



Kathmandu
Office

United Nations
Educational, Scientific and
Cultural Organization

Activity Report 2014- 2015



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*UNESCO Office in Kathmandu
Statement of mission and objectives*

Mission

UNESCO contributes to building peace, alleviating poverty, and fostering sustainable development and intercultural dialogue in Nepal through education, science, culture, communication and information. In the aftermath of the two major earthquakes that hit Nepal in 2015, UNESCO is particularly involved in the rehabilitation of cultural heritage and the country's education system.

Objectives

UNESCO works to attain quality Education for All, focusing on gender equality and adult literacy. Following the proclamation of a Federal State in September 2015, UNESCO is committed to helping the government to move Nepal's education system from a centralized to a decentralized one. A priority is now to assist the government in the restoration of cultural heritage severely damaged by the 2015 earthquakes, particularly the Kathmandu Valley World Heritage property. UNESCO strives to preserve the cultural and natural heritage of Nepal, promote the cultural diversity and intercultural dialogue, and empower people through the free flow of ideas and access to information and knowledge.

To achieve these objectives, UNESCO works closely with the Government of Nepal, actively participates in the work of the UN Country Team and cooperates with other development partners in the country.

1. Introduction

1. This Biannual Report summarizes the work and achievements accomplished in the field of education, culture, natural sciences and communication and information by the Office in 2014 and 2015 in response to the main development issues and challenges and in support of the implementation of the national priorities and strategies spelt out in United Nations Development Assistance Framework 2013-2017 for Nepal and the sustainable development goals.
2. The activities were implemented in line with the strategies and timeframe of the UNESCO Approved 37 C/5 Programme and Budget.
3. In the area of education, the Office's strategy consisted in supporting national efforts to reach the EFA goals within the framework of national policies and strategies. The main strategic element included providing technical expertise and capacity building opportunities focusing on literacy and non-formal education, EFA monitoring, inclusive quality basic education, ESD and gender equality.
4. In the area of culture, the Office's strategy focused on building national capacity to protect tangible and intangible heritage through effective implementation of the relevant Conventions. The activities specifically focused on protection and conservation of two cultural sites -the Kathmandu Valley and Lumbini, the birthplace of Lord Buddha; and two natural sites - Chitwan National Park and Sagarmatha national park.
5. Similarly, in the area of Communication and Information, the Office focused on promoting freedom of expression, safety of journalists and the right to information.

1.1 Main achievements

The main achievements in 2014 and 2015 were:

6. Improved Education Management Information System (EMIS) at Nepal's Department of Education in monitoring the progress and achievements contributing to Flash report I and II.
7. Successful completion of the project "Planning Effective Delivery of Education in a Future Federal State" contributing to capacity development activities for the Ministry of Education (MOE) officials, on education and federalism, and to the preparation of thematic monographs on key areas of School Sector Reform Plan (SSRP, 2009-2015), providing focus, options and models on education in a federal context.
8. NFE-MIS has been established in the NFE in order to regularly monitor the implementation of literacy and non-formal education related programmes which is complemented by literacy GIS mapping to inform evidence-based decision-making, planning and delivering of NFE.
9. A number of significant results have been achieved in Lumbini, the birthplace of Lord Buddha - including the conservation of its three most emblematic monuments, namely the Marker Stone, the Nativity Sculpture and the Ashoka Pillar; successful excavations within the Sacred Garden particularly within the Mayadevi Temple, revealing evidence of structures dating back to 6th century BCE; and an integrated management plan for Lumbini.

10. The Office in coordination with the DoA supported in protecting, safeguarding, relocating and inventorying heritage damaged by the 2015 Earthquake. The natural disaster affected about 2,900 heritage structures with cultural and religious values and heavily damaged the monuments and temples of the Kathmandu Valley WHS, as well as an enormous amount of other cultural sites in the northwest area of Nepal.
11. In collaboration with the Nepal National Commission for UNESCO, the MAB programme, inactive since 2006, was finally revived in Nepal in September 2015.
12. As a result of UNESCO implemented project on Safety of Journalists, the National Human Rights Commission of Nepal has endorsed a plan in their strategy to establish an independent nationally owned mechanism for dealing with safety of journalists and the issue of impunity.
13. 125 mediators from the eastern hill and central Terai region of Nepal, trained in Right to Information, have been organizing local awareness campaigns on RTI and its importance in the life of an individual.



Photo: Patan Durbar Square damaged by the 2015 earthquake © UNESCO/IC. Manhart

2. Focus on UNESCO's actions for earthquake relief

14. Out of 75 districts, 31 districts in Nepal have been affected by the April and May 2015 earthquakes. They have had a devastating impact on cultural heritage, out of 691 damaged sites, 131 have been totally destroyed. Also the school sector has been severely affected with 7000 schools totally or partly destroyed, 67 teachers and 1,288 students killed. The Office played a crucial role in post-earthquake relief.



Photo: Post-disaster archaeological investigation in Hanumandhoka Durbar Square © UNESCO/S. Kunwar

15. Within a week of the earthquake, the Office supported the Department of Archaeology in creating the "Earthquake Response Coordinating Office" and started damage assessment and emergency consolidation of sites. UNESCO was the lead agency for the cultural heritage part of the PDNA, which now serves as basis for fund-raising and restoration for the next six years.



Photo: Wooden elements from the damaged temples of Hanumandhoka Durbar Square piled up for inventorying © Department of Archaeology

16. Similarly, the post-disaster archaeological investigations in the Kathmandu Valley provided crucial information on foundations of temples and monuments. We also took a lead role in the preparation of conservation guidelines. An inventory of salvaged artifacts from the Hanumandhoka and Swayambhu monument zones has been prepared. Safe removal, relocation and conservation of mural paintings of the Shantipur temple provided on-the-job training to 15 Nepalese conservators. Other conservation training workshops have been organized in partnership with ICCROM, ICOMOS, ICOM and other partners. The office was



Photo: Nepali conservators in safeguarding of the mural paintings of the Shantipur temple © Department of Archaeology

successful in securing extra-budgetary funding for cultural heritage rehabilitation.

- 17. The disaster left children and teachers in need of psycho-social support and a protective education environment. The Office supported concerned stakeholders in post disaster emergency preparedness, response and recovery. A video campaign “Back to School” has helped promoting the psycho-social wellbeing of children.



Photo: Staff of the Department of Archaeology and local volunteers inventorying the art objects retrieved from the rubbles of the Tahsi Golma Stupa in Swayambhu (c) UNESCO ID. Andolfatto

- 18. Similarly, DRR management toolkit has been developed and disseminated among teacher trainers and DRR focal persons from the 14 most affected districts. Women Community Learning Center facilitators were trained in providing psycho-social support to children. Over 50 young trainees were able to reach and enhance the lives of more than 1800 children in earthquake affected communities located across Kathmandu and Bhaktapur districts.

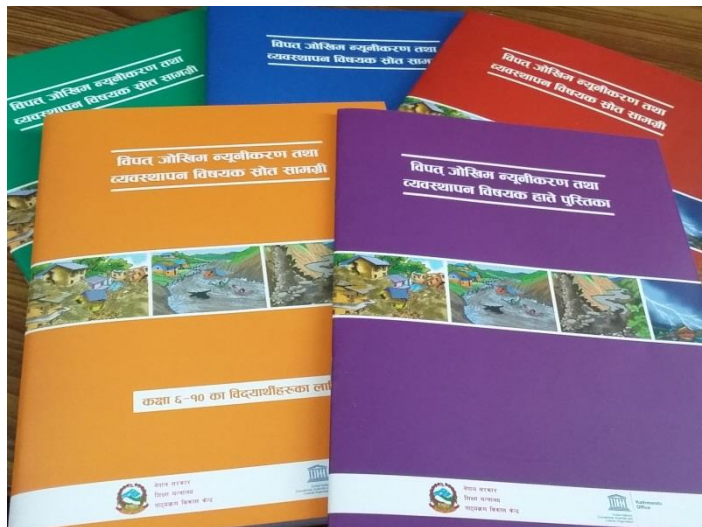


Photo: DRR management toolkits developed and disseminated in the most affected districts

- 19. Likewise, journalists from the disaster-hit districts were trained to disseminate better understanding on disasters and their impacts and mitigation.



Photo: Journalists attending training on disaster reporting in Gorkha, one of the most affected districts © UNESCO

3. Regular programme and extra-budgetary activities

3.1 Education



Photo: A mother helping her child in reading and writing © UNESCO/IS. Bado

Enhancing policy, planning and monitoring to achieve the goals of EFA in the context of SSRP, including post-2015 education agenda

20. The Office supported national efforts to achieve the EFA 2015 goals, with a number of key priority areas: Promoting Education for Sustainable Development (ESD) through inclusive lifelong learning with a focus on girls and women as well as disadvantaged population groups through both formal and non-formal approaches. The Office supported the Literate Nepal Mission to ensure universal literacy through mother tongue, with a focus on women literacy coupled with capacity development of education institutions.

Improving Education Management Information System (EMIS) at the Department of Education

21. With a view to supporting the government to systematically monitor the progress and achievements with respect to EFA and the education-related goals of MDGs, the Office supported the DOE to improve the EMIS, contributing to Flash Reports I and II, and the Consolidated Report of School Level Educational Statistics.
22. In order to better manage pre-, during and post-disaster management through improved EMIS, the Office with the support of Headquarters provided technical assistance to strengthening the existing information system at DOE, for better crisis management and effective interventions.

Education 2030: Nepal Framework for Action

23. With the support of the Nepal National Commission for UNESCO, MOE and UNICEF, the Office organized a series of workshops on Education 2030: Nepal Framework for Action, involving key stakeholders - such as teachers unions and associations, senior education officials, representatives of civil society and NGOs - to generate informed discussions on School Sector Development Plan (SSDP) for better integration of SDG 4 along with its targets and indicators.



Photo: Participants in the Education 2030 workshop © UNESCO

Post-Disaster Emergency Preparedness, Response and Recovery

24. To support teachers in their efforts and understanding of emergency preparedness, response and recovery, the Office supported the Nepal Education Cluster to produce materials on psycho-social support knowledge, potentially lifesaving safety information, earthquake preparedness and classroom management tips.
25. To strengthen resilience of families and communities, the Office worked closely with CLCs to assist in the early stages of recovery of affected communities, especially with regards to supporting children's learning in the post-disaster context. Female CLC facilitators from 27 CLCs within the Kathmandu Valley were trained in providing psychosocial support to the affected children.

26. The Office supported the empowerment of over 50 young leaders, engaging them in the providing of psychological support. They were able to reach and enhance the lives of more than 1800 children in earthquake affected communities located across Kathmandu and Bhaktapur districts.



Photo: Women from Tamsipakha Community Learning Centre in Kathmandu in psychosocial training © UNESCO

27. The Office supported the MOE in the preparation of a video message for television broadcasting transmitting the “Back to School” campaign and promoted the psychosocial well-being of children after the earthquake.
28. In order to foster the understanding of gender aspects of post-disaster situations and to present practical pedagogical tips and hands-on tools, the Office supported the Central Department of Environment Sciences at the Tribhuvan University to develop self-learning materials for teachers and teacher educators on gender-responsive teaching and learning in the pre-, during and post-disaster context of Nepal.
29. In collaboration with the Curriculum Development Center and within the framework of the project “Develop Community-based Disaster Risk Reduction Management toolkit on preparedness and prevention of disasters in schools”, the Office developed a *Community-based DRR Management toolkit*, and disseminated it among teacher trainers and DRR focal persons from the 14 most affected districts. With support from UNESCO Bangkok, the Office developed an additional module on conflict and DRR for the Education Micro planning Toolkit to support education planning at local level.
30. With support from UNESCO Bangkok, the Office is producing a Nepali version of the iOS and Android based mobile game named “Tanah”, conveying key lessons in a more engaging way aimed at promoting disaster preparedness, response and recovery.

31. Under the project “Basic Emergency Response and First Aid Training programme to School Teachers”, first aid kits, materials and posters were distributed in schools and communities within the 14 most affected districts. Teachers, CLC facilitators and students were trained in basic emergency response and first aid.
32. With support from the UNESCO Headquarters, the Office took part in the PDNA exercise as a core team member for the education sector assessment. The Office also supported the PDNA team in the post-earthquake analysis of the risks, vulnerabilities and social impact needs of the education sector.

Planning Effective Delivery of Education in a Future Federal State

33. The Office implemented the “Planning Effective Delivery of Education in a Future Federal State”, funded under the UN Peace Fund for Nepal. A series of constructive dialogues and capacity development workshops were carried out for MOE’s officials, CSOs, I/NGOs, etc., on education and federalism contributing to the preparation of thematic monographs on key areas of the School Sector Reform Plan (2009-2015), providing guidelines and models for the education system in federal Nepal.

Education for All: Global Monitoring Report and National Review Report

34. The office launched the 2014 and 2015 versions of the Education for All (EFA) Global Monitoring Reports, along with English and Nepali (2014, 2015) editions of its summaries. In addition, the “*Education for All: National Review Report 2001 – 2015*” was launched, which tracks the progress made by Nepal on each of the six EFA goals, along with an extra goal enshrined in Nepal’s EFA programme, focusing on teaching in mother tongues in primary education. *Education for All 2000-2015: Achievements and remaining challenges in Nepal, a brief summary* was also published.



Photo: Launching of the Nepali version of EFA GMR summary © UNESCO

CapEFA Project

35. Within the framework of the Education for All National Plan of Action, and Literacy Initiative for Empowerment, the Office supported the NFEC in its efforts to provide literacy for all through the Literate Nepal Mission especially in the development of a strategic action plan. The programme supported literacy in mother tongues, for instance, in Maithili, Bhojpuri, Awadhi, etc. through CLCs.

36. To accelerate progress towards EFA, the Office conducted women's literacy, income generation activities such as candle-making, stitching, knitting and weaving in mother tongues. In order to integrate life skills into post-literacy sessions, a facilitators' manual on mechanisms of integrating life skills into teaching sessions has been developed based on gaps in existing practices, and tested in three districts.
37. In order to increase national capacity to effectively deliver literacy programs, the Office supported the NFEC to regularly monitor implementation of literacy and NFE related programmes. It is complemented by literacy GIS mapping to inform evidence-based decision-making, planning and delivering of NFE. More than 40 district education officers from 17 districts have been trained in data collection, processing, analysis and use for NFE planning.
38. The family literacy program has been tested in 53 families to empower both women and children. This innovative approach was complemented by various non-traditional literacy materials, such as popular folk songs and religious texts. Following the pilot phase, the materials were reviewed and the program has now been scaled up to seven more districts.
39. As part of the effort to create inclusive lifelong learning, a national equivalency program framework for NFE has been prepared and endorsed by MOE, published and disseminated among key stakeholders. Equivalency programmes in mother tongues have been tested with 335 school drop-outs from Dalit communities in the Terai region.



Photo: A daughter teaches her mother to read and write © UNESCO

Empowering Adolescent Girls and Women: Promoting equitable education, literacy and lifelong learning

40. An intensive workshop was organized in order to sensitize major stakeholders in responding effectively to the educational needs of adolescent girls in Nepal. A research is being carried out on the overall educational status of adolescent girls and women in eight districts in Terai - Saptari, Siraha, Dhanusha, Mahotari, Sarlahi, Rautahat, Bara and Parsa.

41. Two intensive trainings on leadership development of female head teachers were conducted in the Gulmi and Kavrepalanchowk districts benefitting 124 participants. Female teachers were trained to promote literacy rates and develop leadership skills for girls from marginalized and deprived sections of society. Groups taught include Madheshi, Dalit and Muslim women. Over 100 students from 10 different community schools received a two-day training session on life skills development.



Photo: Capacity building of female head teachers © UNESCO

Promoting “Inclusive Teacher Education: Advocacy Guides” at national and regional level

42. The Inclusive Teacher Education: Advocacy Guides was translated and adapted from English to Nepali. A two-day workshop was organized in order to disseminate the publication.

Supporting Competency-Based Teacher Training Reforms to Facilitate ICT-Pedagogy Integration

43. The Office conducted a Nepalese Teachers’ ICT Readiness Survey among 201 teachers, to facilitate ICT-pedagogy integration in teacher training. With support from UNESCO Bangkok, various follow-up workshops were organized in coordination with the National Centre for Educational Development (NCED).
44. The Office supported the MOE and NCED to prepare the ICT Competency Framework for teachers in Nepal. It supported the MOE to assess the current status of the use of ICT in the education sector and suggest appropriate policies. The Office also

participated in various ICT thematic working groups to shed light on ICT issues within the SSRP and SSDP process.

Climate Change Education for Sustainable Development Country Programme

45. A National survey on CCESD was conducted to prepare a report on policy gaps, teacher training and school curriculum including NFE sub-sector and comprehensive road map for capacity building in policy, curriculum and teacher training, material developments on CCE including DRR.
46. The Office supported the strengthening and mainstreaming of trans-disciplinary CCE in the Nepalese education system through a series of capacity building activities for radio journalists, policy makers, education planners, curriculum developers, teacher educators, CLC members and NFE trainers, head teachers, school teachers and students.

#PurpleMySchool Campaign

47. With the aim of creating safe spaces for LGBTI students across Asia and the Pacific region, the Office supported the implementation of the #PurpleMySchool Campaign across Nepal. Around 850 grade 6-10 students and more than 50 teachers from six selected schools were sensitized on LGBTI bullying in schools - its causes and impacts on student's learning performance.

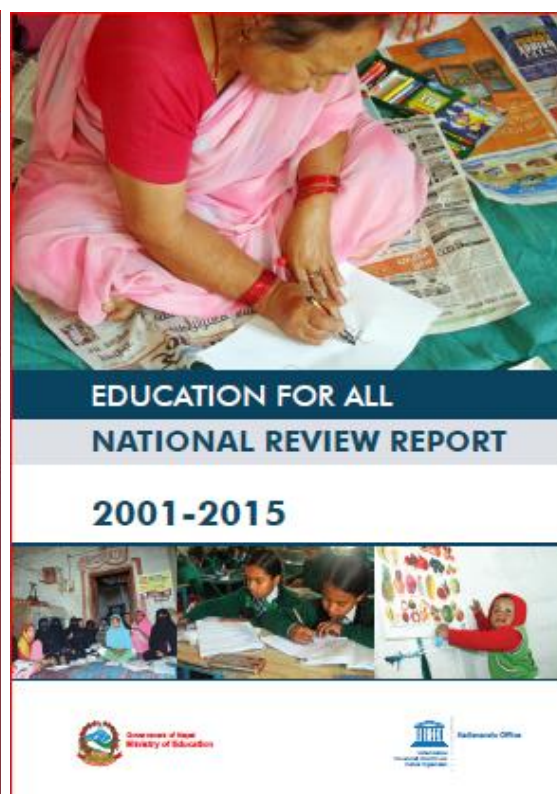
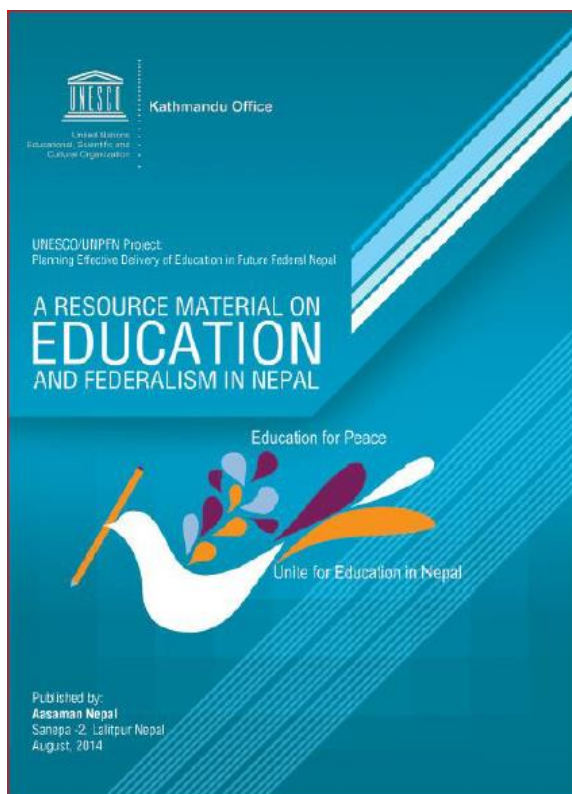


Photo: #PurpleMySchool campaign in schools of Lalitpur, Nepal

Study and Research

48. The “Review of the Right to Education in Nepal” examined the country context with regard to the right to education in Nepal with special reference to structural, process and outcome indicators, as suggested in the UNESCO’s Right to Education – Law and Policy Review Guidelines.
49. To examine the country’s current policies and practices concerning multi-grade teaching and identify evidence, a research was carried out under the project “Promoting Quality Learning through Enhanced Multi-grade Teaching in Asia-Pacific Region.”

50. In order to understand the relationship between Nepal's labour market and its education system from the lenses of gender the Office published '*Gender, Jobs and Education: Prospects and Realities in Nepal*'.
51. Upon request from the Planning Division of the Tribhuvan University, the office supported a study on improving its governance, contributing to attaining quality higher education and supporting the preparation of the Education Post-2015 Framework for Action.
52. In coordination with UNESCO Bangkok, a study collected information on national school finance management system and budget allocation mechanisms. The study determined the challenges in the field of financial management at lower levels of the education system, especially at the school level, which will further be of use to build capacities in education micro planning.



3.2 Culture



Photo: The earthquake damages monuments at Bhaktapur Durbar Square (c) UNESCO \D. Andolfatto

World Heritage

53. The seven monument zones of the Kathmandu Valley World Heritage Site face challenges due to lack of enforcement of regulations established under the Integrated Management Framework (IMF) and lack of regulation under the Heritage Impact Assessment (HIA). The Office partnered with the Department of Archeology (DOA) to strengthen monitoring and coordination mechanisms.
54. The Office published *Revisiting Kathmandu. Safeguarding Living Urban Heritage*, proceedings of an International Symposium held from 25 to 29 November 2013. The publication contains important recommendations on rebuilding activities of heritage structures damaged by 2015 Earthquakes.

2015 Nepal earthquakes: Cultural heritage rehabilitation



Photo: The Majudega temple at Hanumandhoka Durbar square before and after the earthquake ©UNESCO

55. The April and May 2015 earthquakes affected about 2,900 heritage structures with cultural and religious value within the Kathmandu Valley as well as in the north-western region of Nepal. The Office focused on playing a coordination role and supporting DOA's efforts aimed at rehabilitating Nepal's vibrant cultural sector, including tangible and intangible heritage, as well as crafts and cultural industries.



Photo : A UNESCO volunteer assesses the damages at the historic city of Sankhu © UNESCO

56. The Office established the Earthquake Response

Coordinating Office (ERCO) at DOA, for damage assessment, salvaging and emergency protecting sites. It laid the ground for the establishment of a heritage management database system and drafting guidelines for restoration.

57. The Office successfully led the cultural heritage sector in the preparation of PDNA leading to a comprehensive 'Chapter 5 - Cultural Heritage' for PDNA. This will serve as an excellent basis for the recovery work which will be carried out in the next few years.
58. The Office supported the DOA in conducting the post-disaster urban archaeological investigation, evaluation and interpretation in the Kathmandu Valley WHS jointly with the Durham University, UK. The investigation provided crucial information on foundations of temples and monuments in line with the conservation guidelines which are currently being prepared.

59. Damage mapping with detailed documentation (drone images, photographs, measurements, drawings and descriptions) of selected monument zones of the Kathmandu Valley WHS, such as Swayambhu, Hanumandhoka, Patan, Bhaktapur, Changunarayan and Sankhu (Tentative List).

60. 112 artifacts, 40 coins and thousands of miniature votive stupas were recovered and recorded from the small Tashi Golma Stupa in Swayambhu in close coordination with the DOA.

61. Sorting, recording and labelling including photographic documentation of salvaged artifacts from the Hanumandhoka Durbar Square and consolidation and restoration of two monuments in Hanumandhoka Durbar Square, namely, Jagannath Temple and Gopinath Temple is being carried out with funding from the Japanese Government.

62. On-the-job training of Nepali conservators on safe removal, relocation and conservation of mural paintings of the Buddhist text, Svayambhūpurāna, from the Shantipur Temple at Swayambhu, is being conducted with funding from Fok Ying Tung Foundation, Hong Kong.



Photo: Art objects retrieved from the Tashi Golma stupa in Swayambhu © UNESCO/D. Andolfatto

Lumbini, the birthplace of Lord Buddha



Photo: The Mayadevi temple at Lumbini, the birthplace of Lord Buddha © UNESCO\ C. Manhart

63. The Office is implementing the Japan-funded project for conservation and management of Lumbini, the birthplace of Lord Buddha, in collaboration with the DOA and Lumbini Development Trust (LDT). A number of significant results have been achieved - in particular the conservation of the three most emblematic monuments of Lumbini, namely the Marker Stone, the Nativity Sculpture and the Ashoka Pillar; successful excavations within the Sacred Garden particularly within the Mayadevi Temple, revealing evidence of structures dating back to 6th century BCE proofing for the first time evidence of a structure during Buddha's live time; and preparation of the integrated management plan for Lumbini.



Photo: Archaeological excavation inside the Mayadevi Temple © UNESCO\ Durham University

64. Fifteen staff of DOA and LDT and thirty Master's level students were trained in conservation and archaeological investigation.

65. The Office safeguarded the cultural assets of the Greater Lumbini Area, in particular of Tilaurakot and Ramagrama, both on the Tentative List, with focus on archaeological investigation and establishing a strategy for inscription on the World Heritage List. During the January/February 2015 excavations, a spectacular hoard of 500 silver punch-marked coins of 2nd century BCE, was recovered from a monastery area, outside the ancient wall of Tilaurakot.

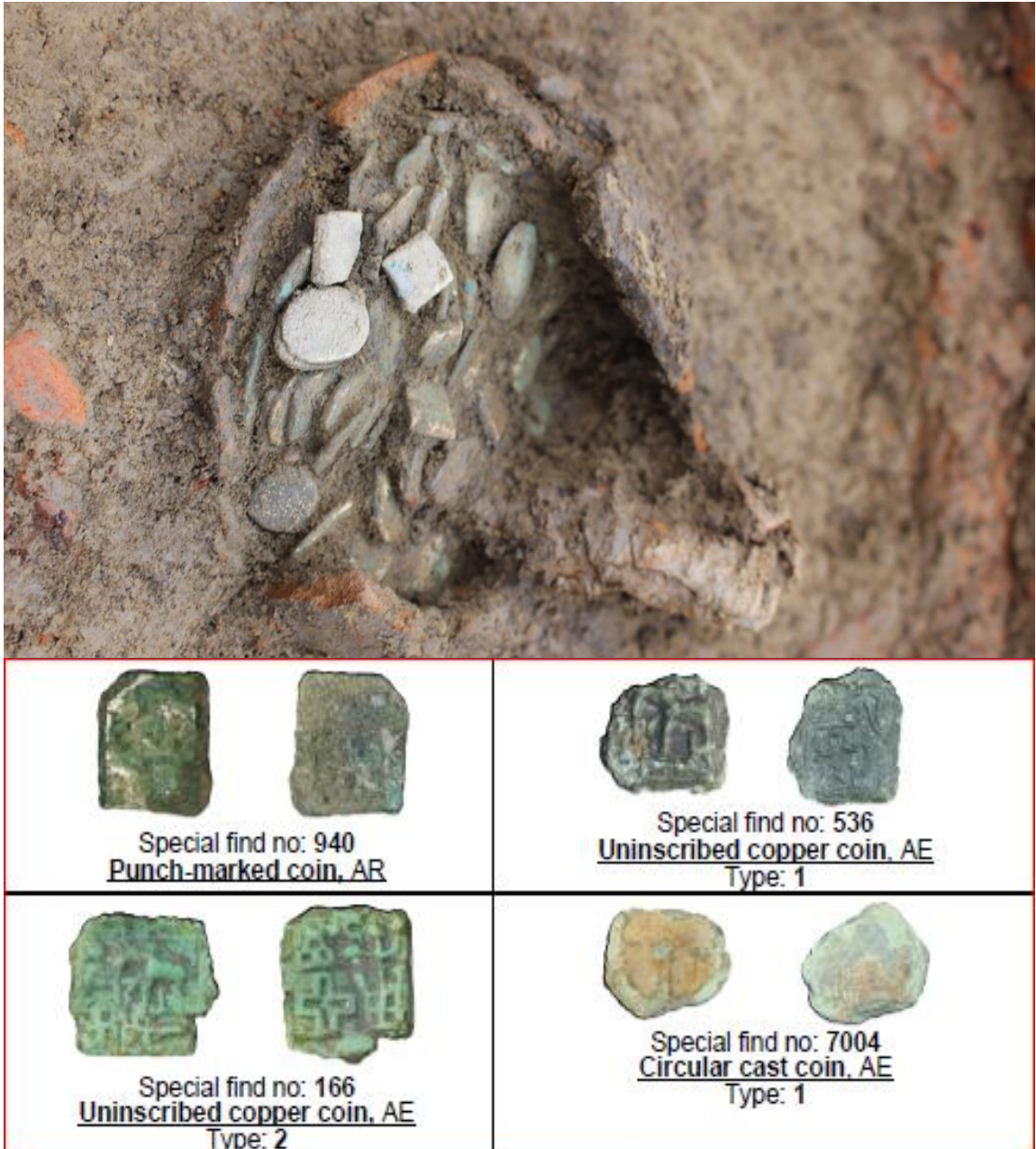


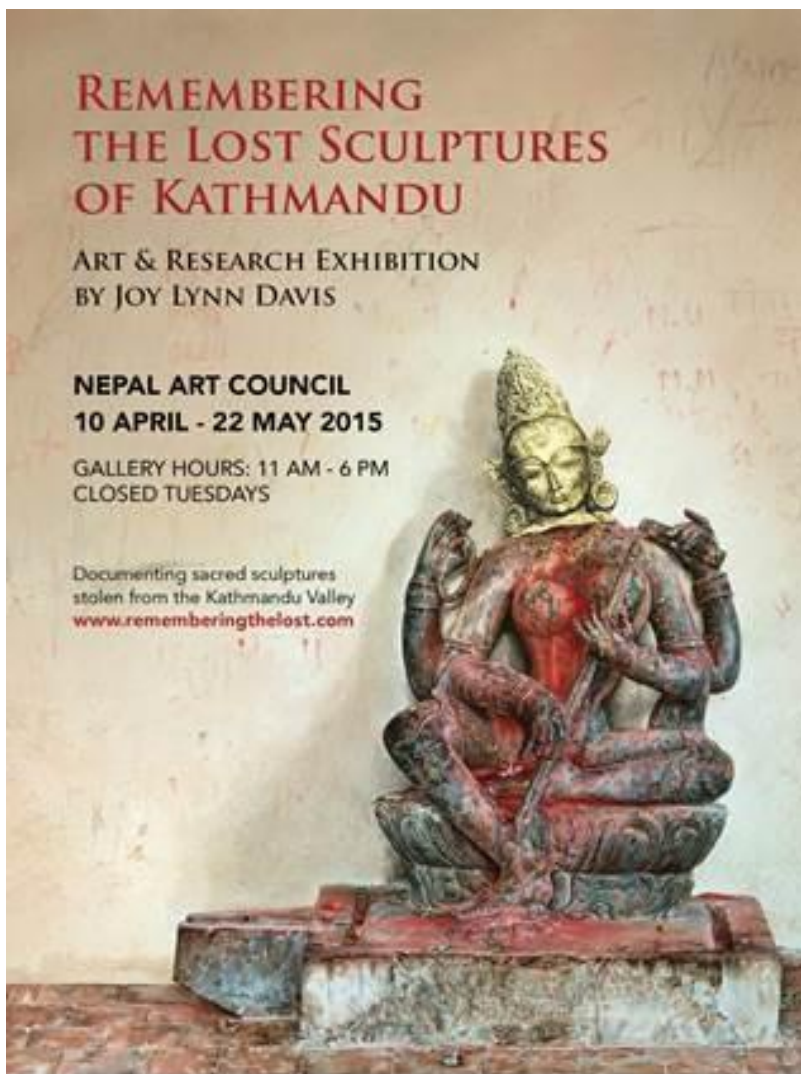
Photo: Above- A hoard of silver punch-marked coins of 2nd century BCE recovered during the excavation at Tilaurakot. Below- some of them after cleaning and identification © UNESCO Durham University

66. The Office also took a coordination role in bringing various stakeholders together in Lumbini thus fostering understanding in order to ensure that the various interests (conservation of historical remains, development of Lumbini area and needs of Buddhist pilgrims) are not in conflict but develop in harmony.

Exhibitions and International Day celebrations

67. The Office provided its support and funding to the organization of events by expanding its partnerships with local institutions contributing to UNESCO's mission to build peace and solidarity among people. Such events include:

- An exhibition titled "Remembering the Lost Sculptures of Kathmandu" held from 10 April to 22 May 2015, and a presentation followed by discussion by the Head of the Office, not only documented and presented different cases of stolen art objects, but also created an intense dialogue which triggered a positive public response and support towards the protection of Nepal's cultural property.



- Funding support to organize the 2014 World Philosophy Day that helped spread UNESCO's message of the day.
- Organization of a six-day long educational exhibition "Tolerance, understanding, coexistence, Oman's message of Islam" from 12 to 17 November 2014, in close cooperation with the National Muslim Commission and the Nepal Chapter – South Asia Coordinating Council of the International Association for Religious Freedom.
- Organization of the 5th International Folklore Congress, 24 – 24 April 2015.
- Organization of the 2015 International Jazz Day on 30 July 2015 which was postponed due to the earthquake.

3.3 Natural Sciences



Photo: Sagarmatha National Park, one of the two natural World Heritages Sites in Nepal © UNESCO

68. In April 2015, the Office obtained a UN volunteer financed by Finland to deal with natural heritage and sciences.
69. The Office aimed at fostering national and international cooperation in the field of ecological sciences in Nepal through the Man and the Biosphere Programme. In September 2015, in collaboration with the Nepal National Commission for UNESCO, the MAB programme in Nepal, inactive since 2006, was revived. Nepalese scientists and experts participated to international meetings organized under this Network.
70. In November 2015, in collaboration with the Nepal Academy for Science and Technology, the Office celebrated the World Science Day and the launch of the World Science Report.

Natural Sites

71. The Office worked in close collaboration with the Department of National Parks and Wildlife Conservation (DNPWC), to build awareness among national authorities and affected communities in and around the two Natural World Heritage Sites Chitwan and Sagarmatha, as well as about the 1972 World Heritage Convention.

72. In collaboration with the IUCN Nepal and DNPWC, a fact-finding mission to Chitwan pre-assessed the scale of infrastructure projects, which would have major indirect and direct impact on the Outstanding Universal Value of the site.



Photo: Fact-finding mission team, 2015 © UNESCO

73. The Office supported a pilot project which aimed at strengthening community based anti-poaching and human wildlife conflict mitigation by using mass media and local radio channels in the buffer zone surrounding the Chitwan National Park. The



Photo: Endangered rhinos in the Chitwan National Park © UNESCO/C. Manhart

The project was implemented by the Biodiversity Conservation Centre and National Trust for Nature Conservation.

74. The Office is also assisting the government in its initiative to nominate Lo Manthang for the World Heritage List. An exploratory mission to the site was conducted and findings of the visit were shared with the national authority, notably the DOA, bringing its attention to observed threats and suggesting immediate actions where needed.

3.4 Communication and Information



Photo: Women journalists in a community radio in Nepal © UNESCO

Safety of Journalists

75. The project "Safety of Journalists" addressed journalists' safety and issues of impunity in Nepal. As a result, the National Human Rights Commission of Nepal has endorsed a plan in their strategy to establish an independent nationally owned mechanism for dealing with safety of journalists and impunity.



Photo: Journalists trained in the Safety of Journalist © UNESCO

76. More than 1,000 stakeholders including journalists, media academics, human rights activists, security sectors, judiciary and administrative bodies across the country, through their active participation in various dialogue, and discussion programmes, were sensitized and enriched on the importance of the safety of journalists and the issue of impunity in Nepal. Over 200 security, judiciary and administrators have been trained in gender sensitivity and the safety of women journalists in 19 districts of the eastern hill and central Terai.
77. A study on *Impunity in Nepal* with special reference to freedom of expression and journalist's safety was conducted. In addition, a detailed analytical assessment of the state of journalists' safety issues has been conducted based on the journalist's safety indicators.
78. The existing Code of Journalistic Ethics has been revised by national and international experts. The amended version will soon be released by the Press Council Nepal.

Promoting Right to Information

79. The Right to Information law issued in 2007 has guaranteed the citizens' right to demand or receive information of any matter of his or her or public interest. Due to the lack of awareness in both the demand and supply side, the act has not been properly implemented. In this context, the Office trained 125 committed and dedicated mediators (teachers, lawyers, social activists) of the eastern hill and central Terai region on the fundamental and practical aspects of the RTI Act. They are now pro-actively engaged and committed to the empowerment of people to enjoy their right to information at grassroots level.
80. The Office trained 150 local journalists on RTI and investigative reporting. They have now been conducting investigative reporting utilizing the RTI Act, focusing on important

issues such as; implementation of local development projects, misuse of student's scholarship, corruption on target group's budget etc.

Celebration of International Days

81. On the occasion of the World Press Freedom Day - 2014, a national level sensitization seminar was organized on the effective implementation of freedom of expression laws in partnership with the Press Council Nepal.



Photo: Celebration of the World Press Freedom Day- 2015 © UNIPCCC

82. On the occasion of the World Press Freedom Day – 2015, a national seminar on "Let Journalism Thrive! Independent

Journalism, Gender Equality and Media Safety in the Digital Age" was organized in Kathmandu. In addition, five separate orientation sessions for students of different universities and colleges were organized, spreading awareness on Independent Journalism, Gender Equality and Media Safety in the Digital Age.

83. On the occasion of the World Radio Day - 2014, a discussion programme with special focus on physical and professional threats against journalists working in community radios was organized in partnership with the Association of Community Radio Broadcasters.
84. A national level seminar was organized on the occasion of the World day Audio-Visual Heritage - 2014. The status of audio-visual achieves management and its challenges were discussed in the programme. An action plan on audio-visual archive management was shared among the stakeholders.
85. A study report on "Impunity in Nepal with Special Reference to Freedom of Expression and Journalist's Safety" was released in a national seminar organized on the occasion of the 2015 "International Day to End Impunity for Crimes against Journalists".

Capacity Enhancement

86. The Office provided training to more than 370 journalists on various issues i.e. social diversity and gender sensitivity, gender sensitive program production in community radio, professional skill enhancement training for new-comer journalists and disaster reporting training under the IPDC and regular programme.
87. 75 new-comer journalists from five different districts were trained to enhance their professional capacity. Similarly, 100 journalists from other five districts were trained in

gender equality and pluralism in the context of Nepali media. 25 journalists were trained in promoting the safety of women journalists.

88. 70 journalists from the 2015 Earthquake-hit districts were trained in the role of journalists in different stages of disaster (rescue and relief, rehabilitation, reconstruction). The training helped journalists to build better understanding on disaster, its impacts, and the essential information to be disseminated to the public through their respective media.

Research and Publications

89. A comprehensive handbook for women journalists *Be professional, be save: safety, handbook for women journalists* was published. The handbook has covered safety indicators, responsibilities of media institutions and skills to face and minimize the risk for women as they pursue their professional career.
90. A handbook Disaster reporting: a training manual for journalists was published. This helps the journalists to enrich understanding on disaster, stages of disaster, and important issues to be reported in the different stages of disaster.
91. A training manual *Gender sensitive radio programme production on community radio* was published targeting women journalists working in the community. The handbook was used as a reference material in trainings.
92. A study on the status and capacity of functional media rights monitoring and response desks of professional organizations was conducted. Similarly, a monitoring research on media contents against professional standards was also carried out in 2015.
93. An action plan for the effective implementation of freedom of expression laws in Nepal was prepared. The action plan analyzed the gaps and challenges while providing recommendations for the effective implementation of freedom of expression laws in Nepal. Similarly an action plan for efficient audio-visual records and archives management was prepared.
94. Two handbooks on Right to Information- *Right to information for investigative journalism*, and *Right to information: handbook for mediators* were published and distributed to mediators and journalists.
95. A review report of *Journalism curricula in Nepalese Universities* was published. The curricula were reviewed based on the UNESCO Model Curricula.
96. Two training manuals for journalists - *Basic journalism: training manual* and *Social diversity and gender sensitivity in media* were published.
97. A 20-minute promotional video documentary "Pashupati: A World Heritage Site" was produced. The documentary covered the historical aspects of the heritage site and major challenges associated with it. The documentary was screened among 500 stakeholders including students to raise awareness on the importance of heritage sites.

4. ACRONYMS

CCE	Climate Change Education
CCESD	Climate Change Education for Sustainable Development
CLC	Community Learning Centre
CSO	Civil Society Organization
DOA	Department of Archaeology
DOE	Department of Education
DRR	Disaster Risk Reduction
EFA	Education for All
EMIS	Education Management Information System
ERCO	Earthquake Response Coordination Office
ESD	Education for Sustainable Development
HIA	Heritage Impact Assessment
ICT	Information and Communication Technology
IMF	Integrated Management Framework
KLL	Kathmandu Living Labs
DNPWC	Department of National Parks and Wildlife Conservation
LDT	Lumbini Development Trust
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex

MAB	Man and Biosphere
MDG	Millennium Development Goal
MOE	Ministry of Education
NCED	National Centre for Educational Development
NFE	Non-formal Education
NFEC	Non-formal Education Centre
NFE-MIS	Non-formal Education Management Information System
OUV	Outstanding Universal Value
PDNA	Post Disaster Need Assessment
SDG	Sustainable Development Goals
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
WHS	World Heritage Site
GIS	Geographic Information System



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