010,500 for the biennium as reported in 185 EX/4 Part II, paragraph 11. However, this required amount will not be needed in full since part of it has already been absorbed by staff costs savings generated during 2010. Consequently, the portion pertaining to 2011 will need to be covered from Part IV, which amounts to approximately half of the total amount of \$5,010,500 (or \$2,505,300).</p>	\$2,505,300
<p>21. Increase in salary scale for the General Service category at Headquarters, effective 1 October 2009: This item has already been reported at the 185 EX/4 Part II. paragraph 11 and for the same reason mentioned above, it is proposed that the increase relating to 2011 be covered from Part IV. As the portion relating to 2010 has already been absorbed by the staff costs savings, the total amount required for the biennium (2010-2011) is equivalent to \$1,462,100 which includes a 1.98% increase in the salary scale plus increases in the language allowances. Consequently, the amount to be covered by Part IV totals to \$731,100 (approximately half of the total amount required for the current biennium).</p>	\$731,100
<p>22. Increase in salary scale for the General Service category at Headquarters, effective 1 October 2010: An increase of 1.62% was announced for the salary scale of General Service staff at Headquarters. In accordance with 35 C/Resolution 92 of the General Conference, the additional requirements arising from this adjustment is estimated at \$716,300.</p>	\$716,300
<hr/> <p>Total statutory increases for staff costs</p> <hr/>	<hr/> <p>\$3,952,700</p> <hr/>

Goods and Services	Amounts proposed for transfer from Part IV
<p>23. Based on the actual invoices received for 2010-2011 from various organizations of the Joint Machinery of the United Nations system, the statutory costs to the Secretariat for these items exceed the amounts budgeted in the 35 C/5 Approved by \$110,000. A breakdown of these additional requirements is as follows:</p> <ul style="list-style-type: none"> • <i>Salary Survey activities (SSA)</i> \$22,000 • <i>Administrative Tribunal of the International Labour Organization (ILO)</i> \$88,000 	<hr/> \$110,000
<p>24. Cost increases for management of premises at Headquarters, including maintenance contracts, and shipping and postage charges. In accordance with the host country practices, many of UNESCO's maintenance and service contracts (e.g. for cleaning and sanitation services) include clauses for automatic price increases linked to inflation. Accordingly, for 2010-2011, an annual increase of 2.40% was applied to these contracts (latest INSEE indices). Given that the estimated 2010-2011 budget allocation for these contracts is \$4.7M the additional requirement for this purpose is estimated at approximately \$114,100. Furthermore, an increase of 1.79% for expedition charges has entailed an additional requirement of \$9,700. Consequently, the total additional requirement for management of premises at UNESCO Headquarters and shipping and postage charges amount to \$123,800.</p>	\$123,800
<p>25. Supernumerary services (e.g. translation, document production, planning and conferences): Consistent with the increase in the General Service salary scale at Headquarters (which came into effect on 1 October 2010), the rates for supernumeraries in the General Service category increased by 1.62% from 1 October 2009 to 1 October 2010. Moreover, in coherence with the new base salary scale for the Professional category, an increase of 1.37% was also noted for supernumeraries under this category from 1 January 2010 to 1 January 2011. These supplements have a particular impact on the expenses of the Sector for Administration, in particular the Division of Conferences, languages and documents (CLD), especially for servicing the Executive Board, which often are required to engage a considerable level of supernumerary services to prepare statutory documents and meetings for the governing bodies. These inflationary increases, plus anticipated volume increases associated with the translation of documents and interpretation for meetings of the Executive Board, result in an additional requirement of \$484,600.</p>	\$484,600

26. **Costs related to document production, IT maintenance and communications, and library periodicals: The inflationary increases of document production equipment (e.g. 8.2% for printing consumables and 4.5% for rental and maintenance of printing equipment) and increases associated with the maintenance of IT equipment and purchase of periodicals resulted in an additional requirement of approximately \$121,800 for these items. In addition, with reference to communication links between Headquarters and field offices, an anticipated requirement of \$205,100 is needed further to the upgrades of connections to several field offices done in 2010.**

\$326,900

27. **Contribution to the Medical Benefits Fund for associate participants:** Based on the most recent figures for the Medical Benefits Fund, the Organization's contribution for 2010-2011 on behalf of associate participants (retired staff members) is estimated at approximately **\$7,314,800**, whereas the available budget identified for this purpose is **\$6,114,800**. Thus the additional requirements needed for this item amount to **\$1,200,000**.

\$1,200,000

Total cost requirements for goods and services

\$2,245,300

Total amount proposed for transfer from Part IV

\$6,198,000

V. Action expected of the Executive Board

28. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the report on (i) donations and special contributions received since the beginning of the biennium and appropriated to the regular budget, and on (ii) transfers proposed between appropriation lines to reflect changes in organizational design and the reinforcement of priority programmes submitted by the Director-General pursuant to 35 C/Resolution 106, paragraphs 2(b), (d) and (e), and the recommendations of its Finance and Administrative Commission thereon (Part A of document 186 EX/4 Part II and document 186 EX/...),

A

2. Notes that the Director-General has, as a consequence of donations and special contributions received since the beginning of the biennium, increased the appropriations to the regular budget by a total of **\$1,839,912** as follows:

	\$
Part II.A – Major Programme I	390,814
Part II.A – Major Programme II	247,533
Part II.A – Major Programme III	288,688
Part II.A – Major Programme IV	351,324
Part II.A – Major Programme V	238,449
Part II.B.2 – Public Information	111,083
Part III.B – Field management and coordination (indirect costs for field offices)	209,521
Part III.C – Human Resources Management	2,500

Total **1,839,912**

3. Expresses its appreciation to the donors listed in paragraphs 11 and 12 of document 186 EX/4 Part II.A;

B

4. Notes that the Director-General has made transfers between appropriation lines below 1% of the initial appropriation amount, corresponding to the redeployment of savings from the National Commissions budget under ERC to BPI for the financing of the celebration of the 65th anniversary of UNESCO:

Part III.A – External relations and cooperation	\$	(60,000)
Total, Part III.A		(60,000)
Part II.B – Bureau of public information		60,000
Total, Part II.B		60,000

C

5. Recalling the provision of the Appropriation Resolution by virtue of which transfers between appropriation lines which exceed the limit of 1% of the initial appropriation may be made by the Director-General with the prior approval of the Executive Board,
6. Approves the proposed transfers between appropriation lines resulting from the adjustments totalling \$1,658,500 under Parts I, II and III for the purpose of reinforcing priority programmes:

Appropriation line	Amounts transferred
PART I – GENERAL POLICY AND DIRECTION	\$
B. Direction	
Gender equality	169,000
TOTAL, PART I	169,000
PART II – PROGRAMMES AND PROGRAMME-RELATED SERVICES	
A. Programmes	
Major Programme I – Education	365,000
Major Programme II – Natural Sciences	617,200
(of which IOC \$116,200)	–
Total, Part II.A	982,200
B. Programme related services	
1. Coordination and monitoring of action to benefit Africa	201,000
2. Public information	(85,000)
3. Strategic planning and programme monitoring	306,300
4. Budget planning and management	(1,178,600)
Total, Part II.B	(756,300)
TOTAL, PART II	225,900

PART III – SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION

A. External relations and cooperation	(27,300)
B. Field management and coordination	(27,300)
D. Accounting, treasury management and financial control	(300,300)
E. Administration	(40,000)
TOTAL, PART III	(394,900)
TOTAL, PARTS I – III	–

7. Approves also the proposed transfers between appropriation lines resulting from the adjustments totalling \$22,958,200 under Parts II and III reflecting changes in organizational design:

Appropriation line	Amounts transferred
PART II.B – Programme related services	\$
2. Public information (-ex)	(7,041,900)
2. External relations and public information	15,172,100
3. Strategic planning and programme monitoring	483,600
4. Budget planning and management (-ex)	(1,763,500)
Total, Part II.B	6,850,300
TOTAL, PART II	6,850,300
PART III – SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION	
A. External relations and cooperation (-ex)	(8,247,600)
A. Field management and coordination	(401,100)
C. Financial management	7,302,500
D. Accounting, treasury management and financial control (-ex)	(5,504,100)
TOTAL, PART III	(6,850,300)
TOTAL, PARTS II – III	–

D

8. Recalling the provision of the Appropriation Resolution by virtue of which the Director-General is authorized, with the prior approval of the Executive Board, to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I-III in order to cover increases in staff cost and in the cost of goods and services,
9. Approves the transfer of **\$6,198,000** from Part IV to Parts I-III of the budget to cover increases in staff costs and in the cost of goods and services as set out in Annex I of document 186 EX/4 Part II;

E

10. Takes note of the revised Appropriation Table annexed to document 186 EX/4 Part II resulting from donations and special contributions received and transfers made between appropriation lines as indicated in A, B, C and D above.

ANNEX I

Revised Appropriation Table 2010-2011

Appropriation line	35 C/5 Approved	35 C/5 Approved as adjusted (185EX/Dec. 4)	I	II	II		III			35 C/5 Approved as Adjusted	
			Donations received	Authorized transfers	Proposed transfers between appropriation lines		Proposed transfers from Part IV for staff costs and for goods and services				
					Transfers towards reinforcing priority programmes	Transfers induced by changes in organizational design	Proposed transfers from Part IV for staff costs	Proposed transfers from Part IV for activity costs	Total proposed transfers from Part IV		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
PART I - GENERAL POLICY AND DIRECTION											
A. Governing bodies											
1. General Conference	5 481 200	5 481 200	-	-	-	-	-	16 000	-	16 000	5 497 200
2. Executive Board	7 824 200	7 824 200	-	-	-	-	-	26 800	-	26 800	7 851 000
Total, Part IA	13 305 400	13 305 400	-	-	-	-	-	42 800	-	42 800	13 348 200
B. Direction	20 356 100	21 372 800	-	-	169 000	-	-	275 500	-	275 500	21 817 300
<i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme, Gender Equality)</i>											
C. Participation in the Joint Machinery of the United Nations System	10 965 200	10 965 200	-	-	-	-	-	-	110 000	110 000	11 075 200
TOTAL, PART I	44 626 700	45 643 400	-	-	169 000	-	-	318 300	110 000	428 300	46 240 700
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES											
A. Programmes											
Major Programme I - Education ¹	118 535 700	118 254 278	390 814	-	365 000	-	-	439 100	-	439 100	119 449 192
Major Programme II - Natural sciences ²	59 074 000	59 620 252	247 533	-	617 200	-	-	384 900	-	384 900	60 869 885
Major Programme III - Social and human sciences	29 654 100	29 676 068	288 688	-	-	-	-	213 000	-	213 000	30 177 756
Major Programme IV - Culture	53 749 700	54 176 925	351 324	-	-	-	-	394 300	-	394 300	54 922 549
Major Programme V - Communication and information	33 158 000	33 359 109	238 449	-	-	-	-	191 100	-	191 100	33 788 658
UNESCO Institute for Statistics	9 128 600	9 128 600	-	-	-	-	-	-	-	-	9 128 600
Field - Management of decentralized programmes	56 189 400	56 189 400	-	-	-	-	-	9 800	-	9 800	56 199 200
Total, Part II.A	359 489 500	360 404 632	1 516 808	-	982 200	-	-	1 632 200	-	1 632 200	364 535 840
B. Programme related services											
1. Coordination and monitoring of action to benefit Africa	4 676 300	4 676 300	-	-	201 000	-	-	49 000	-	49 000	4 926 300
2. Public information (-ex)	13 671 800	13 671 800	111 083	60 000	(85 000)	(7 041 900)	-	-	-	-	6 715 983 (*)
3. External relations and public information	-	-	-	-	-	15 172 100	377 400	-	-	377 400	15 549 500
4. Strategic planning and programme monitoring	7 780 000	8 607 365	-	-	306 300	483 600	96 000	-	-	96 000	9 493 265
5. Budget planning and management (-ex)	4 839 900	4 839 900	-	-	(1 178 600)	(1 763 500)	-	-	-	-	1 897 800 (*)
Total, Part II.B	30 968 000	31 795 365	111 083	60 000	(756 300)	6 850 300	522 400	-	-	522 400	38 582 848
C. Participation Programme and Fellowships											
1. Participation Programme	19 980 200	19 980 200	-	-	-	-	-	13 100	-	13 100	19 993 300
2. Fellowships Programme	1 861 000	1 861 000	-	-	-	-	-	11 500	-	11 500	1 872 500
Total, Part II.C	21 841 200	21 841 200	-	-	-	-	-	24 600	-	24 600	21 865 800
TOTAL, PART II	412 298 700	414 041 197	1 627 891	60 000	225 900	6 850 300	2 179 200	-	-	2 179 200	424 984 488
PART III - SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION											
A. External relations and cooperation (-ex)	17 667 000	16 715 150	-	(60 000)	(27 300)	(8 247 600)	-	-	-	-	8 380 250 (*)
A. Field management and coordination	24 558 400	24 924 137	209 521	-	(27 300)	(401 100)	66 500	-	-	66 500	24 771 758
B. Human resources management	32 734 200	32 734 200	2 500	-	-	-	264 100	1 200 000	-	1 464 100	34 200 800
C. Financial management	-	-	-	-	-	7 302 500	206 600	-	-	206 600	7 509 100
D. Accounting, treasury management and financial control (-ex)	10 536 800	10 536 800	-	-	(300 300)	(5 504 100)	-	-	-	-	4 732 400 (*)
D. Administration	97 927 800	97 927 800	-	-	(40 000)	-	918 000	935 300	-	1 853 300	99 741 100
TOTAL, PART III	183 424 200	182 838 087	212 021	(60 000)	(394 900)	(6 850 300)	1 455 200	2 135 300	-	3 590 500	179 335 408
TOTAL, PARTS I - III	640 349 600	642 522 684	1 839 912	-	-	-	3 952 700	2 245 300	-	6 198 000	650 560 596
Reserve for reclassifications/merit-based promotions	2 000 000	2 000 000	-	-	-	-	-	-	-	-	2 000 000
PART IV - ANTICIPATED COST INCREASES	10 650 400	10 650 400	-	-	-	-	(3 952 700)	(2 245 300)	-	(6 198 000)	4 452 400
TOTAL APPROPRIATION	653 000 000	655 173 084	1 839 912	-	-	-	-	-	-	-	657 012 996

¹ The appropriation for Major Programme I includes the financial allocations for the UNESCO education institutes.

² The appropriation for Major Programme II includes the financial allocations for the UNESCO science institutes.

(*) 2010 expenditures only

PART B

REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

MANAGEMENT CHART – Programme execution as at 31 December 2010

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

Regular budget and extrabudgetary resources as at 31 December 2010

(The Regular budget figures include staff costs and the Participation Programme)

Table 1 presents the overall implementation by principal appropriation line for both regular budget and extrabudgetary resources, thereby covering all funds related to each appropriation line.

For the regular budget, the figures present staff and activity costs, which reflect budgetary transfers made between appropriation lines equivalent to less than 1% of the initial appropriations and those approved by the Executive Board at its previous session, as well as additional appropriations received since the beginning of the biennium.

It should be noted that the Appropriation Resolution for the 35 C/5 provides an overall amount for both staff and activity costs, therefore Table 1 presents the approved budget figures and the work plan allocation using the same structure. However, in order to provide further information, the expenditure amounts under each appropriation line have been broken down by staff and activity costs.

For extrabudgetary resources, allocations and expenditures are on a single-year basis, i.e. only 2010.

Comments:

For the regular budget, the overall expenditure rate as at 31 December 2010 was 46.4%, which is within the time-elapsed theoretical target implementation rate.

For extrabudgetary resources, most projects are planned and managed on a multi-year basis and the allocation issued in a given year includes the unused allocation carried forward from the previous year. Under this circumstance, measuring the implementation of extrabudgetary projects simply by annual expenditure rates (expenditure divided by total allocation of the year) does not always reflect the true level of implementation. Due to the absence of a biennial cut-off date, the schedule for extrabudgetary project implementation tends to be often adjusted compared with the initial work plan. The same level of project implementation can result in different expenditure rates depending on the level of allocation and adjustments made during the course of the year to align with the actual progress of each project. Based on this reflection, the format for extrabudgetary projects does not present comparison of expenditures versus allocation (Table 6-10). Table 1 below does however show, only for indicative purposes, the expenditure rates for extrabudgetary projects as at 31 December 2010, which is measured against the theoretical rate of 100%. The overall expenditure rate for extrabudgetary resources stands at 62.4%.

TABLE 1
OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
Regular budget and extrabudgetary resources
(including staff costs and the Participation Programme for the Regular budget)

1 January 2010 to 31 December 2010
(in thousands of US dollars)

Appropriation Line	Regular Budget					Rate of expenditure	Extrabudgetary Resources		
	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/unliquidated)				Allocation	Expenditure (delivered/unliquidated)	Rate of expenditure
			Staff	Activities	Total				
	\$	\$	\$	\$	\$	%	\$	\$	%
PART I GENERAL POLICY AND DIRECTION									
A. Governing Bodies									
1. General Conference	5 481	5 481	506	424	931	17,0%	-	-	-
2. Executive Board	7 824	7 824	806	3 089	3 895	49,8%	-	-	-
Total Part I.A	13 305	13 305	1 312	3 513	4 826	36,3%	-	-	-
B. Direction <i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme)</i>	20 356	21 373	8 596	979	9 575	44,8%	1 168	781	66,9%
C. Participation in the Joint Machinery of the United Nations System	10 965	10 965	-	4 348	4 348	39,7%	-	-	-
TOTAL, PART I	44 627	45 643	9 908	8 840	18 748	41,1%	1 168	781	66,9%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES									
A. Programmes									
I Education	118 536	118 645	27 709	23 758	51 467	43,4%	183 663	108 088	58,9%
II Natural sciences	59 074	59 868	18 810	9 882	28 692	47,9%	70 929	48 411	68,3%
III Social and human sciences	29 654	29 965	9 176	4 321	13 498	45,0%	46 764	35 266	75,4%
IV Culture	53 750	54 528	18 006	8 700	26 705	49,0%	106 586	64 329	60,4%
V Communication and information	33 158	33 598	9 281	6 027	15 308	45,6%	20 940	11 214	53,6%
UNESCO Institute for Statistics*	9 129	9 129	-	4 564	4 564	50,0%	578	577	99,8%
Field Management of decentralized programmes	56 189	56 189	28 609	-	28 609	50,9%	1 298	1 117	86,1%
Total, Part II.A	359 490	361 921	111 592	57 252	168 844	46,7%	430 758	269 002	62,4%
B. Programme Related Services									
1. Coordination and monitoring of action to benefit Africa	4 676	4 676	1 972	487	2 460	52,6%	598	546	91,3%
2. Public information	13 672	13 843	5 566	1 234	6 800	49,1%	84	50	59,5%
3. Strategic planning and programme monitoring	7 780	8 607	3 323	1 308	4 631	53,8%	793	443	55,9%
4. Budget preparation and monitoring	4 840	4 840	1 940	65	2 005	41,4%	128	114	89,1%
Total, Part II.B	30 968	31 966	12 802	3 093	15 895	49,7%	1 603	1 153	71,9%
C. Participation Programme and Fellowships									
1. Participation Programme	19 980	19 980	322	10 282	10 603	53,1%	-	-	-
2. Fellowships programme	1 861	1 861	371	718	1 089	58,5%	-	-	-
Total, Part II.C	21 841	21 841	692	11 000	11 692	53,5%	-	-	-
TOTAL, PART II	412 299	415 729	125 086	71 345	196 432	47,2%	432 361	270 155	62,5%
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION									
A. External relations and cooperation	17 667	16 655	7 131	1 455	8 586	51,6%	3 808	2 337	61,4%
B. Field management and coordination	24 558	25 134	2 068	9 583	11 651	46,4%	59	-	-
C. Human resources management	32 734	32 737	8 240	8 875	17 115	52,3%	111	-	-
D. Accounting, treasury management and financial control	10 537	10 537	4 113	673	4 786	45,4%	-	-	-
E. Administration	97 928	97 928	29 035	18 231	47 266	48,3%	533	209	39,2%
TOTAL, PART III	183 424	182 990	50 588	38 816	89 403	48,9%	4 511	2 546	56,4%
TOTAL, PARTS I - III	640 350	644 363	185 582	119 001	304 583	47,3%	438 040	273 482	62,4%
Reserve for reclassifications	2 000	2 000	-	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	10 650	10 650	-	-	-	-	-	-	-
TOTAL, PARTS I - IV	653 000	657 013	185 582	119 001	304 583	46,4%	438 040	273 482	62,4%

* The UIS Extrabudgetary figures in this table are reflected under ED in Table 8.

TABLE 2(A)

PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular budget (Activity costs)

(as at 31 December 2010)

Table 2(A) presents the status of the execution of regular programme activities by main line of action. As mentioned previously, the regular budget figures include the transfers of less than 1% and additional appropriations of donations presented in Part A of this document.

Comments:

The overall implementation of regular budget activities (Parts I-IV) as at 31 December 2010 stood at 46%. In accordance with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1 explanations are provided below for expenditure rates which are higher than 65% or lower than 35%.

Part I – General Policy and Direction

General Conference (9.5%): The General Conference takes place in the second year of the biennium (in 2011), therefore the larger portion of expenditures will be incurred at this time, which explains the low expenditure rate at this juncture.

Directorate (67.3%): The high expenditure rate is consequential of an underestimation of the 35 C/5 provision for travel on official visits.

Internal Oversight (31.3%): Given that the Independent External Evaluation was conducted during 2010 requiring coordination by IOS, a number of other evaluation activities were programmed for 2011. It is expected that the activity budget will be fully utilized during 2011.

Ethics programme (20.2%): The low expenditure rate is due to the fact that the Ethics Officer (P-3) took on his functions only in September 2010, which notably include anti-harassment and ethics training. Full execution of such training started immediately upon his arrival both in Headquarters and in the field, therefore, the expenditure trend for this programme is expected to significantly increase in 2011.

Part II – Programmes and programme-related services

Social and Human Sciences (SHS) (33.3%): The substantial part of the expenditures under Main Line of Action 3 is for conference of parties which takes place immediately after the General Conference in 2011; hence the expenditures are low in the first year of the biennium.

Part II – Programme related services

Budgetary preparation and monitoring (12.7%): The low expenditure rate for the Bureau of the Budget can be explained within the framework of the Director-General's proposals endorsed by the 185th session of the Board (185 EX/5 Add. 2) to redeploy savings on activity costs in the amount of \$443K from Part II.B of the budget to reinforce the delivery of priority programmes.

Table 2 (A)

PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular budget (Activity costs only)

1 January 2010 to 31 December 2010

(in thousands of US dollars)

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	4 443	4 443	424	9,5%
2. Executive Board	6 128	6 128	3 089	50,4%
Total, IA	10 571	10 571	3 513	33,2%
B. Direction				
3. Directorate	445	445	299	67,3%
4. Office of the Director-General	415	538	277	51,5%
5. Internal Oversight	1 034	1 034	323	31,3%
6. International Standards and Legal Affairs	136	136	50	36,5%
7. Ethics Programme	147	147	30	20,2%
Total, IB	2 176	2 299	979	42,6%
C. Participation in the Joint Machinery of the United Nations System				
	10 965	10 965	4 348	39,7%
TOTAL, PART I	23 712	23 835	8 840	37,1%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I EDUCATION				
I.1 MLA 1: Building blocks for EFA: literacy, teachers and work skills	14 448	15 203	5 414	35,6%
I.2 MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning	7 758	7 911	3 356	42,4%
I.3 MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector	11 596	11 171	4 431	39,7%
I.4 MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends	4 874	4 500	1 807	40,2%
Total, I	38 676	38 785	15 008	38,7%
UNESCO education institutes <i>(Regular budget financial allocations may include the costs of staff and activities)</i>				
UNESCO International Bureau of Education (IBE)	4 800	4 800	2 400	50,0%
UNESCO International Institute for Educational Planning (IIEP)	5 300	5 300	2 650	50,0%
UNESCO Institute for Lifelong Learning (UIL)	2 000	2 000	1 000	50,0%
UNESCO Institute for Information Technologies in Education (IITE)	900	900	450	50,0%
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 500	2 500	1 250	50,0%
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 000	2 000	1 000	50,0%
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	-	-	-	0,0%
Total, UNESCO education institutes	17 500	17 500	8 750	50,0%
TOTAL, MAJOR PROGRAMME I	56 176	56 285	23 758	42,2%
II NATURAL SCIENCES				
II.1 MLA 1: Enhancing the leverage of science through integrated science, technology and innovation (STI) policy	2 977	3 177	1 295	40,8%
II.2 MLA 2: Reinforcing capacity building in the sciences and strengthening science education, especially in Africa	2 454	2 491	1 111	44,6%
II.3 MLA 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity	10 604	11 190	5 345	47,8%
II.4 MLA 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect ocean	3 450	3 420	1 624	47,5%
Total, II	19 485	20 278	9 375	46,2%
UNESCO science institutes <i>(Regular budget financial allocation may include the costs of staff and activities)</i>				
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-
The International Centre for Theoretical Physics (ICTP)	1 015	1 015	508	50,0%
Total, UNESCO science institutes	1 015	1 015	508	50,0%
TOTAL, MAJOR PROGRAMME II	20 500	21 293	9 882	46,4%
III SOCIAL AND HUMAN SCIENCES				
III.1 MLA 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue	3 415	3 404	1 449	42,6%
III.2 MLA 2: Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth	3 027	3 132	1 284	41,0%
III.3 MLA 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport	591	433	144	33,3%
III.4 MLA 4: Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics	2 640	3 014	1 444	47,9%
Total, III	9 672	9 982	4 321	43,3%
TOTAL, MAJOR PROGRAMME III	9 672	9 982	4 321	43,3%

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	\$	\$	\$	%
IV CULTURE				
IV.1 MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention	4 573	4 940	2 510	50,8%
IV.2 MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	3 841	3 815	1 880	49,3%
IV.3 MLA 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the devel	2 789	2 931	1 376	46,9%
IV.4 MLA 4: Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries	3 512	3 606	1 583	43,9%
IV.5 MLA 5: Integrating intercultural dialogue and cultural diversity into national policies	2 486	2 687	1 351	50,3%
Total, IV	17 201	17 980	8 700	48,4%
TOTAL, MAJOR PROGRAMME IV	17 201	17 980	8 700	48,4%
V COMMUNICATION AND INFORMATION				
V.1 MLA 1: Promoting freedom of expression and access to information	4 326	4 337	2 031	46,8%
V.2 MLA 2: Strengthening free, independent and pluralistic media and communication for sustainable development	4 391	4 724	2 187	46,3%
V.3 MLA 3: Fostering universal access to information and knowledge and the development of infrastructures	4 391	4 487	1 808	40,3%
Total, V	13 109	13 548	6 027	44,5%
TOTAL, MAJOR PROGRAMME V	13 109	13 548	6 027	44,5%
UNESCO Institute for Statistics <i>(Regular budget financial allocation may include the costs of staff and activities)</i>	9 129	9 129	4 564	50,0%
Field - Management of decentralized programmes	-	-	-	-
Total, IIA	125 786	128 217	57 252	44,7%
B. Programme related services				
1. Coordination and monitoring of action to benefit Africa	1 044	1 044	487	46,7%
2. Public information	2 084	2 255	1 234	54,7%
3. Strategic planning and programme monitoring	1 435	2 536	1 308	51,6%
4. Budget preparation and monitoring	508	508	65	12,7%
Total, IIB	5 071	6 343	3 093	48,8%
C. Participation Programme and Fellowships				
1. Participation Programme	19 050	19 050	10 282	54,0%
2. Fellowships programme	1 166	1 166	718	61,6%
Total, IIC	20 216	20 216	11 000	54,4%
TOTAL, PART II	151 072	154 776	71 345	46,1%
PART IIISUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. External relations and cooperation	3 077	2 685	1 455	54,2%
B. Field management and coordination <i>(HQ activities and field offices' operating costs)</i>	20 253	20 829	9 583	46,0%
C. Human resources management	16 019	16 021	8 875	55,4%
D. Accounting, treasury management and financial control	1 429	1 429	673	47,1%
E. Administration				
1. Administrative coordination and support	219	219	119	54,3%
2. Procurement	65	65	28	43,2%
3. Information systems and telecommunications	6 201	6 201	2 736	44,1%
4. Conferences, languages and documents	1 883	1 883	1 033	54,8%
5. Common services, security, utilities and management of premises and equipment	10 899	10 899	5 074	46,6%
6. Maintenance, conservation and renovation of Headquarters premises	19 073	19 073	9 240	48,4%
Total, IIIE	38 341	38 341	18 231	47,5%
TOTAL, PART III	79 119	79 305	38 816	48,9%
TOTAL, PARTS I - III	253 903	257 916	119 001	46,1%
Reserve for reclassifications / merit based promotions	-	-	-	-
PART IV ANTICIPATED COST INCREASES	853	853	-	-
TOTAL, PARTS I - IV	254 755	258 768	119 001	46,0%

TABLE 2(B)

**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
ON THE 2002-2003 ASSESSED CONTRIBUTION
FROM THE UNITED STATES OF AMERICA**

Regular budget (Activity costs)

(1 January 2004 to 31 December 2010)

Comments:

Culture 93.5% (without WHC)

The overall execution rate for the UNESCO **Programme for the Preservation of Endangered Movable Cultural Properties and Museum Development** financed by the United States contribution is 94%.

Projects financed under Phase 1 and Phase 2 of this Programme are now fully completed. As for projects financed by the \$0.5M in accrued interest (Phase 3), they will be completed by the end of 2011. Remaining funds are currently being used mainly for global promotion campaigns, translation of documents, publications, organization of training workshops, seminars and closing meetings.

WHC 99.4%

All activities have been fully implemented.

Education 98.2%

All country projects focusing on capacity-building in educational planning and management have been implemented and individual reporting on these projects are in the process of being finalized. Based on these reports, a final and global report will be issued by the end of May at which time all activities financed by the United States contribution relating to education will have been completed.

TABLE 2(B)

**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE
ON THE 2002-2003 ASSESSED CONTRIBUTION
FROM THE UNITED STATES OF AMERICA**

Regular budget (Activity costs only)

1 January 2004 to 31 December 2010
(in thousands of US dollars)

Appropriation Line	Work plan Allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure
	\$	\$	%
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES			
A. Programmes			
I. Education	10,466	10,278	98.2%
II. Natural sciences	–	–	–
III. Social and human sciences	–	–	–
IV. Culture	5,073	4,745	93.5%
World Heritage Centre	1,000	994	99.4%
V. Communication and information	–	–	–
UNESCO Institute for Statistics	–	–	–
Total, Part II.A	16,539	16,016	96.8%
Non-allocated balance	19	–	–
TOTAL	16,558	16,016	96.7%

TABLE 3
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION

Regular budget (excluding staff costs)

(as at 31 December 2010)

Table 3 shows the implementation of regular budget decentralized funds (excluding staff costs) as at 31 December 2010, **by region** for Parts I (General Policy and Direction), Part II (Programme and Programme-Related Services) and Part III (Support for Programme Execution and Administration).

Comments:

As at 31 December 2010, the overall level of decentralized funds (amounting to \$93.7 million) represented 36.3% of the total regular budget for activities (\$257.9 million). The expenditure rate for these decentralized funds stood at 46%.

For the Education Sector, the decentralized funds exclude the financial allocations for institutes IIEP, IBE, ITE and UIL, as the mechanism of transferring their financial allocations to special accounts does not provide information on programme distribution by region. For the same reason, the financial allocation for ICTP is excluded from the decentralized funds under Natural Sciences. This approach shows a more correct expenditure situation for the Sectors, as the annual budgets of these institutes are transferred to a special account and registered as complete expenditure in UNESCO's accounts at the beginning of each year, and therefore, including these amounts would skew the Sector's expenditure rate of decentralized funds. On the other hand, financial allocations for IICBA, IESALC, and UIS are included in the African, Latin American and the Caribbean and Europe and North American regions, respectively.

Under Part II.A – Programmes (comprising the Major Programmes, the UNESCO Institute for Statistics and field management of decentralized programmes), 53.8% of the total regular budget allocation for activities were decentralized to the field. The expenditure rate for these decentralized funds stood at 43.9%.

TABLE 3
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION

Regular budget (Activity costs only)

1 January 2010 to 31 December 2010
(in thousands of US dollars)

Principal Appropriation Line	Total Programme Resources (HQ and Field)	Headquarters	Africa	Arab States	Asia and Pacific	Europe and North America	Latin America and the Caribbean
PART I GENERAL POLICY AND DIRECTION							
- Workplan Allocation	23 835	18 943	1 499	1 150	1 358	205	680
- Expenditure (delivered/unliquidated)	8 840	5 823	986	666	804	105	456
- Rate of expenditure (%)	37,1%	30,7%	65,8%	57,9%	59,2%	51,3%	67,0%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES							
A. Programmes							
I Education							
- Workplan Allocation	56 285	24 814	13 947	3 613	7 618	258	6 035
- Expenditure (delivered/unliquidated)	23 758	10 694	5 430	1 347	3 202	122	2 963
- Rate of expenditure (%)	42,2%	43,1%	38,9%	37,3%	42,0%	47,4%	49,1%
II Natural sciences							
- Workplan Allocation	21 293	13 790	2 295	1 262	1 892	473	1 581
- Expenditure (delivered/unliquidated)	9 882	6 527	1 040	546	828	223	718
- Rate of expenditure (%)	46,4%	47,3%	45,3%	43,3%	43,8%	47,0%	45,4%
III Social and human sciences							
- Workplan Allocation	9 982	5 156	1 490	1 085	889	424	939
- Expenditure (delivered/unliquidated)	4 321	2 564	634	265	359	162	336
- Rate of expenditure (%)	43,3%	49,7%	42,6%	24,5%	40,4%	38,2%	35,8%
IV Culture							
- Workplan Allocation	17 980	9 768	2 547	1 332	2 275	499	1 559
- Expenditure (delivered/unliquidated)	8 700	4 836	1 032	479	1 260	297	796
- Rate of expenditure (%)	48,4%	49,5%	40,5%	36,0%	55,4%	59,5%	51,1%
V Communication and information							
- Workplan Allocation	13 548	5 737	2 664	1 058	2 095	253	1 742
- Expenditure (delivered/unliquidated)	6 027	2 384	1 340	379	853	118	953
- Rate of expenditure (%)	44,5%	41,6%	50,3%	35,9%	40,7%	46,6%	54,7%
UNESCO Institute for Statistics							
- Workplan Allocation	9 129	-	-	-	-	9 129	-
- Expenditure (delivered/unliquidated)	4 564	-	-	-	-	4 564	-
- Rate of expenditure (%)	50,0%	-	-	-	-	50,0%	-
Total, Part II.A							
- Workplan Allocation	128 217	59 264	22 943	8 349	14 769	11 037	11 856
- Expenditure (delivered/unliquidated)	57 252	27 005	9 476	3 017	6 502	5 486	5 766
- Rate of expenditure (%)	44,7%	45,6%	41,3%	36,1%	44,0%	49,7%	48,6%
B. Programme Related Services							
1. Coordination of action to benefit Africa							
- Workplan Allocation	1 044	784	260	-	-	-	-
- Expenditure (delivered/unliquidated)	487	374	113	-	-	-	-
- Rate of expenditure (%)	46,7%	47,8%	43,4%	-	-	-	-
2. Public Information							
- Workplan Allocation	2 255	2 195	-	-	20	40	-
- Expenditure (delivered/unliquidated)	1 234	1 201	-	-	10	23	-
- Rate of expenditure (%)	54,7%	54,7%	-	-	49,2%	58,1%	-
3. Strategic planning and programme monitoring							
- Workplan Allocation	2 536	2 094	137	89	126	47	44
- Expenditure (delivered/unliquidated)	1 308	1 006	93	46	89	42	32
- Rate of expenditure (%)	51,6%	48,1%	67,9%	51,1%	71,1%	89,2%	72,2%
4. Budget preparation and monitoring							
- Workplan Allocation	508	508	-	-	-	-	-
- Expenditure (delivered/unliquidated)	65	65	-	-	-	-	-
- Rate of expenditure (%)	12,7%	12,7%	-	-	-	-	-
Total, Part II.B							
- Workplan Allocation	6 343	5 580	397	89	146	87	44
- Expenditure (delivered/unliquidated)	3 093	2 646	206	46	99	65	32
- Rate of expenditure (%)	48,8%	47,4%	51,8%	51,1%	68,0%	74,9%	72,2%
C. Participation Programme and Fellowships							
1. Participation Programme							
- Workplan Allocation	19 050	19 050	-	-	-	-	-
- Expenditure (delivered/unliquidated)	10 282	10 282	-	-	-	-	-
- Rate of expenditure (%)	54,0%	54,0%	-	-	-	-	-
2. Fellowships programme							
- Workplan Allocation	1 166	1 166	-	-	-	-	-
- Expenditure (delivered/unliquidated)	718	718	-	-	-	-	-
- Rate of expenditure (%)	61,6%	61,6%	-	-	-	-	-
Total, Part II.C							
- Workplan Allocation	20 216	20 216	-	-	-	-	-
- Expenditure (delivered/unliquidated)	11 000	11 000	-	-	-	-	-
- Rate of expenditure (%)	54,4%	54,4%	-	-	-	-	-
TOTAL, PART II							
- Workplan Allocation	154 776	85 059	23 341	8 438	14 915	11 124	11 899
- Expenditure (delivered/unliquidated)	71 345	40 651	9 682	3 062	6 601	5 551	5 798
- Rate of expenditure (%)	46,1%	47,8%	41,5%	36,3%	44,3%	49,9%	48,7%

TABLE 3
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION

Regular budget (Activity costs only)

1 January 2010 to 31 December 2010
(in thousands of US dollars)

Principal Appropriation Line	Total Programme Resources (HQ and Field)	Headquarters	Africa	Arab States	Asia and Pacific	Europe and North America	Latin America and the Caribbean
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION							
A. External relations and cooperation							
- Workplan Allocation	2 685	2 685	-	-	-	-	-
- Expenditure (delivered/unliquidated)	1 455	1 455	-	-	-	-	-
- Rate of expenditure (%)	54,2%	54,2%	-	-	-	-	-
B. Field management and coordination							
- Workplan Allocation	20 829	2 296	6 304	2 428	5 233	890	3 678
- Expenditure (delivered/unliquidated)	9 583	362	2 971	1 264	2 697	378	1 911
- Rate of expenditure (%)	46,0%	15,8%	47,1%	52,1%	51,5%	42,5%	52,0%
C. Human resources management							
- Workplan Allocation	16 021	15 468	125	72	202	41	115
- Expenditure (delivered/unliquidated)	8 875	8 668	28	32	84	13	51
- Rate of expenditure (%)	55,4%	56,0%	22,3%	44,3%	41,6%	32,5%	44,3%
D. Accounting, treasury management and financial control							
- Workplan Allocation	1 429	1 429	-	-	-	-	-
- Expenditure (delivered/unliquidated)	673	673	-	-	-	-	-
- Rate of expenditure (%)	47,1%	47,1%	-	-	-	-	-
E. Administration							
- Workplan Allocation	38 341	38 341	-	-	-	-	-
- Expenditure (delivered/unliquidated)	18 231	18 231	-	-	-	-	-
- Rate of expenditure (%)	47,5%	47,5%	-	-	-	-	-
TOTAL, PART III							
- Workplan Allocation	79 305	60 219	6 428	2 499	5 435	931	3 793
- Expenditure (delivered/unliquidated)	38 816	29 388	2 999	1 295	2 781	391	1 962
- Rate of expenditure (%)	48,9%	48,8%	46,7%	51,8%	51,2%	42,0%	51,7%
TOTAL (Part I - Part III)							
- Workplan Allocation	257 916	164 221	31 268	12 087	21 708	12 259	16 372
- Expenditure (delivered/unliquidated)	119 001	75 861	13 667	5 024	10 187	6 048	8 215
- Rate of expenditure (%)	46,1%	46,2%	43,7%	41,6%	46,9%	49,3%	50,2%

TABLE 4
**EXPENDITURES UNDER TEMPORARY ASSISTANCE,
MISSION TRAVEL AND CONTRACTUAL SERVICES**

Regular budget (excluding staff costs)

(as at 31 December 2010)

Pursuant to Executive Board Decision 166 EX/Decision 3.1.1, **Table 4** provides amounts corresponding to three types of expenditure, namely: **temporary assistance, mission travel and contractual services**.

This table shows the 35 C/5 Approved Regular Budget allocations (indicative budget) for these items of expenditure by principal appropriation line and the corresponding expenditures as at 31 December 2010. It should be noted that:

- the budget breakdown is provided on the basis of the \$653 million budget, whereas the expenditure figures may also take into account additional funds made available from donations received and transfers between appropriation lines;
- temporary assistance is broken down into two categories: “temporary assistance and supernumeraries” and “consultants” financed by activity costs;
- mission travel is also broken down into two categories: delegates’ travel (participants’ travel and travel of the Executive Board Members under the line Governing Bodies) and staff mission travel. For each of these categories, the indicative budget and expenditures are shown for comparison;
- contractual services include research and author’s contracts, external translation contracts, printing and publication contracts, and contracts for the organization of meetings or training seminars, evaluation studies and auditor fees.

It should further be noted that given that the elaboration of the C/5 always takes place one to two years prior to actual programme implementation, the breakdown of budget figures by “object-of-expenditure” is clearly indicative. Moreover, as results-based management places more emphasis on achieving expected results rather than on modalities of implementation, deviations from the indicative envelopes are of little importance.

Measuring programme implementation by the expenditure rate of a specific object-of-expenditure item is deemed insignificant in general as expenditures at this level of detail are not incurred in a linear manner during the biennium. Therefore, Table 4 is presented showing the percentage weight of each budget line within the total budget of the object-of-expenditure rather than expenditure rates to provide a clearer perception of the actual budgetary impact under each object-of-expenditure.

Comments:

Expenditures show an upward trend in temporary assistance compensated by a downward trend in contractual services, notably for Part II.A. This shift is caused, to a great extent, by changes set forth by HRM on contractual modalities for consultants and individual contractors (Administrative Circular 2313), whereby fee contracts for individuals are now accounted under “temporary assistance” instead of “contractual services” as was the case during the planning phase of the 35 C/5.

Over-expenditures reflected under strategic planning and programme monitoring (BSP) are attributed to the increase in allocation not reflected in the indicative envelope. Additional funds of some \$840K were transferred under BSP’s responsibility (equivalent to 1% of the total activities budget of the five Major Programmes) earmarked for the Organization’s participation in the Delivering as One United Nations reform country-level exercises which are mostly implemented through travel and temporary assistance.

TABLE 4
Expenditures under Temporary Assistance, Mission Travel, and Contractual Services
Regular Budget (Activity costs only)
1 January 2010 to 31 December 2010
(in thousands of US dollars)

Appropriation Line	Temporary Assistance						Contractual Services				Travel								
	Indicative Envelope 35 C/5	% weight of total Envelope	Temporary Supernumeraries	Consultants	Total Expenditure	% weight of total Expenditure	Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight of total Expenditure	Delegates' travel				Staff travel				
											Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight of total Expenditure	Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight of total Expenditure	
	\$	%	\$	\$	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%	\$	%	
PART I GENERAL POLICY AND DIRECTION																			
A. Governing Bodies																			
1. General Conference	3 026	10,2%	43	-	43	0,3%	564	1,1%	245	1,3%	120	0,8%	29	0,5%	3	0,0%	15	0,2%	
2. Executive Board	3 604	12,1%	1 416	2	1 418	8,9%	260	0,5%	152	0,8%	1 777	11,5%	774	12,5%	-	0,0%	-	0,0%	
Total Part I A	6 630	22,3%	1 458	2	1 460	9,2%	824	1,6%	397	2,1%	1 897	12,2%	803	12,9%	3	0,0%	15	0,2%	
B. Direction																			
3. Directorate	90	0,3%	3	14	17	0,1%	10	0,0%	22	0,1%	-	0,0%	1	0,0%	112	0,7%	137	1,7%	
4. Office of the Director-General	92	0,3%	7	6	13	0,1%	15	0,0%	30	0,2%	23	0,1%	8	0,1%	80	0,5%	99	1,2%	
5. Internal oversight	73	0,2%	6	45	51	0,3%	463	0,9%	112	0,6%	59	0,4%	-	0,0%	333	2,0%	117	1,5%	
6. International standards and legal affairs	42	0,1%	-	-	-	0,0%	5	0,0%	14	0,1%	-	0,0%	-	0,0%	20	0,1%	11	0,1%	
7. Ethics Programme	20	0,1%	3	17	20	0,1%	73	0,1%	0	0,0%	-	0,0%	-	0,0%	20	0,1%	5	0,1%	
Total Part I B	317	1,1%	19	82	102	0,6%	566	1,1%	178	0,9%	82	0,5%	9	0,1%	565	3,4%	369	4,6%	
C. Participation in the Joint Machinery of the United Nations System	-	0,0%	272	1	273	1,7%	2 000	3,9%	190	1,0%	-	0,0%	1	0,0%	50	0,3%	17	0,2%	
TOTAL, PART I	6 947	23,4%	1 750	86	1 835	11,5%	3 390	6,5%	765	4,1%	1 979	12,8%	814	13,1%	618	3,7%	401	5,0%	
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES																			
A. Programmes																			
I Education	4 921	16,6%	1 454	2 292	3 746	23,5%	17 958	34,6%	4 590	24,4%	4 921	31,7%	1 601	25,8%	5 315	32,2%	2 188	27,2%	
II Natural sciences	2 688	9,0%	457	1 301	1 757	11,0%	8 322	16,1%	3 077	16,4%	2 564	16,5%	1 469	23,6%	2 180	13,2%	1 187	14,8%	
III Social and human sciences	394	1,3%	259	486	745	4,7%	3 623	7,0%	1 098	5,8%	2 193	14,1%	792	12,8%	1 048	6,3%	612	7,6%	
IV Culture	3 770	12,7%	1 180	996	2 176	13,7%	6 121	11,8%	2 786	14,8%	1 806	11,7%	682	11,0%	2 015	12,2%	789	9,8%	
V Communication and information	1 442	4,9%	391	514	905	5,7%	4 365	8,4%	2 695	14,3%	1 049	6,8%	486	7,8%	1 442	8,7%	595	7,4%	
UNESCO Institute for Statistics	-	0,0%	-	-	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	
Field - Management of decentralized programmes	-	0,0%	-	-	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	
Total, Part II A	13 216	44,5%	3 741	5 589	9 330	58,6%	40 389	77,9%	14 246	75,8%	12 532	80,9%	5 030	81,0%	12 000	72,7%	5 372	66,9%	
B. Programme related services																			
1. Coordination and monitoring of action to benefit Africa	320	1,1%	56	47	103	0,6%	99	0,2%	36	0,2%	39	0,3%	19	0,3%	159	1,0%	159	2,0%	
2. Public information	223	0,8%	61	139	200	1,3%	1 151	2,2%	486	2,6%	4	0,0%	17	0,3%	135	0,8%	66	0,8%	
3. Strategic planning and programme monitoring	246	0,8%	322	232	555	3,5%	416	0,8%	89	0,5%	44	0,3%	144	2,3%	370	2,2%	346	4,3%	
4. Budget preparation and monitoring	7	0,0%	-	-	-	0,0%	384	0,7%	5	0,0%	-	0,0%	-	0,0%	45	0,3%	19	0,2%	
Total, Part II B	797	2,7%	440	419	858	5,4%	2 050	4,0%	617	3,3%	87	0,6%	180	2,9%	708	4,3%	592	7,4%	
C. Participation Programme																			
1. Participation Programme	10	0,0%	3	9	11	0,1%	9	0,0%	72	0,4%	-	0,0%	4	0,1%	13	0,1%	8	0,1%	
2. Fellowships programme	-	0,0%	-	-	-	0,0%	6	0,0%	1	0,0%	-	0,0%	-	0,0%	7	0,0%	-	0,0%	
Total, Part II C	10	0,0%	3	9	11	0,1%	15	0,0%	74	0,4%	-	0,0%	4	0,1%	20	0,1%	8	0,1%	
TOTAL, PART II	14 022	47,2%	4 183	6 016	10 200	64,1%	42 454	81,9%	14 936	79,5%	12 620	81,4%	5 214	83,9%	12 728	77,1%	5 971	74,3%	
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION																			
A. External relations and cooperation																			
B. Field management and coordination	292	1,0%	69	29	98	0,6%	1 032	2,0%	770	4,1%	680	4,4%	125	2,0%	501	3,0%	234	2,9%	
C. Human resources management *	4 717	15,9%	1 900	143	2 043	12,8%	516	1,0%	267	1,4%	-	0,0%	27	0,4%	2 118	12,8%	634	7,9%	
D. Accounting, treasury management and financial control	1 458	4,9%	179	1 194	1 374	8,6%	2 652	5,1%	806	4,3%	109	0,7%	23	0,4%	193	1,2%	697	8,7%	
E. Administration	19	0,1%	4	-	4	0,0%	123	0,2%	100	0,5%	-	0,0%	-	0,0%	151	0,9%	24	0,3%	
Total, Part III	2 273	7,6%	354	11	365	2,3%	1 670	3,2%	1 148	6,1%	112	0,7%	9	0,1%	207	1,3%	71	0,9%	
TOTAL, PARTS I - III	8 759	29,5%	2 505	1 378	3 883	24,4%	5 992	11,6%	3 091	16,4%	902	5,8%	184	3,0%	3 169	19,2%	1 659	20,7%	
Reserve for reclassifications/Merit-based promotions	29 728	100,0%	8 438	7 480	15 918	100,0%	51 836	100,0%	18 792	100,0%	15 501	100,0%	6 212	100,0%	16 514	100,0%	8 031	100,0%	
PART IV ANTICIPATED COST INCREASES	-		-	-	-		-		-		-		-		-		-		
TOTAL, PARTS I - IV	29 728	100,0%	8 438	7 480	15 918	100,0%	51 836	100,0%	18 792	100,0%	15 501	100,0%	6 212	100,0%	16 514	100,0%	8 031	100,0%	

* Under HRM, the majority of the expenditure relates to training budget decentralized to Sectors, Bureaux and Field Offices.

TABLE 5
PARTICIPATION PROGRAMME IMPLEMENTATION BY REGION
(as at 31 December 2010)

Table 5 shows the implementation of the Participation Programme (PP) by region as well as the implementation of funds provided for international NGOs and emergency assistance requests. Expenditure figures provided are as at 31 December 2010.

Comments:

For the 2010-2011 biennium, 1,489 Participation Programme (PP) requests were received for a total value of \$38,048,908. Of this amount, 559 Participation Programme requests, worth \$11,992,575, were approved by the Director-General (excluding emergency assistance). As for emergency assistance, 20 requests, amounting to \$893,311, were approved by the Director-General.

The overall expenditure rate of the allotted funds for participation programmes, NGOs and emergency assistance was **54%** as at 31 December 2010.

TABLE 5
PARTICIPATION PROGRAMME IMPLEMENTATION BY REGION
Regular budget (activity costs only)
1 January 2010 to 31 December 2010
(in thousands of US dollars)

Region	Allotments issued	Expenditure	Rate of expenditure
	\$	\$	%
Africa	3,851	3,074	79.8%
Asia and the Pacific	2,893	2,261	78.2%
Arab States	475	436	91.8%
Europe 1 (Western Europe, USA, Canada)	502	342	68.1%
Europe 2 (Eastern and Central Europe)	1,468	1,286	87.6%
Latin America and the Caribbean	2,131	1,526	71.6%
International non-governmental organizations	672	483	71.9%
Emergency Assistance Programme	893	848	94.9%
Subtotal	12,886	10,255	79.6%
Non-allotted balance	6,114	–	0.0%
Running costs – Participation Programme	50	27	53.5%
TOTAL	19,050	10,282	54.0%

ANALYSIS OF EXTRABUDGETARY RESOURCES

In general, extrabudgetary resources finance multi-year projects. This analysis presents the situation of allocations and expenditures for extrabudgetary resources on an annual basis in line with the actual management cycle of these resources.

CHART 1

Extrabudgetary operational programmes by funding source and by major programme

Allocations as at 31 December 2010

Total: \$438 million

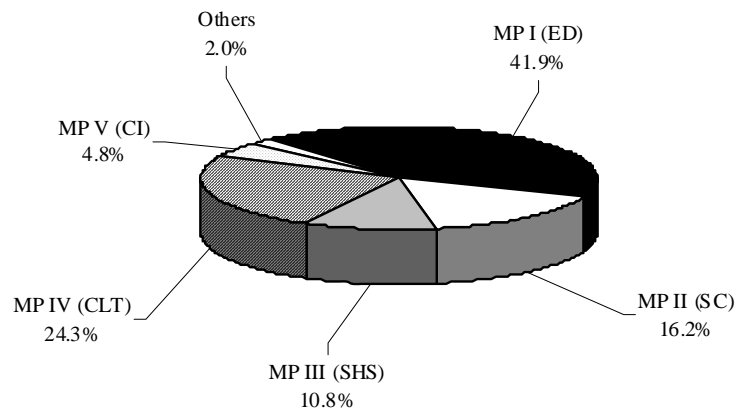
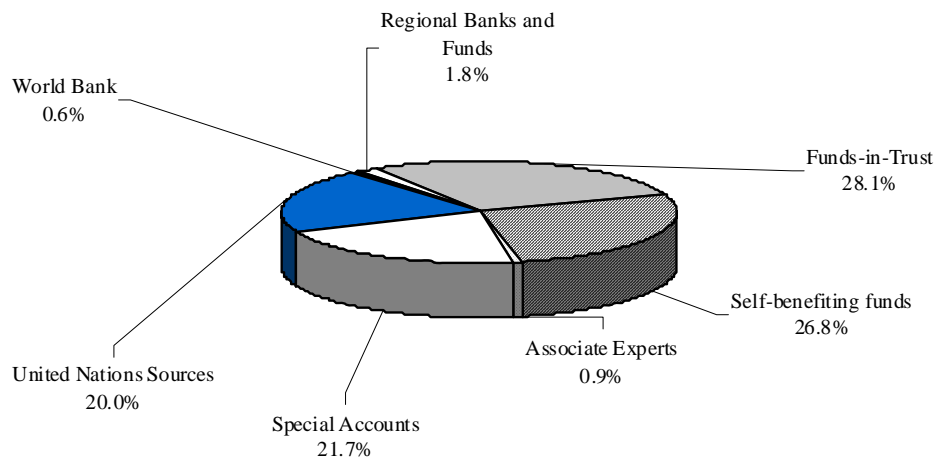


Chart 1 above contains two diagrams which show respectively the allocations as at 31 December 2010 by funding source and by major programme.

- In terms of funding source, the funds-in-trust represents the largest part of the extrabudgetary funds with 28.1% of the total allocations, followed by self-benefiting funds-in-trust and special accounts with 26.8% and 21.7% respectively.
- As in previous years, the Education Sector is the principal beneficiary of extrabudgetary programmes, with 41.9% of the total allocations (i.e. \$183.7 million out of \$438 million).

CHART 2

Extrabudgetary operational programme: disbursements

as at 31 December 2010

(in millions of US dollars)

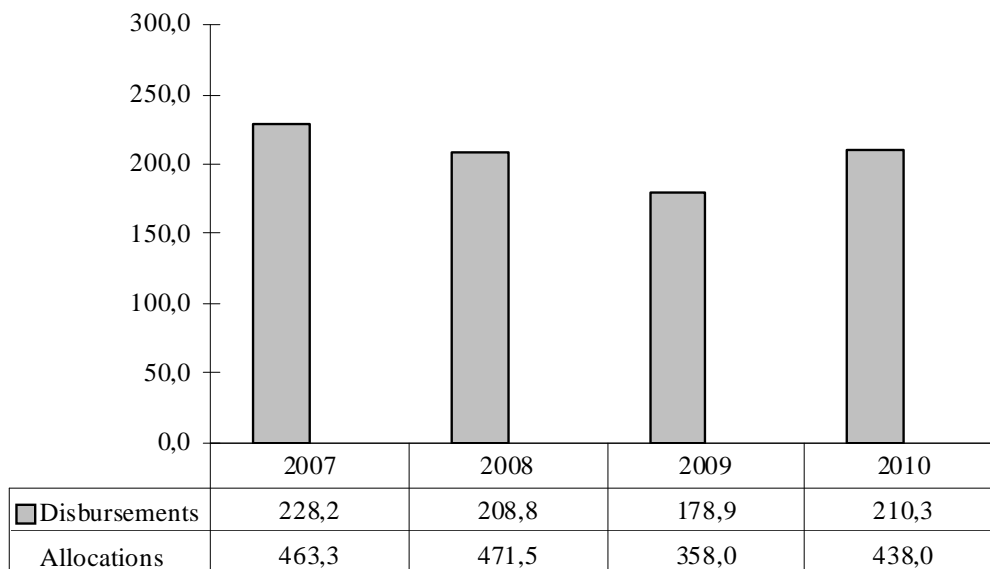


Chart 2 above presents allocation and disbursement trends over the last four years on the basis of the situation as at 31 December of each year. Compared with 2009, total allocations as of 31 December 2010 have increased by 22.3%. Total disbursements also followed this trend, with an increase of 17.6% vis-à-vis December 2009 figures. As already stipulated in Table 1, measuring the implementation of extrabudgetary projects by an expenditure rate (i.e. expenditure divided by allocation) would not give a true status of the projects, as the expenditure rates will vary depending on whether or not the level of allocation was minutely managed and adjusted during the course of the year to align with the actual progress of each project. Therefore expenditure rates are not shown in the chart above.

Similarly, Tables 6-10 below, which follow the format adopted in the annual status report on extrabudgetary projects, place more focus on the trends of “**disbursements**” instead of “expenditure rate”. As per current methodology, total expenses (disbursements plus undelivered orders) are not compared over a series of different years, as this would imply double-counting of the “undelivered orders”. By focusing on the “disbursements” only, the analysis provides more consistent and correct pictures of the evolution that the extrabudgetary projects have undergone over the years.

Table 6 presents detailed information on the situation of extrabudgetary resources by funding source.

- Disbursements for projects funded by United Nations sources as at 31 December 2010 stood at \$43.1 million (or 20.5% of total disbursements). A substantial increase of some \$13.1 million (or 43.7%) was recorded as compared to December 2009. This is attributed to the mainly Spanish MDG Fund and “Delivering as One” scheme, which increased by \$7.2 million and \$5.4 million respectively.
- Under the funds-in-trust (excluding self-benefiting funds-in-trust), a total of \$57.6 million (or 27.4% of total expenditure) was disbursed. This represents a decrease by \$5.8 million or 9.2% in comparison with the same period in 2009. Japan and Italy remain the largest donors for projects under this funding arrangement.
- Self-benefiting funds-in-trust continue to represent a substantial component of extrabudgetary resources. The majority of this category owes to the projects financed by Brazil. Disbursements under Brazilian self-benefiting funds-in-trust projects of \$50.9 million (or 24.2% of the total expenditure) represent an increase by \$12.2 million as compared to December 2009.

Table 7 shows extrabudgetary disbursements by source of funds together with the benefiting regions. As in the past, the Latin America and the Caribbean region is the main beneficiary of extrabudgetary resources due to the large scale of UNESCO’s cooperation with Brazil. If self-benefiting operations funded by Brazil (\$50.9 million) are not taken into account in the comparison, the LAC region will be at similar level as Arab region, with the disbursement of some \$23.8 million. The Africa region shows the largest disbursement for 2010, when Brazil self-financing projects are not included.

Table 8 presents the situation of allocation and expenditure by Sector. The Education Sector remains the major beneficiary from extrabudgetary resources in terms of both allocation and expenditure, followed by the Culture Sector.

Table 9 recapitulates the global situation of extrabudgetary resources broken down by donor including information on contributions received by institutes totalling some \$72.3 million, as well as the funds for Associate Expert programme.

Table 10 presents the funds managed by institutes. Detailed information on contributions broken down by donor, including financial contributions from UNESCO, is given for each institute. Italy is the largest contributor with \$26.7 million due to ICTP, followed by The Netherlands with \$19 million.

TABLE 6
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE
1 January 2010 to 31 December 2010
(in thousands of US dollars)

SOURCE OF FUNDS	Disbursements 31/12/2008	Disbursements 31/12/2009	Allocation 31/12/2010			Expenses 31/12/2010		
			Carry Forward from 2009	Allocation 2010	Total	Disbursements 31/12/2010	Unliquidated obligations 31/12/2010	Total
UNITED NATIONS SOURCES								
Delivering as One	109	380	4 841	8 033	12 874	5 744	2 255	7 999
Spain MDG/F	376	5 366	9 149	18 153	27 302	12 566	4 254	16 820
UNDG	9 082	8 448	3 267	16 338	19 605	8 336	2 554	10 890
WHO/UNAIDS	4 675	6 221	1 203	9 720	10 923	7 063	1 599	8 662
Others	7 157	9 584	5 160	11 904	17 064	9 398	1 386	10 784
Sub-total United Nations Sources	21 399	29 999	23 619	64 149	87 768	43 107	12 048	55 155
OTHER PROGRAMMES								
Regional Development Banks	2 557	3 466	1 457	6 556	8 013	4 730	668	5 398
World Bank	1 676	1 301	259	2 578	2 837	1 295	102	1 397
Donated Funds-in-Trust								
European Commission	2 486	4 011	2 531	9 383	11 914	5 856	1 606	7 462
Flanders	1 612	2 561	874	3 310	4 184	2 504	641	3 145
France	1 336	1 691	725	4 779	5 504	1 357	328	1 685
Italy	13 377	13 502	7 699	7 569	15 268	9 584	1 334	10 918
Japan	11 419	14 684	6 006	22 807	28 813	10 860	3 893	14 753
Norway	3 470	3 299	1 301	3 291	4 592	2 553	664	3 217
Private Funds	5 638	5 812	2 665	6 224	8 889	5 504	1 190	6 694
Qatar Foundation	532	689	727	7 047	7 774	2 270	687	2 957
Saudi Arabia	1 467	1 295	949	708	1 657	1 078	48	1 126
Spain	4 088	4 364	3 162	7 128	10 290	3 972	780	4 752
Sweden	1 589	2 032	1 886	1 277	3 163	2 028	317	2 345
USA	1 763	2 002	496	3 085	3 581	1 571	108	1 679
Others	5 118	7 449	4 652	12 963	17 615	8 418	2 260	10 678
Self-benefiting Funds-in-Trust								
Brazil	79 171	38 751	17 596	85 142	102 738	50 948	18 645	69 593
Iraq	348	697	8	6 854	6 862	2 194	2 236	4 430
Libya	1 521	689	7 380	-3 786	3 594	505	83	588
Others	2 072	2 099	1 136	3 108	4 244	2 410	324	2 734
Associate Experts, Special Accounts and Voluntary Contributions	46 126	38 206	23 548	75 192	98 740	47 551	15 225	62 776
Sub-total other programmes	187 366	148 600	85 057	265 215	350 272	167 188	51 139	218 327
Total	208 765	178 599	108 676	329 364	438 040	210 295	63 187	273 482

TABLE 7
EXECUTION (DISBURSEMENT) OF EXTRABUDGETARY PROGRAMMES BY DONOR AND BY REGION

1 January 2010 to 31 December 2010

(in thousands of US dollars)

SOURCE OF FUNDS	Total disbursement	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global
UNITED NATIONS SOURCES							
Delivering as One	5 744	3 007	-	2 448	-	289	-
Spain MDG/F	12 566	3 157	2 121	1 785	1 367	4 109	27
UNDG	8 336	-	8 336	-	-	-	-
UNFIP	1 452	842	-	190	-	30	390
WHO/UNAIDS	7 063	2 043	95	1 076	352	968	2 529
Others	7 946	2 656	599	1 882	274	1 521	1 014
Sub-total United Nations Sources	43 107	11 705	11 151	7 381	1 993	6 917	3 960
OTHER PROGRAMMES							
Regional Development Banks	4 730	2 474	3	43	-	2 210	-
World Bank	1 295	356	-	-	-	-	939
Donated Funds-in-Trust							
European Commission	5 856	1 916	1 587	-	88	922	1 343
Flanders	2 504	1 164	38	4	59	382	857
France	1 357	1 082	-	13	-	-	262
Italy	9 584	3 426	205	573	726	341	4 313
Japan	10 860	1 308	338	6 772	129	414	1 899
Norway	2 553	120	935	704	5	221	568
Private Funds	5 504	899	311	1 384	843	383	1 684
Qatar Foundation	2 270	-	2 126	-	-	-	144
Saudi Arabia	1 078	-	400	447	-	-	231
Spain	3 972	684	-	569	533	549	1 637
Sweden	2 028	1 433	-	208	-	-	387
USA	1 571	-	-	904	-	23	644
Others	8 418	1 773	1 176	2 040	97	420	2 912
Self-benefiting Funds-in-Trust							
Brazil	50 948	-	-	-	-	50 948	-
Iraq	2 194	-	2 194	-	-	-	-
Libya	505	-	505	-	-	-	-
Others	2 410	227	48	57	845	1 102	131
Associate Experts, Special Accounts and Voluntary Contributions	47 551	1 314	2 972	1 256	4 074	9 874	28 061
Sub-total other programmes	167 188	18 176	12 838	14 974	7 399	67 789	46 012
Total	210 295	29 881	23 989	22 355	9 392	74 706	49 972

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2010 to 31 December 2010
(in thousands of US dollars)

Sector	Disbursements 31/12/2008	Disbursements 31/12/2009	Allocation 31/12/2010			Expenses 31/12/2010		
			Carry Forward from 2009	Allocation 2010	Total	Disbursements 31/12/2010	Unliquidated obligations 31/12/2010	Total
ED*	88 761	68 025	45 063	139 178	184 241	84 599	24 066	108 665
SC	36 528	34 138	18 755	52 174	70 929	38 598	9 813	48 411
SHS	26 761	20 284	6 489	40 275	46 764	26 726	8 540	35 266
CLT	37 245	41 300	24 280	82 306	106 586	45 924	18 405	64 329
CI	13 289	8 467	11 203	9 737	20 940	9 084	2 130	11 214
Others	6 181	6 385	2 887	5 693	8 580	5 364	233	5 597
TOTAL	208 765	178 599	108 676	329 364	438 040	210 295	63 187	273 482

* The ED figures in this table include UIS which is reflected separately in Table 1.

TABLE 9
EXTRABUDGETARY RESOURCES MANAGED BY UNESCO AND ITS INSTITUTES BROKEN DOWN BY DONOR*
1 January 2010 to 31 December 2010
(in thousands of US dollars)

SOURCE OF FUNDS	Total resources	UNESCO Funds excluding Associate Experts and Institutes	Associate Experts	Contributions received by Institutes
UNITED NATIONS SOURCES				
CERF	1 271	1 271	-	-
Delivering as one	12 874	12 874	-	-
Peace Building Fund	1 872	1 872	-	-
Spain MDGF	27 303	27 303	-	-
UN Joint Programming	3 113	3 113	-	-
UNEP	990	990	-	-
UNDG	19 605	19 605	-	-
UNDP	1 462	1 404	-	58
UNFIP	2 549	2 549	-	-
WHO/UNAIDS	10 923	10 923	-	-
Others	10 247	5 865	-	4 382
Total United Nations Sources	92 209	87 769	-	4 440
OTHER PROGRAMMES				
Regional Development Banks	8 013	8 013	-	-
World Bank	4 744	2 837	-	1 907
Donated Funds-in-Trust				
Australia	2 038	2 038	-	-
Belgium	1 915	1 869	46	-
Canada	3 558	32	-	3 526
European Commission	11 914	11 914	-	-
Flanders	4 183	4 183	-	-
France	5 902	5 503	64	335
Germany	2 651	1 927	574	150
Italy	42 641	15 268	699	26 674
Japan	29 665	28 814	851	-
Korea	2 742	2 554	188	-
Norway	8 432	4 591	63	3 778
Private Funds	8 889	8 889	-	-
Qatar Foundation	7 773	7 773	-	-
Saudi Arabia	1 685	1 657	-	28
Spain	11 143	10 290	518	335
Sweden	4 787	3 163	176	1 448
Switzerland	2 143	765	95	1 283
The Netherlands	20 354	1 368	-	18 986
USA	3 631	3 581	-	50
Others	17 073	7 065	624	9 384
Self-benefiting Funds-in-Trust				
Brazil	102 738	102 738	-	-
Others	14 700	14 700	-	-
Special Accounts and Voluntary Contributions	94 841	94 841	-	-
Total Other Programmes	418 155	346 373	3 898	67 884
Total	510 364	434 142	3 898	72 324

*Contributions to Special Accounts (Multi-donor projects) are not broken down by donor.

**It should be noted that with regard to the Belmont Plan, UNESCO is benefiting from an interest free loan as the interest is paid by France. Between January 2010 and December 2010, this interest paid by France amounts to \$ 1 928,060.24 USD but this is not reflected in the table.

TABLE 10
BREAKDOWN OF FUNDS MANAGED BY UNESCO INSTITUTES
(including contribution from UNESCO)

1 January 2010 to 31 December 2010
(in thousands of US dollars)

Source of Funds	Total	IBE	IESALC	IICBA	IITE	IHE	ICTP	IIEP	UIS	UIL	UNEVOC	TWAS
Funds received from UNESCO												
Regular Programme - Financial Allocation	27 644	4 800	2 000	2 500	900	-	1 015	5 300	9 129	2 000	-	-
Extrabudgetary Decentralized Projects	17 414	264	96	25	-	-	1 159	476	578	75	1 651	13 090
Regular Programme - Decentralized Activities	1 412	11	67	13	10	-	60	-	41	15	1 196	-
Subtotal	46 470	5 075	2 163	2 538	910	-	2 234	5 776	9 748	2 090	2 847	13 090
Other Sources of funding												
UN Agencies												
IAEA	3 664	-	-	-	-	-	3 664	-	-	-	-	-
ITU	27	-	-	-	-	-	27	-	-	-	-	-
UNICEF	690	10	-	-	-	-	-	680	-	-	-	-
UNDP	58	2	-	-	-	-	-	56	-	-	-	-
Banks and Regional funds												
World Bank	1 907	-	-	-	-	-	-	107	1 800	-	-	-
Governments												
Argentina	1 670	-	-	-	-	-	-	1 670	-	-	-	-
Canada	3 526	-	-	-	-	-	-	-	3 526	-	-	-
Ecuador	205	-	-	-	-	-	-	205	-	-	-	-
European Commission	-	-	-	-	-	-	-	-	-	-	-	-
France	335	-	-	-	-	-	-	335	-	-	-	-
Germany	350	200	-	-	-	-	-	66	-	84	-	-
Guyana	4	4	-	-	-	-	-	-	-	-	-	-
India	10	-	-	-	-	-	-	10	-	-	-	-
Iran	32	-	-	-	-	-	32	-	-	-	-	-
Israel	26	26	-	-	-	-	-	-	-	-	-	-
Italy	26 674	-	-	-	-	-	26 674	-	-	-	-	-
Norway	3 778	-	-	-	-	-	-	2 605	670	503	-	-
Paraguay	94	-	-	-	-	-	-	94	-	-	-	-
Saudi Arabia	28	-	-	-	-	-	-	28	-	-	-	-
Sweden	2 099	651	-	-	-	-	-	953	-	495	-	-
Switzerland	631	-	-	-	-	-	-	338	-	293	-	-
The Netherlands	18 986	-	-	-	-	14 601	-	2 885	1 500	-	-	-
Uruguay	35	-	-	-	-	-	-	35	-	-	-	-
Others	7 494	91	314	-	74	-	2 117	4 058	523	317	-	-
Subtotal	72 323	984	314	-	74	14 601	32 514	14 125	8 019	1 692	-	-
Total	118 793	6 059	2 477	2 538	984	14 601	34 748	19 901	17 767	3 782	2 847	13 090

ANNEX II

**REPORT ON THE OPERATING COSTS INCURRED IN 2010
FOR THE EXECUTIVE BOARD**

The following information has been compiled in accordance with 166 EX/Decision 5.2, paragraph 12(b), which invites the Director-General “to report annually to the first session of the Executive Board on the operating costs of the Board during the previous year by item of expenditure” and 184 EX/Decision 17 paragraph 11, which further invites the Director-General “to include in her annual reports on the operating costs of the Executive Board during the previous year a detailed breakdown for each item of expenditure in a table similar to the one contained in document 174 EX/5”.

Therefore, a detailed breakdown for each item of expenditure for operating costs of the Executive Board is presented below for the year ended 31 December 2010.

OPERATING COSTS OF THE EXECUTIVE BOARD

Budget

At its 35th session, the General Conference approved a budget provision of \$6,127,600 for the Executive Board activities and operating costs for 2010-2011.

(in thousands of US Dollars)

	35 C/5 Approved		Expenditure 2010
	\$	%	\$
Travel by Members of the Board	1,778	29.0%	775
Interpretation, translation and documentation services	3,600	58.7%	1,960
Other costs relating to the functioning of the Board	751	12.3%	356
Total	6,128	100.0%	3,090

Expenditure incurred in 2010

<i>(in thousands of US Dollars)</i>		
Item of expenditure		\$
	A. Travel expenses and subsistence allowance of representatives	
	184th session: 37 (out of 58) representatives not residing in Paris; 185th session: 37 (out of 58) representatives not residing in Paris	
1	Representatives not residing in Paris – travel to sessions	249
2	Representatives not residing in Paris – subsistence allowance during sessions	465
3	Representatives residing in Paris – travel for consultations	18
4	Thematic debate (185th session of the Executive Board)	14
5	Group of Experts on Financial and Administrative Matters – travel expenses and subsistence allowance	30
Total A		775

	B. Other operating expenses (during and outside Board meetings)	
1	Representation allowance of the Chairperson (Rule 63 of the Rules of Procedure of the Executive Board)	30
2	Insurance of representatives (paragraph 4 of the Annex to the Rules of Procedure of the Executive Board)	7
3	Office expenses of 58 representatives (Rule 62 of the Rules of Procedure of the Executive Board)	3
4	Hospitality (water, tea, coffee during meetings of the Board)	49
5	Flowers during the sessions (reception counter of Room X, switchboard, lounge)	3
6	Temporary assistance (supernumerary personnel during and outside meetings of the Board (room clerks, sound technicians, furniture removers, etc.))	125
7	Contractual services (travel agency cost)	13
8	Overtime (GBS staff, Chair's driver, sound technicians, electricians, heating technicians, medical staff, etc.)	46
9	Telephone and fax communications	3
10	Postage (DHL, pouch and postal charges)	2
11	Photocopies (rental and maintenance of photocopy machines)	8
12	Maintenance of premises	1
13	Supplies and materials	7
14	Equipment and furniture	6
15	Rental of sound equipment for Room X (184th session of the Executive Board)	20
16	Partial renewal of the sound equipment of Room X	38
17	Other utilities	3
	Total B	356
	C. Language services and documentation	
1	Translation	1,044
2	Interpretation	677
3	Documents production and distribution	215
4	Documents planning and control	25
	Total C	1,960
	Total, 2010 expenditure (A + B + C)	3,090



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and eighty-sixth session

186 EX/4
Part II Corr.

PARIS, 6 May 2011
Original: English

Item 4 of the revised provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

PART II

Budget adjustments authorized within the Appropriation Resolution for 2010-2011

and

Management Chart for Programme Execution in 2010-2011 (35 C/5 approved)

Status as at 31 December 2010 (non-audited)

No. 47

CORRIGENDUM

Annex I to document 186 EX/4 Part II will read as follows:

ANNEX I

Revised Appropriation Table 2010-2011

Appropriation line	35 C/5 Approved	35 C/5 Approved as adjusted (18EX/Dec. 4)	I	II	II		III			35 C/5 Approved as Adjusted
			Donations received	Authorized transfers	Proposed transfers between appropriation lines		Proposed transfers from Part IV for staff costs and for goods and services			
					Transfers towards reinforcing priority programmes	Transfers induced by changes in organizational design	Proposed transfers from Part IV for staff costs	Proposed transfers from Part IV for activity costs	Total Proposed Transfers from Part IV	
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
PART I - GENERAL POLICY AND DIRECTION										
A. Governing bodies										
1. General Conference	5,481,200	5,481,200	-	-	-	-	16,000	74,000	90,000	5,571,200
2. Executive Board	7,824,200	7,824,200	-	-	-	-	26,800	415,400	442,200	8,266,400
Total Part I.A	13,305,400	13,305,400	-	-	-	-	42,800	489,400	532,200	13,837,600
B. Direction	20,356,100	21,372,800	-	-	169,000	-	275,500	-	275,500	21,817,300
<i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme, Gender Equality)</i>										
C. Participation in the Joint Machinery of the United Nations System	10,965,200	10,965,200	-	-	-	-	-	110,000	110,000	11,075,200
TOTAL, PART I	44,626,700	45,643,400	-	-	169,000	-	318,300	599,400	917,700	46,730,100
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES										
A. Programmes										
Major Programme I - Education	118,535,700	118,254,278	390,814	-	365,000	-	439,100	-	439,100	119,449,192
Major Programme II - Natural sciences	59,074,000	59,620,252	247,533	-	617,200	-	384,900	-	384,900	60,869,885
Major Programme III - Social and human sciences	29,654,100	29,676,068	288,688	-	-	-	213,000	-	213,000	30,177,756
Major Programme IV - Culture	53,749,700	54,176,925	351,324	-	-	-	394,300	-	394,300	54,922,549
Major Programme V - Communication and information	33,158,000	33,359,109	238,449	-	-	-	191,100	-	191,100	33,788,658
UNESCO Institute for Statistics	9,128,600	9,128,600	-	-	-	-	-	-	-	9,128,600
Field - Management of decentralized programmes	56,189,400	56,189,400	-	-	-	-	9,800	-	9,800	56,199,200
Total, Part II.A	359,489,500	360,404,632	1,516,808	-	982,200	-	1,632,200	-	1,632,200	364,535,840
B. Programme related services	4,676,300	4,676,300	-	-	201,000	-	49,000	-	49,000	4,926,300
1. Coordination and monitoring of action to benefit Africa	-	-	-	-	-	-	-	-	-	-
2. Public information (-ex)	13,671,800	13,671,800	111,083	60,000	(85,000)	(7,041,900)	-	-	-	6,715,983 (*)
3. External relations and public information	-	-	-	-	-	15,172,100	377,400	-	377,400	15,549,500
4. Strategic planning and programme monitoring	7,780,000	8,607,365	-	-	306,300	483,600	96,000	-	96,000	9,493,265
5. Budget planning and management (-ex)	4,839,900	4,839,900	-	-	(1,178,600)	(1,763,500)	-	-	-	1,897,800 (*)
Total, Part II.B	30,968,000	31,795,365	111,083	60,000	(756,300)	6,850,300	522,400	-	522,400	38,582,848
C. Participation Programme and Fellowships	19,980,200	19,980,200	-	-	-	-	13,100	-	13,100	19,993,300
1. Participation Programme	1,861,000	1,861,000	-	-	-	-	11,500	-	11,500	1,872,500
2. Fellowships Programme	-	-	-	-	-	-	-	-	-	-
Total, Part II.C	21,841,200	21,841,200	-	-	-	-	24,600	-	24,600	21,865,800
TOTAL PART II	412,298,700	414,041,197	1,627,891	60,000	225,900	6,850,300	2,179,200	-	2,179,200	424,984,488
PART III - SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION										
A. External relations and cooperation (-ex)	17,667,000	16,715,150	-	(60,000)	(27,300)	(8,247,600)	-	-	-	8,380,250 (*)
B. Field management and coordination	24,558,400	24,924,137	209,521	-	(27,300)	(401,100)	66,500	-	66,500	24,771,758
C. Human resources management	32,734,200	32,734,200	2,500	-	-	-	264,100	1,200,000	1,464,100	34,200,800
D. Accounting, treasury management and financial control (-ex)	10,536,800	10,536,800	-	-	(300,300)	(5,504,100)	-	-	-	4,732,400 (*)
E. Financial management	-	-	-	-	-	7,302,500	206,600	-	206,600	7,509,100
F. Administration	97,927,800	97,927,800	-	-	(40,000)	-	918,000	445,900	445,900	98,321,700
TOTAL, PART III	183,424,200	182,838,087	212,021	(60,000)	(394,900)	(6,850,300)	1,455,200	1,645,900	3,101,100	178,846,008
TOTAL, PARTS I - III	640,349,600	642,522,684	1,839,912	-	-	-	3,952,700	2,245,300	6,198,000	650,560,596
Reserve for reclassifications/merit-based promotions	2,000,000	2,000,000	-	-	-	-	-	-	-	2,000,000
PART IV - ANTICIPATED COST INCREASES	10,650,400	10,650,400	-	-	-	-	(3,952,700)	(2,245,300)	(6,198,000)	4,452,400
TOTAL APPROPRIATION	653,000,000	655,173,084	1,839,912	-	-	-	-	-	-	657,012,996

1 The appropriation for Major Programme I includes the financial allocations for the UNESCO education institutes.

2 The appropriation for Major Programme II includes the financial allocations for the UNESCO science institutes.

(*) 2010 expenditures only